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INDIANA’S CORE 40 CURRICULUM

INDIANA’S GENERAL DIPLOMA

ACADEMY OF SCIENCE & ENTREPRENEURSHIP

FOUR YEAR COURSE OF STUDY

Accuplacer

PSAT

SAT/ACT

ISTEP+ Grade 10

Courses Required for Indiana Department of Education Core 40 Diploma

ENGLISH

Mathematics

Science

Social Studies

Wellness

The Academy of Science and Entrepreneurship Career Pathway Courses

ASE Success Course Sequence

World Language

Arts and Communications

Business/Marketing/Entrepreneurship

Science/Technology/Engineering/Math
ACADEMIC INFORMATION

EXPECTATIONS OF STUDENT BEHAVIOR
As members of the learning community at The Academy of Science and Entrepreneurship it is the primary goal of faculty members and students to strive for academic excellence as students pursue their high school diploma. Additionally, students pledge that they will adhere to the following list of expectations while in transit to/from or while attending school or a school function, or while on school grounds:

- I will put school safety at the forefront of my considerations and actions at all times and will report any unsafe situation to a faculty member or administrator.
- I will respect property and technology belonging to the school or individuals as well as all members of The Academy of Science and Entrepreneurship community: students, teachers, administrators, counselors, support staff and visitors, and will represent our school in a positive way.
- I will not do anything to interfere with the educational process of others or myself.
- I will follow all individual classroom rules established by my teachers.
- I will be on time and academically compliant in every class.
- I will adhere to all federal, state and local laws.

CONFIDENTIAL SAFE SCHOOLS HOTLINE: (812)330-2494
Students may call the above number to report dangerous situations such as bullying, threats, and harassment and receive complete anonymity. Students are also encouraged to speak with an administrator, counselor, or teacher about anything that puts the safety of The Academy of Science and Entrepreneurship community at risk.

SKYWARD AND CANVAS ACCESS
Family access will allow parents and students to view attendance and grade reports, food service balance, academic schedule, immunization record, standard address, phone number, and other demographic information. It is totally secure and easy to use. You will need to obtain a user ID and password in order to begin using this service. Those who previously created an account in middle school can use the same login information for ASE. Those who have yet to create a Skyward/Canvas account should bring an ID to the main office for obtaining a username and password.

COURSE SELECTION PROCEDURES
The Curriculum Guide lists and describes courses currently offered at The Academy of Science and Entrepreneurship. Students need to plan ahead to prepare for the various career options that are available once a diploma has been earned from The Academy of Science and Entrepreneurship. Selections should be made carefully with deliberation and thoughtfulness, taking into account high school graduation requirements, preparation for post high school study and career plans.

The course selection process at ASE begins with students, parents, teachers, and counselors working together to allow for thoughtful, informed decision-making. Students must select their scheduling choices carefully making use of a variety of resources: family, teachers, counselors, high school transcripts, the curriculum guide, Naviance: College & Career Readiness, career clusters and pathway information, and post-secondary interests and goals. After each student selects courses, the program of courses to be offered in the coming year is finalized, and the teachers assigned to the courses are determined.

DROP AND ADD
As a student-centered organization, we base the master schedule on student requests and available teacher staffing. Therefore, these selections have a major impact on the master schedule and staffing needs for the following school year. Drop and add is only allowed when there is significant evidence present that a student will not be successful in a course. Schedule changes WILL NOT be permitted without administrative approval AND one of the following situations must exist: the student has been misplaced, a scheduling error has occurred, or a change is needed to ensure timely graduation. Requested changes related to teacher assignments, class periods, etc. WILL NOT be considered.
GRADE REPORTING

Grade: A+ A A- B+ B B- C+ C C- D+ D D- F
Points: 4 4 3.7 3.3 3 2.7 2.3 2 1.7 1.3 1 .7 0

A student’s grade point average (GPA) is determined by the number of courses taken and the grade earned in each course. The GPA is calculated at the end of each semester. Six week’s grades are cumulative and serve as progress reports for the determination of semester grades.

ASE Honors Courses are weighted (.5) including Spanish 3, Spanish 4, and Physics. Courses taken at Indiana University and Ivy Tech Community College that are 3 or more credits will be weighted by one point and are included on the ASE transcript if the course is required for graduation and/or the student requests that the course be included on the high school transcript.

INDIANA’S CORE 40 CURRICULUM

Indiana’s Core 40 curriculum helps students make the most of their high school years by providing the academic foundation needed to succeed in college and the workforce. Here are some of the benefits of Core 40:

Challenging Courses = Big Rewards: Students who take strong academic courses in high school are more likely to enroll in college and earn a degree. That’s important, because higher education pays: On average, college graduates earn more than one million dollars more over a lifetime than those with only a high school education. High school graduates earn 42 percent more than high school dropouts. Core 40 pays.

More Career Options. Good jobs require education beyond high school. That means if you want a job that will support you and your future family, provide health benefits and offer a chance for advancement, you’ll need to complete a two- or four-year degree, apprenticeship program, military training, or workforce certification. If you are planning to go directly to work after high school graduation, you will still need to be prepared for training and retooling throughout your lifetime. Core 40 gives you more options — and more opportunities — to find a career with a real future.

What Employers and Training Programs Want. Employers, apprenticeship programs and the military all agree they expect you to arrive with essential skills, including speaking and writing clearly, analyzing information, conducting research, and solving complex problems. The expectations are the same: You need Core 40.

Preparation for College Success. It’s not just about getting in — it’s about finishing. To succeed in college-level work, students need to complete Core 40 in high school. Anything less may mean taking remedial (high school) coursework in college, which means it will take you longer to finish and will cost you more in college tuition. It also means you’ll have a greater chance of dropping out before you get your degree. That’s why Core 40 is an admissions requirement for a four-year public Indiana college. Most private colleges require students to have at least this level of high school academic preparation. Core 40 is your best preparation for success.

Important Note: Entry requirements vary among colleges, so there is no specific list of courses that comprise a college preparatory curriculum.

Colleges may use additional factors to determine who is admitted. Test scores, essays, and interviews may influence the admissions determination. Within institutions, some degree programs may impose additional requirements. Colleges may also have a special admissions process for those students not meeting the above requirements.
The Indiana Graduation Pathways allow MCCSC students to demonstrate their preparation for their life after high school - college, a job, the military, advanced training, and more.

The pathways provide every MCCSC student with:

- knowledge and engagement of individual career interests and career options
- a strong foundation of academic and technical skills
- the skills needed to be successful in whatever they choose to do after high school

1. **EARN A DIPLOMA**—select the course requirements for diploma type.
   
   - Core 40
   - **OR**
   - Academic Honors
   - **OR**
   - Technical Honors

2. **EMPLOYABILITY SKILLS**—select one option to show your employability skills.
   
   - **Project-Based Learning**
     School-approved, authentic project that leads to sustained inquiry around a challenging problem.
     - **OR**
   - **Service-Based Learning**
     School-approved, on-going service that connects to your coursework.
     - **OR**
   - **Work-Based Learning**
     School approved, work-based partnerships that use the concepts, skills, and dispositions from coursework.

3. **POST-SECONDARY READY**—select one option to show you are ready for life after high school.
   
   - **Honors Diploma**
     Fulfill the requirements to earn an Academic or Technical Honors Diploma
     - **OR**
   - **Industry Credential and Workforce Readiness**
     Use at least one option:
     - State & industry recognized Credential or Certification
     - State, federal, or industry recognized apprenticeship
     - Career Technical Education Concentrator (6 credit hrs)
     - **OR**
   - **Pre-College Credit**
     Complete at least three:
     - Dual credit courses and earn a C average of higher
       - **and/or**
     - Advanced Placement (AP) exams with a score of 3 or higher
     - **OR**
   - **College and Career Readiness Test**
     Use at least one option to meet college-ready benchmarks or placement qualification.

<table>
<thead>
<tr>
<th>SAT (in English and math)</th>
<th>ACT (in two of the four subjects: Eng. or reading and math or sci.)</th>
<th>ASVAB (min. score in one area)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English – 480</td>
<td>English – 18 or Reading – 22</td>
<td>31 Army</td>
</tr>
<tr>
<td>Math – 530</td>
<td>AND</td>
<td>31 Marines</td>
</tr>
<tr>
<td></td>
<td>Math – 22 or Science – 23</td>
<td>35 Navy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>36 Air Force</td>
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<tr>
<td></td>
<td></td>
<td>45 Coast Guard</td>
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# Indiana Diploma Requirements

<table>
<thead>
<tr>
<th>Area</th>
<th>CORE 40</th>
<th>CORE 40 w/ Academic Honors</th>
<th>CORE 40 w/ Technical Honors</th>
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</thead>
<tbody>
<tr>
<td><strong>ENGLISH</strong></td>
<td>8 CREDITS</td>
<td>8 CREDITS</td>
<td>8 CREDITS</td>
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<tr>
<td><strong>MATH</strong></td>
<td>6 CREDITS</td>
<td>6 CREDITS</td>
<td>6 CREDITS</td>
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<td></td>
<td>2 CREDITS: ALGEBRA I</td>
<td>2 CREDITS: ALGEBRA I</td>
<td>2 CREDITS: ALGEBRA I</td>
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<tr>
<td></td>
<td>2 CREDITS: GEOMETRY</td>
<td>2 CREDITS: GEOMETRY</td>
<td>2 CREDITS: GEOMETRY</td>
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<td>2 CREDITS: ALGEBRA II</td>
<td>2 CREDITS: ALGEBRA II</td>
<td>2 CREDITS: ALGEBRA II</td>
</tr>
<tr>
<td></td>
<td>2 ADDITIONAL MATH CREDITS ARE RECOMMENDED FOR ADMISSION TO A FOUR-YEAR COLLEGE</td>
<td>2 ADDITIONAL MATH CREDITS</td>
<td>2 ADDITIONAL MATH CREDITS</td>
</tr>
<tr>
<td></td>
<td>Students must take a math or quantitative reasoning course each year in high school.</td>
<td>Students must take a math or quantitative reasoning course each year in high school.</td>
<td>Students must take a math or quantitative reasoning course each year in high school.</td>
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<td><strong>SCIENCE</strong></td>
<td>6 CREDITS</td>
<td>6 CREDITS</td>
<td>6 CREDITS</td>
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<td>2 CREDITS: BIOLOGY I</td>
<td>2 CREDITS: BIOLOGY I</td>
<td>2 CREDITS: BIOLOGY I</td>
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<tr>
<td></td>
<td>2 CREDITS: CHEMISTRY I, PHYSICS I, OR INTEGRATED CHEMISTRY/PHYSICS</td>
<td>2 CREDITS: CHEMISTRY I, PHYSICS I, OR INTEGRATED CHEMISTRY/PHYSICS</td>
<td>2 CREDITS: CHEMISTRY I, PHYSICS I, OR INTEGRATED CHEMISTRY/PHYSICS</td>
</tr>
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<td>2 CREDITS: ANY CORE 40 SCIENCE COURSE</td>
<td>2 CREDITS: ANY CORE 40 SCIENCE COURSE</td>
<td>2 CREDITS: ANY CORE 40 SCIENCE COURSE</td>
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<td><strong>SOCIAL STUDIES</strong></td>
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<td>6 CREDITS</td>
<td>6 CREDITS</td>
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<td>1 CREDIT: US GOVERNMENT</td>
<td>1 CREDIT: US GOVERNMENT</td>
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<td>1 CREDIT: ECONOMICS</td>
<td>1 CREDIT: ECONOMICS</td>
<td>1 CREDIT: ECONOMICS</td>
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<tr>
<td><strong>WORLD LANGUAGE</strong></td>
<td>NOT REQUIRED FOR CORE 40</td>
<td>6-8 CREDITS</td>
<td>NOT REQUIRED FOR CORE 40</td>
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<tr>
<td></td>
<td>4-8 CREDITS RECOMMENDED FOR ADMISSION TO A FOUR-YEAR COLLEGE</td>
<td>6 CREDITS IN ONE LANGUAGE OR 4 CREDITS EACH IN TWO LANGUAGES</td>
<td>4-8 CREDITS</td>
</tr>
<tr>
<td></td>
<td>6 CREDITS</td>
<td>6 CREDITS</td>
<td>6 CREDITS</td>
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<tr>
<td><strong>PHYSICAL EDUCATION</strong></td>
<td>2 CREDITS</td>
<td>2 CREDITS</td>
<td>2 CREDITS</td>
</tr>
<tr>
<td><strong>HEALTH &amp; WELLNESS</strong></td>
<td>1 CREDIT</td>
<td>1 CREDIT</td>
<td>1 CREDIT</td>
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<tr>
<td><strong>FINE ARTS</strong></td>
<td>N/A</td>
<td>2 CREDITS</td>
<td>N/A</td>
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<tr>
<td>Core Courses</td>
<td>Freshman</td>
<td>Sophomore</td>
<td>Junior</td>
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<tr>
<td>English</td>
<td>American Lit (Y)</td>
<td>English 10 (Y)</td>
<td>English 11 (Y) or Literature Electives</td>
</tr>
<tr>
<td>Science</td>
<td>Biology/Health (Y)</td>
<td>ICP or Chemistry (Y)</td>
<td>Chemistry (Y) Physics: H (Y) Environmental Science (Y)</td>
</tr>
<tr>
<td>Math</td>
<td>Algebra 1</td>
<td>Geometry</td>
<td>Algebra 2</td>
</tr>
<tr>
<td>World Language (For Honors Diploma)</td>
<td>Spanish 1</td>
<td>Spanish 2</td>
<td>Spanish 3: H</td>
</tr>
<tr>
<td>Wellness</td>
<td>PE-Independent Study (A)</td>
<td>(B)</td>
<td>(C)</td>
</tr>
<tr>
<td>Required Electives At ASE</td>
<td>Preparing for College and Careers</td>
<td>Arts Pathway Elective</td>
<td>Business Communications &amp; Personal Financial Responsibility</td>
</tr>
<tr>
<td>Career Pathway Suggested Electives</td>
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</tr>
<tr>
<td>Computer Science</td>
<td>Introduction to Computer Science</td>
<td>Computer Science I</td>
<td>Computer Science II Computer Science III: Databases Computer Science III: Cybersecurity</td>
</tr>
<tr>
<td>Business &amp; Entrepreneurship</td>
<td>CINS 101 (Intro to Microcomputers)</td>
<td>BUSN 101</td>
<td>BUSN 105 INCUBATOREDU (ENTR 101)</td>
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<tr>
<td>Digital Arts and Media</td>
<td>Intro To Art Drawing I-II</td>
<td>Digital Design Dramatic/Film Literature Arts 103</td>
<td>English Elective Arts 100 Arts 102 Arts 103 Ivy Tech Pathway Course</td>
</tr>
<tr>
<td>Engineering (STEM)</td>
<td>PLTW – Intro to Engineering Design (IED)</td>
<td>PLTW-Principles of Engineering (POE)</td>
<td>PLTW-Engineering-Civil &amp; Architecture (CEA) Environmental Science Physics (H) HHCC Ivy Tech Pathway Courses</td>
</tr>
<tr>
<td>Core Courses</td>
<td>Freshman</td>
<td>Sophomore</td>
<td>Junior</td>
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<tr>
<td>English</td>
<td>American Lit (Y)</td>
<td>English 10 (Y)</td>
<td>English 11 or Literature Electives or ENG 111/206</td>
</tr>
<tr>
<td>Social Studies</td>
<td>U.S. History (Y)</td>
<td>World History (Y)</td>
<td>Economics (S)</td>
</tr>
<tr>
<td>Science</td>
<td>Biology/Health (Y)</td>
<td>Chemistry (Y)</td>
<td>Physics: H (Y) or Environmental Science (Y)</td>
</tr>
<tr>
<td>Math</td>
<td>Algebra 1</td>
<td>Geometry</td>
<td>Algebra 2</td>
</tr>
<tr>
<td>World Language (For Honors Diploma)</td>
<td>Spanish 1</td>
<td>Spanish 2</td>
<td>Spanish 3: H</td>
</tr>
<tr>
<td>Wellness</td>
<td>PE-Independent Study (A)</td>
<td>(B)</td>
<td>(C)</td>
</tr>
<tr>
<td>Required Electives At ASE</td>
<td>CINS/Visual Communications</td>
<td>Speech</td>
<td>Personal Financial Responsibility/INCUBATOREDU (ENTR 101)</td>
</tr>
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<td>Computer Science</td>
<td>Introduction to Computer Science</td>
<td>Computer Science I</td>
<td>Computer Science II</td>
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<tr>
<td>Business &amp; Entrepreneurship</td>
<td>CINS 101 (Intro to Microcomputers)</td>
<td>BUSN 101</td>
<td>Computer Science III: Databases</td>
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<td>Intro To Art Drawing I-II</td>
<td>Digital Design</td>
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<td>Ivy Tech Pathway Courses</td>
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</table>
DUAL CREDIT OPTIONS
Courses counting as “dual credit” under the Academic Honors or Technical Honors diplomas must be verifiable, transcripted credits and from the Priority Course list set forth by the Commission for Higher Education. Verifiable means a school must receive notification from a postsecondary institution that the student has been awarded college credit for that course. There are two subsections that comprise the Priority Course list: (1) Liberal Arts and (2) Career and Technical Education. Information about these courses is available through the core transfer library at http://www.transferin.net/ctl.aspx

DUAL CREDIT PARTNERSHIP WITH IVY TECH COMMUNITY COLLEGE
- 3 to 5 free courses on Ivy Tech Campus
- Additional courses taught at ASE
- College courses are weighted (1.0)
- Knowledge Assessment (reading, sentence skills, math)
- Ivy Tech Academic Advising
- Senior orientation and enrollment at Ivy Tech
- ASAP program (Associates degree in 11 months)

INDIANA UNIVERSITY OPEN PROGRAM
The OPEN (On-Campus Pre-College Enrollment Non-Degree) program is offered by IU Bloomington, through the Office of Summer Sessions and Special Programs, as a service to qualified high school students, giving them special access to regularly scheduled IU courses for college credit on a space-available basis. The program is intended to meet the needs of highly motivated and high achieving pre-college students. The nonresidential commuter OPEN Program is available to eligible students each semester of the regular academic year as well as during the Second Summer Session.

Applicants must be concurrently enrolled in high school classes (pursuing a diploma) and living with parent(s) or legal guardian(s) within commuting distance of IUB campus. Students (usually juniors or seniors) must be recommended for the program by their guidance counselor or principal. Applicants should rank at least in the upper half of their class and have a minimum 3.0 GPA to be considered. Credit earned can be used to fulfill high school requirements. The completed application must be returned to the Open Program office at Indiana University. This option, if desired, should be discussed and arranged with the student’s high school counselor. The student’s schedule must be able to accommodate the incorporation of the university class without disruption to ASE class time. Students should be aware that every college or university has its own policy concerning transfer of college credit. University classes that appear on the high school transcript may not transfer to some post-secondary institutions. Students should contact specific post-secondary institutions with their concerns. More information is available at http://open.indiana.edu.

HIGH SCHOOL CREDIT WHILE IN MIDDLE SCHOOL
Students who take courses in middle school that could count for high school credit, must declare in writing that they intend to have the course count for high school credit. Parents must affirm this choice with their signature and the student’s signature on a form provided to the students by the middle school teacher. Students and parents are reminded that any course taken in middle school for high school credit will appear on the student’s transcript and will be factored into the student’s cumulative GPA at the high school.

SPECIAL EDUCATION PROGRAM
Special Education is an individualized support program for students that have been identified by a case conference committee with having a disability, as defined by Special Education Rule 41, which significantly impacts the students’ ability to make sufficient academic progress in school. The special education program is governed by The State Board of Education under Special Education Rules Title 511, Article 7, Rules 32-47. Once identified, students’ support, program, and services are coordinated and implemented by a case conference committee through an Individualized Education Plan.
Program/Individualized Transition Plan. Students can be referred for an initial evaluation for special education services by a parent/guardian or by a licensed school professional through the following process:

1. Parent/Guardian and/or licensed professional make the request for evaluation.
2. Within 10 instructional days of the request for evaluation, the school will provide written notice of the school’s intent.
3. Should the school agree to conduct an initial evaluation, a social/developmental history form will be sent home with parent/guardian, along with notification and a formal, written request of parental consent for evaluation.
4. Upon receipt of the social/developmental history form and parental consent for the evaluation, the school has 50 instructional days to complete the psychological testing, and to conduct an initial case conference to review the results and determine eligibility.
5. No later than 5 instructional days prior to the initial case conference: the psychological evaluation will be available for parent guardian review; the school will provide the parent/guardian with a notice of initial findings and proposed action.

Final determination of eligibility for special education services is made in an initial case conference by the committee.

ASSESSMENT INFORMATION

Knowledge Assessment
Knowledge Assessment is an online, self-paced course placement tool that can be completed anytime from anywhere. Once a student has completed the dual enrollment application instructions for taking the Knowledge Assessment will be provided. (Nov 1 deadline for semester and year-long courses)

- Students must meet proficient scores to earn dual credit
- Students typically test in English and for some courses either STEM Math or Calculus Math

PSAT
The PSAT/NMSQT is the Preliminary SAT/National Merit Scholarship Qualifying Test. The PSAT is a great primer for the SAT, and even the ACT, but it’s more than just a trial run. PSAT scores from junior year are used to identify National Merit Scholars and award merit scholarships. At ASE, 10th and 11th grade students will take it in October.

SAT/ACT
Check websites for testing dates and registration deadlines

SAT: www.sat.org

ACT: http://act.org/

ISTEP+ Grade 10 (Class of 2022 only)
- English
- Math

ILEARN
- Biology (at end of course)

21ST CENTURY SCHOLARS
Indiana’s 21st Century Scholars is a needs- and performance-based program that provides students the opportunity to earn up to a four-year scholarship at an Indiana college or university. Indiana students who meet income criteria are enrolled during grades 7 and 8. Students accepted into the program must commit to maintaining academic success, remaining drug and alcohol free, and complete structured college-preparation activities. Scholars are provided resources and assistance to help them plan and prepare for college and pay for expenses not covered by their scholarship. For more information regarding the 21st Century Scholar Program please contact Ms. Brooke Hostetler, ASE counselor.
ACADEMIC AWARDS

VALEDICTORIAN: The valedictorian will be the student(s) who has the highest cumulative grade point average at the end of the eighth semester of his or her senior year. In the case of a tie, multiple students may be designated valedictorian. In order to be named valedictorian, the student must meet these preconditions:

- Shall have been in attendance full-time at ASE (9-12) for eight semesters.
- Shall have completed all graduation requirements no later than the last day of scheduled classes for seniors.

SALUTATORIAN: The salutatorian will be the student who has the second-highest cumulative grade point average at the end of the eighth semester. In the case of a tie, multiple students may be designated salutatorian. In order to be named salutatorian, the student must meet these pre-conditions:

- Shall have been in attendance full-time at ASE (9-12) for eight semesters.
- Shall have completed all graduation requirements no later than the last day of scheduled classes for seniors.

SUMMA CUM LAUDE – 3.9-4.0+ GPA
MAGNA CUM LAUDE -3.7-3.89 GPA
CUM LAUDE – 3.5-3.69 GPA

IHSAA STUDENT ATHLETE ELIGIBILITY
The Indiana High School Athletic Association code requires that students pass 70% of the courses in their school schedule. This means that students must be enrolled in and pass six (6) out of eight (8) classes. Students enrolled at Indiana University or IVY Tech Community College, must provide a college transcript for those courses. Students must be enrolled in at least four (4) classes at The Academy of Science and Entrepreneurship.

In order for a post-secondary course to qualify for one (1) high school credit, IVY Tech or Indiana University must award three (3) to five (5) credits for the course. Students must present an official progress report from the professor/instructor at IVY Tech or Indiana University to the Athletic Director on the last day of each grading period. These grades must be officially reported for each grading period while the student is in season, and for the grading period that immediately precedes the start of the season, so that the Athletic Director may declare to the IHSAA that the student is eligible to compete. Grade reporting from IU and IVY Tech is the student-athlete’s responsibility. For complete IHSAA eligibility information, students may contact the Athletic Department or visit www.IHSAA.org.

NCAA ATHLETIC ELIGIBILITY REQUIREMENTS
A high school student must be academically strong to be eligible to participate in athletics at the college level. Students may contact the athletic department at the university for the specific eligibility requirements. It is the student’s responsibility to make sure he/she is eligible to play sports in college. For the most up-to-date information on NCAA Clearinghouse eligibility and registration, visit www.eligibilitycenter.org. (Note: NCAA will not accept all on-line classes). For more information, see the student athlete guide www.ncaa.org/playcollegesports.

NAIA ATHLETIC ELIGIBILITY REQUIREMENTS
For complete NAIA information visit www.naia.org.

If you are playing a sport at Bloomington High School North or South please visit your athletic director for more information.
USEFUL WEBSITES

MCCSC Website
ASE Website (check under “Guidance”)
21st Century Scholars (ScholarTrack)
Canvas
Skyward – Attendance, Grades, update parent emails
Edmentum – Accuplacer remediation
Naviance College & Career Readiness
Ivy Tech – Campus Connect & Blackboard
Indiana University Open Program
College Board – PSAT/SAT
ACT
Federal Student Aid
Transfer Indiana (Dual Credit Course Library)

http://www.mccsc.edu
http://www.mccsc.edu/ase
https://secure.in.gov/apps/Che/scholartrack/
https://mccsc.instructure.com/login/ldap
https://skystu.mccsc.edu
https://www.edmentum.com
https://www.naviance.com/
http://www.ivytech.edu/
http://open.indiana.edu
http://www.collegeboard.org/
http://act.org/
http://www.fafsa.ed.gov/
http://www.transferin.net/index.aspx
Course Offerings

ENGLISH

American Studies
Course 1020 and 1090
One Year, Two English and Two Social Studies Credits
9th Grade

Combined Courses - American Literature/Composition/U.S. History

American Studies is an interdisciplinary course that promotes a deep exploration of American history with the human story as the theme. The course facilitators seek to do this through the study, analysis, and evaluation of nonfiction and fiction literature, and online information. Each project in this course will be designed with a question that will allow students to deeply explore and analyze themes found in American history and literature. Each driving question is aimed at scaffolding students in the direction of mastering skills identified in each project.

Global Perspectives
Course 1052 and 1098
One Year, Two English and Two Social Studies Credits
10th Grade

Combined Courses - English 10//World History

World Studies is a combination English/History class that is required for all sophomore students, and as it is a combined course, it is two periods in duration each day. Students receive World Literature, Composition, and World History credit for taking this year-long class. This course is a PBL course with almost 100% of coursework designed using the New Tech Network PBL model. Each project combines English and History to result in a year of study in world history and literature with many projects that require a formal presentation to community partners as a final product. Each project also contains a literacy task, which is typically a formal essay or writing assignment in order to prepare students for state graduation exams. Students learn and practice not only the skills necessary to be successful in the fields of English and History, but also the soft skills of collaboration and work ethic through many group projects.

English 11
Course 1006
One Year, Two Credits
11th Grade

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

English 12 [DUAL CREDIT Ivy Tech ENGL 111]
Course 1124
One Year, Two Credits, Weighted 1.0
12th Grade (or with permission)

3 College Credits

English Composition is designed to develop students’ abilities to think, organize, and express their ideas clearly and effectively in writing. This course incorporates reading, research, and critical thinking, emphasizing various forms of expository writing such as process, description, narration, comparison, analysis, persuasion, and argumentation.

Contemporary Literature
Course 1054
One Semester, One Credit
10th-12th Grade

Course May Count Toward Eight Required English Credits for Graduation

Contemporary Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of how post-1950s [young adult] literature from around the world addresses contemporary issues. Students examine multiple genres to develop a sense of how particular genres are used today to represent ideas and events. Students analyze different theories and methods of textual criticism especially theories currently popular. This course will emphasize how students use technology to engage with contemporary young adult literature.
Students will work collaboratively to develop critical thinking skills, while also explore creative new ways to share their work with their peers and community.

**Dramatic Literature**

Course 1028  
One Semester, One Credit  
9-12th Grade  

Play production participation required  

**Course May Count Toward Eight Required English Credits for Graduation**

Theatre is a truly collaborative effort. From first readings to the final live performance(s), what an audience sees on stage requires the efforts and talents of the whole team of people, in front of and behind the curtain. It requires the creative expression of every individual in every role (usually several roles).

As a class, you will have the opportunity to participate in all aspects of dramatic storytelling--from writing, acting, and directing to lighting, sound and set building. You will gain overall knowledge of all these aspects before you do the work on your own original play in conjunction with Ivy Tech and the John Waldron Arts Center.

In doing so, you will participate in several workshops on writing, acting, and stagecraft. You will also attend/watch and write about a live play or a live recording of a play that will be determined later. This will provide you with solid knowledge of how theatre works and what it can accomplish as a medium to tell a story.

While there will be specific requirements for the individual and group work you do, your main requirement in this class will be threefold: use your imaginations, your creativity, and most of all have fun!

**Film Literature**

Course 1034  
One Semester, One Credit  
9-12th Grade  

**Course May Count Toward Eight Required English Credits for Graduation**

This course will give you the tools to analyze, critique, discuss, and look at movies with a sense of where they came from, what they do, and what they say about us as people. You will learn and master the tools to evaluate and critique films on their various elements, both thematic and stylistic.

Some of the movies we could watch may include:

- Metropolis (1927)  
- The Wizard of Oz (1939)  
- The Maltese Falcon (1941)  
- Casablanca (1941)  
- Vertigo (1958)  
- Psycho (1960)  
- Moonrise Kingdom  
- The Fantastic Mr. Fox  

**Genres of Literature**

Course 1036  
One Semester, One Credit  
10-12th Grade  

**Course May Count Toward Eight Required English Credits for Graduation**

Genres of Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of various literary genres, such as poetry, dramas, novels, short stories, biographies, journals, diaries, essays, and others. Students examine a set or sets of literary works written in different genres that address similar topics or themes. Students analyze how each genre shapes literary understanding or experiences differently, how different genres enable or constrain the expression of ideas, how certain genres have had stronger impact on the culture than others in different historical time periods, and what the most influential genres are in contemporary time.

**Short Stories**

Course 1046  
One Semester, One Credit  
10-12th Grade  

Often referred to as the purest form of narrative, short stories are often overlooked for the longer (and more profitable) novel. Yet, their distinctive narrow focus and tight narrative enable a reader to experience a fully realized world in only a few pages. Students will examine many short stories that have shaped the form over time and history.
Some authors we may read include:

Themes in Literature: Coming of Age
One Semester, One Credit
Course 1048
10−12 Grade

Course May Count Toward Eight Required English Credits for Graduation

This course will be a study of universal themes: relationship conflicts and solutions, gender roles and identity, coming of age, society and class, and the use of satire throughout history. We will read and analyze a variety of genres including speeches, short stories, novels, essays, and current event articles. The course’s main objective will be to discuss and build empathy by tackling the big questions that many of us face in our daily lives.

Some authors we may read include:

Technical Communications: ASE Yearbook
One or Two Semesters, One or Two Credits
Course 1096
9−12 Grade

Be involved with the content, layout, sales, and marketing of the Academy Yearbook, using programs such as Photoshop and InDesign.

Mathematics

Algebra 1
One Year, Two Credits
Course 2520
9 Grade

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

Geometry
One Year, Two Credits
Course 2532
9 or 10 Grade

This course begins with a study of the essential building blocks of Geometry. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Building on this knowledge, more advanced figures and relationships are explored including parallel and perpendicular lines, triangles and other polygons, circles, similarity and congruence, transformations and symmetry, trigonometric ratios, area, surface area, volume.

Algebra 2
One Year, Two Credits
Course 2522
9−, 10−, or 11− Grade

This course begins with a brief review of linear functions and moves into an in-depth study of other function “families” including absolute value, quadratic, polynomial, radical, exponential, logarithmic and rational functions. Overarching topics include solving equations, properties of graphs, transforming functions, and forms of equations.

Pre-Calculus/Trigonometry [DUAL CREDIT Ivy Tech MATH 136/137]
One Year, Two Credits
Course 2564
10−12 Grade
Prerequisite: Algebra II & Geometry (B or higher)
In the first semester, families of functions are revisited with the goal of forming a deeper understanding of each family and its key properties and characteristics. This includes linear, quadratic, polynomial, rational, exponential and logarithmic functions. Following this is a study of Arithmetic and Geometric sequences and then a brief introduction to the concept of limits.

Second semester focuses on Trigonometric functions, including topics such as: unit circle and radian measure, graphing trigonometric functions, using trigonometric identities and formulas, and applying trigonometry to vectors, complex numbers and applications. Building on an understanding of trigonometry, students are introduced to the polar coordinate system, polar equations and graphs. The course also includes the study of conic sections, their properties and equations.

Science

Biology/Health Course 3024 and 3560
One Year, Two Science Credits and One Health Credit 9th Grade

This innovative course covers all of the competencies specified in the Indiana State Standards for both Biology and Health in one integrated course. Some of the topics include the nature of science, cell structure and processes, DNA, ecology, and evolution. The course employs project-based learning to cover all state content competencies. 21st century skills including written and oral communication, collaboration and work ethic are also developed throughout the year. Scaffolding activities include workshops as well as labs and lectures. In addition to group projects, tests and quizzes are employed to assess individual mastery of key concepts.

Integrated Chemistry-Physics Course 3108
One Year, Two Credits 10th-12th Grade

Prerequisite: Algebra 1 (preferred or concurrently)

Integrated Chemistry-Physics is a course focused on the following core topics: motion and energy of macroscopic objects; chemical, electrical, mechanical and nuclear energy; properties of matter; transport of energy; magnetism; energy production and its relationship to the environment and economy. Course objective is 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.

Chemistry Course 3064
One Year, Two Credits 10th-12th Grade

Prerequisite: Algebra 1

Chemistry I is a course based on the following core topics: properties and states of matter; atomic structure; bonding; chemical reactions; solution chemistry; behavior of gases, and organic chemistry. Students enrolled in Chemistry I compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. Instruction is focused 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. Students use the methods of scientific inquiry to answer chemical questions and solve problems concerning personal needs and community issues related to chemistry.

Environmental Science Course 3010
One Year, Two Credits 11th-12th Grade

Prerequisite – Biology and Chemistry (C or Higher in Both Courses)

This is an interdisciplinary course that integrates biology, earth science, chemistry, and other disciplines in the study of the complexities of local, national and global environmental systems. Students enrolled in this course conduct in-depth scientific studies of ecosystems, population dynamics, resource management, and environmental consequences of natural and anthropogenic processes. Students also formulate, design, and carry out laboratory and field investigations.

Physics Course 3084
One Year, Two Credits, Weighted .5 9th -12th Grade
Physics I is a course focused on the following core topics: motion and forces; energy and momentum; temperature and thermal energy transfer; electricity and magnetism; vibrations and waves; light and optics. Instruction is focused 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. Students explore the unifying themes of physics, including such topics and applications of physics as mechanics, wave motion, electricity, magnetism, electromagnetism, atomic and nuclear physics, and thermodynamics, etc., in laboratory activities aimed at investigating physics questions and problems concerning personal needs and community issues related to physics.

**Advanced Science Special Topics - Botany**

*One Semester, One Credit*

Propagation and growth of plants is key to human history and survival. Students in this course gain the scientific foundation in plant biology required to understand and successfully start, grow, and maintain a variety of plants. Topics include the mechanisms behind plant light and nutrition requirements; plant defense against herbivores and pathogens; propagation of new plants from existing plants; how to grow plants from seed; the science behind garden design and care (indoor and outdoor); the biology of growing fruits and vegetables and the effective use of plant growth hormones. As students learn to prepare pots, mix soils, experiment with growing methods, treat pests, and grow a wide variety of plants, while gaining both the scientific perspective behind why the methods they are learning are effective and the ability to communicate this perspective to a wider audience.

**Advanced Science Special Topics – Zoology**

*One Semester, One Credit*

This course discusses the branch of biology that deals with animals and animal life, including the study of the structure, physiology, development, and classification of animals. This course will lead students through exploring the nine animal phyla. Some of the topics discussed include the classification of animals, invertebrates, including sponges, flatworms, mollusks, insects, arthropods, and echinoderms, and vertebrates, including fishes, amphibians, reptiles, birds, and mammals.

**Principles of Biomedical Sciences**

*Course 5218*

*One Year, Two Credits*

In the introductory course of the PLTW Biomedical Science program, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person’s life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems.

**Social Studies**

**American Studies**

*Course 1020 and 1090*

*One Year, Two English and Two Social Studies Credits*

**Combined Courses - American Literature/Composition/U.S. History**

American Studies is an interdisciplinary course that promotes a deep exploration of American history with the human story as the theme. The course facilitators seek to do this through the study, analysis, and evaluation of nonfiction and fiction literature, and online information. Each project in this course will be designed with a question that will allow students to deeply explore and analyze themes found in American history and literature. Each driving question is aimed at scaffolding students in the direction of mastering skills identified in each project.

**Global Perspectives**

*Course 1052 and 1098*

*One Year, Two English and Two Social Studies Credits*

**Combined Courses - English 10/World History**
World Studies is a combination English/History class that is required for all sophomore students, and as it is a combined course, it is two periods in duration each day. Students receive World Literature, Composition, and World History credit for taking this year-long class. This course is a PBL course with almost 100% of coursework designed using the New Tech Network PBL model. Each project combines English and History to result in a year of study in world history and literature with many projects that require a formal presentation to community partners as a final product. Each project also contains a literacy task, which is typically a formal essay or writing assignment in order to prepare students for state graduation exams. Students learn and practice not only the skills necessary to be successful in the fields of English and History, but also the soft skills of collaboration and work ethic through many group projects.

**Economics**

**Course 1514**

**One Semester, One Credit**  
11–12th Grade

*Economics* examines the allocation of resources and their uses for satisfying human needs and wants. The course analyzes the economic reasoning and behaviors of consumers, producers, savers, investors, workers. Students explain that because resources are limited, people must make choices and understand the role that supply, demand, prices, and profits play in a market economy. Key elements of the course include study of scarcity and economic reasoning, supply and demand, market structures, the role of government, national economic performance, the role of financial institutions, economic stabilization, and trade.

**United States Government**

**Course 1540**

**One Semester, One Credit**  
11–12th Grade

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

**Wellness**

**Biology/Health**

**Course 3024 and 3560**

**One Year, Two Science Credits and One Health Credit**  
9th Grade

This innovative course covers all of the competencies specified in the Indiana State Standards for both Biology and Health in one integrated course. The course employs project based learning to cover all state content competencies. 21st century skills including written and oral communication, collaboration and work ethic are also developed throughout the year.

Scaffolding activities include workshops as well as labs and lectures. In addition to group projects, tests and quizzes are employed to assess individual mastery of key concepts.

**Physical Education**

**Course 3542**

**One Year, Two Credits**  
9th Grade

*Independent Study – Student Must Log 140 Hours of Physical Activity*

The ultimate goal of a PE curriculum is to enable students to move proficiently and enable them to participate in health enhancing activities throughout their lifetime.

**World Language**

**Spanish 1**

**Course 2120**

**One Year, Two Credits**  
9–12th Grade
**World Language Elective Required for Academic Honors Diploma**

Novice learners will acquire basic language skills through storytelling and creating information for the school about common cultural practices in Spanish-speaking countries. There will be an emphasis on facilitating effective communication, cross cultural understanding and cultural awareness. Students will develop and grow in listening, reading, writing, and speaking. The ultimate goal of the class is to empower students to assume their role as global citizens.

**Spanish 2**
Course 2122
One Year, Two Credits
9th-12th Grade

**World Language Elective Required for Academic Honors Diploma**

Novice learners will continue acquiring language skills through storytelling and creating information for the school about common cultural practices in Spanish-speaking countries. There will be an emphasis on facilitating effective communication and cross cultural understanding and awareness. Students will develop and grow in listening, reading, writing, and speaking. The ultimate goal of the class is to empower students to assume their role as global citizens.

**Spanish 3**
Course 2124
One Year, Two Credits, Weighted .5
9th-12th Grade

**World Language Elective Required for Academic Honors Diploma**

Intermediate learners will continue acquiring language skills through storytelling, creating information for the school about common cultural practices in Spanish-speaking countries, as well as creating and participating in real world projects. Students will be expected to utilize their previous knowledge of the language and use it in the classroom. In order to further develop the language speaking skills, immersion sessions will be conducted every Friday in the first semester with additional days added for the second. These immersion sessions will allow students and the facilitator to speak only in Spanish and practice the language. Students must have earned a minimum grade of C+ in Spanish 2 in order to enroll in Spanish 3.

**Arts and Communications**

**Introduction to Two-Dimensional Art (2D Art)**
Course 4000
One Semester, One Credit - Offered Fall Only
9th-12th Grade

**Two Art Elective Credits Required for Academic Honors Diploma**

Introduction to Art is run for a full year with 2D art in the fall and 3D art in the spring. Intro to 2D is a course based on the Indiana Academic Standards for Visual Art. Students taking this course engage in sequential learning experiences of a variety of 2D art materials, vocabulary, methods and techniques. This is a highly exploratory class where students are encouraged to learn through experiment and practice in order to apply new knowledge to personalized artwork. 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. The materials students will explore include but are not limited to: charcoal, graphite, and paint. It may also cover photography, digital art, collage, and printmaking.

**Introduction to Three Dimensional Art (3D Art)**
Course 4002
One Semester, One Credit - Offered Spring Only
9th-12th Grade

**Two Art Elective Credits Required for Academic Honors Diploma**

Introduction to Art is run for a full year with 2D art in the fall and 3D art in the spring. Intro to 3D is a course based on the Indiana Academic Standards for Visual Art. Students taking this course engage in sequential learning experiences of a variety of 3D art materials, vocabulary, methods and techniques. This is a highly exploratory class where students are encouraged to learn through experiment and practice in order to apply new knowledge to personalized artwork. 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. The materials students will explore include but are not limited to: charcoal, graphite, and paint. It may also cover photography, digital art, collage, and printmaking.
integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources. The materials students will explore include but are not limited to: relief sculpture, ceramics, and wire. It may also include digital 3D design, plaster casting or carving, and assemblage.

**Visual Communication**

Course 4086

One Semester, One Credit

9th Grade

**Two Art Elective Credits Required for Academic Honors Diploma**

Visual Communication is a course based on the Indiana Academic Standards for Visual Art. Students in visual communication engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. They create print media utilizing graphic design, typography, illustration, and image creation with digital tools and computer technology. Students reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

**Fine Art Connections (Art Master Classes)**

Course 4026

Attend 5 Master classes to receive one Credit

9th-12th Grade

**Two Art Elective Credits Required for Academic Honors Diploma**

Fine Art Connections is a disassembled course based on the Indiana Academic Standards for Visual Art, Music, Theatre, and Dance. All students may participate in Fine Art Connection Master Classes that are offered throughout the school year. Each class lasts 3-6 hours and are offered monthly, during and after school. In each master class students will be introduced to a different artist and students will 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. After participating in 5 Fine Art Connections Master Classes students will receive one credit. All 5 master classes must be completed in the same academic year.

**Drawing I-II**

Course 4060

One Year, Two Credits

10th-12th Grade

**Two Art Elective Credits Required for Academic Honors Diploma**

Drawing is a course based on the Indiana Academic Standards for Visual Art. Students in drawing engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and leading to the creation of portfolio quality works. Students create drawings utilizing processes such as sketching, rendering, contour, gesture, and perspective drawing and use a variety of media such as pencil, chalk, pastels, charcoal, and pen and ink. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers. Topic covered in this class include: Still Life, Abstract Composition, Portraits, Figures, Linear Perspective, & Master Study.

**Advanced Drawing (III/IV) [DUAL CREDIT Ivy Tech ARTS 100]**

Course 4060

One Year, Two Credits, Weighted 1.0

10th-12th Grade

**Two Art Elective Credits Required for Academic Honors Diploma**

**Perquisites: Introduction to Intro to Art & Drawing (or portfolio approval by teacher)**

Advanced drawing is a dual credit course with Ivy Tech. Students focus on improving observational drawing skills utilizing the human figure, natural and manufactured objects. Basic techniques and creative processes will be explored through expressive use and exploration of a variety of materials and techniques. Emphasis will be
placed on developing basic quality draftsmanship with a focus on proportion and structure. This course will lead to the creation of portfolio quality works. Students create drawings utilizing processes such as sketching, rendering, contour, gesture, and perspective drawing and use a variety of media such as pencil, chalk, pastels, charcoal, and pen and ink. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers. Topic covered in this class include: Still Life, Abstract Composition, Portraits, Figures, Linear Perspective, & Master Study.

Digital Design Course 4082
One Year, Two Credits 10-12th Grade

**Perquisite: Introduction to Art OR CINS 101**

**Two Art Elective Credits Required for Academic Honors Diploma**

Digital Design is a course based on the Indiana Academic Standards for Visual Art. Students in digital design engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. They incorporate desktop publishing, multi-media, digitized imagery, computer animation, and web design. Students reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

Painting Course 4046
One Year, Two Credits 10-12th Grade

**Perquisite: Introduction to Art OR Drawing I/II**

**Two Art Elective Credits Required for Academic Honors Diploma**

Painting is a course based on the Indiana Academic Standards for Visual Art. Students taking painting engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production that lead to the creation of portfolio quality works. Students create abstract and realistic paintings, using a variety of materials such as mixed media, watercolor, and acrylics as well as techniques such as stippling, drybrush, wash, and glazing. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

Advanced 3D Art & Design [DUAL CREDIT Ivy Tech ARTS 103] Course 4052
One Year, Two Credits, Weighted 1.0 11-12th Grade

**Perquisites: ARTS100, Painting, or Digital Design**

This is a strict college credit course and based on the Indiana Academic Standards for Visual Art. Arts 103 is a critical thinking course that delves into the thought processes and manual skills needed in sculpture and its application in the realm of three-dimensional fine arts. Intermediate to advanced design & 3D design will be addressed through the manipulation of imagery in three-dimensional media. Critical thinking, problem-solving and manual techniques will be emphasized equally. Students will work in both digital and traditional media.

Advanced 2D Art & Design (Color Theory & Design) [DUAL CREDIT Ivy Tech ARTS 102] Course 4050
One Year, Two Credits, Weighted .5 11-12th Grade

**Perquisites: ARTS100, Painting, or Digital Design**

This is a strict college credit course and based on the Indiana Academic Standards for Visual Art. Arts 103 is a critical thinking course that delves into the thought processes and manual skills needed in design and its application in the realm of two-dimensional fine arts. Intermediate to advanced design and color theory will be
addressed through the manipulation of imagery in two-dimensional media. Critical thinking, problem-solving and manual techniques will be emphasized equally. Students will work in both digital and traditional media.

**Business/Marketing/Entrepreneurship**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>4528</td>
<td>Digital Communications [DUAL CREDIT Ivy Tech CINS 101]</td>
<td>3 College Credits</td>
<td>English Knowledge Assessment</td>
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<tr>
<td></td>
<td>One Semester, One Credit, Weighted 1.0</td>
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<td>9th Grade</td>
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<tr>
<td>4562</td>
<td>Principles of Business Management [DUAL CREDIT Ivy Tech BUSN 1010]</td>
<td>3 College Credits</td>
<td>English Knowledge Assessment</td>
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<td></td>
<td>One Semester, One Credit, Weighted 1.0</td>
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<td>10th-12th Grade</td>
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<tr>
<td>4540</td>
<td>Personal Financial Responsibility</td>
<td>1 College Credit</td>
<td>English Knowledge Assessment</td>
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<td>One Semester, One Credit</td>
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<td>11th-12th Grade</td>
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<tr>
<td>5914</td>
<td>Principles of Marketing [DUAL CREDIT Ivy Tech MKTG 101]</td>
<td>3 College Credits</td>
<td>BUSN 101 and English and STEM Math Knowledge Assessment</td>
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<td>One Semester, One Credit, Weighted 1.0</td>
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<td>10th-12th Grade</td>
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<td>5268</td>
<td>Principles of Management [DUAL CREDIT Ivy Tech BUSN 105]</td>
<td>One or Two Semesters, One or Two Credits</td>
<td>English and STEM Math Knowledge Assessment</td>
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<td></td>
<td>Independent Learning Lab - 3 College Credits</td>
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<td>10th-12th Grade</td>
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Independent Learning Lab

Prerequisite: Membership in Business Professionals of America is Required

Leadership Development in Action is a project-based course in which students integrate higher order thinking, communication, leadership, and management processes to conduct Career and Technical Student Organization (CTSO) leadership projects at the local, state, or national level. Each student will create a vision statement, establish standards and goals, design and implement an action plan and timeline, reflect on their accomplishments, and evaluate results. Authentic, independent application through CTSO student-directed programs or projects, internship, community-based study, or in-depth laboratory experience is required. Service-learning experiences are expected. Achievement of applicable Career and Technical Education (CTE), academic, and employability competencies will be documented through a required student portfolio.

Computer Science

Computer Science I [DUAL CREDIT Ivy Tech SDEV 120]  
Course 4801
One Semester, One Credit, Weighted 1.0  
10th-12th Grade
3 College Credits

Prerequisite: CINS 101 & English and STEM Math Knowledge Assessment

Course may count towards science credits for Core 40, academic honors & technical honors diploma

Independent Study Lab

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

Computer Science II: Programming Java  
Course 5236
One Year, Two Credits  
11th-12th Grade

Prerequisite: Computer Science I

Course may count towards science credits for Core 40, academic honors & technical honors diploma

Independent Study Lab

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

Computer Science III: Cybersecurity  
Course 5251
One Year, Two Credits  
11th-12th Grade

Prerequisite: Computer Science II

Independent Study Lab

In this course, students are introduced to the secure software development process including designing secure applications, writing secure code designed to withstand various types of attacks, and security testing and auditing. It focuses on the security issues a developer faces, common security vulnerabilities and flaws, and security threats. The course explains security principles, strategies, coding techniques, and tools that can help make software fault-tolerant and resistant to attacks. Students will write and analyze code that demonstrates specific security development techniques. Students will also learn about cryptography as an indispensable resource for
implementing security in real-world applications. Students will learn the foundations of cryptography using simple mathematical probability. Information theory, computational complexity, number theory, and algebraic approaches will be covered.

**Engineering**

**Introduction to Engineering Design**

One Year, Two Credits, Weighted .5  

Course 4812  

9–10th Grade

Introduction to Design Technology is a course that provides students with a basic understanding of sketching practices and the features and considerations associated with the operation of computer-aided design (CAD) systems. Students will gain valuable hands-on experience creating sketches and using CAD software. In Introduction to Design Technology students are introduced to the engineering profession and a common approach to the solution of engineering problems, an engineering design process. Utilizing the activity-project-problem-based (APB) teaching and learning pedagogy, students will progress from completing structured activities to solving open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills.

**Principles of Engineering**

One Year, Two Credits, Weighted .5  

Course 4814  

10–11th Grade

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

**Civil Engineering and Architecture**

One Year, Two Credits, Weighted .5  

Course 4820  

11–12th Grade

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

**ASE Success Course Sequence**

**Freshman Seminar**

The Freshman Seminar will support students transition to high school and the expectations of an Early College high school. The course will address the knowledge, skills, and behaviors all students need to be prepared for success in college, career, and life. Course includes SchoolConnect, a social emotional learning curriculum as well as Naviance College & Career. 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; planning and building employability skills; transferring school skills to life and work; and managing personal resources.

**Sophomore Seminar**

The Sophomore Seminar will continue to support students’ success in meeting the expectations of an Early College high school. The course will continue to develop students’ social emotional awareness and skill using the SchoolConnect curriculum. Students will continue to explore personal aptitudes, interests, values, and goals, and explore careers using Naviance College & Career. The course additionally will build students’ presentation skills, and students will earn a high school credit for Speech.
Junior Seminar

The Junior Seminar will consist of two courses Personal Financial Responsibility and the first semester of the INCubator Capstone course. These two courses will set our juniors up for both financial and career success. The junior seminar is an expectation unless the student has been accepted to complete his or her pathway studies at Hoosier Hills Career Center or the student has worked with the counselor on a different graduation pathway plan. This course sequence will be the most common capstone process as it meets many of the graduation pathway requirements.

Senior Seminar

The Senior Seminar begins with the second semester of the INCubator Capstone course and will conclude with either further studies at Ivy Tech or the completion of a Work Based Learning Experience. Students will work with the school counselor to determine the best path for meeting graduation pathway requirements as well as meeting postsecondary goals.

INCubator  
Course 5966  
One Year, Two Credits, Weighted 1.0  
3 College Credits  
Prerequisite: English and STEM Math Knowledge Assessment

INCubatoredu is a full-year course, and offers an authentic entrepreneurship experience as students build a business. Students make mistakes, take risks and learn to pivot. They develop their own product or service startup to gain investment funds in a final shark-tank style pitch event. Real entrepreneurs and industry experts serve as volunteer coaches and mentors guiding student teams through the processes of developing hypotheses about a business concept, testing those hypotheses, adapting, and continually learning and improving. The product or service that is developed should be based on the student’s pathway interest and will allow the student to explore how his or her pathway interest can be harnessed through ideation and ultimately brought to the marketplace.

Work Based Learning Capstone  
Course 5974  
One or Two Semesters (Potential Summer Option)  
12th Grade

Prerequisite: Application must be submitted the semester prior to the desired start date. Students must complete at least two courses in the career pathway and demonstrate skill attainment. Students must play an active role in securing the internship location and must be able to provide reliable transportation.

Work Based Learning Capstone is a culminating course in a student’s logical sequence of courses for a chosen career pathway. In this course, students have the opportunity to apply the concepts, skills, and dispositions learned in previous coursework in their pathways in real world business and industry settings.