



# The Academy of Science & Entrepreneurship

Curriculum Guide

# 2022-2023

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**MONROE COUNTY**  
COMMUNITY SCHOOL CORPORATION  
ENGAGE. EMPOWER. EDUCATE.

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## 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, 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.
- 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, address, phone number, and other demographic information. It is 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 to obtain a username and password.

### COURSE SELECTION PROCEDURES

The Curriculum Guide lists and describes courses offered at The Academy of Science and Entrepreneurship. Students should make selections carefully with deliberation and thoughtfulness, considering 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 within the first week of each semester and only 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.



**EARNING A HIGH SCHOOL DIPLOMA IN MCCSC - CLASS OF 2023 AND BEYOND**

*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.

**SAT**  
**(in English and math)**  
English – 480  
Math – 530

**ACT**  
**(in two of the four subjects: Eng. or reading and math or sci.)**  
English – 18 or Reading – 22  
AND  
Math – 22 or Science – 23

**ASVAB**  
**(min. score in one area)**  
31 Army 31 Marines  
35 Navy 36 Air Force  
45 Coast Guard



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

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

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

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

\*\*SAT scores updated September, 2017

\*\*\*WorkKeys assessment titles updated, 2018

**CORE40 with Academic Honors** (minimum 47 credits)

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

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

**CORE40 with Technical Honors** (minimum 47 credits)

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

- Complete all requirements for Core 40.
- Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following:
  1. Pathway designated industry-based certification or credential, or
  2. Pathway dual credits from the approved dual credit list resulting in 6 transcribed college credits
- Earn a grade of "C" or better in courses that will count toward the diploma.
- Have a grade point average of a "B" or better.
- Complete one of the following.
  - A. Any one of the options (A - F) of the Core 40 with Academic Honors
  - B. Earn the following minimum scores on WorkKeys: Workplace Documents, Level 6; Applied Math, Level 6; and Graphic Literacy, Level 5.\*\*\*
  - C. Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75.
  - D. Earn the following minimum score(s) on Compass: Algebra 86 Writing 70, Reading 80.

**THE ACADEMY OF SCIENCE & ENTREPRENEURSHIP**  
**FOUR YEAR COURSE OF STUDY**  
**Classes of 2023 & 2024**

		<b>Freshman</b>	<b>Sophomore</b>	<b>Junior</b>	<b>Senior</b>
Core Courses	English	American Lit (Y)	English 10 (Y)	English 11 (Y) or Literature Electives	<b>ENG 111 &amp; 206</b> or Literature Electives
	Social Studies	U.S. History (Y)	World History (Y)	Economics (S) Government (S)	
	Science	Biology/Health (Y)	ICP or Chemistry (Y)	Chemistry (Y) Physics: H (Y) Environmental Science (Y)	Chemistry (Y) Physics: H (Y) Environmental Science (Y)
	Math	Algebra 1	Geometry	Algebra 2	<b>Pre-Calculus or Calculus</b>
	World Language (For Honors Diploma)	Spanish 1	Spanish 2	Spanish 3: H	<b>College Language</b>
	Wellness	PE-Independent Study (A)	(B)	(C)	(D)
	Required Electives At ASE	Preparing for College and Careers	Arts Pathway Elective	Junior Seminar & Personal Financial Responsibility	<b>Ivy Tech Career Pathway Courses</b> <b>HHCC</b> Career Internship
	Career Pathway Suggested Electives	Computer Science	Introduction to Computer Science	<b>Computer Science I</b>	Computer Science II Computer Science III: Databases Computer Science III: Cybersecurity
Business & Entrepreneurship		<b>CINS 101</b> (Intro to Microcomputers)	<b>BUSN 101</b> <b>BUSN 105</b>	<b>INCUBATOREDU (ENTR 101)</b>	<b>Ivy Tech Pathway Courses</b>
Digital Arts and Media		Intro to Art Drawing I-II	Digital Design Dramatic/Film Literature Arts 103	<b>Arts 100</b> <b>Arts 102</b> <b>Arts 103</b> <b>Ivy Tech Pathway Course</b>	Art Portfolio <b>Arts 100</b> <b>Arts 102</b> <b>Arts 103</b> <b>Ivy Tech Pathway Course</b>
Engineering (STEM)		<b>PLTW – Intro to Engineering Design (IED)</b>	<b>PLTW-Principles of Engineering (POE)</b>	<b>PLTW-Engineering-Civil &amp; Architecture (CEA)</b> Environmental Science Physics (H) <b>HHCC</b> <b>Ivy Tech Pathway Courses</b>	Environmental Science Physics (H) <b>HHCC</b> <b>Ivy Tech Pathway Courses</b>
Life Sciences		PLTW Principles of Biomed	PLTW Human Body Systems	Botany/Zoology <b>Ivy Tech Pathway Courses</b>	Botany/Zoology <b>Ivy Tech Pathway Courses</b>



**THE ACADEMY OF SCIENCE & ENTREPRENEURSHIP**  
**FOUR YEAR COURSE OF STUDY**  
**Classes of 2025 & Beyond**

		<b>Freshman</b>	<b>Sophomore</b>	<b>Junior</b>	<b>Senior</b>
Core Courses	English	American Lit (Y)	English 10 (Y)	English 11 or Literature Electives or <b>ENG 111/206</b>	<b>ENG 111/206 or ENG 215</b> or Literature or Writing Electives
	Social Studies	U.S. History (Y)	World History (Y)	Economics (S) Government (S)	
	Science	Biology/Health (Y)	Chemistry (Y)	Physics: H (Y) or Environmental Science (Y)	
	Math	Math Core Algebra 1 & Geometry	Algebra 2	<b>Pre-Cal</b>	<b>Calculus</b>
	World Language (For Honors Diploma)	Spanish 1	Spanish 2	Spanish 3: H	<b>College Language</b>
	Wellness	PE-Independent Study (A)	(B)	(C)	(D)
	Required Electives At ASE	Foundations of Communications	Design Thinking	Agency	
	Career Pathway Suggested Electives	Computer Science	<b>INFM 109 &amp; SDEV 120</b>	<b>SDEV 140</b>	<b>DBMS 101 &amp; SDEV 153</b>
Business & Entrepreneurship		<b>CINS 101 &amp; BUSN 101</b>	<b>BUSN 105 &amp; MRKT 101</b>	INCubator	Internship <b>Ivy Tech Pathway Courses</b>
Digital Arts and Media		Intro to Art Drawing I-II	Digital Design Dramatic/Film Literature Arts 103	<b>Arts 100</b> <b>Arts 102</b> <b>Arts 103</b> <b>Ivy Tech Pathway Courses</b>	Art Portfolio <b>Arts 100</b> <b>Arts 102</b> <b>Arts 103</b> <b>Ivy Tech Pathway Courses</b>
Engineering (STEM)		<b>PLTW – Intro to Engineering Design (IED)</b>	<b>PLTW-Principles of Engineering (POE)</b>	<b>PLTW-Engineering-Civil &amp; Architecture (CEA)</b> Physics (H) <b>HHCC</b> <b>Ivy Tech Pathway Courses</b>	Environmental Science Physics (H) <b>HHCC</b> <b>Ivy Tech Pathway Courses</b>
Life Sciences		PLTW Principles of Biomed	PLTW Human Body Systems	PLTW Medical Interventions	Botany/Zoology <b>Ivy Tech Pathway Courses</b>

## DUAL CREDIT OPTIONS

Courses counting as “dual credit” under the Academic Honors or Technical Honors diplomas must be verifiable, transcribed 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>

### **GRADE REPORTING FOR DUAL CREDIT IVY TECH COURSES**

Grade:	A	B	C	D	F
Points:	4	3	2	1	0

### **DUAL CREDIT PARTNERSHIP WITH IVY TECH COMMUNITY COLLEGE**

- 3 to 5 free courses on Ivy Tech Campus – Only for graduating classes of 2023, 2024, and 2025
- Additional courses taught at ASE
- College courses are weighted (1.0)
- Knowledge Assessment (English, STEM Math, or Calculus)
- Ivy Tech Academic Advising
- Campus visits

### **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

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.

- 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, 10<sup>th</sup> and 11<sup>th</sup> grade students will take it in October.

### SAT

Indiana will use the SAT® (provided by College Board) to fulfill requirements listed in Indiana Code 20-32-5.1-7(d) for high school accountability. Students may also use scores to fulfill some high school graduation requirements. SAT assesses high school Mathematics, Reading, and Writing standards in grade 11. The SAT is administered in the spring of each school year, beginning Spring 2022.

Check websites for testing dates and registration deadlines. [www.sat.org](http://www.sat.org)

### ACT

<http://act.org/>

### NWEA

NWEA is taken three times per year in the 9<sup>th</sup> and 10<sup>th</sup> grade. Students are assessed in math and English skills. The assessment is not timed and there isn't a required score. The information provided is diagnostic in nature to show areas for growth as well as mastery.

### ILEARN

- Biology (at end of course)

## 21ST CENTURY SCHOLARS

Indiana's 21st Century Scholars is a need 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.

**ACADEMIC RECOGNITION:** Students are also recognized at graduation with honor cords at each of the following grade point levels:

**SUMMA CUM LAUDE** – 3.9-4.0+ GPA – Silver cord

**MAGNA CUM LAUDE** -3.7-3.89 GPA – Blue cord

**CUM LAUDE** – 3.5-3.69 GPA – Green cord

## 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](http://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](http://www.eligibilitycenter.org). (Note: NCAA will not accept all on-line classes). For more information, see the student athlete guide [www.ncaa.org/playcollegesports](http://www.ncaa.org/playcollegesports).

## NAIA ATHLETIC ELIGIBILITY REQUIREMENTS

For complete NAIA information visit [www.naia.org](http://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	<a href="http://www.mccsc.edu">http://www.mccsc.edu</a>
ASE Website	<a href="http://www.mccsc.edu/ase">http://www.mccsc.edu/ase</a>
21 <sup>st</sup> Century Scholars (ScholarTrack)	<a href="https://learnmoreindiana.org/scholars/">https://learnmoreindiana.org/scholars/</a>
Canvas	<a href="https://mccsc.instructure.com/login/ldap">https://mccsc.instructure.com/login/ldap</a>
Skyward – Attendance, Grades, update parent emails	<a href="https://skystu.mccsc.edu">https://skystu.mccsc.edu</a>
Edmentum – Credit Recovery	<a href="https://www.edmentum.com">https://www.edmentum.com</a>
Naviance College & Career Readiness	<a href="https://www.naviance.com/">https://www.naviance.com/</a>
Ivy Tech – Campus Connect & Blackboard	<a href="http://www.ivytech.edu/">http://www.ivytech.edu/</a>
Indiana University Open Program	<a href="http://open.indiana.edu">http://open.indiana.edu</a>
College Board – PSAT/SAT	<a href="http://www.collegeboard.org/">http://www.collegeboard.org/</a>
ACT	<a href="http://act.org/">http://act.org/</a>
Federal Student Aid	<a href="https://studentaid.gov/h/apply-for-aid/fafsa">https://studentaid.gov/h/apply-for-aid/fafsa</a>
Transfer Indiana (Dual Credit Course Library)	<a href="http://www.transferin.net">http://www.transferin.net</a>

# COURSE OFFERINGS

## ENGLISH

### **American Studies**

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

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

**Course 1020 and 1090**

**9<sup>th</sup> Grade**

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**

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

***Combined Courses - English 10//World History***

**Course 1052 and 1098**

**10<sup>th</sup> Grade**

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**

**One Year, Two Credits**

**Course 1006**

**11<sup>th</sup> 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.

### **Advanced English/Language Arts College Credit [DUAL CREDIT Ivy Tech ENGL 111 & ENGL 206]**

**One Year, Two Credits, Weighted 1.0**

**6 College Credits**

**Course 1124**

**12<sup>th</sup> Grade (or with permission)**

ENGL 111 - English Composition is designed to develop students' abilities to craft, organize, and express ideas clearly and effectively in their own writing. This course incorporates critical reading, critical thinking, and the writing process, as well as research and the ethical use of sources in writing for the academic community. Extended essays, including a researched argument, are required.

English 206 is designed to develop basic strategies for critically reading and interpreting poetry, fiction, and drama; introduction to the premises and motives of literary analysis and critical methods associated with various literary concerns through class discussion and focused writing assignments.

**Contemporary Literature**  
**One Semester, One Credit**

**Course 1054**  
**10<sup>th</sup>-12<sup>th</sup> 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**  
**One Semester, One Credit**

**Course 1028**  
**9<sup>th</sup>-12<sup>th</sup> 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 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**  
**One Semester, One Credit**

**Course 1034**  
**9<sup>th</sup>-12<sup>th</sup> 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**  
**One Semester, One Credit**

**Course 1036**  
**10<sup>th</sup>-12<sup>th</sup> 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****One Semester, One Credit*****Course May Count Toward Eight Required English Credits for Graduation*****Course 1046****10<sup>th</sup>-12<sup>th</sup> 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: Anton Chekov, Edgar Allen Poe, James Joyce, Ernest Hemingway, F. Scott Fitzgerald, Flannery O'Connor, Franz Kafka, James Baldwin, Raymond Carver, Sandra Cisneros, Stephen King, Alice Munro, Annie Proulx, Jhumpa Lahiri.

**Themes in Literature: Coming of Age****One Semester, One Credit*****Course May Count Toward Eight Required English Credits for Graduation*****Course 1048****10<sup>th</sup>-12<sup>th</sup> Grade**

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:

F. Scott Fitzgerald, Zelda Fitzgerald, J.D. Salinger, S.E. Hinton, Ernest Hemingway, Jonathan Swift, Cormac McCarthy, David Foster Wallace.

## MATHEMATICS

**MATH CORE (Algebra 1 and Geometry)****One Year, Meets Daily, Four Credits****Course 2520 and 2532****9<sup>th</sup> Grade**

This course will explore the key aspects of both beginning Algebra and Geometry, in an integrated approach.

Algebra I formalizes and extends the mathematics students learned in the middle grades. Algebra I is made up of six strands: Real Numbers and Expressions; Functions; Linear Equations, Inequalities, and Functions; Systems of Equations and Inequalities; Quadratic and Exponential Equations and Functions; and Data Analysis and Statistics. These critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. Students will also engage in methods for analyzing, solving, and using quadratic functions. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Geometry formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Geometry is made up of seven strands: Logic and Proofs; Points, Lines, Angles, and Planes; Triangles; Quadrilaterals and Other Polygons; Circles; Transformations; and Three-dimensional Solids. 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.

**Algebra 1****One Year, Two Credits****Course 2520****9<sup>th</sup> 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<sup>th</sup> or 10<sup>th</sup> 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<sup>th</sup>, 10<sup>th</sup>, or 11<sup>th</sup> 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, Weighted 1.0**  
**Prerequisite: Algebra II & Geometry (B or higher)**

**Course 2564**  
**10<sup>th</sup>-12<sup>th</sup> Grade**

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.

**CALCULUS – [DUAL CREDIT Ivy Tech MATH 211]**  
**One Year, Two Credits, Weighted 1.0**  
**Prerequisite: Pre-Calculus/Trigonometry (B or higher)**

**Course 2527**  
**10<sup>th</sup>-12<sup>th</sup> Grade**

Reviews the concepts of exponential, logarithmic and inverse functions. Studies in depth the fundamental concepts and operations of calculus including limits, continuity, differentiation including implicit and logarithmic differentiation. Applies differential calculus to solve problems in the natural and social sciences, to solve estimation problems and to solve optimization problems. Applies differential calculus to sketch curves and to identify local and global extrema, inflection points, increasing/decreasing behavior, concavity, behavior at infinity, horizontal and vertical tangents and asymptotes, and slant asymptotes. Applies the concept of Riemann sums and antiderivatives to find Riemann integrals. Applies the fundamental theorem of calculus to solve initial value problems, and to find areas and volumes and the average values of a function.

## SCIENCE

**Biology/Health**  
**One Year, Two Science Credits and One Health Credit**

**Course 3024 and 3560**  
**9<sup>th</sup> Grade**

Biology is the study of life. It includes an introduction to the scientific method, cytology, genetics, ecology, taxonomy, evolution, chemistry, and microbiology. We will start with microbiology in the first semester and work our way to macrobiology in the second. Students practice problem solving with structured activities and progress to open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. Course work, lab work, and assessments will prepare students for future science courses.

**Integrated Chemistry-Physics****One Year, Two Credits****Prerequisite: Algebra 1 (preferred or concurrently)****Course 3108****10<sup>th</sup>-12<sup>th</sup> Grade**

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****One Year, Two Credits****Prerequisite: Algebra 1****Course 3064****10<sup>th</sup>-12<sup>th</sup> Grade**

Chemistry 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 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****One Year, Two Credits****Prerequisite – Biology and Chemistry (C or Higher in Both Courses)****Course 3010****11<sup>th</sup>-12<sup>th</sup> Grade**

This course introduces students to the concepts and principles of environmental science. Through a combination of in class, field, and laboratory experiences, students will be introduced to methods for assessing and monitoring the environmental health of ecosystems. Topics for discussion include weather and climate, biodiversity, ecosystem management, energy transfer and balance, population growth, bioremediation, energy, global warming, water resources, and renewable and non-renewable resources.

**Physics****One Year, Two Credits, Weighted .5****Course 3084****11<sup>th</sup> -12<sup>th</sup> Grade**

Physics 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****Course 3092****10<sup>th</sup>-12<sup>th</sup> Grade**

Botany is the scientific study of plants and their relationship to the environment. In this course, students investigate the growth, reproduction, anatomy, morphology, physiology, biochemistry, taxonomy, and ecology of plants. Laboratory and outdoor experiences complement classroom activities. A high level of understanding in problem solving, critical thinking, and the scientific method is necessary for success in this course.

**Advanced Science Special Topics – Zoology**  
**One Semester, One Credit**

**Course 3092**  
**10<sup>th</sup>-12<sup>th</sup> Grade**

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**  
**One Year, Two Credits**

**Course 5218**  
**9<sup>th</sup>-12<sup>th</sup> Grade**

In the Principles of Biomedical Science (PBS) course, students engage in real-world cases and scenarios and hands-on experiences that allow them to develop proficiency in laboratory and clinical skills using real equipment. From design and data analysis to outbreaks, clinical empathy, health promotion, and more, students explore the vast range of careers in biomedical sciences. They develop not only technical skills, but also in-demand, transportable skills-including problem solving, critical and creative thinking, collaboration, communication, and ethical reasoning-that they need to thrive in life and career.

**Human Body Systems**  
**One Year, Two Credits**

**Course 5216**  
**10<sup>th</sup>-12<sup>th</sup> Grade**

**Required Prerequisites: Principles of Biomedical Sciences**  
**Fulfills a science requirement for all diplomas**

In the Human Body Systems (HBS) course, students examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real-world cases, and often play the role of biomedical professionals to solve medical mysteries. Students practice problem solving with structured activities and progress to open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills.

**Medical Interventions**  
**One Year, Two Credits**

**Course 5217**  
**11<sup>th</sup>-12<sup>th</sup> Grade**

**Required Prerequisites: Principles of Biomedical Sciences**  
**Fulfills a science requirement for all diploma types**

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

## **SOCIAL STUDIES**

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

**Course 1020 and 1090**  
**9<sup>th</sup> 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**  
**One Year, Two English and Two Social Studies Credits**  
**Combined Courses - English 10/World History**

**Course 1052 and 1098**  
**10<sup>th</sup> Grade**

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**  
**One Semester, One Credit**

**Course 1514**  
**11<sup>th</sup>-12<sup>th</sup> 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**  
**One Semester, One Credit**

**Course 1540**  
**11<sup>th</sup>-12<sup>th</sup> 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.

**Law Education**  
**One Semester, One Credit**

**Course 1526**  
**11<sup>th</sup>-12<sup>th</sup> Grade**

Law Education is a class designed to help high school students understand and critically analyze their legal responsibilities and rights as United States Citizens. Law Education works to provide students with an understanding of fundamental principles such as fairness, justice, responsibility and how these beliefs have evolved and manifested differently throughout our world's history. Other disciplines in this course will be Government, Civics, and History.

**Sociology**  
**One Semester, One Credit**

**Course 1534**  
**11<sup>th</sup> -12<sup>th</sup> Grade**

Sociology is a class designed to help students understand how groups in society as well as how social institutions in society function. In this course we will examine how Sociology started as well as different theories of how society has functioned and has evolved over time.

## WELLNESS

**Biology/Health**  
**One Year, Two Science Credits and One Health Credit**

**Course 3024 and 3560**  
**9<sup>th</sup> 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**  
**One Year, Two Credits**  
***Independent Study – Student Must Log 140 Hours of Physical Activity***

**Course 3542**  
**9<sup>th</sup> Grade**

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**  
**One Year, Two Credits**  
***World Language Elective Required for Academic Honors Diploma***

**Course 2120**  
**9<sup>th</sup>-12<sup>th</sup> Grade**

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**  
**One Year, Two Credits**  
***World Language Elective Required for Academic Honors Diploma***

**Course 2122**  
**9<sup>th</sup>-12<sup>th</sup> Grade**

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**  
**One Year, Two Credits, Weighted .5**  
***World Language Elective Required for Academic Honors Diploma***

**Course 2124**  
**9<sup>th</sup>-12<sup>th</sup> Grade**

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.

**Spanish 4**  
**One Year, Two Credits, Weighted .5**  
***World Language Elective Required for Academic Honors Diploma***

**Course 2126**  
**10<sup>th</sup>-12<sup>th</sup> Grade**

Spanish IV, a course based on Indiana's Academic Standards for World Languages, provides a context for integration of the continued development of language skills and cultural understanding with other content areas and the community beyond the classroom. The skill sets that apply to the exchange of written and oral information are expanded through emphasis on practicing speaking and listening strategies that facilitate communication, such as the use of circumlocution, guessing meaning in familiar and unfamiliar contexts, and using elements of word formation to expand vocabulary and derive meaning. Additionally, students will continue to develop understanding of Spanish-speaking culture through explaining factors that influence the practices, products, and perspectives of the target culture; reflecting on cultural practices of the target culture; and comparing systems of the target culture and the student's own culture. This course further emphasizes making connections across content areas through the design of activities and materials that integrate the target language and culture with concepts and skills from other content areas. The use and influence of the Spanish language and culture in the community beyond the classroom is explored through the identification and evaluation of resources intended for native Spanish speakers. Students must have earned a minimum grade of C+ in Spanish 3 in order to enroll in Spanish 4.

## **ARTS AND COMMUNICATIONS PATHWAY**

**Introduction to Two-Dimensional Art (2D Art)**  
**One Semester, One Credit - Offered Fall Only**  
***Two Art Elective Credits Required for Academic Honors Diploma***

**Course 4000**  
**9<sup>th</sup>-12<sup>th</sup> Grade**

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)**  
**One Semester, One Credit - Offered Spring Only**  
***Two Art Elective Credits Required for Academic Honors Diploma***

**Course 4002**  
**9<sup>th</sup>-12<sup>th</sup> Grade**

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: relief sculpture, ceramics, and wire. It may also include digital 3D design, plaster casting or carving, and assemblage.

**Visual Communication**  
**One Semester, One Credit**  
***Two Art Elective Credits Required for Academic Honors Diploma***

**Course 4086**  
**9<sup>th</sup> Grade**

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**

**Attend 5 Expert Experiences to receive one Credit**

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

**Course 4026**

**9<sup>th</sup>-12<sup>th</sup> Grade**

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 Expert Experiences that art offered throughout the school year. Each class lasts 3-6 hours and are offered monthly, during and after school. In each expert experience 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 expert experiences students will receive one credit. All 5 expert experiences must be completed in the same academic year.

### **Drawing I-II**

**One Year, Two Credits**

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

**Course 4060**

**10<sup>th</sup>-12<sup>th</sup> Grade**

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]**

**One Year, Two Credits, Weighted 1.0**

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

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

**Course 4060**

**10<sup>th</sup>-12<sup>th</sup> Grade**

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.

### **Painting**

**One Year, Two Credits**

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

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

**Course 4046**

**10<sup>th</sup> -12<sup>th</sup> Grade**

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]**

**One Year, Two Credits, Weighted 1.0**

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

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

**Course 4052**

**11<sup>th</sup>-12<sup>th</sup> Grade**

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]**

**One Year, Two Credits, Weighted 1.0**

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

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

**Course 4050**

**11<sup>th</sup>-12<sup>th</sup> Grade**

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.

**Art History**

**One Semester, One Credit**

**Course 4024**

**9<sup>th</sup> – 12<sup>th</sup> Grade**

Art History is a course based on the Indiana Academic Standards for Visual Art. Students taking Art History engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production. Students study works of art and artifacts from world cultures, engage in historically relevant studio activities; utilize research skills to discover social, political, economic, technological, environmental, and historical trends and 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.

## **BUSINESS/MARKETING/ENTREPRENEURSHIP PATHWAY**

**Principles of Business Management [DUAL CREDIT Ivy Tech BUSN 101 & CINS 101]**

**One Year, Two Credits, Weighted 1.0**

**6 College Credits**

**Independent Learning Lab**

**Prerequisite: English Knowledge Assessment**

**Course 4562**

**9<sup>th</sup>-12<sup>th</sup> Grade**

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.



**Marketing Fundamentals [DUAL CREDIT Ivy Tech MKTG 101]****One Semester, One Credit, Weighted 1.0****3 College Credits****Independent Learning Lab****Prerequisite: BUSN 101 and English and STEM Math Knowledge Assessment****Course 5914****10<sup>th</sup>-12<sup>th</sup> Grade**

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.

**Principles of Management [DUAL CREDIT Ivy Tech BUSN 105]****One Semester, One Credit, Weighted 1.0****Independent Learning Lab****Prerequisite: BUSN 101 and English and STEM Math Knowledge Assessment****Course 7143****10<sup>th</sup>-12<sup>th</sup> Grade**

Principles of Business Management focuses on the roles and responsibilities of managers as well as opportunities and challenges of ethically managing a business in the free-enterprise system. Students will attain an understanding of management, team building, leadership, problem-solving steps and processes that contribute to the achievement of organizational goals. The management of human and financial resources is emphasized.

**Principles of Entrepreneurship, INCubator****One Year, Two Credits****Course 7154****11<sup>th</sup>-12<sup>th</sup> Grade**

INCubator 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.

**Leadership Development in Action****One or Two Semesters, One or Two Credits****Independent Learning Lab****Prerequisite: Membership in Business Professionals of America is Required****Course 5237****10<sup>th</sup>-12<sup>th</sup> Grade**

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 PATHWAY

**Principles of Computer Science****[DUAL CREDIT Ivy Tech INFM 109]****One Semester, One Credit, Weighted 1.0****3 College Credits****Independent Learning Lab****Prerequisite: English Knowledge Assessment****Course 7183****9<sup>th</sup>-12<sup>th</sup> Grade**

**[DUAL CREDIT Ivy Tech SDEV 120]****One Semester, One Credit, Weighted 1.0****3 College Credits****Independent Learning Lab****Prerequisite: English and STEM Math Knowledge Assessment****Course may count towards science credits for Core 40, academic honors & technical honors diploma**

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.

**Foundations of Computer Science Concentrator A [DUAL CREDIT Ivy Tech SDEV 136 & DBMS 110]****Course 7185****One Year, Two Credits, Weighted 1.0****10<sup>th</sup> -12<sup>th</sup> Grade****6 College Credits****Independent Learning Lab****Prerequisite: Principles of Computer Science****Course may count towards science credits for Core 40, academic honors & technical honors diploma**

Website and Database Development will provide students a basic understanding of the essential Web and Database skills and business practices that directly relate to Internet technologies used in Web site and Database design and development. Students will learn to develop Web sites using Hypertext Markup Language (HTML) and Cascading Style Sheets (CSS). Additionally, students will be introduced to the basic concepts of databases including types of databases, general database environments, database design, normalization and development of tables, queries, reports, and applications. Students will be familiarized with the use of ANSI Standard Structured Query Language. Students will be introduced to data concepts such as data warehousing, data mining, and BIG Data. Students will develop a business application using database software such as Microsoft Access.

**Foundations of Computer Science Programming B [DUAL CREDIT Ivy Tech SDEV 140]****Course 7184****One Year, Two Credits, Weighted 1.0****10<sup>th</sup> -12<sup>th</sup> Grade****3 College Credits****Independent Learning Lab****Prerequisite: Principles of Computer Science****Course may count towards science credits for Core 40, academic honors & technical honors diploma**

Software Development introduces students to concepts and practices of programming languages and software development. Students are introduced to algorithms and development tools used to document/implement computer logic. Discusses the history of software development, the different types of programming such as real time processing, web/database applications, and different program development environments. Concepts will be applied using different programming languages, and students will develop and test working programs in an integrated system.

## ENGINEERING PATHWAY

**Introduction to Engineering Design [DUAL CREDIT Ivy Tech DESN 101 & DESN 113]****Course 4802****One Year, Two Credits, Weighted 1.0****9<sup>th</sup>-10<sup>th</sup> Grade****6 College Credits**

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 [DUAL CREDIT Ivy Tech DESN 104]**  
**One Year, Two Credits, Weighted 1.0**  
**3 College Credits**

**Course 5644**  
**10<sup>th</sup>-11<sup>th</sup> 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 [DUAL CREDIT Ivy Tech DESN 105]**  
**One Year, Two Credits, Weighted 1.0**  
**3 College Credits**

**Course 5650**  
**11<sup>th</sup>-12<sup>th</sup> 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

**Foundations of Communications Seminar [Skills and Speech]**  
**One Year, Two Credits**

**Course 0500 and 1076**  
**9<sup>th</sup> Grade**

The Foundations of Communications 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 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.

The course additionally will build students' presentation skills, and students will earn a high school credit for Speech. 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.

**Design Thinking Seminar [Digital Applications and Digital Design]**  
**One Year, Two Credits**  
**One Art Elective Credit Required for Academic Honors Diploma**

**Course 4528 and 4082**  
**10<sup>th</sup> Grade**

The Design Thinking 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. In addition, students will learn to use a variety of software tools to support their academic

courses. This seminar will blend two courses. Digital Applications Introduces application software: word processing, spreadsheets, and presentation software for personal, academic, and professional use. Digital Design introduces desktop publishing, multi-media, digitized imagery, computer animation, and web design. Students reflect upon and refine their work; 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.

**Agency Seminar [Skills and Personal Financial Responsibility]  
One Year, Two Credits**

**Course 0500 and 4540  
11<sup>th</sup> Grade**

The Agency Seminar will consist of two courses. During the first semester students will continue focusing on specific study skills and developing personal strategies to support their post-secondary plans. In additions students will have time to create and update various professional documents including their portfolio, resume, college entrance essay, and scholarship essay. Students will continue to explore personal aptitudes, interests, values, and goals, and explore careers using Naviance College & Career.

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

**Work Based Learning Capstone  
One or Two Semesters (Potential Summer Option)**

**Course 5974  
12<sup>th</sup> 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.