Bloomington New Tech High School

Curriculum Guide and Student Handbook
2012-2013

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Project-Based Learning

The major focus of teaching and learning at BNTHS will be project-based learning (PBL). Project-based learning brings together intellectual inquiry, rigorous real-world standards and student engagement in relevant and meaningful work. Many schools offer project-based learning experience for their students, but BNTHS is unique because students are thoroughly immersed in it.

The best starting point for learning is with real, genuine issues of importance to students and communities. Active, concrete experience, driven by the "need to know," is the most powerful form of learning. Adolescents learn best when they encounter intriguing topics and people in real-world situations, and when they are faced with genuine challenges, choices and responsibility for their own learning.

Student retention of their learning increases as they have opportunities to work on complex problems beyond repetition and review. Project-based learning (PBL) offers students multiple opportunities to apply their learning in new situations where the answer is not obvious—where students are confronted with challenges that have no clear answers, where they must solve unforeseen problems and meet unpredicted obstacles.

Learning at BNTHS requires students to master the subject matter necessary for traditional standardized tests but also requires them to develop the skills to meet the rigorous requirements of working in a technology-rich, intellectually complex and personally challenging world.

Twenty-First Century Skills

Learning Outcomes

In addition to traditional academic content students at BNTHS are evaluated on the basis of several learning outcomes. The learning outcomes measure success in traditional content areas as well as 21st century skills. The learning outcomes and their definitions are listed below.

Professional Work Ethic: Students conduct themselves in professional and respectable manner through active learning, listening and cooperation. Students demonstrate organization skills through time and task management and arrive to class and school on time equipped with necessary materials.

Collaboration: Students will demonstrate cooperation, leadership, and the ability to compromise. Students are evaluated based on their team cooperation and the development of these skills.

Written Communication: Students recognize and employ the appropriate writing style based upon academic content and audience. This grade reflects the student's ability to adapt to the conventions of various writing genres, as well as demonstrating proficiency in basic writing mechanics such as spelling, grammar, and organization.

Oral Communication: This grade reflects students' ability to present in front of both small and large groups. Key skills include voice projection, pace, composure, eye contact, professional language and vocabulary, and creativity. Students will be active listeners for peer, faculty, and special presentations.

Important Dates

Date	Day(s)	Schedule
August 9	Thursday	Professional Staff Day [no school for students]
August 10	Friday	Professional Staff Day [no school for students]
August 13	**Monday**	**Classes Begin for Students**
September 3	Monday	Labor Day [no school]
October 12	Friday	Fall Vacation [no school]
November 6	Tuesday	Professional Staff Day [no school for students]
November 21 –November 23	Wednesday- Friday	Thanksgiving Recess [no school]
December 21	**Friday**	**Last Day of First Semester for Students**
December 24-January 4	Monday-Friday	Winter Break [no school for two weeks]
January 7	Monday	Professional Staff Day*
January 8	**Tuesday**	**Classes Begin for Second Semester**
January 21	Monday	Martin L. King, Jr. Day [no school]
March 11-March 15	Monday-Friday	Spring Break [no school]
March 18	Monday	Classes Resume
April 26	Friday	Scheduled Make-up Day**
May 10	Friday	Scheduled Make-up Day**
May 24	**Friday**	**Last Day for Students [End 2nd Semester]**
May 27	Monday	Memorial Day
May 28	Tuesday	Last Day for Teachers/Scheduled Make-up Day**
May 28-May 31	Tuesday-Friday	Scheduled Make-up Days**
May 30	Thursday	Commencement [BGS at 7:00 pm] ***
May 31	Friday	Commencement [New Tech High School at 7:00 pm] ***
June 1	Saturday	Commencement [BHSN at 9:30 am & BHSS at 2:00 pm]
Dates to be determined		Summer School Classes Begin [*subject to change – pending program development and actual end of school year*]
July 4	Wednesday	Independence Day Recess [no Summer School]
Dates to be determined		Elementary & Middle School Classes End
Dates to be determined		High School Classes End

*NOTE 1: All elementary certified staff will work a minimum of 7 hours outside of the school day holding parent teacher conferences prior to Monday, January 7. All secondary certified staff will attend professional development sessions on Monday, January 7.
**NOTE 2: School in session if need to make up day lost due to inclement weather; no school if not needed for make-up day. If additional make-up days are necessary, they will be added at the end of the school year thereby adjusting the last day for students and for teachers.
***NOTE 3: New Tech and BGS graduation dates are tentative.

	1st Semester	2nd Semester	TOTAL
Student Days	89	91	180
Teachers Days	93	92	185

2012 – 2013 Clock Schedule

Monday, Thursday, Friday
First Period 7:50- 8:43
Second Period 8:43-9:36
Third Period 9:36- 10:29
10:29-11:04 A Lunch
Fourth Period 10:29 – 11:25
Fourth Period 11:04 – 12:00
11:25 – 12:00 B Lunch
Fifth Period 12:00 – 12:53
Sixth Period 12:53 – 1:46
Seventh Period 1:46 – 2:40

Tuesday (Tutorial/Enrichment)
Enrichment/Tutorial Period 7:50- 8:35
First Period 8:35-9:22
Second Period 9:22 -10:09
Third Period 10:09-10:56
10:56-11:31 A Lunch
Fourth Period 10:56 – 11:43
Fourth Period 11:31 – 12:18
11:43 – 12:18 B Lunch
Fifth Period 12:18 – 1:05
Sixth Period 1:05 – 1:52
Seventh Period 1:52 – 2:40

Wednesday (Professional Learning Community for Teachers – Late Start)
First Period 8:35-9:22
Second Period 9:22 -10:09
Third Period 10:09-10:56
10:56-11:31 A Lunch
Fourth Period 10:56 – 11:43
Fourth Period 11:31 – 12:18
11:43 – 12:18 B Lunch
Fifth Period 12:18 – 1:05
Sixth Period 1:05 – 1:52
Seventh Period 1:52 – 2:40

4-Year Course of Study

	Freshman	Sophomore	Junior	Senior
English	English 9 (2 credits)	English 10 (2 credits)	English 11 (2 credits)	English 12 (2 credits)
Social Studies	U.S. History (2 credits) (American Studies)	World History (2 credits) (Global Studies)		Government and Economics (2 credits)
Science	Biology and Life or Earth Space Science (2credits)	Chemistry, Biology, or Earth Space Science (2 credits)	Physics or Chemistry (2 credits)	Science Electives or College Science (2 credits)
Math	Algebra 1, Geometry or Algebra 2 (2 credits)	Geometry, Algebra 2, or Pre-Calculus (2 credits)	Algebra 2, Pre-Calculus, Statistics, or Ivy Tech Math (2 credits)	Pre-Calculus, Statistics or Ivy Tech Math (2 credits)
World Language	Chinese, French, or Spanish (2 credits)	Chinese, French, or Spanish (2 credits)	Chinese, French, or Spanish (2 credits)	Chinese, French or Spanish (2 credits)
Directed Electives	Success Skills (2 credits)	Ivy Tech Art (2 credits) (3 dual college credits)	Ivy 120 College Student Seminar (1 credit) (3 dual college credits) Service Learning (1 credit)	Internship (2-4 credits)
Directed Electives	Elective (If not taking World Language) (2 credits)	Elective (2 credits)	New Tech, Hoosier Hills Career Center or Ivy Tech Electives	New Tech, Hoosier Hills Career Center or Ivy Tech Electives
Wellness	PE (2 credits) (Independent Study)	Health (1 credit)		

The Academic Honors Diploma is the default diploma for all New Tech Students.

The Core 40, Technical Honors, and General Diplomas are options, but all students are encouraged to take the course work necessary for the Honors option.

ENGLISH COURSES

ENGLISH 9 [AMERICAN STUDIES]
GRADE 9
INTEGRATED ENGLISH 9 AND U.S. HISTORY
FULL YEAR (2 CREDITS)
DIPLOMA: CORE 40 OR ACADEMIC HONORS
English 9, an integrated English course based on Indiana's Academic Standards for English/Language Arts *in Grade 9* and the Common Core State Standards for English/Language Arts, is a study of language, literature, composition, and oral communication with a focus on exploring a wide-variety of genres and their elements. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 9 in classic and contemporary literature balanced with nonfiction. Students write short stories, responses to literature, expository and persuasive compositions, research reports, business letters, and technical documents. Students deliver grade-appropriate oral presentations and access, analyze, and evaluate online information.

ENGLISH 10 – [WORLD STUDIES]
GRADE 10
INTEGRATED ENGLISH 10 AND WORLD HISTORY
FULL YEAR (4 CREDITS)
DIPLOMA: CORE 40 OR ACADEMIC HONORS
English 10, an integrated English course based on Indiana's Academic Standards for English/Language Arts *in Grade 10* and the Common Core State Standards for English/Language Arts, is a study of language, literature, composition, and oral communication with a focus on exploring universal themes across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 10 in classic and contemporary literature balanced with nonfiction. Students write short stories, responses to literature, expository and persuasive compositions, research reports, business letters, and technical documents. Students deliver grade-appropriate oral presentations and access, analyze, and evaluate online information.

ENGLISH 11
GRADE 11
FULL YEAR (2 CREDITS)
DIPLOMA: CORE 40 OR ACADEMIC HONORS
English 11, an integrated English course based on Indiana's Academic Standards for English/Language Arts *in Grade 11* and the Common Core State Standards for English/Language Arts, is a study of language, literature, composition, and oral communication with a focus on exploring characterization across universal themes and a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 11 in classic and contemporary literature balanced with nonfiction. Students write fictional narratives, short stories, responses to literature, reflective compositions, historical investigation reports, resumes, and technical documents incorporating visual information in the form of pictures, graphs, and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

ENGLISH 12
GRADE 12
FULL YEAR (2 CREDITS)
DIPLOMA: CORE 40 OR ACADEMIC HONORS
English 12, an integrated English course based on *Indiana's Academic Standards for English/Language Arts* for Grade 12 *and the Common Core State Standards for English/Language Arts*, is a study of language, literature, composition, and oral communication focusing on an exploration of point of view or perspective across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond

to representative works of historical or cultural significance for Grade 12 in classic and contemporary literature balanced with nonfiction. Students write fictional narratives, short stories, responses to literature, reflective compositions, historical investigation reports, resumes and technical documents incorporating visual information in the form of pictures, graphs, and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information

CREATIVE WRITING
GRADE
FULL YEAR (2 CREDITS)
DIPLOMA: CORE 40 OR ACADEMIC HONORS
In Creative Writing, students explore what it means to be a writer by experiencing different methods and ideologies associated with writing. Students are encouraged to develop their own writing through exercises, projects, and keeping a portfolio of their writing. At times, students work with partners or in groups, and at times, they work individually. Time is regularly devoted for students to work on their own individual writing projects such as novels, plays, collections of poetry, et cetera. An atmosphere of creativity and exploration is a feature of this course.

READING AND WRITING FOR COLLEGE
GRADE:
FULL YEAR (2 CREDITS)
DIPLOMA: CORE 40 OR ACADEMIC HONORS
Reading and Writing for College will prepare college bound students for the rigors of academia they will encounter in higher education. Ideal for students who plan to pursue a degree in the humanities, this course focuses on reading the classic works of literature covered in traditional high schools and using the formal writing techniques associated with academic exposition. Students have the opportunity to practice systems of citation including MLA Style and APA Style while they also build their vocabulary as they reflect on their reading. Class time is spent primarily reading or writing, and an emphasis is placed on analytical and critical thinking.

MATH COURSES

ALGEBRA I
GRADES 9 OR 10
FULL YEAR (2 CREDITS)
DIPLOMA: CORE 40 OR ACADEMIC HONORS
Algebra I formalizes and extends the mathematics that 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
GRADE 9 OR 10
FULL YEAR (2 CREDITS)
DIPLOMA: CORE 40 OR ACADEMIC HONORS
This course consists of a study of the undefined terms, the axioms, and the theorems of Euclidean geometry. Emphasis is placed on understanding the deductive processes involved in proofs, numerical and algebraic exercises, and geometric constructions. The topics covered include inductive and deductive reasoning, triangles, perpendicular and parallel lines, constructions, area, Pythagorean Theorem, circles and area, loci, ratio and proportion, similar polygons, and regular polygons.

MATHEMATICS LAB
GRADE 9 OR ANY STUDENT THAT HAS NOT PASSED THE END OF COURSE ASSESSMENT FOR ALGEBRA I
FULL YEAR (1 CREDIT)
DIPLOMA: CORE 40 OR ACADEMIC HONORS
Mathematics Lab provides students with individualized instruction designed to support success in completing mathematics coursework aligned with Indiana's Academic Standards for Mathematics. It is recommended that Mathematics Lab is taken in conjunction with a Core 40 mathematics course, and the content of Mathematics Lab should be tightly aligned to the content of its corresponding course.

ALGEBRA II
GRADE 9, 10 OR 11
FULL YEAR (2 CREDITS)
DIPLOMA: CORE 40 OR ACADEMIC HONORS
Algebra II builds on work with linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. 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.

PRE-CALCULUS
GRADE 11 OR 12
FULL YEAR (2 CREDITS)
DIPLOMA: CORE 40 OR ACADEMIC HONORS
Pre-Calculus/Trigonometry is a two-credit course that combines the material from Trigonometry and Pre-Calculus into one course. The foundations of algebra and functions developed in previous courses will be extended to new functions, including exponential and logarithmic functions, and to higher-level sequences and series. The course provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Students will also advance their understanding of imaginary numbers through an investigation of complex numbers and polar coordinates. The course is designed for students who expect math to be a major component of their future college and career experiences, and as such it is designed to provide students with strong foundations for calculus and other higher-level math courses.

STATISTICS
GRADE 9-12
SEMESTER (1 CREDIT)
DIPLOMA: CORE 40 OR ACADEMIC HONORS
This course is built around four main topics: exploring data, planning a study, probability as it relates to distributions of data, and inferential reasoning. Specific topics in AP Statistics include interpreting graphic displays, comparing and summarizing distributions of univariate data, exploring bivariate data and categorical data, random sampling, conducting experiments, probability as relative frequency, combining independent random variables, use of the normal t-distributions, simulating sampling distributions, confidence intervals and significance tests.

SCIENCE COURSES

EARTH/SPACE SCIENCE
GRADE 9 OR 10
FULL YEAR
DIPLOMA: CORE 40
Earth and Space Science I is a course focusing on the study of the earth's lithosphere, atmosphere, hydrosphere, and its celestial environment. Students enrolled in Earth and Space Science I analyze and describe Earth's interconnected systems that may be changing or may be in equilibrium. Students examine energy at work in

forming and modifying earth materials, landforms, and continents through geological time. Through regular laboratory and field investigations, students understand the history and development of the earth and space sciences, explore the uses of knowledge of the earth and its environment in various careers, and investigate earth and space science problems concerning personal needs and community issues related to science.

BIOLOGY
GRADE 9
FULL YEAR (2 CREDITS)
DIPLOMA: CORE 40 OR ACADEMIC HONORS
DESCRIPTION: Biology I is a course based on regular laboratory and field investigations that include a study of the structures and functions of living organisms and their interactions with the environment. At a minimum, students enrolled in Biology I explore the functions and processes of cells, tissues, organs, and systems within various species of living organisms and the roles and interdependencies of organisms within populations, communities, ecosystems, and the biosphere. Students work with the concepts, principles, and theories of the living environment. In addition, students enrolled in this course are expected to: (1) gain an understanding of the history and development of biological knowledge, (2) explore the uses of biology in various careers, and (3) investigate biological questions and problems related to personal needs and societal issues.

ANATOMY/PHYSIOLOGY
GRADES 10-12
FULL YEAR (2 CREDITS)
DIPLOMA: CORE 40 OR ACADEMIC HONORS
DESCRIPTION: Human Anatomy and Physiology covers the structure and function of the basic human body systems on a microscopic as well as a macroscopic level. Skeletal, muscular, urinary, reproductive, respiratory, digestive, cardiovascular, immune, nervous, endocrine, and lymphatic systems are studied along with details of the sensory organs. Systems are studied independently and as they relate to each other. Environmental and nutritional relationships are explored including their roles in causing diseases and disorders. It is recommended that students successfully complete one year of biology before taking this course.

CHEMISTRY I
GRADE 10-12
FULL YEAR (2 CREDITS)
DIPLOMA: CORE 40 OR ACADEMIC HONORS
DESCRIPTION: Chemistry 1 is a course based on regular laboratory investigations of matter, chemical reactions, and the role of energy in those reactions. Students in Chemistry I compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. In addition, students enrolled in this course are expected to: (1) gain an understanding of the history of chemistry, (2) explore the uses of chemistry in various careers, (3) investigate chemical equations and problems related to personal needs and societal issues, and (4) learn and practice laboratory safety.

PHYSICS
GRADE 10 - 12
FULL YEAR (2 CREDITS)
DIPLOMA: CORE 40 OR ACADEMIC HONORS
Physics I HD is a laboratory-based course in which students synthesize the fundamental concepts and principles related to matter and energy, including mechanics, wave motion, heat, light, electricity, magnetism, atomic and subatomic particles. Through regular laboratory study, students (1) examine the nature and scope of physics, including its relationship to other sciences and its ability to describe phenomena using physical laws, (2) describe the history of physics and its role in the birth of technology, (3) explore the uses of its models, theories, and laws in various careers, and (4) investigate physics questions and problems related to personal needs and societal issues. Students will explore physics both conceptually and mathematically. This course has a strong mathematical focus.

SOCIAL STUDIES COURSES

U.S. HISTORY [AMERICAN STUDIES]
GRADE 9
INTEGRATED ENGLISH 9 AND U.S. HISTORY
FULL YEAR (2 CREDITS)
DIPLOMA: CORE 40 OR ACADEMIC HONORS
DESCRIPTION: In this course, students will identify and review significant events and movements in the development of our nation. Students will trace and analyze major relationships, themes, and concepts from a historical perspective. Students will sequence historical events, examine cause and effect, identify different viewpoints, and be able to relate historical situations to current issues. Opportunities will be given to develop inquiry skills by gathering and organizing information from primary and secondary source material, and through the use of a variety of sources, documents, and accounts of history. The focus of this course will be primarily theoretical with the emphasis on the development of social studies skills, and concepts.

WORLD HISTORY [WORLD STUDIES]
GRADE 10
INTEGRATED ENGLISH 10 AND WORLD HISTORY
FULL YEAR (2 CREDITS)
DIPLOMA: CORE 40 OR ACADEMIC HONORS
World History emphasizes events and developments in the past that greatly affected large numbers of people across broad areas and that significantly influenced peoples and places in subsequent eras. Key events related to people and places as well as transcultural interaction and exchanges are examined in this course. Students are expected to compare and contrast events and developments involving diverse peoples and civilizations in different regions of the world. They will examine examples of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present. Students are also expected to practice skills and process of historical thinking and research and apply content knowledge to the practice of thinking and inquiry skills and processes. There will be continuous and pervasive interactions of processes and content, skills and substance, in the teaching and learning of history.

UNITED STATES GOVERNMENT
GRADE 12
SEMESTER (1 CREDIT)
DIPLOMA: CORE 40 OR ACADEMIC HONORS
United States Government provides a framework for understanding the purposes, principles, and practices of constitutional representative democracy in the United States. Responsible and effective participation of citizens is stressed. Students will 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 will 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. Using primary and secondary resources, students will articulate, evaluate, and defend positions on political issues. As a result, they will be able to explain the role of individuals and groups in government, politic, and civic activities and the need for civic and political engagement of citizens in the United States.

ECONOMICS [POLITICAL STUDIES]
GRADE 12
SEMESTER (1 CREDIT)
DIPLOMA: CORE 40 OR ACADEMIC HONORS
Economics examines the allocation of resources and their uses for satisfying human needs and wants. The course analyzes economic reasoning used by consumers, producers, savers, investors, workers, voters, and government in making decisions. Key elements of the course include study of scarcity and economic reasoning, supply and demand, market structures, role of government, national income determination, the role of financial institutions, economic stabilization, and trade. Students will 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. The functions of government in a market economy and market structures will be examined. Students will understand economic

performance, money, stabilization policies, and trade of the United States. The behavior of people, societies and institutions and economic thinking is integral to this course.

SOCIOLOGY
GRADE
SEMESTER (1 CREDIT)
DIPLOMA: CORE 40 OR ACADEMIC HONORS
Sociology deals with the scientific study of group behavior. We look at the basic social institutions such as the family, religion, education, government, and the economy. We study the changes which are taking place in our society and how these often lead to social problems. Current social problems are examined using the tools and techniques of sociologists. Students choose the problems of particular interest to them from a wide range such as poverty, delinquency, discrimination, deviancy, environmental and population crises, family breakdown, and many more. We search for causes, consequences, and possible solutions to these problems.

CRIMINOLOGY
GRADE
SEMESTER (1 CREDIT)
DIPLOMA: CORE 40 OR ACADEMIC HONORS
Criminology is the scientific study of nature, extent, causes and control of criminal behavior in both the individual and society. Criminology is a study that can go over many different disciplines which can include sociology, psychology, philosophy, as well as several other disciplines. In this class the students will be going over different questions for example: What makes a criminal? Why do criminals commit crime? What should we do with criminals? Some of the activities that the students will be involved in will be reading, writing, discussing, analyzing and debating.

OTHER REQUIRED COURSES AND DIRECTED ELECTIVES

PHYSICAL EDUCATION
GRADE 9
FULL YEAR (2 CREDITS)
INDEPENDENT STUDY
Physical Education 1 and 2 emphasize health-related fitness and developing the skills and habits necessary for a lifetime of activity. These courses provide students with opportunities to achieve and maintain a health-enhancing level of physical fitness. Students will be responsible for tracking their own physical activity during the year and having an adult verify the activity and the hours completed.

HEALTH
GRADE 9 - 12
SEMESTER (1 CREDIT)
DIPLOMA: CORE 40 OR ACADEMIC HONORS
DESCRIPTION: Health Education provides the basis for continued methods of developing knowledge, concepts, skills, behaviors and attitudes related to student health and well-being. This course includes major content areas in a planned, sequential, comprehensive health education curriculum as expressed in the Indiana Health Education Standards Guide: (1) Growth and Development; (2) Mental and Emotional Health; (3) Community and Environmental Health; (4) Nutrition; (5) Family Life; (6) Consumer Health; (7) Personal Health; (8) Alcohol, Tobacco and Other Drugs; (9) Intentional and Unintentional Injury; and (10) Health Promotion and Disease Prevention. Students are provided with opportunities to explore the effect of health behaviors on an individual's quality of life. This course assists students in understanding that health is a lifetime commitment by analyzing individual risk factors and health decisions that promote health and prevent disease. Students are also encouraged to assume individual responsibility for becoming competent health consumers. A variety of instructional strategies, including technology, are used to further develop health literacy.

CAREER PLANNING AND SUCCESS SKILLS
GRADE 9
FULL YEAR (2 CREDITS)
DIPLOMA: CORE 40, ACADEMIC OR TECHNICAL HONORS ELECTIVE
DESCRIPTION: Career Planning and Success Skills is designed to address the knowledge, skills and behaviors all students need to live, plan, and work successfully in society. This course includes learning personal finance, developing a professional portfolio, learning technology etiquette and safety, and exploring career clusters. Instructional strategies include conducting career research, job shadowing, field trips, projects, computer and technology applications, and cooperative ventures between New Tech and the community.

WORLD LANGUAGE – CHINESE, SPANISH, OR FRENCH I
GRADES 9-12
FULL YEAR (2 CREDITS)
DIPLOMA: CORE 40 OR ACADEMIC HONORS
This course is based on Indiana's Academic Standards for World Languages, introduces students to effective strategies for beginning target language learning, and to various aspects of the target culture. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics, and write short passages with guidance. This course also emphasizes the development of reading and listening comprehension skills, such as reading isolated words and phrases in a situational context and comprehending brief written or oral directions. Additionally, students will examine the practices, products and perspectives of the target culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding the target language and culture outside of the classroom.

WORLD LANGUAGE – CHINESE, SPANISH, OR FRENCH II
GRADES 9-12
FULL YEAR (2 CREDITS)
DIPLOMA: CORE 40 OR ACADEMIC HONORS
This is a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for target language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics, and write cohesive passages with greater independence and using appropriate formats. This course also emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and comprehending longer written or oral directions. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will describe the practices, products and perspectives of the target culture; report on basic family and social practices of the target culture; and describe contributions from the target culture. This course further emphasizes making connections across content areas and the application of understanding the target language and culture outside of the classroom.

WORLD LANGUAGE – CHINESE, SPANISH, OR FRENCH III & IV
GRADES 10-12
FULL YEAR (2 CREDITS)
DIPLOMA: CORE 40 OR ACADEMIC HONORS
This is a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for target language learning by facilitating the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to initiate, sustain and close conversations; exchange detailed information in oral and written form; and write cohesive information with greater detail. This course also emphasizes the continued development of reading and listening comprehension skills, such as using cognates, synonyms and antonyms to derive meaning from written and oral information, as well as comprehending detailed written or oral directions. Students will address the presentational mode by presenting student-created material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will continue to develop understanding of the target culture through recognition of the interrelations among the practices, products and

perspectives of the target culture; discussion of significant events in the target culture; and investigation of elements that shape cultural identity in the target culture. This course further emphasizes making connections across content areas as well the application of understanding the target language and culture outside of the classroom.

ENTREPRENEURSHIP
GRADES 10 - 12
FULL YEAR (2 CREDITS)
DIPLOMA: CORE 40, ACADEMIC HONORS OR TECHNICAL HONORS
This is a business and marketing course designed to allow the student to explore the multiple aspects of owning a business. The students will learn basic accounting, payroll, merchandising, marketing, advertising, employee management, business ethics, and other skills necessary to understand the basic concepts of business operations. Students in this course will also be responsible for the operation of the school store so an interview and application process will be required.

MARKETING SEMINAR
GRADES 11-12
FALL SEMESTER (1 CREDIT)
DIPLOMA: CORE 40, ACADEMIC HONORS OR TECHNICAL HONORS
This is a marketing course designed to allow students the opportunity to use various marketing Strategies to promote New Tech High School. Students will be required to prepare various documents, use social media, and present to various audiences in order to educate middle school students and the greater Bloomington Community about Bloomington New Tech.

SPAN – IUPUI ON-LINE COMPUTER COURSES
AVAILABLE TO STUDENTS IN GRADES 10-12
SEMESTER (1 CREDIT)
DIPLOMA: CORE 40, ACADEMIC HONORS OR TECHNICAL HONORS
This program offers three IUPUI study plans: the Information Technology Certificate, the Computer Technology Applications Certificate, and some programming courses. Students take the courses online from their local high schools instead of coming to campus. Their high school BMIT teachers serve as facilitators overseeing and monitoring student progress. Applications are due early each semester for the upcoming semester and a minimum grade point average of 3.0 is required for consideration. Please go to http://cit.iupui.edu/citidoe/ to view additional information about this program.

VISUAL ARTS 102 – FUNDAMENTALS OF IMAGING (IVY TECH DUAL CREDIT)
GRADE 10 OR 11
FULL YEAR (2 CREDITS)
DIPLOMA: CORE 40 OR ACADEMIC HONORS
Prerequisites: Minimum entry assessment. This course introduces students to a full range of image input technology and manipulation including conventional photography, digital imaging, and computer scanners. Students will learn to communicate concepts and ideas through various imaging devices. Explore composition and fosters creativity.

DIGITAL PHOTOGRAPHY
GRADE 11 OR 12
FULL YEAR (2 CREDITS)
DIPLOMA: CORE 40 OR ACADEMIC HONORS
Students in Digital Photography engage in sequential learning and experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students will also become proficient in the language of photography by being involved in-group discussions, critiques and writing about photo process and techniques. Students create photographs, utilizing Adobe Photoshop. Additionally, students: (1) reflect upon the outcome of these experiences, (2) explore historical connections, (3) write about the process, (4) make presentations about their progress at regular intervals, (5) work individually and in groups, (6) find a direct correlation to other disciplines, and (7) explore career options related to computer generated imagery. Art museums, galleries, studios, and community resources are utilized. Students must supply their own printing paper, film and have a camera. A materials fee of $30.00 will be charged

DRAWING I
GRADE 11 OR 12
ONE YEAR (2 CREDITS)
DIPLOMA: CORE 40 OR ACADEMIC HONORS
Students in Drawing engage in sequential learning experiences that encompass art history, art criticism, aesthetics and production and lead to the creation of portfolio quality works. Development of drawing skills is the primary objective of this class and uses the human figure, still life objects and drawing from life to help accomplish this goal. Students will learn specific techniques and approaches to drawing through the use of various leaded pencils. Additionally, students (1) reflect upon the outcome of these experiences, (2) explore cultural and historical connections, (3) write about the process, (4) make presentations about their progress at regular intervals, (5) work individually and in groups, (6) find a direct correlation to other disciplines and (7) explore career options related to drawing. Art museums, galleries, studios and community resources are utilized.

DRAWING II
GRADE 11 OR 12
ONE YEAR (2 CREDITS)
DIPLOMA: CORE 40 OR ACADEMIC HONORS
Students in Drawing II engage in sequential learning experiences that encompass art history, art criticism, aesthetics and production and lead to the creation of portfolio quality works. Further development of drawing skills is the primary objective of this class and uses the human figure, landscape, still life and design work to help accomplish this goal. Students will learn various techniques and different approaches to drawing through the use of chalk, conte crayon, pastels, pen and ink, charcoal, pencil, scratchboard, acrylics and tempera. Drawing II students will critique their own and others works. Drawing projects that involve creative problem solving are used to explore aesthetics and production of art work beyond the Drawing I level. Additionally, students (1) reflect upon the outcome of these experiences, (2) explore cultural and historical connections, (3) write about the process, (4) make presentations about their progress at regular intervals, (5) work individually and in groups, (6) find a direct correlation to other disciplines and (7) explore career options related to drawing. Art museums, galleries, studios and community resources are utilized. A materials fee of $12.00 will be charged in addition to the MCCSC book fees to cover the cost of related materials for this class.

IVYT 120 – NEW STUDENT SEMINAR (IVY TECH DUAL CREDIT)
GRADE 11 OR 12
ONE SEMESTER (1 CREDITS)
DIPLOMA: CORE 40 OR ACADEMIC HONORS
Prerequisites: Minimum entry assessment. Enhances success in college by assisting students in obtaining skills necessary to their educational, career, and life objectives. Students will create and apply critical thinking strategies in areas of time management, media literacy, learning styles, study skills, career planning, money management, and resource utilization. This course is combined with Service Learning. The Service Learning class will meet on Tuesday and Thursday while the Ivy Tech course will meet on a more traditional college schedule of Monday, Wednesday and Friday.

SERVICE LEARNING
GRADE 11 OR 12
ONE SEMESTER (1 CREDITS)
DIPLOMA: CORE 40 OR ACADEMIC HONORS
Community Service is a course created by public law IC 20-30-14 allowing juniors and seniors the opportunity of earning up to two high school credits for completion of approved community service projects or volunteer service that “relates to a course in which the student is enrolled or intends to enroll.” This course is combined with IVYT 120. The Service Learning class will meet on Tuesday and Thursday while the Ivy Tech course will meet on a more traditional college schedule of Monday, Wednesday and Friday.

CAREER-BASED INTERNSHIP, CAPSTONE EXPERIENCE
GRADE 12
ONE OR TWO SEMESTERS (1 OR 2 CREDITS)
DIPLOMA: CORE 40 OR ACADEMIC HONORS
Work-Based Internship, Capstone Experience is a course designed to allow career-based learning for students who demonstrate achievement and interest in a specific career area. Each student participating in an internship must have a standards-based education/training agreement developed jointly by the teacher, the job-site mentor and the student, that clearly states what will be accomplished during the work-based experience. It is expected that the internship will involve a minimum of 10 hours per week for one semester or a minimum of 140 hours over the course of the school year. The time requirement can be increased depending on the number of credits awarded for this course. (Maximum of three credits) At the conclusion of the internship, each student shall submit a portfolio and presentation that documents the student's work and reflections about what has been learned.

HOOSIER HILLS CAREER CENTER

Ed Brown, Director
Alan Dafoe, Assistant Director

The program descriptions that follow give very brief details about the programs available at the Hoosier Hills Career Center. If a student or parent/guardian needs more detail, they should contact the Career Center Office at 330-7730

NOTE: All Career Center courses count as Core 40 directed electives as part of a technical area and as Academic and Technical Honors Diploma electives.

The Hoosier Hills Career Center was established in 1973 by the State of Indiana for the purpose of offering expanded technical training programs to high school sophomores, juniors and seniors from Monroe, Greene, and Morgan counties. The school is located adjacent to Bloomington High School North on Prow Road in Bloomington, Indiana.

FACTS

1. Students enrolling in career center programs will spend one-half day at their home high school and one-half day at the Career Center.
2. Hoosier Hills is on a two-semester year. Students receive grades every 6 weeks, only the semester grades go on the transcript.
3. Transportation is provided between the high schools before school, at noon, and after school for career center students. Cosmetology students must provide their own transportation.
4. If you are interested in attending the Hoosier Hills Career Center, talk with your counselor and be sure you fill out a Career Center application.

*FOR MORE INFORMATION PLEASE CALL THE CAREER CENTER OFFICE BETWEEN THE HOURS OF 7:30 A.M.-4:00 P.M. AT (812) 330-7730.

AGRIBUSINESS/SCIENCE

LANDSCAPE, HORTICULTURE, NATURAL RESOURCES (CC107) GRADES: 9-12
HALF DAY AM 51320A
This is a combination of four classes including Horticulture, Landscaping, Natural Resources, and Agribusiness. See individual classes for description.

INTRODUCTION TO AGRICULTURE (CC107) GRADES 9-12
CHECK WITH YOUR COUNSELOR FOR SCHEDULING OPTIONS 50560C
This course provides students with an overview of careers in the agricultural science and business industries. Students will learn about agricultural literacy, basic agribusiness skills, and develop leadership skills while learning about agriculture careers. Length of course: 2 semesters; 1 credit per semester. (Offered every other year opposite Natural Resources below: 2010 -2011, 2012-2013, etc.)

NATURAL RESOURCES (CC107) GRADES: 9-12
CHECK WITH YOUR COUNSELOR FOR SCHEDULING OPTIONS 51800C
Students are introduced to the opportunities in natural resource management. Topics will include understanding forest ecology, recognizing trees, tree growth, forest management, urban forestry, pollution, water tests, native wildlife, outdoor safety, and weather. Length of course 2 semesters; 1 credit per semester. (Offered every other year opposite Introduction to Agriculture above: 2009-2010, 2011-2012, 2013-2014 etc.)

ANIMAL SCIENCE (CC) CC107 GRADES: 9-12 CHECK WITH YOUR COUNSELOR FOR SCHEDULING OPTIONS 50080C
This course is designed to give students an overview of the field of animal science. Students may apply knowledge to both small and large animals. Topics to be addressed include anatomy, genetics, reproduction, nutrition, animal health, management and care, and environmental impacts of animals. Length of course: 2 semesters; 1 credit per semester.

ANIMAL SCIENCE II (CC) CC107 GRADES: 9-12 CHECK WITH YOUR COUNSELOR FOR SCHEDULING OPTIONS 50080E
A continuation of Animal Science designed to give students an overview of the field of animal science. Students may apply knowledge to both small and large animals. Topics to be addressed include anatomy, genetics, reproduction, nutrition, animal health, management and care, and environmental impacts of animals. Length of course: 2 semesters; 1 credit per semester. INSTRUCTOR'S PERMISSION REQUIRED.

AGRIBUSINESS (CC107) GRADES: 9-12
CHECK WITH YOUR COUNSELOR FOR SCHEDULING OPTIONS 50020C
This course presents those concepts necessary for managing an agriculture- related business. Topics include understanding business management, planning, financing, record keeping, and budgets. Students will learn these topics while managing and marketing the greenhouse plant sale. Length of course: 2 semesters; 1 credit per semester.

HORTICULTURE (CC107) GRADES: 9-12
CHECK WITH YOUR COUNSELOR FOR SCHEDULING OPTIONS 51320C
This course presents the biology and technology involved in production, processing, and marketing of horticulture plants and products. Topics covered include propagation, plant growth, growing media, production of herbaceous, woody, nursery stock, fruit, nut and vegetable production. Students will use skills they learn from this class in a production greenhouse. Length of course: 2 semesters; 1 credit per semester.

LANDSCAPING (CC107) GRADES: 9-12 CHECK WITH YOUR COUNSELOR FOR SCHEDULING OPTIONS 51360C
This course provides students with an overview of the landscape industry. Students will learn about landscape design, landscape construction, maintenance schedules, and care and use of equipment. Length of course: 2 semesters; 1 credit per semester.

AUTOMOTIVE SERVICE TECHNOLOGY

INTRODUCTION TO ENGINE OPERATIONS (CC106) GRADE: 10 CHECK WITH YOUR COUNSELOR FOR SCHEDULING OPTIONS 55100C
This course is designed to expose students to a variety of engine types including automotive, lawn and garden, motorcycle, boat, and motor sport vehicles. Students in this course will be introduced to the operation, maintenance, and repair of engines. Students will participate in the IMSTEA Super Mileage Challenge at the Indianapolis Motor Speedway in the spring. This course provides an excellent foundation to our ASE Certified Automotive Technology programs. Length of course: 2 semesters; 1 credit per semester.

AUTOMOTIVE TECHNOLOGY (CC102) GRADES: 11-12
AM OR PM (DAILY) 55100A
Students will learn the functions and relationships of all operational systems of the automobile. Using knowledge gained through classroom and laboratory instruction, students will diagnose and repair problem vehicles. Students will be trained to follow accepted diagnostic and repair procedures using modern equipment updated to industry

standards. Safety, as well as care and maintenance of tools, equipment, and vehicles will be stressed throughout the program. General course content includes the study of fuel systems, electrical systems, brakes, transmissions, cooling systems, power train, clutches, engine construction (including performance engine training), springs and suspension, steering system, and electronic engine testing. During the second semester of the senior year, a possible cooperative education or internship placement will be available to students who have mastered the necessary competencies. ASE certification will be available to students when competencies are met. Advanced placement credits will be available through Ivy Tech Community College. Length of course: 2 or 4 semesters. Students will need to provide basic auto repair tools for this class.

AUTO BODY (CC104) GRADES: 11-12
AM OR PM (DAILY) 55140A
Students will learn to perform major and minor repairs on cars and trucks. Instruction will cover estimating, disassembling, body repair, and final finishing. Related instruction will include study of paints, preparation materials, use and care of tools and equipment and general employment practices. Safety instruction is stressed in all phases of the program. Good color discrimination as well as eye/hand coordination is helpful for this career area. During the second semester of the senior year, a possible internship placement will be available to students who have mastered the necessary competencies. ASE certification will be available to students when competencies are met. Advanced placement credits will be available through Ivy Tech Community College. Length of course: 2 or 4 semesters.

DESIGN AND CONSTRUCTION

BUILDING TRADES (CC109) GRADES: 10-12
AM OR PM (DAILY) 55800A
Students will learn basic aspects of carpentry, plumbing, electrical wiring, site planning, drywall, roofing, and interior/exterior finishing. They will also be studying code requirements, blueprint reading, the framing square, and the use of the transit. Students then apply these skills to a variety of on-site construction projects. Construction sites are away from the school campus; bus transportation is provided from the school to the site. A possible 6-week internship placement with local contractors, lumber companies, architects, and related businesses could be available during the senior year.
Safety standards and proper use and care of equipment are stressed at all times. When the student has completed this program, he/she will be ready to obtain an entry level job. College credits may be earned if a student decides to continue at Vincennes University. Students need to provide basic building trades' tools. Length of course: 2 or 4 semesters.

DRAFTING: ARCHITECTURAL AND MECHANICAL (CC119) GRADES: 10-12
56400B
Students will be instructed in the use of specialized drafting equipment and in the application of modern drafting techniques to solve practical drafting problems. Students will learn drafting-related subjects such as related math, drafting to scale, terminology, and proper use of a technical library. Advanced students may specialize in either the mechanical or architectural field. The Computer-Aided Drafting (CAD) work normally starts during second semester. Students will also have learning opportunities in metal fabrication, auto body, and automotive technology through teamwork and skill-building projects. Students will compile a portfolio of their drawings to present to employers when applying for a job. Students who plan to pursue technical careers (e.g. Engineering or Architecture) may receive credit for college courses based on their work in this class. College credit may be earned through Ivy Tech Community College. Length of course: 2-4-6 semesters; 1 or 2 blocks per day. Useful Preparation: Geometry.

METAL FABRICATION (CC103) GRADES: 10-12
(2 BLOCKS ALTERNATING DAY) 57760D
In this course students will learn metal fabrication, welding and machining processes and techniques that will enable them to pursue a variety of careers within business and industry. Students will receive instruction in the proper set-up, adjustment, maintenance and use of fabrication shop equipment. The first year, exploratory in nature, study will rotate between welding and machining skill development. Second year students will specialize in fabrication. Course content will also include related math, print reading, drafting, panel restoration, precision machining, and sheet metal work. Students will need to provide some basic tools including safety glasses, welding helmet, leather welding gloves and tape measure. College credits may be earned through Ivy Tech Community

College. Length of course: 2 or 4 semesters.

HEALTH & SAFETY SERVICES

FIRE RESCUE (CC113) GRADES 11-12
PM (DAILY) 55820A
Students in this class will learn to use extinguishers, protective equipment, SCBA (breathing apparatus), ropes and knots, rescue techniques, ladders, hoses, ventilation, water supply, sprinkler systems, salvage and overhaul, alarms and communications, hazardous materials, electronic and gas hazards, pump operation, and infectious diseases and control. TEAMWORK and RESPONSIBILITY are stressed throughout this program.

INTRODUCTION TO HEALTH CARE SYSTEMS (CC060) GRADES: 10-12
AM OR PM (DAILY) 52720A
This course introduces students to various aspects of the health care industry. Students explore a variety of health related careers; learn related entry-level skills, basics of medical terminology, introduction of anatomy and physiology, disease processes, and health concepts. Program emphasis will be on a healthy lifestyle, wellness, and disease prevention. Students will demonstrate competency in basic technical skills suitable for entry-level employment in the field of health care. Students will participate in the Health Occupations Students of America. Successful completion of this course provides students with CPR/First Aid Certification. The learning environment will include simulated in-school laboratory experiences, job shadowing, and guest speakers. Professional traits are taught which could apply to any career. College credit may be earned through Ivy Tech Community College. Sophomores who return may enroll in the Health Careers/Practicum program for their junior year with instructor recommendation.

HEALTH CAREERS/PRACTICUM (CC116) GRADE: 12
AM (DAILY) 52070A
Health Careers/Practicum includes the competencies that prepare the student for a specific occupation within a health career cluster. This course builds on those competencies acquired in Introduction to Health Care Systems. There is continued learning in medical terminology, anatomy & physiology, and professionalism. In addition, there is a focus on disease states related to the student's career of interest. Students will participate in Health Occupations Students of America. Simulated in-school laboratory experiences are a part of this course. The second semester practicum is designed to provide students with the knowledge, attitudes, and skills needed to make the transition from school to work. The course content includes job seeking skills, personal management skills, career choice skills, and post-secondary application processes. The second semester practicum in community health care facilities will provide students with opportunities to practice the technical skills previously learned in the classroom. This practicum is scheduled upon the recommendation of the instructor. College credits may be earned through Ivy Tech Community College. Length of course: 2 semesters. Recommended previous coursework: Biology and have at least a C average in academic subjects or successful completion of the competencies in Introduction to Health Care Systems with instructor recommendation.

HUMAN SERVICES

COSMETOLOGY GRADES 11-12
PM (DAILY) MONDAY-FRIDAY -12:30—4:30 PM 58020A
Students enrolled in Cosmetology will follow the curriculum prescribed by the State Board of Beauty Culture. Students completing the program must pass a State Board of Beauty Culture exam in order to receive a license to practice in Indiana. A cosmetologist works in the diverse world of beauty. In addition to hair design, the industry also offers career opportunities in areas such as skin care, make-up, facials, and nails. Good attendance and a positive attitude would be essentials for success in this program. Upon acceptance into the program, students will need to provide uniform, shoes, and their own transportation. The cost to students will be approximately $500.00. During the senior year of the program, some Saturday hours will be required. Length of course: 2 years (1,500 hours.)

CULINARY ARTS AND PROFESSIONAL BAKING (CC058) GRADES: 11-12
AM OR PM (DAILY) 54400A
Students will learn to operate a commercial kitchen where they select and prepare foods, serve customers, alter recipes, use quantity cookery, decorate cakes, and cater special events. General restaurant management is stressed while students learn portion control, cashier responsibilities, cleanliness standards, and safety

procedures. Students prepare and serve meals to the public in a restaurant setting. Students are required to attend 2 evening functions: the HHCC Fall Open House and the Spring Awards Ceremony. Foods-related field trips are taken 2-3 times a year. Students in this program work closely with local chefs. Students participate in a one-week internship experience as well as compete in regional and state cooking contests. Length of course: 2 or 4 semesters. A notebook, recipe file, cake decorating kit, a chef's coat, and a chef's hat will be needed during the program.

EDUCATION AND CHILD CARE SERVICES (CC061) GRADES: 11-12
AM OR PM (DAILY) 54120A
This program prepares students for employment in early childhood education and other child-related careers. The program uses a project-based approach that utilizes higher order thinking, communication, leadership, and management processes. The course of study includes but is not limited to: developmentally appropriate activities for young children, developmentally appropriate practices of guidance and discipline, application of basic health and safety principles when working with children, care regulations and licensing requirements or regulations, and employability skills. Intensive experiences in one or more child care/preschool or school laboratories, resumes, and career portfolios are required components.
Second year students will work in the lab setting the first half of the school year. They will be taking a more active part in planning, leading and supervising activities. During the second half of the year, students will intern with childcare providers. When possible these providers will be within the student's local community. All student contact with small children will be supervised by an adult. An annual TB test, a physical, and CPR training sessions are a required segment of this program. College credits may be earned through Ivy Tech Community College. Length of course: 2 or 4 semesters; (Second year possible only with teacher recommendation.)

INFORMATION TECHNOLOGY

INTRODUCTION TO COMPUTER TECHNOLOGY (CC112) GRADE: 9-12 1BLOCK ALTERNATING DAY C55360C
Students in this course will learn the basic skills and vocabulary that is used in the computer repair industry. This course will focus on the fundamental skills that will be further developed in the Computer Technology and Networking Course. Length of course: 2 semesters.

INTRODUCTION TO NETWORKING (CC112) GRADE: 10-12 1BLOCK ALTERNATING DAY
55362C
Students in this course will learn network design theory, troubleshooting, security, operations, hardware maintenance and management. Length of course: 2 semesters.

COMPUTER TECHNOLOGY & NETWORKING (CC112) GRADES: 11-12
AM OR PM (DAILY) 55360A
Students will learn how to install, configure, and diagnose problems on multiple operating systems such as Windows XP, Windows 2000 Server, Linux and MacOS as well as basic hardware troubleshooting. Students will be allowed to work on independent and group projects in areas such as networking, web site support, scripting/automation and database management. This class is designed to prepare the student for careers in various areas of the computing industry as well as post-secondary computing programs. Students will be encouraged to pursue MCP, A+ or Network+ certification if competencies are met. Successful completion of this course may qualify the student to earn credit at Ivy Tech Community College. Length of class: 2 or 4 semesters.

PRE-ENGINEERING
(PROJECT LEAD THE WAY)

PLTW's premier high school program, Pathway To Engineering™, is a four-year course of study integrated into the students' core curriculum. The combination of traditional math and science courses with innovative Pathway To Engineering courses prepares students for college majors in engineering and E/T fields and offers them the opportunity to earn college credit while still in high school. Pathway To Engineering™ courses engage high school students through a combination of activities-based, project-based, and problem-based (APPB) learning.

INTRODUCTION TO ENGINEERING DESIGN BHSN (CC120, BHSS B217)
(PROJECT LEAD THE WAY) GRADES: 9-12

FULL YEAR (BHSN) TW0 TRIMESTERS (BHSS) 56440C
An introductory course which develops student problem solving skills with emphasis placed on the development of three-dimensional solid models. Students will work from sketching simple geometric shapes to applying a solid modeling computer software package. They will learn a problem solving design process and how it is used in industry to manufacture a product. The Computer Aided Design System (CAD) will also be used to analyze and evaluate the product design. The techniques learned, and equipment used, is state of the art and are currently being used by engineers throughout the United States. Length of course: 2 semesters.

PRINCIPLES OF ENGINEERING BHSN (CC118, BHSS)
(PROJECT LEAD THE WAY) G GRADES: 10-12
FULL YEAR (BHSN) TW0 TRIMESTER (BHSS) 56440C
1 BLOCK ALTERNATING DAY
PREREQUISITE: INTRODUCTION TO ENGINEERING AND DESIGN
A course that helps students understand the field of engineering/engineering technology. Exploring various technology systems and manufacturing processes help students learn how engineers and technicians use math, science, and technology in an engineering problem solving process to benefit people. The course also includes concerns about social and political consequences of technological change. Length of course: 2 semesters.

CIVIL ENGINEERING AND ARCHITECTURE (CC118)
(PROJECT LEAD THE WAY) GRADES: 11-12
FULL YEAR (BHSN) TW0 TRIMESTER (BHSS) 56500C
1 BLOCK ALTERNATING DAY
PREREQUISITE: IED OR POE
This course provides an overview of the fields of Civil Engineering and Architecture, while emphasizing the interrelationship and dependence of both fields on each other. Students use state of the art software to solve real world problems and communicate solutions to hands-on projects and activities. Length of Course: 2 semesters

Diploma Options Class of 2016

INDIANA CORE 40

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

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

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

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

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

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

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits.
- Earn 6-8 Core 40 world language credits
  (6 credits in one language or 4 credits each in two languages).
- Earn 2 Core 40 fine arts credits.
- Earn a grade of a "C" or better in courses that will count toward the diploma.
- Have a grade point average of a "B" or better.
- Complete <u>one</u> of the following:
  - A. Earn 4 credits in 2 or more AP courses and take corresponding AP exams
  - B. Earn 6 verifiable transcripted college credits in dual credit courses from priority course list
  - C. Earn two of the following:
    1. A minimum of 3 verifiable transcripted college credits from the priority course list,
    2. 2 credits in AP courses and corresponding AP exams,
    3. 2 credits in IB standard level courses and corresponding IB exams.
  - D. Earn a combined score of 1750 or higher on the SAT critical reading, mathematics and writing sections and a minimum score of 530 on each
  - E. Earn an ACT composite score of 26 or higher and complete written section
  - F. Earn 4 credits in IB courses and take corresponding IB exams.

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

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

- Complete all requirements for Core 40.
- Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following:
  1. Pathway designated industry-based certification or credential, or
  2. Pathway dual credits from the lists of priority courses resulting in 6 transcripted college credits
- Earn a grade of "C" or better in courses that will count toward the diploma.
- Have a grade point average of a "B" or better.
- Complete <u>one</u> of the following,
  - A. Any one of the options (A - F) of the Core 40 with Academic Honors
  - B. Earn the following scores or higher on WorkKeys; Reading for Information – Level 6, Applied Mathematics – Level 6, and Locating Information-Level 5.
  - C. Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75.
  - D. Earn the following minimum score(s) on Compass; Algebra 66, Writing 70, Reading 80.

Indiana General High School Diploma

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

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

- The student, the student's parent/guardian, and the student's counselor (or another staff member who assists students in course selection) must meet to discuss the student's progress.
- The student's Graduation Plan (including four year course plan) is reviewed.
- The student's parent/guardian determines whether the student will achieve greater educational benefits by completing the general curriculum or the Core 40 curriculum.
- If the decision is made to opt-out of Core 40, the student is required to complete the course and credit requirements for a general diploma and the career/academic sequence the student will pursue is determined.

Course and Credit Requirements (Class of 2016 & Beyond)

English/Language Arts	**8 credits**
	Credits must include literature, composition and speech
Mathematics	**4 credits**
	2 credits: Algebra I or Integrated Mathematics I 2 credits: Any math course ***General diploma students are required to earn 2 credits in a Math or a Quantitative Reasoning (QR) course during their junior or senior year. QR courses do not count as math credits.***
Science	**4 credits**
	2 credits: Biology I 2 credits: Any science course ***At least one credit must be from a Physical Science or Earth and Space Science course***
Social Studies	**4 credits**
	2 credits: U.S. History 1 credit: U.S. Government 1 credit: Any social studies course
Physical Education	**2 credits**
Health and Wellness	**1 credit**
College and Career Pathway Courses Selecting electives in a deliberate manner to take full advantage of college and career exploration and preparation opportunities	**6 credits**
Flex Credit	**5 credits**
	Flex Credits must come from one of the following: • Additional elective courses in a College and Career Pathway • Courses involving workplace learning such as Cooperative Education or Internship courses • High school/college dual credit courses • Additional courses in Language Arts, Social Studies, Mathematics, Science, World Languages or Fine Arts
Electives	**6 credits** Specifies the minimum number of electives required by the state. High school schedules provide time for many more elective credits during the high school years.

40 Total Credits Required

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

Diploma Options Class of 2013, 2014, & 2015

GENERAL DIPLOMA Course and Credit Requirements

English/Language Arts	**8 credits**
	Credits must include literature, composition and speech
Mathematics	**6 credits**
	2 credits: Algebra I 4 credits: any math course
Science	**4 credits**
	2 credits: Biology I 2 credits: any science course
Social Studies	**6 credits**
	2 credits: U.S. History 1 credit: U.S. Government 1 credit: Economics 2 credits: Any Social Studies course
Physical Education	**2 credits**
Health and Wellness	**1 credit**
Career Academic Sequence*	**6 credits**
Flex Credit	**5 credits**
	To earn 5 Flex Credits a student must complete one of the following: Additional courses to extend the career academic sequence Courses involving workplace learning, which may include the following courses: Career exploration internship Professional career internship Business cooperative experiences Cooperative family and consumer sciences Industrial cooperative education Interdisciplinary cooperative education Marketing field experience Advanced career-technical education, college credit. Additional courses in: Language Arts Social Studies Mathematics Science World Languages Fine Arts
Electives**	**4 credits**
42 Total Credits Required * **	

*Career Academic Sequence—Selecting electives in a deliberate manner to take full advantage of career exploration and preparation opportunities.

**Specifies the number of electives required by the state. High school schedules provide time for many more electives during the high school years.

***This exceeds the minimum requirements set forth by the State of Indiana

CORE 40 COURSE AND CREDIT REQUIREMENTS

English/ Language Arts	**8 credits**
	Credits must include literature, composition, and speech
Mathematics	**6 credits**
	2 credits: Algebra I* 2 credits: Geometry* 2 credits: Algebra II* *(*or complete Integrated Math series I, II, and III for 6 credits.)* All students are required to take a math or physics course during their junior or senior year.
Science	**6 credits**
	2 credits: Biology I 2 credits: Chemistry I or Physics I 2 credits: any Core 40 science course
Social Studies	**6 credits**
	2 credits: U.S. History 1 credit: U.S. Government 1 credit: Economics 2 credits: Geography and History of World
Directed Electives	**5 credits**
	World Languages Fine Arts Career/Technical
Physical Education	**2 credits**
Health and Wellness	**1 credit**
Electives*	**8 credits** (Career Academic Sequence Recommended)**
42 Total Credits Required	

*Career Academic Sequence—Selecting electives in a deliberate manner to take full advantage of career exploration and preparation opportunities.
**Specifies the number of electives required by the state. High school schedules provide time for many more electives during the high school years.

CORE 40 WITH ACADEMIC HONORS

Minimum 47 credits

Core 40 with Academic Honors diploma, students must:

1. Complete all requirements for Core 40.
2. Earn 2 additional Core 40 math credits.
3. Earn 6-8 Core 40 world language credits.
4. Earn 2 Core 40 fine arts credits.
5. Earn a grade of a "C" or better in courses that will count toward the diploma.
6. Have a grade point average of a "B" or better.
7. Complete <u>one</u> of the following:
    - Complete AP courses (4 credits) and corresponding AP exams
    - Earn a combined score of 1200 or higher on the SAT critical reading and mathematics
    - Score a 26 or higher composite on the ACT
    - Complete dual high school/college credit courses from the Core Transfer Library (6 transferable college credits)
    - Complete a combination of AP course (2 credits) and corresponding AP exams and dual high school/college credit course(s) from the Core Transfer Library (3 transferable college credits)

CORE 40 WITH TECHNICAL HONORS

Minimum 47 credits

Core 40 with Technical Honors diploma, students must:

1. Complete all requirements for Core 40.
2. Complete a career-technical program (8 or more related credits)
3. Earn a grade of "C" or better in courses that will count toward the diploma.
4. Have a grade point average of a "B" or better.
5. Complete ONE of the following:
   - Score at or above the following levels on WorkKeys: Reading for Information - Level 6; Applied Mathematics - Level 6; Locating Information - Level 5
   - Complete dual high school/college credit courses in a technical area (6 college credits)
6. Complete ONE of the following:
   - Complete a Professional Career Internship course or Cooperative Education course (2 credits)
   - Complete an industry-based work experience as part of two-year technical education program (minimum 140 hours)
   - Earn a state-approved, industry-recognized certification

INDIANA CORE 40 DIPLOMA

Indiana's Core 40 curriculum helps you make the most of your high school years by providing the academic foundation you will need 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 a 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 a college admissions requirement: In fall 2011 you won't be able to start at a four-year public Indiana college without Core 40 (or a documented equivalent). Most private colleges require students to have at least this level of high school academic preparation. Core 40 is your best preparation for success.

Money for College. The Core 40 diploma can help you earn money for college. Indiana students who complete a Core 40 diploma and meet other financial aid and grade requirements can receive up to 90 percent of approved tuition and fees at eligible colleges. Core 40 with Academic Honors graduates can receive up to 100 percent and some colleges also offer their own scholarships specifically for students who earn this diploma.

OPT-OUT PROCESS - CORE 40

(Opt-Out Process for Indiana's New Graduation Requirements Indiana Code 20-32-4-7, 8, 9, 10)

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

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

1. The student, the student's parent/guardian, and the student's counselor (or another staff member who assists students in course selection) meet to discuss the student's progress.
2. The student's career and course plan is reviewed.
3. The student's parent/guardian determines whether the student will achieve greater educational benefits by completing the general curriculum or the Core 40 curriculum. If the decision is made to opt-out of Core 40, the student is required to complete the course and credit requirements for a general diploma and the career/academic sequence the student will pursue is determined.
4. Must complete opt-out form with counselor and form must be signed by student, counselor, parent, and administrator.

CORE 40 TRIGGERS

The following conditions may trigger a discussion about opting-out of Core 40:

1. A parent may request that a student be exempted from the Core 40 curriculum and be required to complete the general diploma to graduate, or
2. The student does not pass at least three (3) courses required under the Core 40 curriculum, or
3. The student receives a score on the graduation examination that is in the twenty-fifth percentile or lower when the student takes the graduation examination for the first time.

In each case, the student's parent and the student's counselor (or another staff member who assists students in course selection) shall meet to discuss the student's progress. Following the meeting, the student's parent shall determine whether the student will achieve greater educational benefits by:

1. continuing the general curriculum; or
2. completing the Core 40 curriculum

Grading

Students will be graded based on their performance in content as well as the established Learning Outcomes.

CALCULATION OF GRADE POINT AVERAGE

Letter Grade	Points Awarded		Letter Grade	Points Awarded
A+	**4**		**C+**	**2.3**
A	**4**		**C**	**2.0**
A-	**3.7**		**C-**	**1.7**
B+	**3.3**		**D+**	**1.3**
B	**3.0**		**D**	**1.0**
B-	**2.4**		**D-**	**0.7**
			F	**0**

Student grade point averages can be calculated using the following method. The chart below is a sample student report card.

Course	Credit hours	Letter grade	Points	Points earned
Biology	2	C	2	4
Health	1	C	2	2
English 9	2	A	4	8
US History	2	A	4	8
World Language	2	C	2	4
Career Planning	2	A	4	8
Physical Education	2	B	3	6

Totals	**13**		**21**	**40**

1. Multiply the number of credit hours with the points for each letter grade.
2. Dividing the number of points earned (40) by the number of credit hours (13).
3. The total is the grade point average 3.08.

CUMULATIVE GPA

Each semester the number of grade points is divided by the number of class credits. It becomes increasingly difficult to affect GPA later in high school because, as the number of credits increases, each semester's grade points have less of an effect.

Using the example, if a senior with a GPA of 2.0 in the fall semester of his last year in high school earned a GPA of 3.375, his overall GPA would raise to 2.23. A freshman beginning with a GPA of 0.0 would raise his GPA 3.375 points, whereas a senior with the same semester grades but a prior grade history could raise it only .23 points. That is because 27 has a bigger impact when divided by 8 than when, in the senior year, it is added to 96 grade points already earned and divided by 54. Students who want to use their junior and senior year to "make up" for missed opportunities find it mathematically difficult to change their GPA very much. The best opportunity to affect GPA is in the freshman and sophomore years.

GRADUATION HONORS

Cum Laude – GPA 3.5 – 3.69
Magna Cum Laude - GPA 3.7 – 3.89
Summa Cum Laude GPA 3.9 - 4.0

REPORT CARD INFORMATION

Listed below is the end of each grading period (six – six week grades). Grade reports will be issued approximately one week after the end of the grading period. Marks are given on the following basis: "A" denotes superior work; "B" above average, "C" average; "D" below average; and "F" failing (no credit given).

Six week's grades function as progress reports and do not figure into a student's overall GPA.

SPECIAL EDUCATION

Referrals may be made by an administrator, counselor, teacher, parent, or the student. A student must be tested and parents are required to meet with a screening committee that decides the best course of action for the student. The student's schedule is determined at a case conference.

IHSAA Eligibility

You are ineligible if:

1. Age
    - You are 20 years of age prior to or on the scheduled date of the IHSAA State Finals tournament in a sport.
2. Amateurism
    - You play under an assumed name.
    - You accept money or merchandise directly or indirectly from athletic participation.
    - You sign a professional contract in that sport.
3. Awards and Gifts
    - You receive in recognition for your athletic ability any award not approved by your high school principal or the IHSAA.
    - You use or accept merchandise as an award, prize, gift or loan or purchase such for a token sum.
    - You accept awards, medals, recognitions, gifts and honors from colleges/universities or their alumni.
4. Conduct and Character
    - You conduct yourself in or out of school in a way which reflects discredit on your school or the IHSAA.
    - You create a disruptive influence on the discipline, good order, moral and educational environment in your school.
5. Enrollment
    - You did not enroll in school during the first 15 days of a semester.
    - You have been enrolled more than four consecutive years, or the equivalent (e.g. 8 semesters or 12 trimesters, etc.), beginning with grade 9.
    - You have represented a high school in a sport for more than four years.
6. Illness and Injury
    - You are absent five or more consecutive school days due to illness or injury and do not present to your principal written verification from a physician licensed to practice medicine stating that you may resume participation.
7. Participation
    - During Contest Season
        a. You participate in try-outs or demonstrations of athletic ability in that sport as a prospective post-secondary school student-athlete.
        b. You participate in a practice with or against players not belonging to your school.
        c. You participate as an individual on any team other than your school team.
        d. You participate as an individual without following the criteria for the outstanding student-athlete.
        e. You attend a non-school camp. You attend and participate in a student-clinic.
    - During School Year Out-of-Season
        a. You participate in a team sport contest as a member of a non-school team where there are more than the following number of students, listed below in each sport, who have participated the previous year in a contest as a member of their school team in that sport.
        b. Basketball-3 Baseball-5 Football-6
        c. Volleyball-3 Softball-5 Soccer-6
        d. You receive instruction in team sports from individuals who are members of your high school coaching staff (Exception: open facility).
    - During Summer
        a. You attend a non-school fall sports camp and/or clinic after Monday of Week 4 (See your athletic director for specific dates).
        b. You attend any other non-school camp and/or clinic after Monday of Week 5 (See your athletic director for specific dates).
8. Practice
    - You have not completed the required number of separate days of organized practice in a sport under the direct supervision of the high school coaching staff preceding participation in a contest.

9. Scholarship
    - You did not pass 70% of the full credit subjects or the equivalent that a student can take in your previous grading period. Semester grades take precedence.
    - You are not currently passing 70% of the full credit subjects or the equivalent that a student can take.
10. Consent and Release Certificate
    - You do not have the completed certificate on file with your principal each school year, between May 1 and your first practice.
11. Transfer
    - You transfer from one school to another primarily for athletic reasons.
    - You were not enrolled in your present high school your last semester or at a junior high school from which your high school receives its students unless
        a. you are entering the 9th grade for the first time.
        b. You are transferring from a school district or territory with a bona fide move by your parents.
        c. You are a ward of the court.
        d. You are an orphan.
        e. You transfer to reside with a parent.
        f. Your former school closed.
        g. Your former school is not accredited by the state accrediting agency in the state where the school is located.
        h. Your transfer was pursuant to school board mandate for redistricting.
        i. You enrolled and/or attended, in error, a wrong school.
        j. You transferred from a correctional school.
        k. You are emancipated.
        l. You did not participate in any contests as a representative of another school during the preceding 365 days.
        m. You return to an IHSAA member school from a non-member school and reside with the same parent/s or guardian/s.
        n. You transfer *to* a member boarding school with a corresponding move from the residence of your parent/s or you transfer *from* a member boarding school with a corresponding move to the residence of your parent/s.
        o. You are a qualified foreign exchange student attending under an approved CSIET program.
12. Undue influence
    - You have been influenced by any person to retain or secure you as a student or one or both parents or guardians as residents.

10-POINT CHECK LIST FOR STUDENT ELIGIBILITY

If you cannot check all 10 items, see your principal or athletic director.

1. You will not or have not turned 20 before or on the scheduled date of the IHSAA State Finals in a sport.
2. You are currently enrolled and currently passing 70% of the full credit subjects or the equivalent that a student can take.
3. You have had a physical examination between May 1 and your first practice each year.
4. You have filed with your principal the Consent and Release Certificate which has been signed by your parent/s or legal guardian/s.
5. You have not changed schools without a corresponding move by your parent/s or guardian/s.
6. You have not participated in non-school contests in your sport after the designated date for the first authorized contest in that sport.
7. You have never dropped out of school.
8. You have had the required number of practices in your sport preceding participation in a contest.
9. You enrolled in your school during the first 15 days of a semester
10. You have never received money or merchandise directly or indirectly for your athletic participation.

NCAA DIVISION I ACADEMIC ELIGIBILITY REQUIREMENTS

If you enroll in a Division I college and want to participate in athletics or receive an athletics scholarship, you must

1. Graduate from high school;

2. Complete these 16 Core Courses:
    - 4 years of English;
    - 3 years of math (algebra I or higher)
    - 2 years of natural or physical science (including one year of lab science if offered by your high school)
    - 1 extra year of English, mathematics or natural/physical science
    - 2 years of social science
    - 4 years of extra core courses (from any category above, or foreign language, non-doctrinal religion or philosophy)
3. Earn a minimum required grade-point average in your core courses; and
4. Earn a combined SAT or ACT sum score that matches your core-course grade-point average and test score sliding scale to the left (for example, a 2,400 core-course grade-point average needs a 860 SAT).

14 REQUIRED CORE COURSES

- Three years of English;
- Two years of mathematics (algebra I or higher level);
- Two years of natural or physical science (including one year of lab science);
- Two extra years of English, mathematics or natural/physical science;
- Two years of social science; and
- Three years of additional courses (from any category above, or foreign language, non-doctrinal religion or philosophy).

NOTE: Computer science courses can be used only if your high school grants graduation credit in mathematics or natural/physical science and the courses appear on your high-school's core-course list as a *math or science course.*

You will be a qualifier if you meet the academic requirements listed above. As a qualifier, you can practice or compete for your college or university during your first year of college; can receive an athletics scholarship during your first year of college; and can play four seasons in your sport as long as you maintain your eligibility from year to year.

You will be a partial qualifier if you do not meet the academic requirements listed above, but you have graduated from high school and meet one of the following:
1. The combined SAT score of 820 or ACT sum score of 68; or
2. Completion of the required 14 core courses with a 2.000 grade-point average in your core courses.

As a partial qualifier, you:
1. May practice with your team at its home facility during your first year of college;
2. May receive an athletics scholarship during your first year;
3. May not compete during your freshman year; and
4. May compete in the four seasons remaining as long as you maintain your eligibility from year to year.

If you have not graduated from high school or have not presented the core-course grade-point average, SAT or ACT scores required for a qualifier, **you will be considered a non-qualifier.**

As a non-qualifier, you:
1. May not participate in athletics competition or practice during your first year in college;
2. May receive financial aid based only on need (not athletics based financial aid) in your first year in college; and
3. May play in four seasons as long as you maintain your eligibility from year to year.

Core GPA and Test Score Index for Division I								
Core GPA	SAT	ACT	Core GPA	SAT	ACT	Core GPA	SAT	ACT
3.550 &	400	37	3.025	610	51	2.500	820	68
above	410	38	3.000	620	52	2.475	830	69
3.525	420	39	2.975	630	52	2.450	840	70
3.500	430	40	2.950	640	53	2.425	850	70
3.475	440	41	2.925	650	53	2.400	860	71
3.450	450	41	2.900	660	54	2.375	860	72
3.425	460	42	2.875	670	55	2.350	870	73
3.400	470	42	2.850	680	56	2.325	880	74
3.375	480	43	2.825	690	56	2.300	890	75
3.350	490	44	2.800	700	57	2.275	900	76
3.325	500	44	2.775	710	58	2.250	910	77
3.300	510	45	2.750	720	59	2.225	920	78
3.275	520	46	2.725	730	59	2.200	930	79
3.250	530	46	2.700	730	60	2.175	940	80
3.225	540	47	2.675	740	61	2.150	950	80
3.200	550	47	2.650	750	62	2.125	960	81
3.175	560	48	2.625	760	63	2.100	960	82
3.150	570	49	2.600	770	64	2.075	970	83
3.125	580	49	2.575	780	65	2.050	980	84
3.100	590	50	2.550	790	66	2.025	990	85
3.075	600	50	2.525	800	67	2.000	1000	86
3.050				810			1010	

DIVISION II

If you enroll in a Division II college and want to participate in athletics or receive an athletics scholarship during your first year, you must meet the following academic standards:

1. Graduate from high school;
2. Complete the 14 core courses listed below;
3. Present a 2.000 grade-point average in your core courses; and
4. Achieve a combined SAT score of 820 or a sum score of 68 on the ACT. There is no sliding scale in Division II.

DIVISION III

Contact your Division III college regarding its policies on financial aid, practice and competition.

Division III does not use the NCAA initial-eligibility Clearinghouse.