

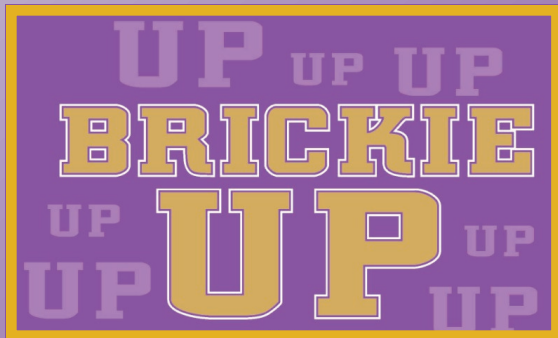


HOBART HIGH SCHOOL

2211 East 10th Street
Hobart, IN 46342
Telephone: (219) 942-8521
Fax: (219) 942-3326



CAREER PATHWAY GUIDE & COURSE DESCRIPTIONS



COLLEGE AND CAREER READY

2013-2014

HOBART HIGH SCHOOL

Mission Statement

The primary mission of Hobart High School is to provide a positive, safe learning environment in which all students have the opportunity to acquire the skills, knowledge, and behaviors needed to be productive citizens in an every-changing world.

The educational program will enable students to:

Gather information and communicate effectively

Solve problems through critical thinking and cooperation

Incorporate technology into daily living and learning

Develop a responsible work ethic

Develop career awareness in a global economy

Respect others and develop social skills

Hobart High School, in partnership with the home and community, is committed to helping students reach their potential in the areas of social growth, education, and employment.

The School City of Hobart does not discriminate on the basis of race, creed, sex, color, national origin, religion, age, sexual orientation, marital status, genetic information or disability, including limited English proficiency.

Hobart High School

2211 East 10th Street
Hobart, IN. 46342
(219) 942-8521

Brent Martinson, Principal
Angela Patrick , Assistant Principal
Nicholas Petralia, Assistant Principal



School City of Hobart

32 East 7th Street
Hobart, IN. 46342
(219) 942-8885

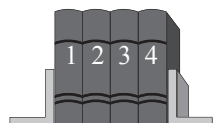
Dr. Peggy Buffington Superintendent
Mrs. Debbie Matthys, Director of Curriculum and Instruction
Mrs. Sara Gutierrez Director of Curriculum and Instruction

MEMBERS
BOARD OF SCHOOL TRUSTEES

Terry Butler	Dave Bigler
Karen Robbins	Stuart B. Schultz
Michael Rogers	Rikki Guthrie
Donald Rogers	

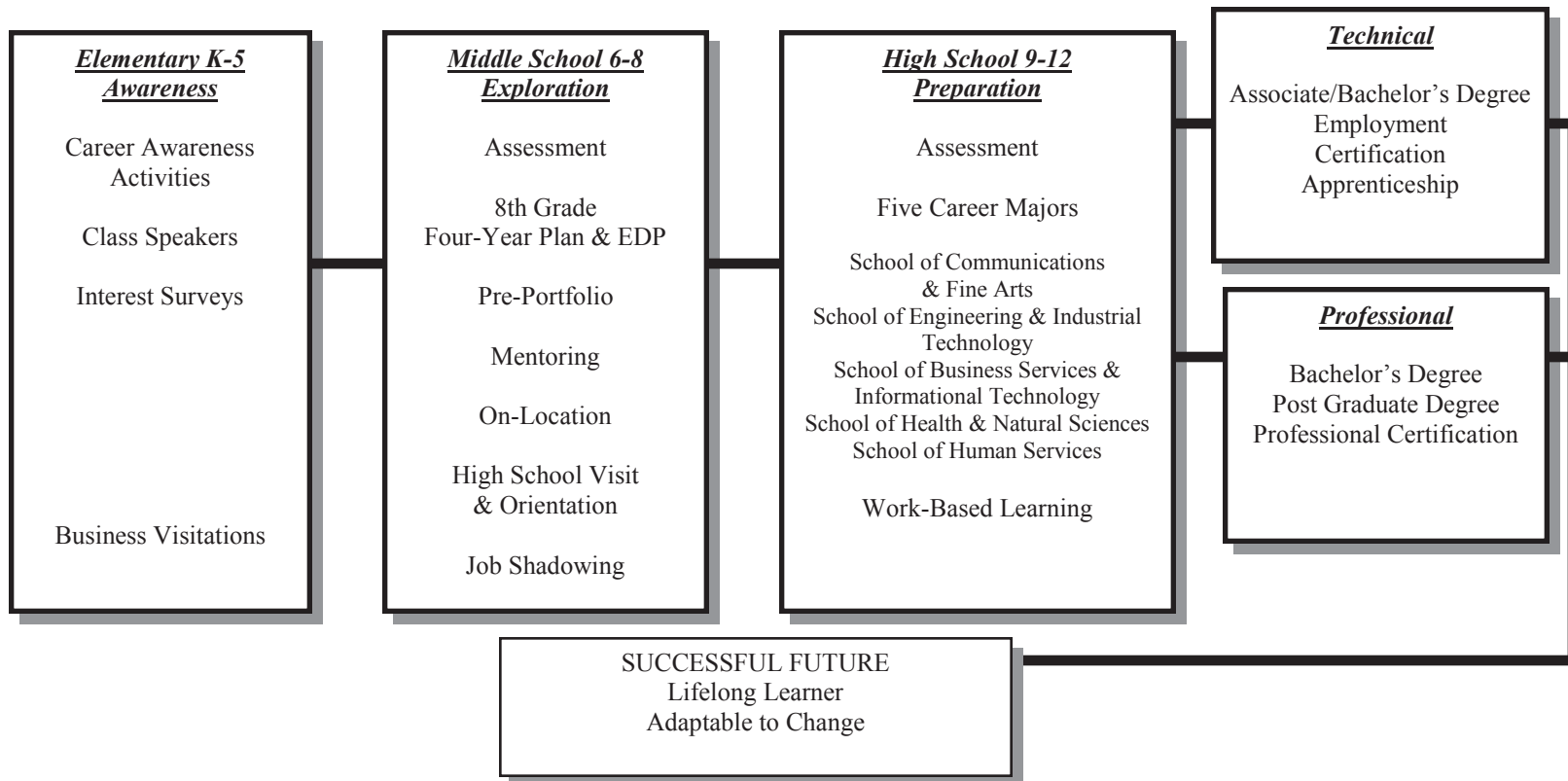
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SCHOOL CITY OF HOBART

Career Education Model



Student Academic and Career Planning



Grade 9

All students will take a Holland's Interest Inventory to help them identify possible career interest along with career pathways. Students will meet with counselors to discuss various careers and the classes needed for their career choice. The meeting will also focus on graduation requirements of various diploma tracks, updating the student's Educational Development Plan and suggestions for next years class schedule. Students will take End Of Course Assessment in algebra. Students who do not pass will have opportunities to re-test after remediation opportunities.

Grade 10

Students will take End of Course Assessment in English. Students who do not pass will have opportunities to re-test during their junior and senior year. Students must pass both the Algebra and the English ECA before graduation. Sophomores may take the PSAT to gain experience in taking college entrance type tests. Sophomores will meet with a counselor to discuss their four year Educational Development Plan, their progress towards graduation, and their class schedule for junior year.

Grade 11

All students will meet with a counselor to discuss their four-year Educational Development Plan, their progress towards graduation, and their class schedule for senior year. Students may take the PSAT. The test gives juniors valuable feedback about academic skills and helps prepare college-bound students for the ACT and SAT college admission tests. Students also compete for national scholarships and are placed on college mailing lists. Students may take the ASVAB career exploration program. This test is geared toward junior and senior classes in preparation for their career searches and future educational plans. This test is free. College-bound students should take the SAT or ACT tests for college admission, in the spring of junior year.

Grade 12

All seniors will meet with their counselor at the beginning of the year for a final credit check. At this time, transcripts are reviewed and senior schedules are checked to make sure the student will have enough credits for graduation. Students maintain close contact with their counselors as they complete their academic requirements for their high school diploma and send out college applications.

EMPLOYER EXPECTATIONS

What Does an Employer Expect of Me as an Employee?

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

Hobart High School is determined to prepare every student for life after high school. In doing so, it is critical that all students understand the importance of the soft skills listed above. These soft skills have been identified as vitally important by over 100 employers. By preparing students with these expectations now, it will only help them to succeed in the future.

Hobart High School - Class of 2014-2015

Core 40

All students are encouraged to complete the Core 40 curriculum. College-bound students should complete Core 40 to be considered for admission to Indiana's four-year colleges. (AHD requirements exceed those of Core 40.)

English: 8 credits to include:

English 9-12 or two of the following: Composition, Novel, English Literature, Speech or Advanced Speech, Creative Writing

Math: 6-8 credits to include:

Algebra I, Geometry, Algebra II

Science: 6 credits to include:

Biology and two upper level science courses or Integrated Chemistry/Physics, Biology, and one upper level science course

Social Studies: 6 credits to include: Geography & History of the World or

World History, US History, Government, Economics

Health: 2 credits

Physical Education: 2 credits

Directed electives: 6 credits (career academic sequence recommended)

with Academic Honors

minimum 47 credits

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

- Earn 2 additional Core 40 math credits, and
- Earn 6-8 Core 40 world language credits, and
- Earn 2 Core 40 fine arts credits, and
- Earn a grade of "C" or above in courses that will count toward the diploma, and
- Have a grade point average of "B" or above, and
- Complete one of the following:
 - Two Advanced Placement courses and corresponding AP exams
 - Academic, transferrable dual high school / college courses resulting in 6 college credits.
 - One Advanced Placement course and corresponding AP exam and academic transferable dual high school / college courses resulting in 3 college credits.
 - Score 1200 or higher combined SAT math and verbal
 - Score a 26 composite ACT

with Technical Honors

minimum 47 credits

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

- Earn a grade of "C" or above in courses that will count toward the diploma, and
- Have a grade point average of "B" or above, and
- Complete a career-technical program resulting in 8-10 credits, and
- The student must earn a state-recognized certification or certificate of technical achievement in the career-technical program.

Hobart High School - Class of 2016 and 2017

Core 40

All students are encouraged to complete the Core 40 curriculum. College-bound students should complete Core 40 to be considered for admission to Indiana's four-year colleges. (AHD requirements exceed those of Core 40.)

English: 8 credits to include:

English 9-12 or two of the following: Composition, Novel, English Literature, Speech or Advanced Speech, Creative Writing

Math: 6 credits to include:

Algebra I, Geometry, Algebra II

Science: 6 credits to include:

Biology and two upper level science courses or Integrated Chemistry/Physics, Biology, and one upper level science course

Social Studies: 6 credits to include: World History, US History, Government, Economics

Directive Elective: 5 credits: World Languages, Fine Arts, Career and Technical Education

Health: 2 credits

Physical Education: 2 credits

Electives: 6 credits (career academic sequence recommended)

with **Academic Honors**
minimum 47 credits

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

- Earn 2 additional Core 40 math credits.
- Earn 6-8 Core 40 world language credits (6 credits in one language or 4 credits each in two languages).
- Earn 2 Core 40 fine arts credits.
- Earn a grade of a "C" or better in courses that will count toward the diploma.
- Have a grade point average of a "B" or better.

Complete one of the following:

- Earn 4 credits in 2 or more AP courses and take corresponding AP exams
- Earn 6 verifiable transcribed college credits in dual credit courses from priority course list
- Earn the following:
 - *A minimum of 3 verifiable transcribed college credits from the priority course list,
 - *2 credits in AP courses and corresponding AP exams,
- 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
- Earn an ACT composite score of 26 or higher and complete written section

with **Technical Honors**
minimum 47 credits

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

- Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following:
 - Pathway designated industry-based certification or credential, or
 - Pathway dual credits from the lists of priority courses resulting in 6 transcribed college credits
- Earn a grade of "C" or better in courses that will count toward the diploma.
- Have a grade point average of a "B" or better.

Complete one of the following,

- Any one of the options (A - E) of the Core 40 with Academic Honors
- Earn the following scores or higher on WorkKeys; Reading for Information – Level 6, Applied Mathematics – Level 6, and Locating Information-Level 5.
- Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75.
- Earn the following minimum score(s) on Compass: Algebra 66 , Writing 70, Reading 80.

SCHOOL-TO-CAREER PROGRAMS

Marketing Cooperative Education

(Grade 12)

(Application Required) This course is taken concurrently with Marketing Cooperative Work Experience.

The student will receive instruction related to situations and problems encountered in the work world especially marketing.

Marketing Cooperative Work Experience

(Grade 12)

This class will assist the student in making the transition between school and work. The student will be released from school during part of 3rd and all of 4th hour to gain work experience.

Academic Internship

(Grades 11-12)

(Application Required) A period of time spent in business and/or industry for the purpose of providing a student with opportunities to gain insight and direct experience related to one or more functions of the organization. An internship gives a student paid or unpaid work experience in a career field of study. Internships receive school credit.

Hospitality Internship

(Grade 12)

Student must have completed the Hospitality/Tourism class (Teacher Recommendation / Application)

The student will receive an overview of the hospitality industry by experiencing separate areas of employment at the Radisson complex in Merrillville. The student will discover how the industry functions. Students are responsible for their own transportation.

Culinary Arts

(Age 18)

(Must have Counselor Approval and Application) This course will prepare students for a career in the culinary field. Students will be qualified as a prep cook or in other defined areas such as salads or desserts. Students must be 18 and provide their own transportation to the Radisson Hotel in Merrillville to begin their day.

Porter County Career and Technical Center

(Grades 11-12)

(Application Required) PCCTEC offers vocational programs at various Porter County locations in both morning and afternoon sessions. Students earn 3 credits per semester. Most programs require a two-year commitment. Transportation is provided.

Cadet Teaching

(Grades 11-12)

(Application and three letters of recommendation required)

This course affords students with an interest in teaching in the elementary or middle school the opportunity to experience life as a teacher.



COLLEGE INFORMATION

**INDIANA
UNIVERSITY
NORTHWEST**



Gary, IN

IUN is considered **LESS SELECTIVE** 76% of applicants are admitted.

Average First Year Financial Aid Package \$7,007

AVERAGE ACT COMPOSITE SCORE: 20

Total Undergraduate Students- 5,421
First-time degree-seeking freshmen- 904

Admissions

IUN rated the relative importance of these factors in their admission decisions.

Very Important
Academic GPA
Class Rank
Rigor of secondary school record
Standardized Test Scores
Important

Considered
Recommendations

56% of incoming freshmen are ranked in the top half of their graduating class.

Average Cost per year (Tuition and Fees) \$6,626

AVERAGE SAT SCORES

Critical Reading- 445
Math- 445
Writing- 430

63% Return for sophomore year.

On average, 32% of incoming freshmen had a 3.0 GPA or higher in high school.

Hammond, IN

Purdue Cal is considered **VERY SELECTIVE** 48% of applicants are admitted.

Average Cost per year (Tuition and Fees) \$6,959

AVERAGE ACT COMPOSITE 18-24

Total Undergraduate Students- 8,639
First-time degree-seeking freshmen- 961

Admissions

Purdue Calumet rated the relative importance of these factors in their admission decisions.

Important
Academic GPA
Class Rank
Rigor of secondary school record
Standardized Test Scores

68% of incoming freshmen are ranked in the top half of their graduating class.

Average First Year Financial Aid Package \$4,068

AVERAGE SAT SCORES

Critical Reading- 480
Math- 590
Writing- 460

28% Graduate within 6 years.

On average, 46% of incoming freshmen had a 3.0 GPA or higher in high school.

COLLEGE INFORMATION



West Lafayette, IN

97% of incoming freshmen are ranked in the top half of their graduating class.

Admissions
Purdue rated the relative importance of these factors in their admission decisions.

Purdue is considered **SOMEWHAT SELECTIVE**
68% of applicants are admitted.

Very Important
Rigor of secondary school record

Important
Academic GPA
Application Essay
Standardized Test Scores

Average First Year Financial Aid Package
\$11,411

Average Cost per year (Including Housing)
\$23,298

AVERAGE ACT COMPOSITE
24-30

AVERAGE SAT SCORES
Critical Reading- 550
Math- 620
Writing- 555

Total Undergraduate Students- 30,776
First-time degree-seeking freshmen- 6,684

69% Graduate within 6 years.

On average, 96% of incoming freshmen had a 3.0 GPA or higher in high school.



INDIANA UNIVERSITY
BLOOMINGTON

Bloomington, IN

IU is considered **SOMEWHAT SELECTIVE**
72% of applicants are admitted.

Admissions
IU rated the relative importance of these factors in their admission decisions.

97% of incoming freshmen are ranked in the top half of their graduating class.

Very Important
Academic GPA
Class Rank
Rigor of secondary school record

Important
Standardized Test Scores (ACT /SAT)

Average First Year Financial Aid Package
\$11,388

Average Cost per year (Including Housing)
\$22,993

AVERAGE ACT COMPOSITE 24-29
On average, 81% of incoming freshmen score in this range or above.

AVERAGE SAT SCORES
Critical Reading- 570
Math- 595
Writing- 565

Total Undergraduate Students- 32,543
First-time degree-seeking freshmen- 7,057

72% Graduate within 6 years.

On average, 96% of incoming freshmen had a 3.0 GPA or higher in high school.

COLLEGE INFORMATION



Valparaiso University

Valparaiso, IN

90% of incoming freshmen are ranked in the top half of their graduating class.

Admissions
VU rated the relative importance of these factors in their admission decisions.

VU is considered **SOMEWHAT SELECTIVE**
74% of applicants are admitted.

Very Important
Academic GPA

Rigor of secondary school record
Standardized Test Scores

Average Cost per year (Tuition and Fees) \$32,250

Important
Alumni Relation
Character/Personal Qualities
Class Rank
Extracurricular Activities

Average Cost per year (Tuition and Fees) \$32,250

AVERAGE ACT COMPOSITE 23-29
On average, 72% of incoming freshmen score a 24 or higher.

AVERAGE SAT SCORES
Critical Reading- 550
Math- 550
Writing- 530

On average, 92% of incoming freshmen had a 3.0 GPA or higher in high school.

71% Graduate within 6 years.

Total Undergraduate Students- 2,827
First-time degree-seeking freshmen- 698

PURDUE UNIVERSITY
NORTH CENTRAL



Westville, IN

PNC is considered **SOMWHAT SELECTIVE**
71% of applicants are admitted.

Admissions
PNC rated the relative importance of these factors in their admission decisions.

60% of incoming freshmen are ranked in the top half of their graduating class.

Very Important
Academic GPA
Rigor of secondary school record
Standardized Test Scores

Average First Year Financial Aid Package \$6,307

Average Cost per year (Tuition and Fees) \$7,045

AVERAGE SAT SCORES
Critical Reading- 485
Math- 490
Writing- 465

AVERAGE ACT COMPOSITE 18-23
On average, 83% of incoming freshmen score in this range or above.

On average, 46% of incoming freshmen had a 3.0 GPA or higher in high school.

51% return for sophomore year.

Total Undergraduate Students- 5,201
First-time degree-seeking freshmen- 612

INDIANA TWO - FOUR YEAR COLLEGES & UNIVERSITIES

It is the understanding of the students and staff at Hobart High School that continuing education is necessary for both college and university pathway students so they can better compete in the future job market.

ANDERSON UNIVERSITY
Anderson, IN 46012-3462
(317) 641-4080 or
800-428-6414
www.anderson.edu

FRANKLIN COLLEGE
501 East Monroe Street
Franklin, IN 46131-2598
800-852-0232
www.franklin.edu

INDIANA UNIVERSITY Kokomo
2300 South Washington Street
Kokomo, IN 46904-9003
(317) 453-2000
www.indiana.edu

INDIANA WESLEYAN UNIV
4201 South Washington Street
Marion, IN 46953-4960
800-332-6901
www.indwes.edu

BALL STATE UNIVERSITY
2000 University Avenue
Muncie, IN 47306-1099
(317) 285-8300
www.bsu.edu

GOSHEN COLLEGE
1700 South Main Street
Goshen, IN 46526-4798
800-348-7422
www.goshen.edu

INDIANA UNIVERSITY Northwest
3400 Broadway
Gary, IN 46805
(888)YOUR IUN
Office of Admissions
Hawthorn Hall Room 100
3400 Broadway
Gary, IN 46408
(219)980-6991
www.iun.edu

INDIANA UNIVERSITY
School of Business
10th and Fee Lane
Bloomington, IN 46405
(812)855-4474

BETHEL COLLEGE
1001 West McKinley Avenue
Mishawaka, IN 46545-5591
(219) 259-8511
www.bethel-in.edu

GRACE COLLEGE
200 Seminary Drive
Winona Lake, IN 46590-1298
800-54-GRACE
www.grace.edu

INDIANA UNIVERSITY South Bend
P.O. Box 7111
1700 Mishawaka Avenue
South Bend, IN 46634-1408
www.iusb.indiana.edu

INDIANA UNIVERSITY Southeast
4201 Grant Line Road
New Albany, IN 47150-6405
800-852-8835
www.ius.edu

BUTLER UNIVERSITY
4600 Sunset Avenue
Indianapolis, IN 46208-3485
800-368-6852
www.butler.edu

IN. INSTITUTE of TECHNOLOGY
1600 East Washington Blvd
Fort Wayne, IN 46803-1207
(219) 422-5561
www.indtech.edu

IUPU Columbus
4601 Central Avenue
Columbus, IN 47203-1769
(812) 372-8266
www.columbus.iupui.edu

VALPARAISO UNIVERSITY
Valparaiso, IN 46383-6493
800-348-2611
www.valpo.edu

COLLEGE of ST. JOSEPH
2400 New York Avenue
Whiting, IN 46394-2195
(219) 473-4215
www.ccsj.edu

INDIANA STATE UNIVERSITY
217 North Sixth Street
Terre Haute, IN 47809
800-742-0891
www.isu.indstate.edu

IUPU Fort Wayne
2101 Coliseum Boulevard East
Fort Wayne, IN 46805-2101
(219) 481-6812
www.ipfw.indiana.edu

VINCENNES UNIVERSITY
1002 North First Street
Vincennes, IN 47591
800-742-9198
www.vinu.edu

DEPAUW UNIVERSITY
313 South Locust Street
Greencastle, IN 46135-1736
800-447-2495
www.depauw.edu

INDIANA UNIVERSITY Bloomington
814 East Third Street
Bloomington, IN 47405-3657
(812) 855-0661
www.indiana.edu/iuadmit

IUPUI Indianapolis
425 University Blvd. Cav. Hall
Indianapolis, IN 46202-5143
(317) 274-4591
www.iupui.edu

PURDUE UNIVERSITY
Schleman Hall of Student Services
West Lafayette, IN 47907-0001
(317) 494-1776
www.purdue.edu

EARLHAM COLLEGE
National Road West
Richmond, IN 47374-4095
800-382-6906
www.earlham.edu

INDIANA UNIVERSITY East
2325 Chester Boulevard
Richmond, IN 47374-1289
(317) 973-8200
www.iue.indiana.edu

PURDUE UNIVERSITY Calumet
Lawshe Hall Enrollment Services Cntr
Hammond, IN 46323-2094
www.calumet.purdue.edu

PURDUE UNIVERSITY North Central
1401 South U.S. Highway 421
Westville, IN 46391-9528
800-872-1231
www.purduenc.edu

ROSE-HULMAN INST of Technology
5500 Wabash Avenue
Terre Haute, IN 47803-3999
800-248-7448
www.rose-hulman.edu

SAINT JOSEPH'S COLLEGE
P.O. Box 890
Rensselaer, IN 47978
800-447-8781
www.saintjoe.com

UNIVERSITY of EVANSVILLE
1800 Lincoln Avenue
Evansville, IN 47722-1506
800-423-8633 or 800-444-2237
www.evansville.edu

UNIVERSITY OF INDIANAPOLIS
1400 East Hanna Avenue
Indianapolis, IN 46227-5129
800-232-8634
www.uindy.edu

UNIVERSITY of NOTRE DAME
Notre Dame, IN 46556-5601
(219) 239-7505
www.ind.edu

UNIV. of SOUTHERN INDIANA
8600 University Boulevard
Evansville, IN 47712
800-423-8633
www.usi.edu

ANCILLA COLLEGE
P. O. Box 1—Union Road
Donaldson, IN 46513-0001
www.ancilla.edu

CROSSROADS BIBLE COLLEGE
601 North Shortridge Road
Indianapolis, IN 46219
800-822-3119
www.bbci.edu

COLLEGE OF COURT REPORTING
111 West 10th Street Suite 111
Hobart, IN 46342
219-942-1459
www.ccr.edu

EMBRY-RIDDLE AERO. UNIV. Indiana
2610 South Lynhurst Drive
Indianapolis, IN 46241
(317) 487-6281

HERRON SCHOOL of ART, IUPUI
1701 North Pennsylvania Street
Indianapolis, IN 46202-1472
(317) 920-2401
www.herron.iupui.edu

HOLY CROSS COLLEGE
1801 North Michigan Street
Notre Dame, IN 46556-0308
(219) 239-8400
www.hcc-nd.edu

HUNTINGTON COLLEGE
2303 College Avenue
Huntington, IN 46750-1299
800-642-6493
www.huntington.edu

IVY TECH COMMUNITY
COLLEGE of Indiana
3501 First Avenue
Evansville, IN 47710-3398
888-IVY-LINE
www.ivy.tec.in.us

IVY TECH STATE COLLEGE
Lafayette
3101 South Creasy Lane
Lafayette, IN 47905-5217
800-669-4882
www.ivy.tec.in.us/

IVY TECH STATE COLLEGE
Anderson
104 West 53rd Street
Anderson, IN 46013-1502
www.ivy.tec.in.us/ander/anderson.html

IVY TECH STATE COLLEGE
Bloomington
3116 Canterbury Court
Bloomington, IN 47404-1511
888-IVY-LINE
www.ivy.tec.in.us/bloom

IVY TECH STATE COLLEGE
Central Indiana
One West 26th Street
Indianapolis, IN 46208-4700
8900-732-1470
www.ivy.tec.in.us/Indianapolis/

IVY TECH STATE COLLEGE
Columbus
4475 Central Avenue
Columbus, IN 47203-1868
800-922-4838
www.ivy.tec.in.us

IVY TECH STATE COLLEGE
E. Central
P. O. Box 3100
Muncie, IN 47307-1100
888-489-5463

IVY TECH STATE COLLEGE
Elkhart
2521 Industrial Parkway
Elkhart, IN 46516-5400
888-IVY-LINE

IVY TECH STATE COLLEGE
Lawrenceburg
575 Main Street
Lawrenceburg, IN 47025-1661
(812) 537-4010
www.viy.tec.in.us/lawbg.html

IVY TECH STATE COLLEGE
Logansport
Eastgate Plaza
Logansport, IN 46947-2152
888-IVY-LINE

IVY TECH STATE COLLEGE
Northeast
3800 North Anthony Boulevard
Fort Wayne, IN 46805-1486
800-859-4882
www.ivy.tec.in.us

IVY TECH STATE COLLEGE
Sellersburg
8204 Highway 311
Sellersburg, IN 47172-1897
800-341-9021
www.ivy.tec.in.us

IVY TECH STATE COLLEGE
Southeast
590 Ivy Tech Drive
Madison, IN 47250-1881
800-715-1058
www.ivy.tec.in.us

IVY TECH STATE COLLEGE
Valparaiso
2401 Valley Drive
Valparaiso, IN 46383-2520
(219)464-8514
www.ivy.tec.in.us/valpo.htm

IVY TECH STATE COLLEGE
Wabash Valley
7999 US 41 South
Terre Haute, IN 47802-9999
800-377-4882
<http://ivytech7.cc.in.us>

IVY TECH STATE COLLEGE
Warsaw
850 East Smith Street
Warsaw, IN 46580-4543
888-IVY-LINE

IVY TECH STATE COLLEGE
Whitewater
2325 Chester Boulevard
Richmond, IN 47374-1298
800-659-4562
www.ivy.tec.cc.in.us

LUTHERAN COLLEGE
of Health Prof.
3024 Fairfield Avenue
Fort Wayne, IN 46807-1697
(219)458-2447

MANCHESTER COLLEGE
604 College Avenue
North Manchester, IN 46962-0365
800-852-3648
www.manchester.edu

MARIAN COLLEGE
3200 Cold Spring Road
Indianapolis, IN 46222-1997
800-772-7264
www.marian.edu

MID-AMERICA COLLEGE
of Funeral Services
3111 Hamburg Pike
Jeffersonville, IN 47130
800-221-6158

OAKLAND CITY UNIVERSITY
143 Lucretia Street
Oakland City, IN 47660-1099
800-737-5125

OAKLAND CITY UNIVERSITY
Bedford
405 I Street - P.O. Box 455
Bedford, IN 47421-2215
(812)279-8126
www.ocub.oak.edu

PURDUE UNIVERSITY
New Albany
4201 Grant Line Road
New Albany, IN 47150
(812)941-2671
<http://purdue.ius.indiana.edu>

PURDUE AV. TECH
Indianapolis
2175 South Hoffman Road
Indianapolis, IN 46241-3650
(317)484-1824

PURDUE SCHOOL of Technology
Anderson
319 Cottage Avenue
Anderson, IN 46012-3404
(765)641-4553

PURDUE STATE TECHNOLOGY
Columbus
4601 Central Avenue
Columbus, IN 47203-1769
(812)372-8266

PURDUE STATE TECHNOLOGY
Kokomo
2300 S Washington St - PO Box 9003
Kokomo, IN 46904-9003
(765)455-9339
www.kokomo.tech.purdue.edu

PURDUE STATE TECHNOLOGY
Muncie
Industrial Arts Building
Muncie, IN 47306-0256
(765)285-5554

PURDUE STATE TECHNOLOGY
Richmond
2325 Chester Boulevard
Richmond, IN 47374-1289
(765)973-8228

PURDUE SCHOOL
of TECHNOLOGY South Bend
P.O. Box 7111
South Bend, IN 46634-7111
(219)237-4180
www.iusb.edu

PURDUE UNIVERSITY SCHOOL
of TECHNOLOGY
901 West US Highway 50
Versailles, IN 47042-9198
(812)689-7326
www.versailles.iupui.edu

SAINT ELIZABETH SCHOOL
of NURSING
1508 Tippecanoe Street
Lafayette, IN 47904-2198
(765)423-6400
www.ste.org

SAINT MARY'S COLLEGE
Office of Admission
Notre Dame, IN 46556-5001
800-551-7621
www.saintmarys.edu

SAINT MARY-OF-THE-WOODS
COLLEGE
Office of Admissions & Financial Aid
St. Mary-of-the-Woods, IN 47876-0068
www.smwc.edu

TAYLOR UNIVERSITY
236 West Reade Avenue
Upland, IN 46989-1001
800-882-3456
www.tayloru.edu

TAYLOR UNIVERSITY Fort Wayne
1025 West Rudisill Boulevard
Fort Wayne, IN 46807-2197
800-233-3922
www.tayloru.edu/fw/admissions

TRI-STATE UNIVERSITY
1 University Avenue
Angola, IN 46703-1794
800-347-4878
www.tristate.edu

UNIVERSITY of MICHIGAN
1400 Broadway Street
Anderson, IN 46012-2535
(765)641-6055

UNIVERSITY of SAINT FRANCIS
2701 Spring Street
Fort Wayne, IN 46808-3994
800-729-4732
www.sf.edu

VINCENNES UNIVERSITY Elkhart
1021 North Michigan Street
Elkhart, IN 46514
(219) 296-4032
www.vinu.edu

VINCENNES UNIVERSITY
Indianapolis
2175 south Hoffman Road
Indianapolis, IN 46241-4921
(317)381-6000
www.vinu.edu

VINCENNES UNIVERSITY Jasper
850 College Avenue
Jasper, IN 47546-9393
888-809-8852
www.vinu.edu/vujc

WABASH COLLEGE
P.O. Box 352
Crawfordsville, IN 47933-0352
800-345-5385
www.wabash.edu

HOBART HIGH SCHOOL

Mission Slogan

HHS will progress

as we

“SEE”

our way to success.

Social growth

Education

Employment

HOBART HIGH SCHOOL CAREER MAJORS AND CLUSTER AREAS

SCHOOL OF COMMUNICATIONS & FINE ARTS

Journalism, Media & Telecommunications
Graphic Arts
Fine & Performing Arts

SCHOOL OF ENGINEERING & INDUSTRIAL TECHNOLOGY

Construction & Maintenance
Transportation
Engineering & Applied Technologies
PLTW-Pre-Engineering
Porter County Career and Technical Center
(PCCTEC)

SCHOOL OF BUSINESS SERVICES & INFORMATIONAL TECHNOLOGY

Marketing & Management
Office Technologies
Accounting
Information Technology
Cisco Networking

SCHOOL OF HEALTH & NATURAL SCIENCES

Natural Science & Mathematics
Medicine & Medical Technologies
Nursing & Human Care
Agricultural Science

SCHOOL OF HUMAN SERVICES

Public Safety & Protective Services
Educational & Social Services
Hospitality Marketing



Technical Major for Students Planning to Pursue:

- *One/two-year Certificate
- *Two-year Associate's Degree
- *Apprenticeship (a combination of on-the-job training and college courses)

Professional Major for Students Planning to Pursue:

- *Four Year Bachelor's Degree or beyond

School of

Communication & Fine Arts

Journalism,
Media &
Telecommunications

Visual Arts

Performing Arts

Instrumental Music

Vocal Music

Theatre



CAREER PATHWAY GUIDE & COURSE DESCRIPTIONS

HOBART HIGH SCHOOL

- requirements
- occupations
- electives



School of Communication and Fine Arts

Class of 2014 and 2015



		Requirements for Core 40					Other Requirements / Sample Occupations		
HIGH SCHOOL	GRADE	English/ Language Arts	Math	Social Studies	Science	Required/ Suggested Courses	Communication & Fine Arts Primary Electives	Standardized Testing by Grade	Occupations Related to Communication & Fine Arts
		9	English 9 Enr. Eng. 9	Algebra I		ICP Biology I	PE Health	Speech, Adv. Speech, Journalism, Publications, Computer Apps Web Design, Psychology I & II, Sociology, AP Psychology, GT Classes, Radio / TV, Mass Media, Draft and Comp Aided Design (CAD), Ceramics, Theatre, Adv. Theatre, Concert Band, Choir, Tech Theatre, Marketing Foundations, Sports / Recreation & Marketing, Business Foundations, World Languages, Intro to 2/3-D Art, Music History & Appreciation	ACT Workkeys Alg IECA
	10	English 10 Enr. Eng 10	Geometry	World History	Biology Chemistry	Foreign Language		PSAT PLAN Eng 10 ECA	
	11	English 11 AP English 11	Algebra II Algebra II Hon.	US History AP US History	Chemistry AP Chemistry Physics Hon. Adv. Env Science AP Biology (BIOL 101)	Foreign Language		ACT TEST	
	12	English 12 Senior Comp Sr. Comp (ENGL 101/102) AP English 12 (ENGL 101/102)		Government Economics		Foreign Language		ACT Workkeys	
	ACADEMIC HONORS DIPLOMA REQUIREMENTS:					Class of 2014 and 2015	TECHNICAL HONORS DIPLOMA REQUIREMENTS:		
	For the Core 40 with Academic Honors diploma, students must: *Eam 2 additional Core 40 math credits *Eam 6-8 world language credits *Eam 2 fine arts credits. *Eam a grade of a "C" or better in courses that count toward the diploma. *Have a grade point average of a "B" or better. *Complete <u>one</u> of the following: A. Complete AP courses (4 credits) and corresponding AP exams B. Earn a combined score of 1200 or higher on the SAT (CR + M) C. Score a 26 or higher composite on the ACT D. Complete dual high school/college credit courses from an accredited postsecondary institution (6 transferable college credits) E. Complete a combination of an AP course (2 credits and corresponding exam) and dual high school/college credit course(s) from an accredited postsecondary institution (3 transferable college credits).						For the Core 40 with Technical Honors diploma, students must: *Complete a career-technical program (8 or more related credits) *Eam a grade of "C" or better in courses that count toward the diploma. *Have a grade point average of a "B" or better. *Complete <u>two</u> of the following, one must be A or B: A. Score at or above the following levels on WorkKeys: Reading for Information - Level 6; Applied Mathematics - Level 6; Locating Information - Level 5 B. Complete dual high school/college credit courses in a technical area (6 college credits) C. Complete a Professional Career Internship course or Cooperative Education course (2 credits) D. Complete an industry-based work experience as part of a two-year career-technical education program (minimum 140 hours) E. Earn a state-approved, industry-recognized certification.		
POSTSECONDARY	Yr 13	English Composition	Dependent on chosen pathway	American Government Or Psychology	Chemistry	Porter County Career Center Options Related to Communication & Fine Arts : *Printing Technology *Sports Entertainment Marketing and Business Ownership Lab *Video Production and Media Studies			
	Yr 14	Speech / Oral Communication	Computer Applications	Dependent on chosen pathway	Dependent on chosen pathway				
	Yr 15	Continue courses in the area of specialization.							
	Yr 16								
	16								

COLLEGE INFORMATION

Terre Haute, IN

ISU is considered **SOMEWHAT SELECTIVE** 51% of applicants are admitted.

Admissions
 ISU rated the relative importance of these factors in their admission decisions.

Very Important
 Academic GPA
 Class Rank
 Rigor of secondary school record

Important
 Application Essay
 Recommendations
 Standardized Test Scores

69% of incoming freshmen are ranked in the top half of their graduating class.

Average Cost per year (Living on Campus) \$19,716

Average First Year Financial Aid Package \$9,228

AVERAGE ACT COMPOSITE 17-22

AVERAGE SAT SCORES
 Critical Reading- 455
 Math- 465
 Writing- 440

Total Undergraduate Students- 9,449
 First-time degree-seeking freshmen- 2,521

58% return for sophomore year.

On average, 52% of incoming freshmen had a 3.0 GPA or higher in high school.

www.indstate.edu

START THINKING ABOUT CAREERS!

Video Production & Media Studies



Career Opportunities

News Anchor
Editor
Director / Producer

Average Wages

News Anchor
\$36,000

Editor
\$51,470

Director/Producer
\$68,440

Schooling / License

News Anchor
Employers generally prefer workers who have a bachelor's degree in journalism or communications and have experience from an internship or from working on a college newspaper

Editor
Employers generally prefer candidates with a bachelor's degree in communications, journalism, or English.

Director / Producer
There are no formal training programs for producers or film directors, but most earn a bachelor's degree in writing, acting, journalism, or communication while in college. Some producers earn a degree in business, arts management, or nonprofit management.

Job Outlook

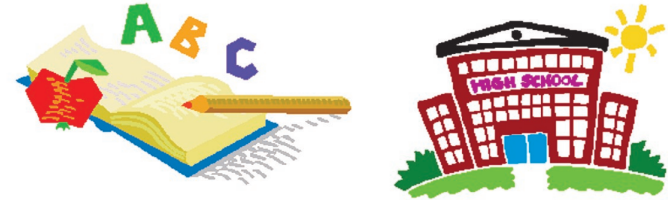
Employment of Editors is expected to experience little or no change through 2020.

Employment of Directors/Producers is expected to grow as fast as the average through 2020.

★ Did you know that HHS offers Journalism, Publications, Radio, and Television Courses?

In addition, Porter County Career Center has a Video Production / Media Studies Program! ★

Education



Career Opportunities

Teacher
Principal
Instructional Aides
Counselor

Wages

Teacher
Average Salary-
\$33,470

Principal
Average Salary-
\$86,950

Instructional Aide
Average Salary-
\$23,220

Counselor
Average Salary-
\$53,380

Schooling / Training

Teacher
Bachelor's degree in education needed. Additionally, must pass the state licensing exam

Principal
Master's degree in Educational Administration as well as passing state licensing exam.

Instructional Aides
Requirements vary by district. Some require a high school diploma- others require 2 years of college or an associate's degree

Counselor
Master's degree in school counseling or a related field along with passing the state licensing exam.

Anyone considering the field of Education must truly enjoy working with kids.

Job Outlook
Employment in the field of education is expected to grow much faster than the average from 2010-2020.

★ ★ ★ ★ ★ Interested in working with kids? Sign up to work in our Brickie Kids Preschool for PCCC or become a Cadet Teacher!



School of Communication & Fine Arts

Class of 2016 and 2017



		Requirements for Core 40					Other Requirements / Sample Occupations						
HIGH SCHOOL	GRADE	English/ Language Arts	Math	Social Studies	Science	Required/ Suggested Courses	Business Services and Informational Technology Primary Electives	Standardized Testing by Grade	Occupations Related to Business Services and Informational Technology				
	9	English 9 Enr. Eng. 9	Algebra I		ICP Biology I	PE Health	Sociology, Passport to Culture, World Languages, Intro to 2/3 Dimensional Art, Personal Finance, Business Foundations, Hosp. Travel & Tourism, Sports Rec. & Ent. Mktg., Mktg. Foundations, Marketing Adv., Computer Apps. Advanced Web Design, Speech, Advanced Speech, Discrete Math, Psychology I, II, Int. Chorus, High Ability (GT)-all levels, Passport to Culture, Chemistry I, Honors Physics I, Information Tech-Network Systems (CISCO +2), Trigonometry, Pre-Calculus	ACT Workkeys Alg IECA	Certified CISCO Professional Business Owner Real Estate Broker Sales Person Manager Entrepreneur Travel Agent Advertising Director Loan Officer Accountant Loan Officer Legal Secretary Administrative Assistant Auditor Computer Programmer Actuary Network Engineer Computer Tech				
	10	English 10 Enr. Eng 10	Geometry	World History	Biology Chemistry	Foreign Language		PSAT PLAN Eng 10 ECA					
	11	English 11 AP English 11	Algebra II Algebra II Hon.	US History AP US History	Chemistry AP Chemistry Physics Hon. Adv. Env Science AP Biology (BIOL 101)	Foreign Language		ACT TEST					
	12	English 12 Senior Comp Sr. Comp (ENGL 10/1/102) AP English 12 (ENGL 10/1/102)	Quantitative Reasoning Course	Government Economics		Foreign Language		ACT Workkeys					
		ACADEMIC HONORS DIPLOMA REQUIREMENTS: For the Core 40 with Academic Honors diploma, students must: *Eam 2 additional Core 40 math credits. *Eam 6-8 world language credits *Eam 2 fine arts credits. *Eam a grade of a "C" or better in courses that count toward the diploma. *Have a grade point average of a "B" or better. Complete <u>one</u> of the following: A. Eam 4 credits in 2 or more AP courses and take AP exams B. Eam 6 transcribed college credits from priority list C. Eam the following: -A minimum of 3 verifiable transcribed college credits from the priority course list -2 credits in AP courses and corresponding AP exams, D. Eam a combined score of 1750 or higher on the SAT and a minimum score of 530 on each. E. Eam an ACT composite score of 26 + and complete written section.					Class of 2016 and 2017		TECHNICAL HONORS DIPLOMA REQUIREMENTS: For the Core 40 with Technical Honors diploma, students must: *Eam 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following: -Pathway designated industry-based certification or credential, -Pathway dual credits from the lists of priority courses resulting in 6 transcribed college credits *Eam a grade of "C" or better in courses that 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 - E) of the Core 40 with Academic Honors B. Eam at least the following scores on WorkKeys; Reading for Information - Level 6, Applied Mathematics - Level 6, and Locating Information-Level 5. C. Eam the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75. D. Eam the following minimum score(s) on Compass: Algebra 66, Writing 70, Reading 80.				
		Porter County Career Center Options Related to Business Services and Informational Technology *Printing *Sports and Entertainment *Marketing/Ownership *Video Production and Media Services *CISCO *Computer Aided Drafting & Animation					COLLEGE INFORMATION <div style="display: flex; justify-content: space-around;"> </div> <p style="text-align: right;">Muncie, IN</p> <div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; padding: 5px; width: 20%;"> <p>89% of incoming freshmen are ranked in the top half of their graduating class.</p> </div> <div style="border: 1px solid black; padding: 5px; width: 20%;"> <p>Admissions Ball State rated the relative importance of these factors in their admission decisions.</p> <p style="text-align: center;">Very Important Academic GPA Rigor of Secondary School Record Standardized Test Scores</p> </div> <div style="border: 1px solid black; padding: 5px; width: 20%;"> <p>Ball State is considered SOMEWHAT SELECTIVE 68% of applicants are admitted.</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p style="text-align: center;">AVERAGE ACT COMPOSITE 20-24</p> </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p style="text-align: center;">AVERAGE SAT SCORES Critical Reading- 530 Math- 530 Writing- 510</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; width: 25%;"> <p>Total Undergraduate Students- 17,627 First-time degree-seeking freshmen- 3,844</p> </div> <div style="border: 1px solid black; padding: 5px; width: 15%;"> <p>58% Graduate within 6 years.</p> </div> <div style="border: 1px solid black; padding: 5px; width: 40%;"> <p>On average, 76% of incoming freshmen had a 3.0 GPA or higher in high school.</p> </div> </div>						
POSTSECONDARY	Yr	English Composition	Algebra / Calculus	American Government Or Psychology	Lab Science								
	Yr	Speech / Oral Communication	Dependent on chosen pathway	Dependent on chosen pathway	Dependent on chosen pathway								
	Yr	Continue courses in the area of specialization.											
	Yr												
	Yr							www.bsu.edu					

School of

Engineering & Industrial Technology

Construction
& Maintenance

Transportation

Engineering &
Applied Technologies

PLTW
Pre-Engineering



CAREER PATHWAY GUIDE & COURSE DESCRIPTIONS

HOBART HIGH SCHOOL

- requirements
- occupations
- electives



School of Engineering and Industrial Technology

Class of 2014 & 2015



		Requirements for Core 40					Other Requirements / Sample Occupations			
HIGH SCHOOL	GRADE	English/ Language Arts	Math	Social Studies	Science	Required/ Suggested Courses	Engineering and Industrial Technology Primary Electives	Standardized Testing by Grade	Occupations Related to Communication & Fine Arts	
		9	English 9 Enr. Eng. 9	Algebra I		ICP Biology I	PE Health	Speech, Journalism, Publications, Computer Apps Web Design, Psychology I & II, Sociology, AP Psychology, GT Classes, Radio / TV, Mass Media, Draft and Comp Aided Design (CAD), Ceramics, Theatre, Adv. Theatre, Concert Band, Tech Theatre, Marketing Foundations, Sports / Recreation & Marketing, Business Foundations, Passport to Culture, Intro to 2/3 Dimensional Art, World Languages, Passport to Culture, Chemistry I, Physics I, Radio/TV	ACT Workkeys Alg IECA	Construction Worker Mechanic Mill Worker Welder Carpenter CAD Operator Plumber Machinist
	10	English 10 Enr. Eng 10	Geometry	World History	Biology Chemistry	Foreign Language	PSAT PLAN Eng 10 ECA			
	11	English 11 AP English 11	Algebra II Algebra II Hon.	US History AP US History	Chemistry AP Chemistry Physics Hon. Adv. Env Science AP Biology (BIOL 101)	Foreign Language	ACT TEST			
	12	English 12 Senior Comp Sr. Comp (ENGL 10 1/102) AP English 12 (ENGL 10 1/102)		Government Economics		Foreign Language	ACT Workkeys			
	ACADEMIC HONORS DIPLOMA REQUIREMENTS: For the Core 40 with Academic Honors diploma, students must: *Eam 2 additional Core 40 math credits *Eam 6-8 world language credits *Eam 2 fine arts credits. *Eam 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. Complete AP courses (4 credits) and corresponding AP exams B. Eam a combined score of 1200 or higher on the SAT (CR + M) C. Score a 26 or higher composite on the ACT D. Complete dual high school/college credit courses from an accredited postsecondary institution (6 transferable college credits) E. Complete a combination of an AP course (2 credits and corresponding exam) and dual high school/college credit course(s) from an accredited postsecondary institution (3 transferable college credits).					Class of 2014 and 2015	TECHNICAL HONORS DIPLOMA REQUIREMENTS: For the Core 40 with Technical Honors diploma, students must: *Complete a career-technical program (8 or more related credits) *Eam 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>two</u> of the following, one must be A or B: A. Score at or above the following levels on WorkKeys: Reading for Information - Level 6; Applied Mathematics - Level 6; Locating Information - Level 5 B. Complete dual high school/college credit courses in a technical area (6 college credits) C. Complete a Professional Career Internship course or Cooperative Education course (2 credits) D. Complete an industry-based work experience as part of a two-year career-technical education program (minimum 140 hours) E. Eam a state-approved, industry-recognized certification.			
POSTSECONDARY	Yr 13	English Composition	Dependent on chosen pathway	American Government Or Psychology	Chemistry	Porter County Career Center Options Related to Engineering and Industrial Technology *CISCO *Computer Aided Drafting and Design *Electronic and Computer Technology *Industrial Mechanics *Modern Machining Technology *Welding Technology *Auto Technology *Construction Technology *Diesel Technology				
	Yr 14	Speech / Oral Communication	Computer Applications	Dependent on chosen pathway	Dependent on chosen pathway					
	Yr 15	Continue courses in the area of specialization.								
	Yr 16									
	Yr 16									

COLLEGE INFORMATION

INDIANA UNIVERSITY

BLOOMINGTON

Bloomington, IN

97% of incoming freshmen are ranked in the top half of their graduating class.

Admissions

IU rated the relative importance of these factors in their admission decisions.

Very Important

Academic GPA
Class Rank
Rigor of secondary school record

Important

Standardized Test Scores (ACT/SAT)

IU is considered SOMEWHAT SELECTIVE
72% of applicants are admitted.

Average Cost per year (Including Housing) \$22,993

AVERAGE ACT COMPOSITE

24-29

AVERAGE SAT SCORES

Critical Reading- 570
Math- 595
Writing- 565

On average, 96% of incoming freshmen had a 3.0 GPA or higher in high school.

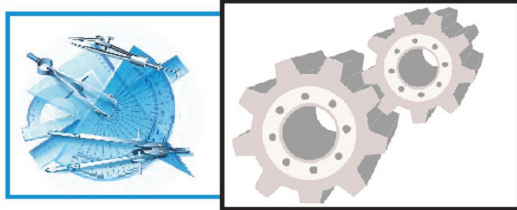
72% Graduate within 6 years.

Total Undergraduate Students- 32,543
First-time degree-seeking freshmen- 7,057

www.iub.edu

START THINKING ABOUT CAREERS!

Engineering



Career Opportunities

Civil Engineer
Mechanical Engineer
Industrial Engineer
Electrical Engineer

(There are numerous other areas of engineering to explore)

Do you like solving technical problems? Are you good at science and math? You might consider becoming an engineer. Engineers are problem solvers who use their expertise in science and math to do their job.

Average Wages

Civil Engineer
\$77,560

Mechanical Engineer
\$83,120

Industrial Engineer
\$76,100

Electrical Engineer
\$87,180

Schooling / License

Bachelor's Degree in desired area of Engineering.

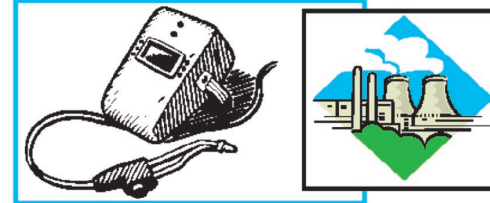
Engineers who offer their services directly to the public must be licensed. To become licensed, one must have a degree from a program that is accredited by the Accreditation Board for Engineering and Technology (ABET), four years of relevant work experience, and successful completion of a state examination.

Job Outlook

In general, engineering employment is expected to grow about as fast as the average for all occupations through 2018, although outlook will vary by branch.

HOBART HIGH SCHOOL offers Project Lead the Way Pre-Engineering Courses.

Industrial Mechanics



Career Opportunities

Millwright
Welder

Millwright

Millwrights install, dismantle, repair, reassemble, and move machinery in factories, power plants, and construction sites

Welders

Welders, cutters, solderers, and brazers weld or join metal parts. They also fill holes, indentions, or seams of metal products, using hand-held welding equipment.

Schooling / License

Millwright

Millwrights typically go through a formal apprenticeship program that lasts about 4 years. Programs are usually a combination of technical instruction and on-the-job training. Others learn their trade through a 2-year associate's degree program in industrial maintenance. A high school diploma or equivalent is the typical education needed to become a millwright.

Welders

Training ranges from a few weeks of school or on-the-job training for low-skilled positions to several years of combined school and on-the-job training for highly skilled jobs.

Job Outlook

Millwrights
Employment of millwrights is expected to decline 5 percent from 2010 to 2020. Despite declining employment, job opportunities should be good for those with a broad set of skills in machine maintenance.

SALARY

Millwright
\$48,360

Welder
\$35,450

Jump start your career in high school by taking Industrial Mechanics at PCCC!

Job Outlook

Welder
Employment of welders is expected to grow 15 percent from 2010 to 2020, about as fast as the average for all occupations.



School of Engineering & Industrial Technology

Class of 2016 and 2017



		Requirements for Core 40					Other Requirements / Sample Occupations			
HIGH SCHOOL	GRADE	English/ Language Arts	Math	Social Studies	Science	Required/ Suggested Courses	Engineering and Industrial Technology Primary Electives	Standardized Testing by Grade	Occupations Related to Engineering and Industrial Technology	
	9	English 9 Enr. Eng. 9	Algebra I		ICP Biology I	PE Health	Speech, Journalism, Publications, Computer Apps Web Design, Psychology I & II, Sociology, AP Psychology, GT Classes, Mass Media, Draft and Comp Aided Design (CAD), Ceramics, Theatre, Adv. Theatre, Concert Band, Tech Theatre, Marketing Foundations, Sports / Recreation & Marketing, Business Foundations, Passport to Culture, Intro to 2/3 Dimensional Art, World Languages, Passport to Culture, Chemistry I, Physics I, Radio/TV	ACT Workkeys Alg I ECA	<div style="display: flex; justify-content: space-between;"> <div> Construction Worker Mechanic Mill Worker Welder Carpenter CAD Operator Plumber Machinist </div> <div> Engineer Pilot Builder Surveyor Building Inspector Contractor Air Traffic Controller Auto Service Manager </div> </div>	
	10	English 10 Enr. Eng 10	Geometry	World History	Biology Chemistry	Foreign Language		PSAT PLAN Eng 10 ECA		
	11	English 11 AP English 11	Algebra II Algebra II Hon.	US History AP US History	Chemistry AP Chemistry	Foreign Language		ACT TEST		
	12	English 12 Senior Comp Sr. Comp (ENGL 10 1/102) AP English 12 (ENGL 10 1/102)	Quantitative Reasoning Course	Government Economics	Physics Adv. Env Science AP Biology (BIOL 10 1)	Foreign Language		ACT Workkeys		
		<p>ACADEMIC HONORS DIPLOMA REQUIREMENTS: For the Core 40 with Academic Honors diploma, students must:</p> <ul style="list-style-type: none"> *Eam 2 additional Core 40 math credits. *Eam 6-8 world language credits *Eam 2 fine arts credits. *Eam a grade of a "C" or better in courses that count toward the diploma. *Have a grade point average of a "B" or better. <p>Complete <u>one</u> of the following:</p> <ul style="list-style-type: none"> A. Eam 4 credits in 2 or more AP courses and take AP exams B. Eam 6 transcribed college credits from priority list C. Eam the following: <ul style="list-style-type: none"> -A minimum of 3 verifiable transcribed college credits from the priority course list -2 credits in AP courses and corresponding AP exams, D. Eam a combined score of 1750 or higher on the SAT and a minimum score of 530 on each. E. Eam an ACT composite score of 26 + and complete written section. 								
		<p>TECHNICAL HONORS DIPLOMA REQUIREMENTS: For the Core 40 with Technical Honors diploma, students must:</p> <ul style="list-style-type: none"> *Eam 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following: <ul style="list-style-type: none"> -Pathway designated industry-based certification or credential, -Pathway dual credits from the lists of priority courses resulting in 6 transcribed college credits *Eam a grade of "C" or better in courses that count toward the diploma. *Have a grade point average of a "B" or better. *Complete <u>one</u> of the following, <ul style="list-style-type: none"> A. Any one of the options (A - E) of the Core 40 with Academic Honors B. Eam at least the following scores on WorkKeys; Reading for Information – Level 6, Applied Mathematics – Level 6, and Locating Information-Level 5. C. Eam the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75. D. Eam the following minimum score(s) on Compass: Algebra 66, Writing 70, Reading 80. 								
		<div style="border: 1px solid black; padding: 5px; display: inline-block;"> Class of 2016 and 2017 </div>								
POSTSECONDARY	Yr 13	English Composition	Dependent on chosen pathway	American Government Or Psychology	Chemistry	<p>Porter County Career Center Options Related to Engineering and Industrial Technology</p> <p>*CISCO</p> <p>*Computer Aided Drafting and Design</p> <p>*Electronic and Computer Technology</p> <p>*Industrial Mechanics</p> <p>*Modern Machining Technology</p> <p>*Welding Technology</p> <p>*Auto Technology</p> <p>*Construction Technology</p> <p>*Diesel Technology</p>				
	Yr 14	Speech / Oral Communication	Computer Applications	Dependent on chosen pathway	Dependent on chosen pathway					
	Yr 15	Continue courses in the area of specialization.								
	Yr 16									

COLLEGE INFORMATION

Valparaiso University

Valparaiso, IN

VU is considered **SOMEWHAT SELECTIVE** 74% of applicants are admitted.

Admissions
VU rated the relative importance of these factors in their admission decisions.

Very Important

Academic GPA

Rigor of secondary school record

Standardized Test Scores

Important

Alumni Relation

Character/Personal Qualities

Class Rank

Extracurricular Activities

Talent/Ability

90% of incoming freshmen are ranked in the top half of their graduating class.

AVERAGE SAT SCORES

Critical Reading- 550
Math- 550
Writing- 530

AVERAGE ACT COMPOSITE 23-29

Total Undergraduate Students- 2,827
First-time degree-seeking freshmen- 698

71% Graduate within 6 years.

On average, 92% of incoming freshmen had a 3.0 GPA or higher in high school.

www.valpo.edu

School of

Business Services & Informational Technology



Marketing
& Management

Office
Technologies

Accounting

Information
Technology

Cisco Networking

CAREER PATHWAY GUIDE & COURSE DESCRIPTIONS

HOBART HIGH SCHOOL

- requirements
- occupations
- electives



School of Business Services and Informational Technology

Class of 2014 and 2015



		Requirements for Core 40					Other Requirements / Sample Occupations			
GRADE	English/ Language Arts	Math	Social Studies	Science	Required/ Suggested Courses	Business Services and Informational Technology Primary Electives	Standardized Testing by Grade	Occupations Related to Business Services and Informational Technology		
	HIGH SCHOOL	9	English 9 Enr. Eng. 9	Algebra I		ICP Biology I	PE Health	Sociology, Passport to Culture, Entrepreneurship, World Languages, Intro to 2/3 Dimensional Art, Personal Finance, Business Foundations, Hosp. Travel & Tourism, Sports Rec. & Ent. Mktg., Mktg. Foundations, Marketing Adv., Computer Apps. Advanced Web Design, Speech, Advanced Speech, Discrete Math, Psychology I, II, Int. Chorus, High Ability (GT)-all levels, Passport to Culture, Chemistry I, Honors Physics I, Information Tech Network Systems (CISCO 1-2), Trigonometry, Pre-Calculus	ACT Workkeys Alg I ECA	Accountant Loan Officer Legal Secretary Administrative Assistant Auditor Computer Programmer Actuary Network Engineer Computer Tech
10		English 10 Enr. Eng 10	Geometry	World History	Biology Chemistry	Foreign Language	PSAT PLAN Eng 10 ECA			
11		English 11 AP English 11	Algebra II Algebra II Hon.	US History AP US History	Chemistry AP Chemistry Physics Hon. Adv. Env Science AP Biology (BIOL 101)	Foreign Language	ACT TEST			
12		English 12 Senior Comp Sr. Comp (ENGL 101/102) AP English 12 (ENGL 101/102)		Government Economics		Foreign Language	ACT Workkeys			
<p>ACADEMIC HONORS DIPLOMA REQUIREMENTS: For the Core 40 with Academic Honors diploma, students must: *Eam 2 additional Core 40 math credits *Eam 6-8 world language credits *Eam 2 fine arts credits. *Eam a grade of a "C" or better in courses that count toward the diploma. *Have a grade point average of a "B" or better. *Complete <u>one</u> of the following: A. Complete AP courses (4 credits) and corresponding AP exams B. Eam a combined score of 1200 or higher on the SAT (CR + M) C. Score a 26 or higher composite on the ACT D. Complete dual high school/college credit courses from an accredited postsecondary institution (6 transferable college credits) E. Complete a combination of an AP course (2 credits and corresponding exam) and dual high school/college credit course(s) from an accredited postsecondary institution (3 transferable college credits).</p>					<p>TECHNICAL HONORS DIPLOMA REQUIREMENTS: For the Core 40 with Technical Honors diploma, students must: *Complete a career-technical program (8 or more related credits) *Eam 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>two</u> of the following, one must be A or B: A. Score at or above the following levels on WorkKeys: Reading for Information - Level 6; Applied Mathematics - Level 6; Locating Information - Level 5 B. Complete dual high school/college credit courses in a technical area (6 college credits) C. Complete a Professional Career Internship course or Cooperative Education course (2 credits) D. Complete an industry-based work experience as part of a two-year career-technical education program (minimum 140 hours) E. Eam a state-approved, industry-recognized certification.</p>	<p>Class of 2014 and 2015</p>				
POSTSECONDARY	Yr 13	English Composition	Algebra / Calculus	American Government Or Psychology	Lab Science	<p>Porter County Career Center Options Related to Business Services and Informational Technology</p> <p>*Printing *Sports and Entertainment *Marketing/Ownership *Video Production and Media Services *CISCO *Computer Aided Drafting & Animation *Electronics & Computer Technology</p>				
	Yr 14	Speech / Oral Communication	Dependent on chosen pathway	Dependent on chosen pathway	Dependent on chosen pathway					
	Yr 15	Continue courses in the area of specialization.								
	Yr 16	Continue courses in the area of specialization.								
	Yr 16	Continue courses in the area of specialization.								

COLLEGE INFORMATION

West Lafayette, IN

97% of incoming freshmen are ranked in the top half of their graduating class.

Admissions

Purdue rated the relative importance of these factors in their admission decisions.

Very Important
Rigor of secondary school record

Important
Academic GPA
Application Essay
Standardized Test Scores

Purdue is considered SOMEWHAT SELECTIVE
68% of applicants are admitted.

Average Cost per year (Including Housing) \$23,298

AVERAGE ACT COMPOSITE 24-30

AVERAGE SAT SCORES
Critical Reading- 550
Math- 620
Writing- 555

On average, 96% of incoming freshmen had a 3.0 GPA or higher in high school.

69% Graduate within 6 years.

Total Undergraduate Students- 30,776
First-time degree-seeking freshmen- 6,684

www.purdue.edu

START THINKING ABOUT CAREERS!

Computer Technology



Career Opportunities

Computer Support Specialist
Telecommunication Installers/ Repairers
Network System Administrators

Average Wages
Computer Support Specialist
\$46,250

Telecommunication Installers / Repairers
\$54,710

Network System Administrator
\$60,160

Job Outlook
Employment in the field of Computer Technology is expected to grow slightly faster than the average for all occupations through 2020.

Schooling / License

Computer Support Specialist
Bachelor's degree is required for some computer support specialist positions, but an associate's degree or postsecondary classes may be enough for others. After being hired, many workers enter a training program that lasts for several months.

Telecommunication Installers / Repairers
Certificate or 2-year associate's degree program in electronics repair, computer science, or related subjects. Equipment and software manufacturers also offer educational and training programs on specific products.

Network System Administrator
Bachelor's degree in fields related to computer or information science is most common. However, because administrators work with computer hardware and equipment, a degree in computer engineering or electrical engineering usually is acceptable as well.



Sign up for The CISCO Networking Academy through Porter County!

Auto Technology



Career Opportunities

Mechanic
Automotive Engineer

Mechanic
Automotive service technicians and mechanics, often called *service technicians* or *service techs*, inspect, maintain, and repair cars and light trucks.

Automotive Engineer
Automotive engineers design cars, systems and mechanisms. These professionals ensure that automotive designs and systems conform to budgeted quality and cost specifications.

Schooling / License

Mechanic
*High school diploma or equivalent needed
*Completing a vocational or other postsecondary training program in automotive service technology is the best preparation for entry-level positions.
*Certification from the National Institute for Automotive Service Excellence is the standard credential for service technicians. Certification demonstrates competence and usually brings higher pay. Many employers require their service technicians to become certified.

Automotive Engineer
*Due to the fact that few colleges offer programs in automotive engineering- those planning to go into the field should earn their bachelor's degree in mechanical engineering.

Job Outlook
Mechanic
expected to grow 17 percent from 2010 to 2020, about as fast as the average for all occupations.

AVERAGE SALARY
Mechanic
\$35,790

Automotive Engineer
\$91,470

Job Outlook
Automotive Engineer
expected to decline by almost 10 percent due to increased productivity and automation in the automotive industry.



School of Business Services and Informational Technology

Class of 2016 and 2017



Requirements for Core 40							Other Requirements / Sample Occupations		
GRADE	English/ Language Arts	Math	Social Studies	Science	Required/ Suggested Courses	Business Services and Informational Technology Primary Electives	Standardized Testing by Grade	Occupations Related to Business Services and Informational Technology	
9	English 9 Enr. Eng. 9	Algebra I		ICP Biology I	PE Health	Sociology, Passport to Culture, World Languages, Intro to 2/3 Dimensional Art, Personal Finance, Business Foundations, Hosp. Travel & Tourism, Sports Rec. & Ent. Mktg., Mktg. Foundations, Marketing Adv., Computer Apps. Advanced Web Design, Speech, Advanced Speech, Discrete Math, Psychology I, II, Int. Chorus, High Ability (GT)-all levels, Passport to Culture, Chemistry I, Honors Physics I, Information Tech-Network Systems (CISCO 1-2), Trigonometry, Pre-Calculus	ACT Workkeys Alg IECA	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> Certified CISCO Professional Business Owner Real Estate Broker Sales Person Manager Entrepreneur Travel Agent Advertising Director Loan Officer </div> <div style="width: 45%;"> Accountant Loan Officer Legal Secretary Administrative Assistant Auditor Computer Programmer Actuary Network Engineer Computer Tech </div> </div>	
10	English 10 Enr. Eng 10	Geometry	World History	Biology Chemistry	Foreign Language		PSAT PLAN Eng 10 ECA		
11	English 11 AP English 11	Algebra II Algebra II Hon.	US History AP US History	Chemistry AP Chemistry Physics Hon. Adv. Env Science AP Biology (BIOL 101)	Foreign Language		ACT TEST		
12	English 12 Senior Comp Sr. Comp (ENGL 10 1/102) AP English 12 (ENGL 10 1/102)	Quantitative Reasoning Course	Government Economics		Foreign Language		ACT Workkeys		
ACADEMIC HONORS DIPLOMA REQUIREMENTS: For the Core 40 with Academic Honors diploma, students must: *Eam 2 additional Core 40 math credits. *Eam 6-8 world language credits *Eam 2 fine arts credits. *Eam a grade of a "C" or better in courses that count toward the diploma. *Have a grade point average of a "B" or better. Complete <u>one</u> of the following: A. Eam 4 credits in 2 or more AP courses and take AP exams B. Eam 6 transcribed college credits from priority list C. Eam the following: -A minimum of 3 verifiable transcribed college credits from the priority course list -2 credits in AP courses and corresponding AP exams, D. Eam a combined score of 1750 or higher on the SAT and a minimum score of 530 on each. E. Eam an ACT composite score of 26 + and complete written section.					Class of 2016 and 2017	TECHNICAL HONORS DIPLOMA REQUIREMENTS: For the Core 40 with Technical Honors diploma, students must: *Eam 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following: -Pathway designated industry-based certification or credential, -Pathway dual credits from the lists of priority courses resulting in 6 transcribed college credits *Eam a grade of "C" or better in courses that 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 - E) of the Core 40 with Academic Honors B. Eam at least the following scores on WorkKeys; Reading for Information - Level 6, Applied Mathematics - Level 6, and Locating Information-Level 5. C. Eam the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75. D. Eam the following minimum score(s) on Compass: Algebra 66, Writing 70, Reading 80.			
Yr 13	English Composition	Algebra / Calculus	American Government Or Psychology	Lab Science				Porter County Career Center Options Related to Business Services and Informational Technology *Printing *Sports and Entertainment *Marketing/Ownership *Video Production and Media Services *CISCO *Computer Aided Drafting & Animation *Electronics & Computer Technology	
Yr 14	Speech / Oral Communication	Dependent on chosen pathway	Dependent on chosen pathway	Dependent on chosen pathway					
Yr 15	Continue courses in the area of specialization.								
Yr 16									

COLLEGE INFORMATION

**BALL STATE
UNIVERSITY**

Muncie, IN

89% of incoming freshmen are ranked in the top half of their graduating class.

Admissions

Ball State rated the relative importance of these factors in their admission decisions.

Very Important

Academic GPA
Rigor of Secondary School Record
Standardized Test Scores

Ball State is considered **SOMEWHAT SELECTIVE** 68% of applicants are admitted.

AVERAGE ACT COMPOSITE 20-24

AVERAGE SAT SCORES

Critical Reading- 530
Math- 530
Writing- 510

Total Undergraduate Students- 17,627
First-time degree-seeking freshmen- 3,844

58% Graduate within 6 years.

On average, 76% of incoming freshmen had a 3.0 GPA or higher in high school.

www.bsue.edu

School of
Health & Natural Sciences

Natural Science
& Mathematics

Medicine &
Medical Technology

Nursing &
Human Care

Agricultural Science

PLTW
Biomedical Sciences



CAREER PATHWAY GUIDE & COURSE DESCRIPTIONS

HOBART HIGH SCHOOL

- requirements
- occupations
- electives



School of Health and Natural Science

Class of 2014 & 2015



		Requirements for Core 40					Other Requirements / Sample Occupations				
HIGH SCHOOL	GRADE	English/ Language Arts	Math	Social Studies	Science	Required/ Suggested Courses	Health and Natural Science Primary Electives	Standardized Testing by Grade	Occupations Related to Health and Natural Science		
		9	English 9 Enr. Eng. 9	Algebra I		ICP Biology I	PE Health	Honors Physics, Allied Health, Computer Apps. Adv Web Design, Discrete Math, World Languages, Computer Apps. Adv., High Ability (GT)- all levels, Information Tech- Program & Software Development (C++), Speech, Psychology I, II, Sociology, Strength/Cardio Fitness, Business Foundations, Chemistry I, Passport to Culture, Intro to Two/Three Dimensional Art, Ceramics	ACT Workkeys Alg I ECA	<div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> Chemist Biologist Dentist Physician Veterinarian Sports Medicine Therapist </div> <div style="width: 30%;"> Pharmacist Registered Nurse Therapist Pharmacy Tech EMT Dental Hygienist </div> <div style="width: 30%;"> Ultrasound Tech Florist Landscape Design Forestry Medical Assistant Vet Tech </div> </div>	
	10	English 10 Enr. Eng 10	Geometry	World History	Biology Chemistry	Foreign Language	PSAT PLAN Eng 10 ECA				
	11	English 11 AP English 11	Algebra II Algebra II Hon.	US History AP US History	Chemistry AP Chemistry Physics Hon. Adv. Env Science AP Biology (BIOL 101)	Foreign Language	ACT TEST				
	12	English 12 Senior Comp Sr. Comp (ENGL 101/102) AP English 12 (ENGL 101/102)		Government Economics		Foreign Language	ACT Workkeys				
	ACADEMIC HONORS DIPLOMA REQUIREMENTS: For the Core 40 with Academic Honors diploma, students must: *Eam 2 additional Core 40 math credits *Eam 6-8 world language credits *Eam 2 fine arts credits. *Eam 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. Complete AP courses (4 credits) and corresponding AP exams B. Eam a combined score of 1200 or higher on the SAT (CR + M) C. Score a 26 or higher composite on the ACT D. Complete dual high school/college credit courses from an accredited postsecondary institution (6 transferable college credits) E. Complete a combination of an AP course (2 credits and corresponding exam) and dual high school/college credit course(s) from an accredited postsecondary institution (3 transferable college credits).		Class of 2014 and 2015	TECHNICAL HONORS DIPLOMA REQUIREMENTS: For the Core 40 with Technical Honors diploma, students must: *Complete a career-technical program (8 or more related credits) *Eam 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>two</u> of the following, one must be A or B: A. Score at or above the following levels on WorkKeys: Reading for Information - Level 6; Applied Mathematics - Level 6; Locating Information - Level 5 B. Complete dual high school/college credit courses in a technical area (6 college credits) C. Complete a Professional Career Internship course or Cooperative Education course (2 credits) D. Complete an industry-based work experience as part of a two-year career-technical education program (minimum 140 hours) E. Eam a state-approved, industry-recognized certification.							
	ACADEMIC HONORS DIPLOMA REQUIREMENTS: For the Core 40 with Academic Honors diploma, students must: *Eam 2 additional Core 40 math credits *Eam 6-8 world language credits *Eam 2 fine arts credits. *Eam 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. Complete AP courses (4 credits) and corresponding AP exams B. Eam a combined score of 1200 or higher on the SAT (CR + M) C. Score a 26 or higher composite on the ACT D. Complete dual high school/college credit courses from an accredited postsecondary institution (6 transferable college credits) E. Complete a combination of an AP course (2 credits and corresponding exam) and dual high school/college credit course(s) from an accredited postsecondary institution (3 transferable college credits).		Class of 2014 and 2015	TECHNICAL HONORS DIPLOMA REQUIREMENTS: For the Core 40 with Technical Honors diploma, students must: *Complete a career-technical program (8 or more related credits) *Eam 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>two</u> of the following, one must be A or B: A. Score at or above the following levels on WorkKeys: Reading for Information - Level 6; Applied Mathematics - Level 6; Locating Information - Level 5 B. Complete dual high school/college credit courses in a technical area (6 college credits) C. Complete a Professional Career Internship course or Cooperative Education course (2 credits) D. Complete an industry-based work experience as part of a two-year career-technical education program (minimum 140 hours) E. Eam a state-approved, industry-recognized certification.							
	POSTSECONDARY	Yr 13	English Composition	Dependent on chosen pathway	American Government Or Psychology	Chemistry	Porter County Career Center Options Related to Health and Natural Science : *Dental Health Emergency Rescue Technology Academy *Sports Medicine *Medical Terminology / Anatomy *Health Careers *Health Occupations	COLLEGE INFORMATION <div style="text-align: right; border: 1px solid black; padding: 2px;">Indianapolis, IN</div>			
	Yr 14	Speech / Oral Communication	Dependent on chosen pathway	Dependent on chosen pathway	American History / Sociology			83% of incoming freshmen are ranked in the top half of their graduating class.	Admissions IUPUI rated the relative importance of these factors in their admission decisions. Very Important Rigor of secondary school record Important Academic GPA Class Rank	IUPUI is considered SOMEWHAT SELECTIVE 69% of applicants are admitted.	
	Yr 15	Continue courses in the area of specialization.						Average Cost per year (Living on Campus) \$19,903	AVERAGE ACT COMPOSITE 19-25	AVERAGE SAT SCORES Critical Reading- 490 Math- 505 Writing- 475	
	Yr 16							On average, 70% of incoming freshmen had a 3.0 GPA or higher in high school.	33% Graduate within 6 years.	Total Undergraduate Students- 22,236 First-time degree-seeking freshmen- 2,996	
www.iupui.edu											

START THINKING ABOUT CAREERS!

Emergency Rescue Technology Academy



Career Opportunities

**EMT
Paramedic
Fire Fighter**

EMT / Paramedic
Emergency medical technicians (EMTs) and paramedics care for the sick or injured in emergency medical settings. EMTs and paramedics respond to emergency calls, performing medical services and transporting patients to medical facilities.

Fire Fighter
Firefighters protect the public by responding to fires and other emergencies. They are frequently the first emergency personnel on the scene of an accident.

Schooling / License

EMT / Paramedic
High School Diploma & CPR Certification needed to enter program
Formal training is offered by technical institutes, community colleges, and facilities that specialize in emergency care training.
EMT 100 hours of training needed / Paramedics 1,300 hours needed.

Fire Fighter
Firefighters typically enter the occupation with a postsecondary non-degree award in fire science or a related discipline. In many jurisdictions, however, the entry-level education needed to become a firefighter is a high school diploma or equivalent. Most firefighters also must pass written and physical tests, complete a series of interviews, and hold an emergency medical technician (EMT) certification. All firefighters receive extensive training after being hired.

Job Outlook
EMT / Paramedic
expected to grow 33 percent from 2010 to 2020, faster than the average for all occupations.

SALARY
EMT / Paramedic
\$30,360

Fire Fighter
\$45,250

Job Outlook
Fire Fighter
expected to grow 9 percent from 2010 to 2020, slower than the average for all occupations.

Biomedical Science



Career Opportunities **Registered Nurse Physician / Surgeon**

Wages
Registered Nurse
Average Salary-
\$64,690

Physician / Surgeon
Average Salary-
\$166,400 +

Job Outlook
Employment of Registered Nurses and Physicians is expected to grow more than 26% from 2010-2020, faster than the average for all occupations.

Schooling / Training


Registered Nurse
Bachelor's of science degree in nursing (BSN) - 4 year degree program

Physicians / Surgeons
Physicians and surgeons have demanding education and training requirements. Almost all physicians complete at least 4 years of undergraduate school, 4 years of medical school, and 3 to 8 years in internship and residency programs, depending on their specialty.

Two Types of Physicians:

1. M.D.
(Medical Doctor)
2. D.O.
(Doctor of Osteopathic Medicine).

Both types of physicians use the same methods of treatment, including drugs and surgery, but D.O.s place additional emphasis on the body's musculoskeletal system, preventive medicine, and holistic (whole person) patient care.

 PROJECT LEAD THE WAY
PLTW
Igniting imagination and innovation through learning.
Learn about the medical field
by taking PLTW Biomed courses



School of Health and Natural Sciences

Class of 2016 and 2017



		Requirements for Core 40					Other Requirements / Sample Occupations			
GRADE	English/ Language Arts	Math	Social Studies	Science	Required/ Suggested Courses	Health and Natural Science Primary Electives	Standardized Testing by Grade	Occupations Related to Health and Natural Science		
HIGH SCHOOL	9	English 9 Enr. Eng. 9	Algebra I		ICP Biology I	PE Health	ACT Workkeys Alg IECA	Chemist Biologist Dentist Physician Veterinarian Sports Medicine Therapist Pharmacist Registered Nurse Therapist Pharmacy Tech EMT Dental Hygienist Vet Tech Ultrasound Tech Florist Landscape Design Forestry Medical Assistant		
	10	English 10 Enr. Eng 10	Geometry	World History	Biology Chemistry	Foreign Language	PSAT PLAN Eng 10 ECA			
	11	English 11 AP English 11	Algebra II Algebra II Hon.	US History AP US History	Chemistry AP Chemistry Physics Hon. Adv. Env Science AP Biology (BIOL 101)	Foreign Language	ACT TEST			
	12	English 12 Senior Comp Sr. Comp (ENGL 101/102) AP English 12 (ENGL 101/102)	Quantitative Reasoning Course	Government Economics		Foreign Language	ACT Workkeys			
	ACADEMIC HONORS DIPLOMA REQUIREMENTS: For the Core 40 with Academic Honors diploma, students must: *Eam 2 additional Core 40 math credits. *Eam 6-8 world language credits *Eam 2 fine arts credits. *Eam a grade of a "C" or better in courses that count toward the diploma. *Have a grade point average of a "B" or better. Complete <u>one</u> of the following: A. Eam 4 credits in 2 or more AP courses and take AP exams B. Eam 6 transcribed college credits from priority list C. Eam the following: -A minimum of 3 verifiable transcribed college credits from the priority course list -2 credits in AP courses and corresponding AP exams, D. Eam a combined score of 1750 or higher on the SAT and a minimum score of 530 on each. E. Eam an ACT composite score of 26 + and complete written section.						Class of 2016 and 2017		TECHNICAL HONORS DIPLOMA REQUIREMENTS: For the Core 40 with Technical Honors diploma, students must: *Eam 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following: -Pathway designated industry-based certification or credential, -Pathway dual credits from the lists of priority courses resulting in 6 transcribed college credits *Eam a grade of "C" or better in courses that 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 - E) of the Core 40 with Academic Honors B. Eam at least the following scores on WorkKeys; Reading for Information - Level 6, Applied Mathematics - Level 6, and Locating Information-Level 5. C. Eam the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75. D. Eam the following minimum score(s) on Compass: Algebra 66, Writing 70, Reading 80.	
POSTSECONDARY	Yr 13	English Composition	Dependent on chosen pathway	American Government Or Psychology	Chemistry	Porter County Career Center Options Related to Health and Natural Science : *Dental Health *Emergency Rescue Technology Academy *Sports Medicine *Medical Terminology / Anatomy *Health Careers *Health Occupations				
	Yr 14	Speech / Oral Communication	Dependent on chosen pathway	Dependent on chosen pathway	American History / Sociology					
	Yr 15	Continue courses in the area of specialization.								
	Yr 16									
	Yr 16									

COLLEGE INFORMATION

Westville, IN

PNC is considered **SOMEWHAT SELECTIVE** 71% of applicants are admitted.

Admissions

PNC rated the relative importance of these factors in their admission decisions.

Very Important

Academic GPA
Rigor of secondary school record
Standardized Test Scores

60% of incoming freshmen are ranked in the top half of their graduating class.

Average First Year Financial Aid Package

Average Cost per year (Tuition and Fees)

AVERAGE SAT SCORES

Critical Reading- 485
Math- 490

AVERAGE ACT COMPOSITE

18-23

Total Undergraduate Students- 5,201
First-time degree-seeking freshmen- 612

51% return for sophomore year.

On average, 46% of incoming freshmen had a 3.0 GPA or higher in high school.

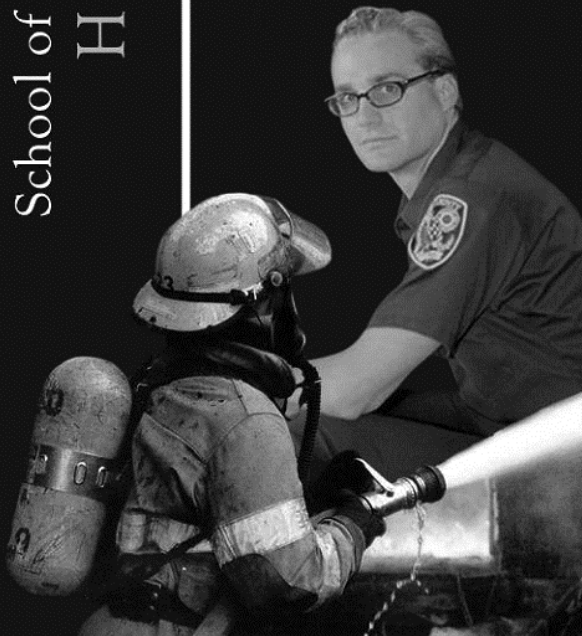
www.pnc.edu

School of
Human Services

Public Safety
& Protective
Services

Educational &
Social Services

Hospitality
Marketing



CAREER PATHWAY GUIDE & COURSE DESCRIPTIONS

HOBART HIGH SCHOOL

- requirements
- occupations
- electives



School of Human Services

Class of 2014 & 2015



		Requirements for Core 40					Other Requirements / Sample Occupations			
GRADE	English/ Language Arts	Math	Social Studies	Science	Required/ Suggested Courses	Human Services Primary Electives	Standardized Testing by Grade	Occupations Related to Human Services		
	HIGH SCHOOL	9	English 9 Enr. Eng. 9	Algebra I		ICP Biology I	PE Health	Speech, Advanced Speech, Business Foundations, Sociology, Psychology I&II, Passport to Culture, Law Enforcement, JROTC, AP Psychology, High Ability (GT), Alid Health, EPE, Stength /Cardio, Marketing Foundations, Marketing Advanced, Theatre, Educational Seminar, Computer Apps Web Design, Personal Finance, Sports /Recreation & Entertainment, Hospitality / Travel & Tourism, World Languages, Intro to 2/3 Dimensional Art	ACT Workkeys Alg IECA	Buyer Community Service Director Consumer Advocate Cosmetologist Director of Childcare Facility Emergency and Relief Worker Esthetician Funeral Director
10		English 10 Enr. Eng 10	Geometry	World History	Biology I Chemistry	Foreign Language		PSAT PLAN Eng 10 ECA		
11		English 11 AP English 11	Algebra II Algebra II Hon.	US History AP US History		Foreign Language		ACT TEST		
12		English 12 Senior Comp Sr. Comp (ENGL 10 1/102) AP English 12 (ENGL 10 1/102)		Government Economics	Chemistry AP Chemistry Physics Hon. Adv. Env Sci AP Biology (BIOL 101)	Foreign Language		ACT Workkeys		
		ACADEMIC HONORS DIPLOMA REQUIREMENTS: For the Core 40 with Academic Honors diploma, students must: *Eam 2 additional Core 40 math credits *Eam 6-8 world language credits *Eam 2 fine arts credits. *Eam a grade of a "C" or better in courses that count toward the diploma. *Have a grade point average of a "B" or better. *Complete <u>one</u> of the following: A. Complete AP courses (4 credits) and corresponding AP exams B. Eam a combined score of 1200 or higher on the SAT (CR + M) C. Score a 26 or higher composite on the ACT D. Complete dual high school/college credit courses from an accredited postsecondary institution (6 transferable college credits) E. Complete a combination of an AP course (2 credits and corresponding exam) and dual high school/college credit course(s) from an accredited postsecondary institution (3 transferable college credits).		Class of 2014 and 2015		TECHNICAL HONORS DIPLOMA REQUIREMENTS: For the Core 40 with Technical Honors diploma, students must: *Complete a career-technical program (8 or more related credits) *Eam a grade of "C" or better in courses that count toward the diploma. *Have a grade point average of a "B" or better. *Complete <u>two</u> of the following, one must be A or B: A. Score at or above the following levels on WorkKeys: Reading for Information - Level 6; Applied Mathematics - Level 6; Locating Information - Level 5 B. Complete dual high school/college credit courses in a technical area (6 college credits) C. Complete a Professional Career Internship course or Cooperative Education course (2 credits) D. Complete an industry-based work experience as part of a two-year career-technical education program (minimum 140 hours) E. Eam a state-approved, industry-recognized certification.				
POSTSECONDARY	Yr 13	English Composition	Algebra	American Government Or Psychology	Dependent on chosen pathway	Porter County Career Center Options Related to Human Services : *Cosmetology *Culinary Science *Education and Early Childhood *Criminal Justice *Criminal Investigations				
	Yr 14	Dependent on chosen pathway	Statistics	Dependent on chosen pathway	Dependent on chosen pathway					
	Yr 15	Continue courses in the area of specialization.								
	Yr 16									

COLLEGE INFORMATION

Hammond, IN

68% of incoming freshmen are ranked in the top half of their graduating class.

Admissions

Purdue Calumet rated the relative importance of these factors in their admission decisions.

Important

Academic GPA
Class Rank
Rigor of secondary school record
Standardized Test Scores

Purdue Cal is considered **VERY SELECTIVE** - 48% of applicants are admitted.

Average Cost per year (Tuition and Fees) \$6,959

AVERAGE SAT SCORES

Critical Reading- 480
Math- 590

AVERAGE ACT COMPOSITE

18-24

Total Undergraduate Students- 8,639
First-time degree-seeking freshmen- 961

28% Graduate within 6 years.

On average, 46% of incoming freshmen had a 3.0 GPA or higher in high school.

www.purduecal.edu

START THINKING ABOUT CAREERS!

Cosmetology



Career Opportunities

Hair Stylist
 Make-Up Artist
 Beauty School Instructor
 Salon Owner
 Nail Technician

Indiana Wages

The average income for a salon professional in Indiana ranges from \$30,000-\$50,000 per year.

Cosmetologists provide hair styling and beauty services.

Important Qualities
 Creativity
 Customer Service Skills
 Listening Skills
 Stamina
 Time Management Skills

Job Outlook

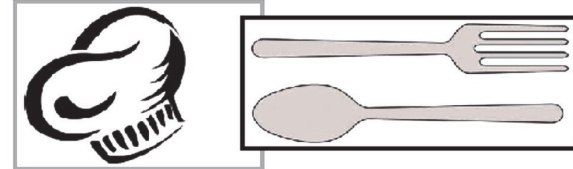
Overall employment of barbers, hairdressers, and cosmetologists is expected to grow 14 percent from 2010 to 2020.

Schooling / License

All states require cosmetologists to be licensed. Must have a high school diploma or equivalent. Must attend and graduated from a state-licensed barber or cosmetology school. Pass the Indiana State Beauty Board Examination

If you are interested in pursuing a career in Cosmetology, consider signing up for the Porter County Career Center's Cosmetology Program. It is a two year program beginning in July of your junior year. Students who complete this program are eligible to take the Indiana State Beauty Board Examination.

Culinary Science



Career Opportunities

Caterer
 Executive Chef
 Restaurant Manager
 Personal Chef
 Cook

Indiana Wages
 H.S. + Career & Technical Education Graduate-
 \$7.00- \$9.00 / hr.

Additional Technical Training-
 \$ 25.00- \$50.00/hr

Chefs and head cooks oversee the daily food preparation at restaurants or other places where food is served. They direct kitchen staff and handle any food-related concerns.

Job Outlook
 Employment of chefs and head cooks is projected to experience little or no change from 2010 to 2020.

Schooling / License

Must have a high school diploma or equivalent.

Most chefs acquire their skills through work experience; however, many receive formal training at a community college, technical school, culinary arts school, or a 4-year college.

Work Schedules


Most chefs work full time, including early mornings, late evenings, weekends, and holidays. Many executive chefs regularly work 12-hour days because they oversee the delivery of food supplies early in the day and use the afternoon to plan the menu and prepare any special items for dishes.



School of Human Services

Class of 2016 and 2017



GRADE	Requirements for Core 40						Other Requirements / Sample Occupations													
	English/ Language Arts	Math	Social Studies	Science	Required/ Suggested Courses	Human Services Primary Electives	Standardized Testing by Grade	Occupations Related to Human Services												
HIGH SCHOOL	9	English 9 Enr. Eng. 9	Algebra I		ICP Biology I	PE Health	Speech, Advanced Speech, Business Foundations, Sociology, Psychology I&II, Passport to Culture, Law Enforcement, JROTC, AP Psychology, High Ability (GT), Alied Health, EPE, Stength	ACT Workkeys Alg IECA	Buyer Community Service Director Consumer Advocate Cosmetologist Director of Childcare Facility Emergency and Relief Worker Esthetician	Funeral Director Licensed Professional Counselor Market Researcher Massage Therapist Personal Fitness Trainer School Counselor/Psychologist Small Business Owner										
	10	English 10 Enr. Eng 10	Geometry	World History	Biology Chemistry	Foreign Language	/Cardio, Marketing Foundations, Marketing Advanced, Theatre, Educational Seminar, Computer Apps Web Design, Personal Finance, Sports /Recreation & Entertainment, Hospitality / Travel & Tourism, World Languages, Intro to 2/3 Dimensional Art	PSAT PLAN Eng 10 ECA												
	11	English 11 AP English 11	Algebra II Algebra II Hon.	US History AP US History	Chemistry AP Chemistry Physics Hon. Adv Env Sci AP Biology (BIOL 101)	Foreign Language		ACT TEST												
	12	English 12 Senior Comp Senior Comp (ENGL 10 1/102) AP English 12 (ENGL 10 1/102)	Quantitative Reasing Course	Government Economics		Foreign Language	ACT Workkeys													
<p>ACADEMIC HONORS DIPLOMA REQUIREMENTS: For the Core 40 with Academic Honors diploma, students must: *Eam 2 additional Core 40 math credits. *Eam 6-8 world language credits *Eam 2 fine arts credits. *Eam a grade of a "C" or better in courses that count toward the diplom *Have a grade point average of a "B" or better. Complete <u>one</u> of the following: A. Eam 4 credits in 2 or more AP courses and take AP exams B. Eam 6 verifiable transcribed college credits in dual credit courses C. Eam the following: -A minimum of 3 verifiable transcribed college credits from the priority course list -2 credits in AP courses and corresponding AP exams, D. Eam a combined score of 1750 or higher on the SAT and a minimum score of 530 on each. E. Eam an ACT composite score of 26 + and complete written section.</p>					<p>TECHNICAL HONORS DIPLOMA REQUIREMENTS: For the Core 40 with Technical Honors diploma, students must: *Eam 6 credits in the college and career preparation courses in a state- approved College & Career Pathway and one of the following: -Pathway designated industry-based certification or credential, -Pathway dual credits from the lists of priority courses resulting in 6 transcribed college credits *Eam a grade of "C" or better in courses that 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 - E) of the Core 40 with Academic Honors B. Eam at least the following scores on WorkKeys; Reading for Information - Level 6, Applied Mathematics - Level 6, and Locating Infomation-Level 5. C. Eam the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75. D. Eam the following minimum score(s) on Compass: Algebra 66, Writing 70, Reading 80.</p>															
POSTSECONDARY	Yr 13	English Composition	Algebra	American Government Or Psychology	Dependent on chosen pathway															
	Yr 14	Dependent on chosen pathway	Statistics	Dependent on chosen pathway	Dependent on chosen pathway															
	Yr 15	Continue courses in the area of specialization.																		
	Yr 16																			
<p>Porter County Career Center Options Related to Human Services :</p> <ul style="list-style-type: none"> *Cosmetology *Culinary Science *Education and Early Childhood *Criminal Justice *Criminal Investigations 																				
<p>COLLEGE INFORMATION</p> <p>INDIANA UNIVERSITY NORTHWEST  Gary, IN</p> <table border="1"> <tr> <td>IUN is considered LESS SELECTIVE 76% of applicants are admitted.</td> <td> <p>Admissions</p> <p>IUN rated the relative importance of these factors in their admission decisions.</p> <p>Very Important</p> <p>Academic GPA</p> <p>Class Rank</p> <p>Rigor of secondary school record</p> <p>Standardized Test Scores</p> <p>Considered</p> <p>Recommendations</p> </td> <td>56% of incoming freshmen are ranked in the top half of their graduating class.</td> </tr> <tr> <td>Average First Year Financial Aid Package \$7,007</td> <td></td> <td>Average Cost per year (Tuition and Fees) \$6,626</td> </tr> <tr> <td>AVERAGE SAT SCORES Critical Reading- 445 Math- 445 Writing- 430</td> <td colspan="2">AVERAGE ACT COMPOSITE: 20</td> </tr> <tr> <td>On average, 32% of incoming freshmen had a 3.0 GPA or higher in high school.</td> <td>63% return for sophomore year.</td> <td>Total Undergraduate Students- 5,421 First-time degree-seeking freshmen- 904</td> </tr> </table> <p>www.iun.edu</p>									IUN is considered LESS SELECTIVE 76% of applicants are admitted.	<p>Admissions</p> <p>IUN rated the relative importance of these factors in their admission decisions.</p> <p>Very Important</p> <p>Academic GPA</p> <p>Class Rank</p> <p>Rigor of secondary school record</p> <p>Standardized Test Scores</p> <p>Considered</p> <p>Recommendations</p>	56% of incoming freshmen are ranked in the top half of their graduating class.	Average First Year Financial Aid Package \$7,007		Average Cost per year (Tuition and Fees) \$6,626	AVERAGE SAT SCORES Critical Reading- 445 Math- 445 Writing- 430	AVERAGE ACT COMPOSITE: 20		On average, 32% of incoming freshmen had a 3.0 GPA or higher in high school.	63% return for sophomore year.	Total Undergraduate Students- 5,421 First-time degree-seeking freshmen- 904
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HOBART HIGH SCHOOL

2013-2014



COURSE SELECTION GUIDE

1 semester = 1 credit
2 semesters = 2 credits

Graduation Requirements

Students must meet all graduation requirements to participate in ceremonies.

Total number of credits required = 42.

English/Communications: 8
English 9-11
Electives 2

Math: Electives 4

Science: 4
Freshman Science or upper level elective 2
Biology 2

Social Studies: 6
World History or Geography & History of the World 2
US History 2
Government 1
Economics 1

Health: 2

Physical Education: 2

Audit of Classes

Students may audit a class if they received a grade of "D+" or lower. An audited class will NOT count towards GPA or graduation credits. Students are allowed to audit to meet requirements for a higher level of classes.

Academic Honors Diploma

Students may qualify for an Indiana Academic Honors Diploma (AHD) if the following requirements are met:

1. Graduate with 47 credits.
2. Maintain a 3.0 (B) average.
3. Receive no grade lower than a "C" in required courses.

The Academic Honors curriculum is as follows:

English: 8 credits to include: English 1-6, Senior Comp, Novel or English Literature or AP English.

Math: 8 credits to include: Algebra I & II, Geometry, Trig & Pre-Calculus or Discrete Math or AP Calculus.

Science: 6 credits to include: Biology & two upper level science courses or Int. Chem./Phys., Biology, & one upper level science course.

Social Studies: 6 credits to include: World History or Geography & History of the World, US History or AP US History, Government, Economics.
World Languages: 6 or 8 credits. (World Languages taken in the Middle School counts toward these credits but NOT towards graduation.)
6 credits in one language OR 4 credits in two different languages.

Fine Arts: 2 credits of the student's choice.

Health: 2 credits

Physical Education: 2 credits

2 AP or 2 Dual Credits - see pg. 7

Core 40

All students are encouraged to complete the Core 40 curriculum. College bound students should complete Core 40 to be considered for admission to Indiana's four year colleges. (AHD requirements exceed those of Core 40.)

English: 8 credits to include: English 9-11, English 12, Speech, Adv. Speech or AHD courses.

Math: 6-8 credits to include: Algebra I, Geometry, Algebra II or AHD courses.

Science: 6 credits to include: same as AHD.

Social Studies: 6 credits to include: World History or Geography & History of the World, US History, Government, Economics

Health: 2 credits

Physical Education: 2 credits

Directed electives: 8 credits

Honors, Enriched, Advanced Placement (AP)

Hobart High School offers classes at an advanced level in several disciplines. Classes listed as Honors, Enriched or AP require outside preparation above that of the normal level of instruction. Students must demonstrate advanced skill or ability within the subject area. Honors & AP course grades are weighted on a

5-point scale.

*Transfer grades are based on the HHS Honors curriculum. Weighted transfer credit is only given to comparable courses available at H.H.S.

Rule 10

Qualified junior & senior students may elect to attend a post secondary institution & receive dual credit. Eligible institutions include IUN, PUC, PUNC & IVY TECH. Students are dismissed last period. See your counselor for details.

NCAA Eligibility

The NCAA Clearinghouse reviews all transcripts of students applying for athletic participation in Division I & II athletics. There are some courses that are NOT accepted by the Clearinghouse. Students should check with their counselor.

ACADEMIC COURSES/ DEPARTMENTS

Business

- 0189 - Business Foundations
- 0049 - Business Math
- 0176 - Business & Personal Law
- 0171 - Hosp. Travel & Tourism
- 0173 - Sports, & Entertainment Marketing
- 0175 - Marketing Management Seminar
- 0182 - Principles of Marketing
- 0183 - Strategic Marketing Field Experience
- Co-op for Marketing Advanced
- 0187 - Computer Apps Advanced: Web Design
- 0401 - Information Technology: Network Systems (CISCO 1)
- 0402 - Information Technology: Network Systems (CISCO 2)
- 0403 - Information Technology: Network Systems (CISCO 3)

0404 - Information Technology:
Network Systems (CISCO 4)
0188 - Information Technology:
Information Support & Services (A+)
Computer Repair
0190 - Personal Finance
4566- Entrepreneurship

0189 - Business Foundations
Grades 9-12 2 semesters
Core 40 & AHD
Business Foundations is an introductory business course that provides the framework for future business courses. This core course acquaints students with personal finance, communications, technology, management, marketing, law, economics, insurance, entrepreneurship, & business careers. The application & importance of business etiquette & ethics will be introduced. Opportunities may be provided for the student to participate in job shadowing, job mentoring, & other field experiences.

049 - Business Math
Grades 10-12 2 semesters
Core 40
This course is intended for upperclassmen *who have received credit in Pre-Alg/Alg or Alg 1 but are ineligible to enroll in other upper level math classes.* The curriculum for this class is determined by the Indiana Standards.

0176 - Business & Personal Law
Grades 11-12 1 semester
Core 40 & AHD
Recommended Pre-requisite: Business Foundations
Business & Personal Law provides an overview of the legal system. Topics covered include: Basics of the Law, Contract Law, Employment Law, Personal Law and Property Law. Both criminal and civil trial procedures are presented. Opportunities exist for mock trials, field trips, case studies, guest speakers, and Internet projects.

0171 - Hospitality, Travel & Tourism
Grades 11-12 2 semesters
Core 40 & AHD

This is a specialized marketing course offered to students to introduce the concepts used for the tourism industry. This course is based upon the Marketing Education Framework which includes business, management, & entrepreneurship; communication & interpersonal skills; economics; & professional development foundations. Authentic community industry experiences will be applied to classroom instruction in marketing-information management, pricing, product/service management, promotion, & selling. Students are encouraged to join DECA.

0173 - Sports, & Entertainment Marketing
Grades 11-12 2 semesters
Core 40 & AHD
Students are provided the opportunity to learn marketing principles in the field of Sports, Recreation, & Entertainment. Students will produce & market activities for athletic & entertainment programs. This course is based upon the Marketing Education Framework which includes business, management, & entrepreneurship; communication & interpersonal skills; economics; & professional development foundations. Emphasis is placed upon the functions of financing, marketing-information management, pricing, product/service management, promotion, & selling. Students are encouraged to join DECA.

0175 - Marketing Management Seminar
Grades 10-12 2 semesters
Core 40 & AHD
Marketing Foundations will provide a basic introduction to the scope & importance of marketing in the global economy. This course is based upon the Marketing Education Framework which includes business, management, & entrepreneurship; communication & interpersonal skills; economics; & professional development foundations. Emphasis will be placed on oral &

written communications, mathematic applications, problem solving, & critical thinking skills as they relate to distribution, financing, marketing-information management, pricing, product/service management, promotion & selling. Students are encouraged to join DECA.

0182 - Principles of Marketing
Grade 12 2 semesters
Core 40 & AHD
This course is taken concurrently with Strategic Marketing Field Experience. APPLICATION IS REQUIRED!
Marketing Advanced is a course that reinforces the foundations of marketing & applies the functions as identified by the Marketing Education Framework. The instruction should be planned & organized around the activities associated with specific objectives & career clusters. This course serves as the related instruction for Marketing Field Experiences. Students join DECA.

0183—Strategic Marketing Field Experience
Grade 12 2 semesters
Core 40 & AHD
This course provides opportunities for students concurrently enrolled in advanced marketing class to gain “real world” attitudes, skills, & knowledge. These experiences would allow students school release time for completion of Co-operative Work Experience. An opportunity to be employed in a marketing related occupation to apply attitudes, skills, & knowledge from school to work. Students participating in these structured experiences will follow class, school, state, & federal guidelines. Students will be paid in accordance to all state & federal laws pertaining to employment. Students participating in a cooperative work experience must be concurrently enrolled in the Principles of Marketing(related instruction) course. This experience will consist of at least one semester with school credit being granted.

0187 - Web Design
Grade 10-12 1 semester
Core 40 & AHD
Prerequisites: Keyboarding Skill & Computer Applications - “C” or better
This course is designed to integrate computer technology, decision-making, & problem-solving skills. The use of multimedia, hypermedia, on-line searching, layout & design techniques will be explored. Dreamweaver and Photo Shop software will be used.

0401 - Information Technology: Network Systems (Cisco 1) Networking for Home and Small Businesses (CISCO Discovery 1) Porter County Career Voc Ed Class Meets 5 days/week for 2.5 hrs/day
Grades 11 - 12 1 semester
Pre-requisite: none
The CCNA Discovery curriculum prepares students for two different Cisco Certification exams. After completing the first two courses of CCNA Discovery, Networking for Home and Small Businesses and Working at a Small-to-Medium Business or ISP, a student has the option to take the CCENT (Cisco Certified Entry Network Technician) exam. CCENT certifies the practical skills required for entry-level IT positions. In addition, this certification demonstrates a student’s aptitude and competence to work in an environment that features Cisco networking devices and software. CCENT certification is an optional first step toward earning the Cisco CCNA industry-standard certification for networking careers. After completing all four CCNA Discovery courses, students will be prepared to take the CCNA certification exam.

0402 - Information Technology: Network Systems (Cisco 2) Working at a Small-to-Medium Business or ISP (Cisco Discovery 2) Porter County Career Voc Ed Class

Meets 5 days/week for 2.5 hrs/day

Grades 11 – 12 1 semester

Pre-requisite: Cisco Discovery 1

The CCNA Discovery curriculum prepares students for two different Cisco Certification exams. After completing the first two courses of CCNA Discovery, Networking for Home and Small Businesses and Working at a Small-to-Medium Business or ISP, a student has the option to take the CCENT (Cisco Certified Entry Network Technician) exam. CCENT certifies the practical skills required for entry-level IT positions. In addition, this certification demonstrates a student's aptitude and competence to work in an environment that features Cisco networking devices and software. CCENT certification is an optional first step toward earning the Cisco CCNA industry-standard certification for networking careers. After completing all four CCNA Discovery courses, students will be prepared to take the CCNA certification exam.

0403 - Information Technology:**Network Systems (Cisco 3)****Introducing Routing and Switching in the Enterprise****(Cisco Discovery 3)****Porter County Career Voc Ed Class****Meets 5 days/week for 2.5 hrs/day**

Grades 11 - 12 1 semester

Pre-requisite: Cisco Discover 1 & 2

The CCNA Discovery curriculum prepares students for two different Cisco Certification exams. After completing the first two courses of CCNA Discovery, Networking for Home and Small Businesses and Working at a Small-to-Medium Business or ISP, a student has the option to take the CCENT (Cisco Certified Entry Network Technician) exam. CCENT certifies the practical skills required for entry-level IT positions. In addition, this certification demonstrates a student's aptitude and competence to work in an environment that features Cisco networking devices and software. CCENT certification is an optional first step toward earning the Cisco CCNA industry-standard certification for networking careers. After completing all four CCNA Discovery courses, students will be prepared to take the CCNA certification exam.

ation exam.

0404 - Information Technology:**Network Systems (Cisco 4)****Designing and Supporting Computer Networks****(Cisco Discovery 4)****Porter County Career Voc Ed Class****Meets 5 days/week for 2.5 hrs/day**

Grades 11 - 12 1 semester

Pre-requisite: Cisco Discover 1, 2, & 3

The CCNA Discovery curriculum prepares students for two different Cisco Certification exams. After completing the first two courses of CCNA Discovery, Networking for Home and Small Businesses and Working at a Small-to-Medium Business or ISP, a student has the option to take the CCENT (Cisco Certified Entry Network Technician) exam. CCENT certifies the practical skills required for entry-level IT positions. In addition, this certification demonstrates a student's aptitude and competence to work in an environment that features Cisco networking devices and software. CCENT certification is an optional first step toward earning the Cisco CCNA industry-standard certification for networking careers. After completing all four CCNA Discovery courses, students will be prepared to take the CCNA certification exam.

0188 - Information Technology:**Information Support and Services (A+) Computer Repair**

Grade 10-12 2 semesters

*Purchase of A+ tool kit required.

Pre-requisite: Computer Applications

Students will be trained in computer repair, in both hardware problems & operating system problems. The training will prepare students for A+ certification, a nationally recognized certification in the Information Technology industry.

0190 - Personal Finance (Dual Credit)

Grades 9-12 1 semester

Core 40 & AHD

Personal Finance is a business course that focuses on personal financial plan-

ning, career planning, helping to establish financial literacy knowledge. The content includes financial

planning, career planning income and asset protection, income and money management, and spending and credit management.

Students will learn the financial concepts and principles that provide a basis for avoiding financial pitfalls. This course prepares students for the roles and responsibilities of consumers, producers, entrepreneurs, and citizens.

4566-Entrepreneurship

Grades 11-12 1 Semester

Entrepreneurship is a business course designed to help students explore the benefits and risks of owning and operating a small business. Students will learn how to evaluate characteristics of an entrepreneur and concepts of organizational structures to examine the scope of a new business venture, apply principles of economic and global trade in order to evaluate market forces affecting new business ventures, integrate theories of market analysis and consumer research to recognize an entrepreneurial opportunity, synthesize market and consumer behavior information in order to generate innovative ideas for new business ventures, apply principles of business, finance, and accounting to develop a sound financial structure for new business ventures, integrate concepts of management, product, develop, and marketing to develop strategies to turn entrepreneurial opportunities into viable business, and create a business plan using business development strategies for potential implementation.

Language Arts

001/002 - English 9

029 - English 9: Enriched

005/006 - English 10

030 - English 10: Enriched

009/010 - English 11

012 - AP Language & Composition

013 - English Literature & Comp.

Advanced Placement

014/031 - English 12

016 - Expository Writing -Sr. Comp.

017 - Novels

018 - Creative Writing

019 - College Writing (PNC Dual Credit)

020 - Journalism/Newspaper

021 - Student Publications 1, 2, 3, 4

024 - Speech

025 - Adv. Speech & Communication

038 - Language Arts Lab

For Enriched/Honors English courses, students must meet the following criteria:

1. Score at 85%ile ISTEP Language
 2. Attain an "A" in regular English; "B" in Enriched.
 3. Teacher recommendation.
- Please note that preference will be given to students in the Enriched/Honors program.

001/002 - English 9

Grade 9 2 semesters

Through the integrated study of language, literature, writing, and oral communication, English 9 students further develop their use of language as a tool for learning and thinking and as a source for pleasure. Students practice identifying, analyzing, and composing with different elements, structures, and genres of written language. *Literature* instruction focuses on opportunities to:

- read and comprehend a broad variety of literature applying appropriate reading strategies to enhance reading skills and literary appreciation which includes the ability to: (1) identify and analyze the elements of story structure, (2) utilize literature and expository material related to the world of work and technical documents, (3) identify literature by genre, (4) identify the author's purpose and perspective, (5) recognize bias and propaganda, and (6) identify and analyze elements of drama; and
- develop vocabulary through (1) decoding, (2) the use of Greek and Latin roots, (3) literary terms and the use of

glossaries, (4) contextual clues, and (5) independent reading.

The *Composition* component of language arts requires students to write for various audiences and purposes while strengthening skills in paragraph and multi-paragraph writing. These include (1) having a hierarchy of ideas such as, thesis, supporting points, and specific examples; (2) the understanding of the paragraph as a formal structure, with a topic sentence; and (3) the understanding that composition (regardless of type) is an organized message from an author to a specific, identified audience.

Using technology, students receive instruction and practice in the writing process. This process includes:

(1) prewriting, including summarizing, analyzing, and evaluating research; defining a problem or question; and outlining; (2) drafting; (3) revising, which includes obtaining, evaluating, and using feedback to rewrite the substance of the document; (4) editing, which includes attending to issues of spelling, grammar, punctuation, and style using a style manual, such as that of the Modern Language Association [MLA]; and (5) publishing, which includes overall presentation, stylistic consistency, and electronic production.

Composition also provides opportunities to create multiple types of writing, including expository essays of persuasion and literary analysis, and technical writing assignments in various forms, including business letters, resumes, and laboratory reports.

Oral communication (speech) emphasizes effective listening and speaking techniques and provides opportunities for students to integrate other reading and language arts skills as they learn to express ideas verbally. Oral communication should incorporate correct grammar, usage, vocabulary, reading, and composition skills.

Student expectations emphasize both making presentations and being critical participants and listeners.

- Presentations include: (1) a well researched and coherently organized

message to a given audience, (2) using effective delivery techniques in presentations, (3) establishing rapport with the audience, and (4) using the proper mechanics of speech;

- Critical listening and participant skills include: (1) identifying and analyzing characteristics of a speaker's tone and style of presentation, (2) actively contributing to group discussions, (3) note taking, and (4) collaborating with peers to create written texts, speeches, and to make decisions.

- Integrated English— 2 semesters
- A Core 40 and AHD course with competencies defined

29 - English 9: Enriched

Grade 9 2 semesters

Teacher Recommendation

While this course has the same description as English 9, it moves at a faster pace and has a higher level of assessment than English 9. The materials and the nature of individual assignments may differ from English 9 to accommodate these higher expectations.

- Integrated English-2 semesters
- A Core 40 and AHD course with competencies defined

005/006 - ENGLISH 10

Grade 10 2 semesters

Language arts instruction, as with math and other disciplines, is cumulative.

Thus, English 10 reinforces and continues to make full use of many of the activities and skills of English 9. Beyond these, English 10 adds the following emphasis: (1) consideration of a given canon of literature, usually World Literature; and (2) increased focus on the self-conscious choice of comprehension and writing strategies. Literature instruction focuses on opportunities to:

- Respond critically, reflectively, and imaginatively to Literature including classic and contemporary works, and recognizes the relevance of this literature in today's world;
- Practice distinguishing among the different types of contents and pur-

poses language can hold, such as logic, opinion, ideology, point-of-view, and suggestion. Moreover, students practice using language for different, sophisticated purposes, including: (1) identifying and forming conclusions; (2) recognizing and using persuasive devices; (3) judging an author's purpose, perspective, and expertise; and (4) reading and interpreting public documents, instructions, and symbols; and develop vocabulary through: (1) decoding, (2) the use of Greek and Latin roots, (3) literary terms and the use of glossaries, (4) contextual clues, and (5) independent reading.

In addition, students should be responsible for taking personal time for both instructional and recreational reading. The *Composition* component of language arts provides students with opportunities to write for various audiences and purposes. Students identify and employ various elements of good writing in well organized descriptive, expository, and narrative writings. These elements include: (1) stating and supporting a point of view or opinion, (2) using transitions effectively to relate individual points and paragraphs to each other and to the main idea, (3) creating expository essays of persuasion and literary analysis, and (4) completing technical writing assignments.

Students use the basic modes of oral and written expression through the development of effective descriptive and narrative procedures, including focus and logical organization of ideas. As a part of the writing process, students (1) apply and use specialized reading skills in the content areas; (2) listen attentively and critically for different purposes and take appropriate notes; (3) interpret research by summarizing, analyzing, evaluating, and making decisions individually as well as in groups; (4) utilize rating scales and checklists for personal assessment; and (5) use a variety of technological tools in the learning process.

The formal study of grammar, usage, spelling, and language mechanics is integrated into the study of writing. Using technology, students receive instruction and practice in the writing process includ-

ing prewriting, drafting, revising, editing, and publishing.

Students are encouraged to use one of the manuals of style such as Modern Language Association [MLA].

Oral Communication (speech) provides students with opportunities to develop greater facility with choosing and employing different elements of effective oral communication. Student expectations include: (1) using effective delivery techniques; (2) communicating responsibly, critically, and confidently on specialized topics when speaking in public; (3) creating and using technological devices in oral presentations; (4) using transitional devices effectively and using the proper style of delivery; (5) using proper social etiquette; and (6) demonstrating the various types of speeches and developing an effective personal delivery style.

- Integrated English—two semesters
- A Core 40 and AHD course with competencies defined

030 - English 10: Enriched

Grade 10 2 semesters

Prerequisites: Grade in Enriched English 9 = 85% or higher and teach recommendation.

While this course has the same description as English 10, it moves at a faster pace and has a higher level of assessment than English 10. The materials and the nature of individual assignments may differ from English 10 to accommodate these higher expectations.

- Integrated English—two semesters
- A Core 40 and AHD course with competencies defined

009/010 - English 11

Grade 11 2 semesters

Through the integrated study of language, literature, composition, and oral communication, English 11 students further develop their use of language as a tool for learning and thinking and as a source of pleasure. In English 11, students move from predominantly analyzing and using the elements of written language to making judgments based on those analyses. English 11 also incorporates a survey of American Literature from different peri-

ods. Literature instruction focuses on opportunities to:

- Develop criteria for judging and analyzing literary works, speeches, essays, and poetry;
- Select appropriate reading skills and strategies to: (1) distinguish elements in literature that make it a reflection of the social, economic, political thinking, or condition of the times; (2) analyze literature as it reflects divergent points of view; and (3) identify how contemporary writing reflects past tradition and movements;
- Respond critically, reflectively, and imaginatively to American Literature, including major authors from the Puritan Era, Age of Reason, the Romantic Period, the Civil War Era, the Twenties, Modern Black Literature, the Forties, the Fifties, and Modern Drama, and recognize the relevance of this literature in today's world; and

- Develop vocabulary through: (1) decoding, (2) the use of Greek and Latin roots, (3) literary terms and the use of glossaries, (4) contextual clues, (5) recognizing analogies, and (6) independent reading. The *Composition* component of language arts provides students with opportunities to produce a variety of forms including persuasive writing, synthesis and analysis of information from a variety of sources, completing complex forms, describing procedures, giving directions, and using graphic forms to support a thesis. Thus, composition in Grade 11 continues to refine students' abilities to articulate sophisticated ideas in an organized manner. Increased sensitivity to context-audiences, purposes, and other environmental considerations-helps students better communicate their thoughts. In addition, students develop greater facility with the back-and-forth movement between analysis and synthesis. That is, students analyze sources with increasing attention to detail while they synthesize or compose written texts, using these analyses in accordance with a given purpose such as persuasion, exposition, descriptions, and so forth. The formal study of grammar, usage, spelling, and language mechanics is inte-

grated into the study of writing. Using technology, students receive instruction and practice in the writing process including prewriting, drafting, revising, editing, and publishing. Students are encouraged to use one of the manuals of style such as Modern Language Association [MLA]. *Oral Communication* (speech) continues to emphasize effective listening and speaking techniques. This includes providing opportunities for students to integrate other reading and language arts skills as they incorporate correct, grammar, usage, vocabulary, reading, and composition skills while learning to express ideas verbally. Grade 11 increasingly calls attention to the contexts in which oral communication takes place.

- Integrated English-2 semesters
- A Core 40 and AHD course with competencies defined

012 - AP Language & Composition

Grade 12 2 semesters

Prerequisite: B or higher in English 11 Honors or A in English 11 and teacher recommendation

This course follows College Board Entrance Examination guidelines for Advanced Placement English, and is also eligible for dual credit with PNC(ENGL 101 and 102). Students will receive the grade weight/honors designation for this class, and will be able to take the AP exam in May. The purpose of the AP English Language and Composition course is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. As well as engaging in varied writing tasks, students become acquainted with a wide variety of prose styles from many disciplines and historical periods, and gain understanding of the connections between writing and interpretive skill in reading.

- A Core 40 and AHD course

013 - English Literature & Comp.

Adv. Placement

Grade 11 2 semesters

Prerequisite: B or higher in Enriched Eng-

lish 10 or A in English 10 and teacher recommendation.

English Literature and Composition, Advanced Placement is a course which follows College Board Entrance Examination guidelines for advanced placement English. Students will be expected to read challenging texts by Shakespeare, Hawthorne, and Dickens, at home as well as in the classroom. Writing assignments will be frequent, including weekly in-class essays and periodic papers. Students will be expected to participate in class discussions and make presentations. Students should make use of technological resources both in researching and in producing their papers. All students take the AP Exam in May.

- A Core 40 and AHD course

014/031 - English 12

Grade 12 2 semesters

Grade 12 continues to refine students' ability and desire to learn and communicate about language and literature. In Grade 12 students practice explaining and defending their readings to others. In addition, the emphasis on different cultural contexts is intensified in a focus on world literature. To negotiate these texts, students learn to identify and communicate about the broad themes, trends, and cultural issues present in world literature. Literature instruction focuses on opportunities to:

- Apply appropriate reading skills and strategies to make and defend judgments about written quality and content of literary works, written and technologically generated material, literary genres, conventions, and story structure;
- Respond critically, reflectively, and imaginatively to the literature of outstanding world writers; become acquainted with cultures of other countries; study themes that relate to mankind and outstanding world writers; and analyze literature as it reflects a divergent point of view in all literary periods; and
- Develop vocabulary through: (1) decoding, (2) the use of Greek and Latin roots, (3) literary terms and the use

of glossaries, (4) contextual clues, (5) recognizing analogies, and (6) independent reading.

The *Composition* component of English 12 continues to provide students with opportunities to hone their writing. Writing at this stage has: (1) a clearly identified audience, (2) a well articulated purpose and thesis, and (3) a structured body that fulfills its stated purpose and supports its thesis in a way accessible to its audience. Writing at this stage is also well informed by careful research and intelligent analysis.

Using technology, students are able to produce polished final documents. Polished writing requires following through with all phases of the writing process (prewriting, drafting, revising, editing, and publishing). All writing should meet the four criteria outlined above and have been through all stages of the process just described, including persuasive writing, synthesis and analysis of information from a variety of sources, and reflective essays. Students are also able to complete complex forms, describe procedures, give directions, and use graphic forms to support a thesis. The formal study of grammar, usage, spelling, and language mechanics is integrated into the study of writing. Students are encouraged to use one of the manuals of style such as Modern Language Association [MLA]. *Oral Communication* (speech) continues to emphasize the organization of ideas, awareness of audience, and sensitivity to context in carefully researched and well organized speeches. Student expectations include: (1) presenting facts and arguments effectively; (2) analyzing speeches in terms of socio-cultural values, attitudes, and assumptions; (3) recognizing when another does not understand the message being delivered; (4) utilizing methods of proof; (5) utilizing elementary logic such as deductive, inductive, causal, and analogical forms of reasoning; and (6) expressing and defending, with evidence, one's thesis.

- Recommended for non-college bound students
- Integrated English—2 semesters

- A Core 40 and AHD course with competencies defined

016 - Expository Writing Senior Comp.
Grade 12 1 semester

Prerequisite: English 11 grade must be C or better, college-bound students Expository Writing is instruction and practice in a variety of types of informative writing intended for different audiences. Expository Writing includes: (1) essays, (2) analysis, (3) reports, (4) research projects, and (5) consumer and business letters. This course uses strategies for: (1) audience analysis; (2) prewriting, including defining a problem; (3) drafting; (4) peer sharing; (5) revising for content; (6) editing for style, punctuation, grammar, spelling, and other mechanics; and (7) the publishing of a final draft. Research skills, including collecting and transforming data from both primary and secondary sources for use in writing, are taught. Related reading skills are addressed through the study of a variety of fiction and nonfiction writings. Editing and proofreading skills are developed so that students become peer and self-editors, who are capable of preparing final drafts that follow accepted conventions of language, style, mechanics, and format. Extensive peer discussion is also emphasized, for which students receive specific training in providing constructive, substantive feedback, while role-playing as likely readers of each work. It is recommended that word processing be used to support the writing instruction in this course.

- Recommended for college bound students
- A Core 40 and AHD course
- A one credit course

017 - Novels
Grade 12 1 semester

Prerequisite: Completion of Eng. 11 The Novels course, like all courses on a literary genre, focuses on the relationships between the form and meanings in the genre. Novels are contrasted with other literary genres, in particular other narrative genres, such as the short story, epic, romance, and biography. Students

also explore the distinct features of the novel, for example: (1) that it is narrative and fictional, and (2) that it has setting, conflict, climax, and resolution. Issues of audience, purpose, and historical development are also considered. The course may be organized by historical periods, themes, or authors. Although novels have flourished on and off since 100 B.C. in the West, the genre experienced a precipitous rise to preeminence in the 18th century that continues to this day. Emphasis may be placed on a given period, such as Victorian novels, early twentieth-century works (modern period), or more recent works (contemporary period). Opportunities to write about and discuss the novel is an element of the course.

- Recommended for college bound students
- A Core 40 and AHD course

018 - Creative Writing
Grades 10-12 1 semester
Teacher Recommendation

Creative Writing provides students with ample opportunities to combine literary creativity with the discipline of written discourse. The concept of the manipulation of language to convey ideas, feelings, moods and visual images should be the basis of the course. Students become familiar with standard literary elements through the reading and study of published prose and poetry and are taught to use those elements in their own writing. Additionally, students learn strategies for evaluating and responding to their own writing and the writing of others in a peer sharing component. In this peer sharing component, students receive specific training in providing constructive, substantive feedback, while role playing as likely readers of each creative work. Representative models of literary excellence may also be studied.

- A Core 40 and AHD course

019 - College Writing (PNC ENGL 101 & 102 Dual Credits) (Senior Comp. and Novel Dual Credit)
Grade 12 2 semesters

Prerequisite: Student must meet PNC's requirements: GPA of 3.0 or higher, and should have earned A's in English 11 and B's in English 11 Honors.

English 101 is the first semester of the first-year composition sequence. This course is intended to help you write clear and more effective prose for your work in college and beyond. This class includes the study of the writing process; matters of grammar, structure, and style; and entails extensive practice in the writing and revising of expository essays-with the general purpose of developing academic prose and knowledge. Semester 2 focuses on critical reading and thinking, argumentation, and research. The primary goal of this class is to exercise your abilities to engage the communities you inhabit through writing. To engage with those academic, professional, and civic communities effectively, writing is essential: writing informs, shapes and guides perception of ourselves and our world. This semester you will devote most of your time inventing, researching, drafting, and revising an extended argument. The process involved will challenge you to hone your skills in analyzing and addressing a variety of audiences, purposes, and media.

020 - Journalism/Newspaper
Grades 10-12 2 semesters

Journalism is a study of the art of journalism and the profession of journalists. This course includes the process involved in: (1) reporting and writing news stories, (2) the legal and social responsibilities involved in newspaper publications, and (3) the ethics of accurate and fair reporting. This course includes extensive reading of models of excellent journalistic techniques and evaluates and analyzes journalistic writing through discussions and critiques.

- This course is not a student publications course.

021 - Newspaper-Student Publications
Grades 10-12
Prerequisite-Journalism and teacher approval

Newspaper is a laboratory class that offers practical training in publishing the school newspaper, the Ho-Hi Life. Students will take what they learned in the journalism course to interview, gather and analyze information, plan, publish and market the school newspaper. Students will learn and apply desktop publishing skills, writing, editing, page design, advertising, photojournalism, leadership skills, ethics, teamwork, and communication skills while putting together an accurate actual product.

This is a two-semester course, but it can be taken for one semester with advisor approval. This course can be taken for more than one school year for elective credit.

022 - Yearbook - Student Publications
Grades 10-12 2 semesters
Prerequisite-Journalism and teacher approval

Yearbook is a laboratory class that offers practical training in publishing the school yearbook, Memories. Students will take what they learned in the journalism course to plan, publish, and market the school yearbook. Students will learn and apply desktop publishing skills, writing, editing, design, leadership skills, ethics, photojournalism, teamwork, and communication skills while putting together an accurate actual product.

This is a two-semester course, but it can be taken for one semester with advisor approval, but it must be the second semester of the school year. This course can be taken for more than one school year for elective credit.

024 - Speech
Grades 10-12 1 semester

Speech provides the study of and practice in the basic principles and techniques of effective oral communication. This course includes instruction in adapting speech to different audiences and purposes. Students have opportunities to make different types of oral presentations including: (1) viewpoint, (2) instructional, (3) demonstration, (4) informative, (5) persuasive, and (6) impromptu. Students are given oppor-

tunities to express subject matter knowledge and content through creative, analytical, and expository writing, as well as reading a variety of literary genre related to course content and speaking assignments. This course emphasizes research using technology and careful organization and preparation. Students also practice and develop critical listening skills.

- A Core 40 and AHD course

025 - Advanced Speech and Communication

Grades 10-12 1 semester

Pre-requisite: Completion of Speech Advanced Speech and Communication continues with the skills learned in Speech. Major emphasis is given to the producing of formal speeches.

The course focuses on leadership development, listening skills, research methods, and oral debate. Oral interpretation and parliamentary procedure are covered if time permits.

Students are given opportunities to express the subject matter knowledge and content through various writing experiences as well as reading a variety of literary genre related to course content and speaking experiences. Special attention is given to the creating of a complete outline and support, using two or more sources, as well as individual presentation skills. Students concentrate on producing speeches that: (1) inform; (2) motivate; (3) entertain; and (4) persuade through the use of impromptu, extemporaneous, memorized, and manuscript delivery. Students develop skills in: (1) listening, (2) oral interpretation, (3) parliamentary procedures, (4) research methods, and (5) oral debate.

- A Core 40 and AHD course

038 - Language Arts Lab 1 semester

Language Arts Lab is a remediation course designed to give students, who have not yet developed proficiency, skill in the application of the language arts content standards (essential skills).

Students gain reading, writing, speaking, and listening skills necessary to perform successfully both in the school and the community. Using an integrated approach to teach the Indiana language arts content standards, the program instills a lifelong interest in, as well as an appreciation for, reading and writing. Individualized instruction dominates the teaching strategies employed in a student-centered classroom that focuses on reading and writing in both content and general areas.

- This course does not meet English credit requirements for graduation.
- A one or two credit course

FINE ARTS DEPARTMENT ART/MUSIC/THEATRE

ART

0123A - Introduction to Two Dimensional Art (L)

0124-AP Studio Art

0123 B- Introduction to Three Dimensional Art (L)

0121A - Drawing (L)

0121B - Painting (L)

0122A - Ceramics I (L)

0122B - Ceramics II (L)

0204A/B - Fine Arts Connections:

Honors High Ability (GT)

0204A/B/C/D - Fine Arts Connections:

High Ability Independent Study (GT)

0123 A - Introduction to Two Dimensional Art (L)

Grades 9-10 1 semester

Introduction to Two Dimensional Art is to be taken in conjunction with Introduction to Three Dimensional Art. There is an extra student fee for this class.

Students taking Introduction to Two-Dimensional Art engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. In the area of:

- art history, students search for meaning, significance, and direction in two-dimensional works of art and artifacts through in-depth historical study and analysis of artwork from a variety of cultures and time periods;

- art criticism, students search for meaning, significance, and direction in two-dimensional works of art by: (1) critically examining current works and artistic trends, (2) exploring the role of the art critic in society, and (3) exploring art criticism as a method of identifying strengths and limitations in student artwork;

- aesthetics, students search for meaning, significance, and direction in two-dimensional works of art and artifacts by: (1) attempting to respond to their personal questions about the nature of art, (2) reflecting on their own changing definitions of art, and (3) assessing their ideas and definitions in relation to the art community in general; and

- production, students search for meaning, significance, and direction in their own work by producing works of art in a variety of two-dimensional media. At this level, students produce works for their portfolios that demonstrate a sincere desire to explore a variety of ideas and problems.

Additionally, students: (1) create works of art, (2) reflect upon the outcomes of those experiences, (3) explore historical connections, (4) write about the process, (5) make presentations about their progress at regular intervals, (6) work individually and in groups, (7) find direct correlation to other disciplines, and (8) explore career options in visual art. Students also identify ways to utilize and support art museums, galleries, studios, and community resources.

- A Core 40 and AHD course

0124 - AP Studio Art

Grades 11-12 2 Semesters

Teacher signature is required. Portfolio is submitted to Art teacher for acceptance into this class before class scheduling. Students interested in the AP Studio Art class are highly encouraged to take the Intro, Painting and Drawing classes before taking AP Studio Art.

This class is intended to address two-dimensional (2-D) design issues. Design involves purposeful decision making about how to use the elements and princi-

ples of art in an integrative way. The principles of design articulate through the visual elements help guide artists in making decisions about how to organize the elements on a picture plane in order to communicate content. For this class, students are asked to demonstrate proficiency in 2-D design through any two-dimensional medium or process, including, but not limited to, graphic design, digital imaging, photography, collage, fabric design, weaving, illustration, painting, and printmaking. Any work that makes use of (appropriates) other artist's works (including photographs) and/or published images must show substantial and significant development beyond duplication.

There is a project fee and AP exam Fee for this class.

- Fulfills requirements for 2 Fine Arts credits for the Core 40 with Academic Honors diploma.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

0123B - Introduction to Three Dimensional Art (L)

Grades 9-10 1 semester

Introduction to Three Dimensional Art is to be taken in conjunction with Introduction to Two Dimensional Art. There is an extra student fee for this class.

Students taking Introduction to Three-Dimensional Art engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. In the area of:

- art history, students search for meaning, significance, and direction in three-dimensional works of art and artifacts through an in-depth historical study and analysis of artwork from a variety of cultures and time periods;
- art criticism, students search for meaning, significance, and direction in three-dimensional works of art by: (1) critically examining current works and artistic trends, (2) exploring the role of the art

critic in society, and (3) exploring art criticism as a method of identifying strengths and limitations in student artwork;

- aesthetics, students search for meaning, significance, and direction in three-dimensional works of art and artifacts by: (1) attempting to respond to their personal questions about the nature of art, (2) reflecting on their own changing definitions of art, and (3) assessing their ideas and definitions in relation to the art community in general; and
- production, students search for meaning, significance, and direction in their own work by producing works of art in a variety of three-dimensional media. Students at this level produce works for their portfolios that demonstrate a sincere desire to explore a variety of ideas and problems.

Within this context students: (1) create works of art, (2) reflect upon the outcomes of those experiences, (3) explore historical connections, (4) write about the process, (5) make presentations about their progress at regular intervals, (6) work individually and in groups, (7) find a direct correlation to other disciplines, and (8) explore career options in visual art. Students also utilize art museums, galleries, studios, and/or community resources in their studies.

- A Core 40 and AHD course
Project fee for class

0121A - Drawing (L)

Grades 11-12 1 semester

Drawing is to be taken in conjunction with Painting. This is NOT an introductory class. Students should have a basic knowledge of art and art methods. Introduction to Two/Three Dimensional Art classes are strongly recommended for this class. There is an extra student fee for this class.

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. In the area of:

- art history, students search for meaning, significance, and direction in their work through an in-depth analysis

of historical and contemporary drawings from a variety of cultural groups identifying relationships between context, form, and function;

- art criticism, students search for meaning, significance, and direction in their work by critically examining the relationships between context, form, function, and meaning in their own work and in historical and contemporary drawings;

• aesthetics, students search for meaning, significance, and direction in their work by: (1) formulating evaluations of historic and contemporary drawings, (2) responding to personal questions about the nature of art, (3) reflecting on their changing definitions of art, and (4) assessing their ideas in relation to the art community; and

- production, students search for meaning, significance, and direction in their work by choosing and evaluating subject matter, symbols, and ideas that communicate intended meaning in their artwork. In addition, students: (1) use organizational principles and functions to solve specific visual problems, (2) apply media, techniques, and processes with sufficient skill to communicate intended meaning, and (3) use a variety of media such as pencil, chalk, pastels, charcoal, and pen and ink. Students at this level produce works for their portfolios which demonstrate a sincere desire to explore a variety of ideas and problems. Students create drawings utilizing processes such as sketching, rendering, contour, gesture, and perspective drawing. 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 drawing. Art museums, galleries, studios and community resources are utilized.

- A Core 40 and AHD course
- The nature of this course allows for successive semesters of instruction

at an advanced level provided that defined proficiencies and content standards are utilized.

- Project fee for class

0121B - Painting (L)

Grades 11-12 1 semester

Painting is to be taken in conjunction with Drawing. This is NOT an introductory class. Students should have a basic knowledge of art and art methods. Introduction to Two/Three Dimensional Art classes are strongly recommended for this class. There is an extra student fee for this class.

Students taking the class in painting engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production that lead to the creation of portfolio quality works. In the area of:

- art history, students search for meaning, significance, and direction in their work through an in-depth analysis of historical and contemporary paintings from a variety of cultural groups, identifying relationships between context, form, and function;

• art criticism, students search for meaning, significance, and direction in their work by critically examining the relationships between context, form, function, and meaning in their own work and in historical and contemporary paintings;

• aesthetics, students search for meaning, significance, and direction in their work by formulating evaluations of historic and contemporary paintings, responding to personal questions about the nature of art, reflecting on their changing definitions of art, and assessing their ideas in relation to the art community; and

- production, students search for meaning, significance, and direction in their work by choosing and evaluating subject matter, symbols, and ideas that communicate intended meaning in their artwork. In addition students: (1) use organizational principles and functions to solve specific visual problems, (2) apply media, techniques, and processes with sufficient skill to communicate intended meaning, and

(3) use a variety of materials such as mixed media, watercolor, oil, and acrylics as well as techniques such as stippling, gouache, wash, and impasto. Students at this level produce works for their portfolios which demonstrate a sincere desire to explore a variety of ideas and problems. Within this context, students:

(1) create abstract and realistic paintings, (2) reflect upon the outcome of these experiences, (3) explore historical connections, (4) write about the process, (5) make presentations about their progress at regular intervals, (6) work individually and in groups, (7) find direct correlations to other disciplines, and (8) explore career options related to painting. Art museums, galleries, studios and/or community resources are utilized.

- A Core 40 and AHD course
- The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Project fee for class

0122A - Ceramics I (L)

Grades 11-12 1 semester

Ceramics I is taken in conjunction with Ceramics II.

There is an extra student fee for this class. Students in ceramics engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. In the area of:

- art history, students search for meaning, significance, and direction in their work through an in-depth analysis of historical and contemporary ceramics from a variety of cultural groups identifying relationships between context, form, and function;
- art criticism, students search for meaning, significance and direction in their work by critically examining the relationships between context, form, function, and meaning in their own work and in historical and contemporary ceramic works;
- aesthetics, students search for meaning, significance, and direction in their

work by: (1) formulating evaluations of historic and contemporary ceramic works, (2) responding to personal questions about the nature of art, (3) reflecting on their changing definitions of art, and (4) assessing their ideas in relation to the art community; and

- production, students search for meaning, significance and direction in their work by choosing and evaluating subject matter, symbols, and ideas that communicate intended meaning in their artwork. They also use organizational principles and functions to solve specific visual problems, and they apply media, techniques, and processes with sufficient skill to communicate intended meaning. Students create works of art in clay utilizing the processes of hand building, molds, wheel throwing, slip and glaze techniques, and the firing processes. 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 direct correlations to other disciplines, and (7) explore career options related to ceramics. Art museums, galleries, studios, and community resources are utilized.

- A Core 40 and AHD course
- The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.

0122B - Ceramics II (L)

Grades 11-12 1 semester

Ceramics II is taken in conjunction with Ceramics I. Students in Ceramics II will have successfully completed Ceramics I. There is an extra student fee for this class.

Students in ceramics engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students in Ceramics II will progress further into the creation of projects through more

advanced building methods. In the area of:

- art history, students search for meaning, significance, and direction in their work through an in-depth analysis of historical and contemporary ceramics from a variety of cultural groups identifying relationships between context, form, and function;

- art criticism, students search for meaning, significance and direction in their work by critically examining the relationships between context, form, function, and meaning in their own work and in historical and contemporary ceramic works;

- aesthetics, students search for meaning, significance, and direction in their work by: (1) formulating evaluations of historic and contemporary ceramic works, (2) responding to personal questions about the nature of art, (3) reflecting on their changing definitions of art, and (4) assessing their ideas in relation to the art community; and

- production, students search for meaning, significance and direction in their work by choosing and evaluating subject matter, symbols, and ideas that communicate intended meaning in their artwork. They also use organizational principles and functions to solve specific visual problems, and they apply media, techniques, and processes with sufficient skill to communicate intended meaning. Students create works of art in clay utilizing the processes of hand building, molds, wheel throwing, slip and glaze techniques, and the firing processes. 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 direct correlations to other disciplines, and (7) explore career options related to ceramics.

Art museums, galleries, studios, and community resources are utilized.

- A Core 40 and AHD course
- The nature of this course allows for

successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.

Project fee for class

0204A/B - Fine Arts Connections:

Honors High Ability (GT)

Grades 10-12 2 semesters

Teacher Recommendation

A grade of "B" or higher in previous art classes is required. There is an extra student fee for this class. This class may be taken multiple terms and/or years. Students need to be interested in the arts and be self motivated. A portfolio of no less than 10 quality works should be turned into the teacher for review when requested.

In this course, students make connections between the experiences in the fine arts disciplines and those that encompass them in the area of Fine Arts Connections. Students have the opportunity to engage in related learning experiences that encompass art history, art criticism, aesthetics, and production across the disciplines of fine arts, including visual art, music, theater, and dance.

In the area of:

- art history, students search for meaning, significance, and direction in their work through an in-depth analysis of the cultural, social, political, and historical context of the arts at a given time, identifying relationships between context, form, and function;

- art criticism, students search for meaning, significance, and direction in their work by critically examining the relationships between context, form, function, and meaning in the various art disciplines of dance, music, art, and theater;

- aesthetics, students search for meaning, significance, and direction in their work by: (1) formulating evaluations of works in the various arts disciplines, (2) responding to personal questions about the nature of art, (3) reflecting on their changing definitions of art, and (4) assessing their ideas in relation to the arts community; and

- production, students search for

meaning, significance, and direction in their work by choosing and evaluating subject matter, symbols, and ideas that communicate intended meaning in their artwork.

Students also use organizational principles and functions to solve specific visual problems as well as apply media, techniques, and processes with sufficient skill to communicate intended meaning.

Further, students work toward a culminating integrated arts experience, and they: (1) create related arts works; (2) reflect upon the outcome of these experiences; (3) research cultural, social, political, and historical connections across the arts disciplines in a specific time; (4) write about the process; (5) make presentations about their research at regular intervals, (6) work individually and in groups; (7) find direct correlations to other disciplines; and (8) explore career options related to the arts in general. Art museums, galleries, performance halls, theaters, studios, and community resources are utilized.

- A Core 40 and AHD course
- The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- A one credit course each quarter
- FAC: High Ability (GT) Art is taken 2 consecutive quarters to fill the semester period.
- Project fee for class

0204 A/B/C/D

Fine Arts Connections:

High Ability Independent Study (GT)

Grades 10-12 1 semester

Teacher Recommendation

Student must be accepted into The Fine Arts Connection (GT) class before they may take Ins. Study.

A grade of "B" or higher in previous art classes is required.

This is not a set class by itself, students are placed into the art room during other classes and must be able to work independently.

There is an extra student fee for this class.

This class may be taken multiple terms and/or years .

In this course, students make connections between the experiences in the fine arts disciplines and those that encompass them in the area of Fine Arts Connections. Students have the opportunity to engage in related learning experiences that encompass art history, art criticism, aesthetics, and production across the disciplines of fine arts, including visual art, music, theater, and dance.

Students need to be interested in the arts and be self motivated. A portfolio of no less than 10 quality works should be turned into the teacher for review when requested. In the area of:

- art history, students search for meaning, significance, and direction in their work through an in-depth analysis of the cultural, social, political, and historical context of the arts at a given time, identifying relationships between context, form, and function;
- art criticism, students search for meaning, significance, and direction in their work by critically examining the relationships between context, form, function, and meaning in the various art disciplines of dance, music, art, and theater;
 - aesthetics, students search for meaning, significance, and direction in their work by: formulating evaluations of works in the various arts disciplines, (2) responding to personal questions about the nature of art, (3) reflecting on their changing definitions of art, and (4) assessing their ideas in relation to the arts community; and
 - production, students search for meaning, significance, and direction in their work by choosing and evaluating subject matter, symbols, and ideas that communicate intended meaning in their artwork. Students also use organizational principles and functions to solve specific visual problems as well as apply media, techniques, and processes with sufficient skill to communicate intended meaning. Further, students work toward a culminating integrated arts experience, and they:

(1) create related arts works; (2) reflect upon the outcome of these experiences; (3) research cultural, social, political, and historical connections across the arts disciplines in a specific time; (4) write about the process; (5) make presentations about their research at regular intervals, (6) work individually and in groups; (7) find direct correlations to other disciplines; and (8) explore career options related to the arts in general. Art museums, galleries, performance halls, theaters, studios, and community resources are utilized.

- A Core 40 and AHD course
- The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- A one credit course each quarter
- FAC: High Ability (GT) Art may be taken in multiple terms and multiple years.
- FAC: This is not a weighted class
Project fee for class

MUSIC

0159 - Jazz Ensemble (L)
0160 - Instrumental Ensemble (L)
Beginning Guitar
0161- Intermediate Guitar
0166 - Music Theory & Composition (L)
0167 - Music History & Appreciation (L)
0164 - Advanced Concert Band (L)
0168 - Intermediate Concert Band (L)
0169 - Applied Music (L)
0162 - Intermediate Chorus (L)
0165 - Advanced Chorus (L)

Marching Band, Basketball Band, Jazz Band, Pit Orchestra and ISSMA Solo & Ensemble are co-curricular activities and are an extension of the concert band curriculum. Enrollment in a concert band class (intermediate or advanced) is required to participate in these activities with the following exceptions. 1. Jazz Band may need the following instruments that are not common in the concert band class: bass guitar, guitar, piano, or drumset. 2. Marching Band may need flags, piano, bass guitar, or guitar which are not

in the common instrumentation in the concert band class. 3. Pit Orchestra may need bass guitar, guitar, piano, drumset or strings that are not in the common instrumentation of the concert band class.

0159 - Jazz Ensemble (L)

Grades 9-12 1 semester
Prerequisite: Audition and Teacher Recommendation

Students taking this course develop musicianship and specific performance skills through group and individual settings for the study and performance of the varied styles of instrumental jazz. The instruction includes the study of the history, formative, and stylistic elements of jazz. Students develop their creative skills through:

(1) improvisation, (2) composition, (3) arranging, (4) performing, (5) listening, and (6) analyzing.

Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas.

Students are provided with opportunities to experience live performances by professionals during and outside of the school day. A limited amount of time outside of the school day may be scheduled for dress rehearsals and performances. In addition, a limited number of public performances may serve as a culmination of daily rehearsal and music goals. Students must participate in performance opportunities, outside of the school day, that support and extend the learning in the classroom. Student participants must also be receiving instruction in another band or orchestra class offering, at the discretion of the director.

- A Core 40 and AHD course
- This course may be taken for successive semesters.
- A one credit course

0160 - Instrumental Ensemble (L) Beginning Guitar

Grades 10-12 1 semester
Introduction to acoustic and classical guitar techniques employed in contemporary

guitar finger style and chordal structured music playing, including basic music theory and note reading. No previous experience required. Acoustic guitars are provided. There is an additional fee for this course.

- A Core 40 and AHD course

0161 - Intermediate Guitar

Grades 10-12 1 semester
Prerequisites: Intro to Guitar or audition
Student fee is \$25 and includes the cost of workbook and strings. Expanding on acoustic and classical guitar techniques employed in contemporary guitar playing with emphasis on finger style playing, note reading, and guitar music theory.

0166 - Music Theory & Composition (L)

Grades 9-12 1 semester
Requisite: Participation in Band, Choir or Guitar Class with Teacher Recommendation

Students taking this course develop skills in the analysis of music and theoretical concepts. Students: (1) develop ear training and dictation skills, (2) compose works that illustrate mastered concepts, (3) understand choral and harmonic structures and analysis, (4) understand modes and scales, (5) study a wide variety of musical styles, (6) study traditional and nontraditional music notation and sound sources as tools for musical composition, and (7) receive detailed instruction in other basic elements of music.

Students have the opportunity to experience live performances, by professionals, during and outside of the school day.

- A Core 40 and AHD course

0167 - Music History & Appreciation (L)

Grades 9-12 1 semester
Students taking this course receive instruction designed to explore music and major musical style periods through understanding music in relation to both Western and Non-Western history and culture. Activities include but are not limited to: (1) listening to, analyzing, and describing music; (2) evaluating music and music performances; and (3) under-

standing relationships between music and the other arts, as well as disciplines outside of the arts.

- A Core 40 and AHD course

0164 - Advanced Concert Band (L)

Grades 9-12 2 semesters

Pre-requisite: Audition and Band Director recommendation. Private Lessons are strongly encouraged.

Requisite: Band is a year round course, students must be enrolled in both fall and spring semesters.

Band is a co-curricular class with required rehearsals and performances that are outside of the school day.

This group will serve as the top concert band at HHS. This group studies the highest concert band literature available. This group will be limited to approximately 35-50 members. Mastery of advanced wind band technique must be evident. This group studies music that is at the level of the Indiana Group I list of music. Some evening rehearsals may be added as concerts or contests approach. There may be sectionals added during the week if needed. This group will perform 4-8 times in the semester.

The band director has the authority to assign students to instruments. It is preferred that the student should continue the instrument that they have the most experience with. Students may be asked to switch instruments if a change may help the instrumentation of the band.

Enrolled students may volunteer and/or audition for Marching Band, Jazz Band, Pit Orchestra and ISSMA Solo & Ensemble.

- A Core 40 and AHD course

0168 - Intermediate Concert Band (L)

Grades 9-12 2 semesters

Pre-requisite: Audition and Band Director recommendation. Auditions may be waived for students completing two to three consecutive years of Hobart Middle School Band.

Requisite: Band is a year round course, students must be enrolled in both fall and spring semesters.

Band is a co-curricular class with required rehearsals and performances that are outside of the school day. This group will serve as the secondary concert band at HHS. This group studies music that is at

the level of the ensemble or the Indiana Group III + II lists of music. This group will be expected to perform with expression and technical accuracy, a large and varied repertoire of wind band literature that is developmentally appropriate.

Some evening rehearsals may be added as concerts or contests approach. There may be sectionals added during the week if needed. This group will perform 4-8 times in the semester.

The band director has the authority to assign students to instruments. It is preferred that the student should continue the instrument that they have the most experience with. Students may be asked to switch instruments if a change may help the instrumentation of the band. Enrolled students may volunteer and/or audition for Marching Band, Jazz Band, Pit Orchestra and ISSMA Solo & Ensemble.

- A Core 40 and AHD course

0169 - Applied Music (L)

Grades 10 – 12 1 semester

Prerequisite: Audition and Band Director Recommendation

Applied Music offers high school students the opportunity to receive small group or private instruction designed to develop performance skills. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. A variety of music methods and repertoire is utilized to refine students' abilities in listening, analyzing, interpreting, and performing.

- A Core 40 and AHD course
- This course may be taken for successive semesters.

0162 - Intermediate Chorus (L)

Grades 9-12 1-2 semesters

Teacher Recommendation Following audition and/or interview with Director

***AFTER SCHOOL PRACTICE & PERFORMANCES REQUIRED!**

Intermediate Chorus provides students with opportunities to develop musicianship and specific performance skills through ensemble and solo singing. The chorus may be composed of: (1) male

chorus, (2) female chorus, (3) mixed chorus, or any combination thereof.

Activities create the development of quality repertoire in the diverse styles of choral literature which is appropriate in difficulty and range for the students. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Chorus classes provide instruction in creating, performing, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Students also have the opportunity to experience live performances by professionals during and outside of the school day. A limited amount of time, outside of the school day, may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and music goals. Students must participate in performance opportunities, outside of the school day, that support and extend the learning in the classroom.

Choral repertoire should be developmentally appropriate. Additional emphasis is placed on sight-reading, critical listening skills, and vocal technique.

- Pre-requisite: Beginning Chorus
- A Core 40 and AHD course
- This course may be taken for successive semesters.
- A one credit course

0165 - Advanced Chorus (L)

Grades 9-12 1-2 semesters

Teacher Recommendation Following audition and/or interview with Director

MANDATORY AFTER SCHOOL PRACTICE & PERFORMANCES.

Students taking Advanced Chorus develop musicianship and specific performance skills through ensemble and solo singing. The chorus may be composed of: (1) male chorus, (2) female chorus, (3) mixed chorus or any combination thereof. Activities create the development of a quality repertoire in the diverse styles of choral literature appropriate in

difficulty and range for the students.

Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Chorus classes provide instruction in creating, performing, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Students have the opportunity to experience live performances by professionals during and outside of the school day. A limited amount of time, outside of the school day, may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a

culmination of daily rehearsal and music goals. Students must participate in performance opportunities, outside of the school day, that support and extend the learning in the classroom.

- Prerequisites: Beginning Chorus and Intermediate Chorus
- A Core 40 and AHD course
- This course may be taken for successive semesters.
- A one credit course

THEATRE

026 - Theatre Arts (L)

034 - Technical Theatre (L)

035 - Advanced Acting (L)

036 - Theatre Arts Special Topic:
Directing

026 - Theatre Arts (L)

Grades 9-12 2 semesters

Students enrolled in Theatre Arts will read and analyze plays. They will create scripts and theatre pieces, conceive scenic designs, and develop acting skills. These activities should incorporate elements of theatre history, culture, analysis, response, creative process and integrated studies.

In the area of:

- theatre history and culture: students discover how our individual cultural experiences impact our work in the theater and compare how similar dramatic themes are treated from various cultures and periods.
 - analysis and response: students articulate their understanding of a play using elements of dramatic structure, identify the central action of a play, discuss its cause and effect, identify, develop and apply criteria to make informed judgments about theatre and reflect on and interpret the nature of the theatre experience and its personal and artistic experience.
 - the creative process: students develop monologues and scenes, create appropriate design elements, and understand the body as the actor's primary instrument in building characters.
 - integrated studies: students identify related characteristics, ideas, issues or themes in theatre and other disciplines and demonstrate knowledge of other disciplines through skills in theatre. Additionally, students explore career opportunities in the theatre, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community.
 - A Core 40 and AHD course
 - The nature of this course allows for two successive semesters
 - (Theatre Arts I and Theatre Arts II) of instruction at this level, provided that defined standards are utilized.
- Students will be expected to perform in front of classmates
- Students are required to put in 15 hours worth of time-outside of class-on a production over the course of the school year
- Students are required to audition for at least one production over the course of the school year, though not required to accept a role if offered
- Students will be required to perform memorized monologue/scene work

034 - Technical Theatre (L)

Grades 10-12 1 semester
Pre-requisite: Theatre Arts or permission of theatre teacher

Students enrolled in Technical Theatre will actively engage in the process of designing, building, managing, and implementing the technical aspects of a production. These activities should incorporate elements of theatre history, culture, analysis, response, creative process and integrated studies. In the area of:

- theatre history students explore the evolution of stage technology and its impact on contemporary theatre.
- analysis and response students develop and apply criteria to make informed judgments about technical production choices and reflect on the appropriateness and usefulness of those choices.
- the creative process students design and implement the elements of a theatrical environment including scenic design, lighting, costuming, make-up, sound, stage and house management.
- integrated studies students begin to make connections between technical theatre skills and skills required by other professions such as construction, business, project management, interior design and advertising. Students understand the ways technical theatre relies on knowledge of other disciplines, such as language arts, mathematics, social studies, science and technology. They also understand the ways technical theatre incorporates all the arts. Additionally, students explore career opportunities in the theatre, attend and critique theatrical productions and recognize the responsibilities and the importance of individual theatre patrons in their community.
- A Core 40 and AHD course
- The nature of this course allows for two successive semesters (Technical Theatre I and Technical Theatre II) of instruction at this level, provided that defined standards are utilized.
- Students will be required to serve on

a technical crew for the musical or children's show.

035 - Advanced Acting (L)

Grades 10-12 1 semester
Pre-requisite: Theatre Arts

Students enrolled in Advanced Acting will research, create, and perform characters through script analysis, observation, collaboration and rehearsal. These activities should incorporate elements of theatre history, culture, analysis, response, creative process and integrated studies. In the area of:

- theatre history and culture: students explore the ways actors have contributed to the evolution of the theatre through various cultures and periods.
 - analysis and response: students investigate a script to discover the clues about inner life of a character; employ a careful process of script analysis in the creation of a character; identify the central action of the play and discuss its cause and effect; and see a play to analyze and assess the work of an actor.
 - the creative process: students recognize and develop the body as the actor's primary instrument; build characters and portray situations through collaboration and improvisation, and convey character through specific physical and vocal choices.
 - integrated studies: students relate characteristics, ideas, and practices in acting to other disciplines and demonstrate knowledge of other disciplines by applying them to the acting process. Additionally, students explore career opportunities in the theatre by attending plays, meeting actors and discussing their work, and becoming theatre patrons in their community.
 - A Core 40 and AHD course
 - The nature of this course allows for two successive semesters (Advanced Acting I and Advanced Acting II) of instruction at this level, provided that defined standards are utilized.
- Students will be expected to present memorized scenes/monologues on a bi-weekly basis

-Students will be expected to be involved with one production throughout the year in the area of performance or technical crew

-Students will be expected to audition for the children's show, though not required to accept a role if offered

036 - Theatre Arts Special Topics: Directing

Gr. 11-12 1 semester

To be eligible for this class, students must have taken Theatre Arts, Advanced Theatre Arts, & Acting. Technical theatre is also greatly recommended.

Students taking this course will focus on a specific subject related to theatre arts, such as: Shakespeare, Children's Theatre, Directing, Arts Management & other specialized areas of study. These activities should incorporate elements of theatre history, culture, analysis, response, creative process & integrated studies.

In addition to previously stated objectives, students will learn basic directing concepts including:

- blocking
- script analysis
- casting/auditions
- organization
- working with a production team
- stage management

Students will demonstrate their grasp of these principles through the direction of "mini-scenes" throughout the quarter. Students will further demonstrate their knowledge & understanding by presenting a 20-minute directing project at the end of the quarter.

Additionally, students explore career opportunities in the theatre, attend & critique theatrical productions, & recognize the responsibilities & the importance of individual theatre patrons in their community.

- A Core 40 & AHD course

WORLD LANGUAGES

0095 - French I
0096 - French II
0097 - French III
0098 - French IV (Honors)
0099 - French V (Honors)

0103 - German IV (Honors)

Grades 11-12 2 semesters
 German IV students are expected to speak and write German throughout the class. They are also expected to assume leadership roles in the German Club and to use opportunities to engage in extra-curricular activities related to German. Students in German IV will be able to interact in complex social situations, express opinions and paraphrase what someone else has said. They will read longer authentic materials and write longer, well-organized compositions on a given topic. They will also use German creatively in writing simple poetry and prose. They will give presentations on cultural topics and are aware of Germany's major literary, musical and artistic periods and genres. Students will also solidify their knowledge of the finer points of grammar in anticipation of taking college entrance exams.

- A Core 40 and AHD course

0104 - German V (Honors)

Grade 12 2 semesters
 German V provides advanced German students with the opportunity to practice and polish their speaking, reading, and writing skills through a variety of activities. German V students are willing to speak German both in class and outside of school whenever possible and assume leadership roles in the German Club. They are able to work independently on projects. They will read a variety of non-fiction selections including news reports and magazine articles and will participate in conversations on current or past events that are of significance in the German culture. They will also read short stories, poems, and a play and will then analyze the plot, characters, and significance of the texts. Students will gain a general knowledge of Germany's major historical periods and will also learn about recent events in Germany and Europe.

- A Core 40 and AHD course

0105 - Spanish I

Grades 9-12 2 semesters

In Spanish I students will learn how to ask and answer simple personal questions about themselves and others in order to participate in basic guided conversations. They will discuss the weather, tell time, locate people and things, and tell the date. They will learn how to express likes and dislikes, describe family members and friends, and ask one's age. They will report and make plans for weekend activities and order from a simple menu at a restaurant. They will understand schedules and learn how to make monetary exchanges. Students will explore the cultures of Spain, Mexico, and Spanish speaking areas of the United States and other parts of the world to enhance their appreciation of the culture and help them, when presenting classroom skits and writing comparative compositions. Modern videos and computer programs will enable students to observe and compare typical activities for teenagers. Experiencing typical cuisine and making an original cultural project will further enhance their appreciation of the culture. They will comprehend short texts on guided topics, write descriptions, and present dialogues. Students are encouraged to enhance these skills by practicing with others.

- A Core 40 and AHD course

0106 - Spanish II

Grades 9-12 2 semesters
 Spanish II will provide students opportunities to participate in both classroom and real-world scenarios. Students will build upon and strengthen their oral fluency through daily participation, dialogues and presentations. Students will also increase their ability to express cultural awareness, thoughts, opinions and beliefs through written assignments. Students will be able to express personal preferences and opinions, as well as ask others about theirs. Students will be able to actively participate in phone conversations, as well as give and receive invitations to a variety of events. Students will gain experience and knowledge of proper oral articulation. Students will be presented with native speakers engaged in dialogues in both CD and video formats. This exposure will help students develop

listening comprehension and oral skills. Students will continue to develop their ability to use context clues in order to decipher the meanings, morals and purposes of readings, passages and dialogues. Students will learn about and be able to make comparisons regarding cultural differences in eating customs, lifestyles and family structures. Students will also gain respect and awareness for other cultures. Students will learn about colloquialisms through their study of dialogues, readings and customs from different Spanish-speaking countries. Students will learn about meeting personal needs by being able to ask for help and respond to situations where they are required to assist others. Students will learn to give directions and orders as well as listen to and complete given directions. Students will develop their ability to communicate ideas, experiences, feelings, beliefs and desires through the use of present and past verb tenses.

- A Core 40 and AHD course

0107 - Spanish III

Grades 10-12 2 semesters
 Spanish III students will engage in daily conversations related to school situations, free-time activities, and formal and informal requests. Students will understand cultures of the Spanish-speaking world with emphasis on Spain, Mexico, the Caribbean, and regions in the United States. Topics will include family, traditions, travel, daily routines, foreign study, celebrations and art. Students will continue to develop their grammar skills with emphasis on the present, past, and imperfect verb tenses. Oral and written communication will be enhanced by student participation in dialogues, simulations, and thematic writing prompts. Students will be encouraged to express their feelings, ideas, and experiences by conversing with others to enhance their current language skills.

- A Core 40 and AHD course

0108 - Spanish IV (Honors)

Grades 11-12 2 semesters
 Spanish IV students and the teacher will

communicate in Spanish the majority of the time. In reading and discussing Spanish and Mexican legends, they will gain valuable knowledge of these two cultures. Through the study of famous leaders and their talents, they will become aware of Hispanic contributions to society. They will explore Spain and Mexico in depth, including the musical and artistic works of outstanding artists from those countries. Students will also experience and share the culture by preparing ethnic dishes and creating an original visual project. They will continue to learn and use new grammar and expand their knowledge of the verb tenses to practice them both in speaking and writing. These honor students will write Spanish essays and give speeches on specified topics as well as use their skills to write and illustrate an original short story. They will increase their vocabulary in a variety of situations and expand their grammar in preparation for taking college placement exams through role-playing real life situations. Students will be encouraged to seek opportunities to practice the language and to participate in extracurricular activities to continue to learn and grow.

- A Core 40 and AHD course

0109 - Spanish V (Honors)

Grade 12 2 semesters
 On this level Spanish will be the means of communication for all. Spanish V will provide advanced Spanish students with opportunities to polish and practice both their spoken and written Spanish, while continuing to build on their grammar skills. They will demonstrate understanding of authentic prose and poetry originating in a variety of Spanish speaking countries. Through research they will gain knowledge of the twenty Spanish-speaking countries and their cultures. They will resume their study of famous Spanish speakers from around the Hispanic world to see how they have made an impact on society. They will write and word process autobiographies in addition to writing essays and a poem on given topics to express their thoughts, emotions, and

feelings. They will continue to learn more complex grammatical concepts and learn new vocabulary used in a variety of locations in preparation for college placement exams. Through role-playing real life situations, students will reinforce necessary vocabulary to communicate effectively. Outside of the classroom, students will be encouraged to converse with Spanish speakers, whenever possible. Once again, students will prepare a typical ethnic dish to share with the class and create a visual to teach their classmates about an aspect of the Hispanic culture.

- A Core 40 and AHD course

HEALTH & PHYSICAL EDUCATION

0192 - Medical Terminology

0195 - Basic Health Education

0196 - Current Health Issues

Pre-requisite: Basic Health Education.

0200A - Physical Education I (L)

0200B - Physical Education II (L)

0201 - EPE: Team Sports (L)

0197 - EPE: Outdoor Pursuits (L)

0202 - EPE: Individual/Dual Sports (L)

0203 - EPE: Conditioning/Training (L)

0198 - EPE: Strength/Cardio Fitness (L)

0192 - Medical Terminology

Grades 10-12 1 semester

Pre-requisite: C+ in Health

This course helps prepare students for careers in all facets of the medical field. This course is required for student athletic trainers.

0195 - Basic Health Education

Grade 9 2 semesters

High school 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 the major content areas in a planned, sequential, comprehensive health education curriculum as expressed in the Indiana Health Education Proficiency Guide: (1) Growth and Development; (2) Mental and Emotional Health; (3) Community and Environmental Health; (4) Nutrition; (5) Family Life Education;

(6) Consumer Health; (7) Personal Health; (8) Alcohol, Tobacco, and Other Drugs Education; (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.

- This course is required to meet state graduation, Academic Honors Diploma, and Core 40 requirements.

0196 - Current Health Issues

Grades 10-12 1 semester

Pre-requisite: Basic Health Education

Current Health Issues is an elective course which focuses on emerging trends in health including, but not limited to: (1) medical technology; (2) local, state, and national health policy; (3) health care issues; (4) health careers; and (5) chronic and communicable diseases. The course is driven by student selection of topics and emphasizes individual learning techniques.

0200A - Physical Ed I (L)

Grade 9 1 semester

Secondary Physical Education I continues the emphasis on health-related fitness and developing the skills and habits necessary for a lifetime of activity. This program includes skill development and the application of rules and strategies of complex difficulty in at least three of the following different movement forms: (1) health-related fitness activities (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition), (2) aerobic exercise, (3) team sports, (4) individual and dual sports, (5) gymnastics, (6) outdoor pursuits, (7) self-defense, (8) aquatics,

(9) dance, and (10) recreational games. Ongoing assessment includes both written and performance-based skill evaluations.

- This course is required to meet state graduation requirements, Academic Honors diploma, and Core 40 requirements.
- Classes are coeducational unless the activity involves bodily contact or groupings are based on an objective standard of individual performance developed and applied without regard to gender.
- Adapted physical education must be offered, as needed, in the least restricted environment and must be based on individual assessment

0200B - Physical Education II (L)

1 semester

Secondary Physical Education II emphasizes a personal commitment to lifetime activity and fitness for enjoyment, challenge, self-expression, and social interaction. This course provides students with opportunities to achieve and maintain a health-enhancing level of physical fitness and increase their knowledge of fitness concepts. It includes at least three different movement forms without repeating those offered in Secondary Physical Education I. Movement forms may include: (1) health-related fitness activities (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition), (2) aerobic exercise, (3) team sports, (4) individual and dual sports, (5) gymnastics, (6) outdoor pursuits, (7) self-defense, (8) aquatics, (9) dance, and (10) recreational games. Ongoing assessment includes both written and performance-based skill evaluations. This course will also include a discussion of related careers.

- Prerequisite: Secondary Physical Education I
- This course is required to meet state graduation requirements, Academic Honors Diploma, and Core 40 requirements.
- Classes are coeducational unless the activity involves bodily contact or groupings are based on an objective

standard of individual performance developed and applied without regard to gender.

Elective Physical Education (L)

Grades 10-12 1-2 Semesters

Elective Physical Education promotes lifetime sport and recreational activities and provides an opportunity for an in-depth study in specific areas. A minimum of two of the following activities are included: (1) health-related fitness activities (cardio respiratory endurance, muscular strength and endurance, flexibility and body composition), (2) team sports, (3) individual or dual sports, and (4) outdoor pursuits. It includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. Students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness. Ongoing assessment includes both written and performance-based skill evaluation.

- Pre-requisite: Completion of Physical Education 1-2 with a "C" average or better
- Classes are coeducational.

0201 – EPE: Team Sports (L)

1-2 semesters

This course emphasizes team sports. Activities may include soccer, flag football, basketball, softball, volleyball, team handball, ultimate, or floor hockey.

0197 – EPE: Outdoor Pursuits (L)

1 semester

This course will explore outdoor recreational activities. Activities may include fishing, hunting safety, boating safety, or orienteering.

0202 – EPE: Individual/Dual Sports (L)

1-2 semesters

This course emphasizes individual and dual sports. Activities may include tennis, badminton, bowling, golf, archery, pickle

ball, or self defense.

No more than 2 credits may be earned in this course.

0198 – EPE: Strength/Cardio Fitness (L)

1-2 semesters

Weight training and cardiovascular endurance are emphasized in this course. Individual fitness plans are developed and ongoing fitness evaluation is included.

0203 – EPE: Conditioning/Training (L)

1-2 semesters

This course is designed for athletes who want to develop their strength, speed, and coordination. Cardiovascular and muscle strength training are included.

FAMILY & CONSUMER SCIENCES

0131 - Interpersonal Relationships

0131 - Interpersonal Relationships

Grades 9-12 1 semester

This course focuses on teens and their relationship to others. A portion of the class is devoted to helping teens understand themselves & their role in society. The second part of the program focuses on how teens relate to others in their life.

TECHNOLOGY EDUCATION/ TRADE & INDUSTRIAL EDUCATION

0154 - Drafting & Computer Aided Design (CAD)

0156 - Drafting & Computer Aided Design (Adv CAD)

032 - Mass Media

(Exploratory Television Production)

027 - Radio/TV Broadcasting/
Telecommunications

(The Daily Announcements)

033 - Radio/TV Broadcasting/
Telecommunications (HHS on the Air)

Project Lead the Way/ Pre-Engineering Classes

* Dual Credit (Ivy Tech/Purdue)

*0492 - Introduction to Engineering Design (IED)

*0493 - Digital Electronics (DE) Honors

*0494 - Principles of Engineering (POE)

0496 - Engineering Design &

Development (EDD)

*0497 - Civil-Architectural Engineering (CEA) Honors

0154 - Drafting & Computer Aided Design (CAD)

Grades 10-12 2 semesters

Not eligible to take this class if you have taken IED.

Drafting & Computer Aided Design (CAD) emphasizes the theory & application of drafting principles used to create detailed drawings according to exact project dimensions & specifications. Instruction includes experiences in gathering & translating realistic project data or specifications, completion of two & three dimensional drawings, & the development of computer models. Instruction will reinforce & expand students' mathematical skills through the study of geometric tolerancing & construction & the use of geometry & trigonometry principles in design projects & laboratory activities. Students will also enhance their reading & comprehension skills through daily use of technical software manuals. The techniques learned, & software used, should be state of the art & reflect current industry standards.

0156 - Drafting & Computer Aided Design (Adv CAD)

2 semesters
This course is taken with permission from the Drafting instructor.

Drafting & Computer Aided Design (CAD) emphasizes the theory & application of drafting principles used to create detailed drawings according to exact project dimensions & specifications. Instruction includes experiences in gathering & translating realistic project data or specifications, completion of two & three dimensional drawings, & the development of computer models. Instruction will reinforce & expand students' mathematical skills through the study of geometric tolerancing & construction & the use of geometry & trigonometry principles in design projects & laboratory activities. Students will also enhance their reading & comprehension skills through daily

use of technical software manuals. The techniques learned, & software used, should be state of the art & reflect current industry standards.

032 - Mass Media

(Exploratory Television Production)

Grades 10 - 12 1 semester

Mass Media is an excellent opportunity for underclassmen to experience the Television Production Process. Students will learn hands-on production techniques which include Camera operation, Announcing, Directing, Audio, Teleprompter and Scripting. Must maintain a "C" average to qualify for advanced television production courses.

Mass Media provides a study of television, and videotape as sources of information, persuasion, and creative expression. This course helps students to develop an awareness of audience and purpose in evaluating mass media, as well as in producing their own media productions. It should also help students to judge media critically and understand the use of persuasive language and strategies. Opportunities are provided for students to generate material for mass media.

027 - Radio/TV Broadcasting/ Telecommunications

(The Daily Announcements Class)

Grades 11 - 12 2 semesters

A "C" average in Mass Media is necessary for enrollment. Students will build on television production skills learned in Mass Media. Students will learn how to plan, write, produce and edit the daily announcements. Students will be required to perform announcements on camera. Some outside taping will be required and at times expected.

This class should provide instruction to develop and enhance competencies in various communication, media, production, and technical functions and tasks performed by employees. Emphasis should be placed on career opportunities, production, programming, announcing, broadcast equipment operation, news & sports casting, station organization, technical, oral/written communication, and

listening skills. Instructional strategies may include a school-based enterprise, real and/or simulated occupational experiences, such as the operation of an in-school television, telecommunications, or distance learning studio; job shadowing; field trips; and internships.

- A two to six credit course over two to four semesters
- A Core 40 directed elective as part of a technical career area
- An Academic Honors Elective
- Content standards and competencies defined
- This course may be included as a component of the Arts, Media, and Communications; Legal, Social, and Recreation Services; and Marketing, Sales, and Promotion career clusters.

033 - Radio/TV Broadcasting/ Telecommunications (HHS on The Web)

Grades 11-12 2 Semesters

Pre-requisite: A "C" average in Mass Media or The Daily Announcement Classes. Students will produce programming for the Hobart High School website and for the Daily Announcements. Students will plan, write, produce and edit programming under the instructor's supervision. Students will be required to perform "On Camera." Some outside taping will be required and at time expected. Students will continue to expand on skills learned in other TV production courses including camera operation, announcing, directing, audio/sound, teleprompter and scripting.

Project Lead The Way Courses

This is a four-year sequence of courses which, when combined with traditional mathematics & science courses in high school, introduces students to the scope, rigor & discipline of engineering prior to entering college.

Required mathematics courses:

Algebra I or Enriched Algebra

Geometry, Algebra II

Recommended mathematics courses:

*Trigonometry, Pre-Calculus,
AP Math, Discrete Mathematics*

0492 - Introduction to Engineering Design (Dual Credit)

Grades 9-12 2 semesters
Pre-requisite: Algebra 1 (C or better)
Co-requisite: Freshmen have to be in Algebra 1 or higher level math
Provides students with opportunities to apply creative thinking, decision-making & problem solving skills to develop solutions to design problems. It utilizes powerful computer hardware & software to develop 3-D models or solid renderings of objects. Students will learn the product design process & how a model of that product is created, analyzed, rendered & produced. Various applications of the product design process will be discussed along with possible career opportunities.

0493 - Digital Electronics (Honors) (Dual Credit)

Grades 11 or 12 2 semesters
Pre-requisite: Algebra II (C or better)
Co-requisite: Geometry or higher-level mathematics class and Instructor approval.
Digital Electronics is a course of study in applied digital logic. Students will be introduced to digital circuits found in video games, watches, calculators, digital cameras, & thousands of other devices. Students will study the application of digital logic & how digital devices are used to control automated equipment. The use of digital circuitry is present in virtually all aspects of our lives & its use is increasing rapidly. This course is similar to a first semester college course & is an important course of study for a student exploring a career in engineering or engineering technology

0494 - Principles of Engineering (Dual Credit)

Grades 10,11, or 12 2 semesters
Pre-requisite: Pass I.E.D. & Algebra I
Co-requisite: Must be enrolled in Algebra II or higher-level mathematics class and Instructor approval.

A course that helps students understand the field of engineering/engineering technology. Exploring various technology systems & manufacturing processes help students learn how engineers & technicians use math, science & technology in an engineering problem solving process to benefit people. The course also includes concerns about social & political consequences of technological change.

0496 - Engineering Design & Development

Grade 12 2 semesters
Pre-requisite: Pass IED, POE and D.E. or C.E.A. , Algebra 2 (C or better)
An engineering research course in which students work in teams to research, design & construct a solution to an open-ended engineering problem. Students apply principles developed in the four preceding courses & are guided by a community mentor. They must present progress reports, submit a final written report & defend their solutions to a panel of outside reviewers at the end of the school year.

0497 - Civil Engineering & Architecture (Honors) (Dual Credit)

Grades 11-12 2 semesters
Prerequisites: Algebra II (C or better)
Co-requisite: Geometry or higher-level mathematics class and Instructor approval.
This course introduces students to the fundamental design and development aspects of architectural and civil engineering activities. Application and design principles will be used in conjunction with mathematical and scientific knowledge. Computer software programs will provide students with opportunities to design, simulate, and evaluate the construction of buildings and communities. During the planning and design phases, instructional emphasis should be placed on related Transportation, Distribution, and Logistics, water resource, and environmental issues. Activities should include the preparation of cost estimates as well as a review of regulatory procedures that would affect the project design. A two credit course over two semesters. A core 40 directed elective as part of a technical

career area. This course qualifies as an Academic Honors Diploma elective. Schools involved in Project Lead The Way must use the content standards developed for this pre-engineering program. This course is a component of the Science, Engineering and Information Technology career cluster. It may also be included as part of the Building and Construction career cluster.

MATHEMATICS

059 - Math Lab
045 - Math Lab/Algebra I
042 - Algebra I
039 - Algebra I: Enriched
044 - Geometry
050 - Enriched Geometry
046 - Honors Algebra II
047 - Algebra II
055 - Finite Mathematics I and II
051 - Trigonometry: Honors
052 - Honors Advanced Modeling and Analysis
053 - Calculus: AP

* Math Department Policies

1. Students may take only one math class per year except with special permission.
2. Enriched & Honors courses are by recommendation only. To participate, students should have a prior "A"/"B" in enriched or a strong "A" in their regular math class. Teacher signature is required on their scheduling form.

059/359 - Math Lab

Grades 9 - 11 1 or 2 semesters
This is a class for identified students who have not met the requirements for the ISTEP GQE or for identified 9th graders. It is 1 term in summer school and 2 terms during the regular school year. It is only offered in the regular school year for identified 9th graders. Upperclassmen may only enroll during summer school. One credit is earned per term but these are elective credits, not math graduation credits. At least one credit earned in Math Lab is required for the waiver.

045 - Math Lab/Algebra 1

Grade 9 2 semesters
This is an entry level course for identified

9th graders only that satisfies the requirement that all 9th graders take Algebra I but also improves weaknesses in mathematical skills.

- 4 credits (2 elective for A & B, 2 math for C & D)

042 - Algebra I

Grades 9-12 2 semesters
Students who received a D or F in Algebra in middle school must enroll in this class. Students who took Pre-Algebra in middle school must have earned at least a "C" to enroll in this class. Freshman will be double blocked in this course. Algebra I provides a formal development of the algebraic skills and concepts necessary for students to succeed in advanced courses. In particular, the instructional program in this course provides for the use of algebraic skills in a wide range of problem-solving situations. The concept of function is emphasized throughout the course. Topics include: (1) operations with real numbers, (2) linear equations and inequalities, (3) relations and functions, (4) polynomials, (5) algebraic fractions, and (6) nonlinear equations.

- A Core 40 and AHD course with standards defined

039 - Algebra I: Enriched

Grade 9 2 semesters
Pre-requisite: Students must have earned at least a B in each term in algebra in 8th grade, have teacher recommendation & qualifying scores on NWEA & the Core 40 test.
Algebra I provides a formal development of the algebraic skills and concepts necessary for students to succeed in advanced courses. In particular, the instructional program in this course provides for the use of algebraic skills in a wide range of problem-solving situations. The concept of function is emphasized throughout the course. Topics include: (1) operations with real numbers, (2) linear equations and inequalities, (3) relations and functions, (4) polynomials, (5) algebraic fractions, and (6) nonlinear equations.

- A Core 40 and AHD course with standards defined
 - A two credit course
- This course is an extension of the topics covered in 8th grade algebra. The curriculum for this course is determined by the Indiana Mathematics Standards.

044 - Geometry

Grades 10-12 2 semesters
Pre-requisite: For the class of 2016 and beyond, students must have successfully completed Algebra 1. For others, completion of Algebra I is required and it is strongly recommended that Algebra II has been completed as well.

Geometry provides students with experiences that deepen the understanding of two- and three-dimensional objects and their properties. Deductive and inductive reasoning as well as investigative strategies in drawing conclusions are stressed. Properties and relationships of geometric objects include the study of: (1) points, lines, angles and planes; (2) polygons, with a special focus on quadrilaterals, triangles, right triangles; (3) circles; and (4) polyhedral and other solids. An understanding of proof and logic is developed. Use of graphing calculators and computer drawing programs is encouraged.

- A Core 40 and AHD course with standards defined

050 - Enriched Geometry

Grades 10 2 semesters
Pre-requisite: For the class of 2016 and beyond, completion of Algebra I with an A or Enriched Algebra I with at least a B is required. For all others, completion of Algebra I and Algebra II with A's or Enriched Algebra I and Enriched Algebra II with B's is required.

Teacher Recommendation

Geometry provides students with experiences that deepen the understanding of two- and three-dimensional objects and their properties. Deductive and inductive reasoning as well as investigative strategies in drawing conclusions are stressed. Properties and relationships of geometric objects include the study of: (1) points,

lines, angles and planes; (2) polygons, with a special focus on quadrilaterals, triangles, right triangles; (3) circles; and (4) polyhedral and other solids. An understanding of proof and logic is developed. Use of graphing calculators and computer drawing programs is encouraged.

- A Core 40 and AHD course with standards defined

This course has the same profile as regular geometry with the addition of area & coordinate geometry. Students will solve more complex problems & use deductive reasoning in formal proofs. The curriculum for this course is determined by the Indiana Mathematics Standards.

046 - Honors Algebra II

Grades 9-10 2 semesters
Pre-requisite: Completion of Algebra I with an A or Enriched Algebra I with at least a B.

Teacher Recommendation

Algebra II: Enriched is a course that extends the content of Algebra I and provides further development of the concept of a function. Topics include: (1) relations, functions, equations and inequalities; (2) conic sections; (3) polynomials; (4) algebraic fractions; (5) logarithmic and exponential functions; (6) sequences and series; and (7) counting principals and probability.

- A Core 40 and AHD course with standards defined
- A two credit course

This course covers the same topics as Algebra 3-4 except in greater depth. The curriculum for this course is determined by the Indiana Mathematics Standards.

047 - Algebra II

Grades 10-12 2 semesters
Strongly Recommend: C in each quarter of Algebra I

Algebra II is a course that extends the content of Algebra I and provides further development of the concept of a function. Topics include: (1) relations, functions,

equations and inequalities; (2) conic sections; (3) polynomials; (4) algebraic fractions; (5) logarithmic and exponential functions; (6) sequences and series; and (7) counting principles and probability.

- A Core 40 and AHD course with standards defined
- A two credit course

055 - Finite Mathematics I and II

Grade 11 or 12 1 or 2 semesters
Pre-requisite: Algebra II with at least a "C"

Discrete Mathematics is an umbrella of mathematical topics. It is a course designed for students who will undertake higher-level mathematics in college that may not include calculus.

Topics include: (1) counting techniques, (2) matrices, (3) recursion, (4) graph theory, (5) social choice, (6) linear programming, and (7) game theory. Technology, such as computers and graphing calculators, will be used.

- A Core 40 and AHD course with standards defined
- One credit each course

The two terms of this class are stand alone terms. Term I includes matrices, linear programming, and sequences and series. Term II includes set operations, probability, statistics, game theory, and graph theory.

051 - Trigonometry: Honors

Grades 11-12 1 semester
Pre-requisite: Completion of Honors pre-calculus; strongly recommended "C" or better in precalculus.'This course may be taken as a dual credit course through Purdue North Central.'

Trigonometry is a course that provides for the development of the trigonometric relationships from an understanding of the circular functions and their properties and graphs. Topics includes the study of (1) trigonometry in triangles, (2) trigonometric functions, (3) trigonometric identities and equations, and (4) polar coordinates and complex numbers.

For juniors electing Calculus as seniors who are enrolled in Honors Algebra 2, may be taken concurrently with Algebra 2 during C & D terms.

- A Core 40 and AHD course with competencies defined

052 - Honors Advanced Modeling and Analysis

Grade 12 only 1 semester
Pre-requisite: Completion of Algebra I, Algebra II, and Geometry, strongly recommended A's in the regular track or A's and B's in the enriched/honors track. 'This course may be taken for dual credit through Purdue North Central.'

Pre-Calculus blends the concepts and skills that must be mastered before enrollment in a college-level calculus course. A functional approach provides for the integration of all of the concepts listed for the course in Trigonometry plus: (1) relations and functions, (2) exponential and logarithmic functions, (3) sequences and series, and (4) data analysis.

Pre-Calculus must be taken concurrently during A & B terms for students enrolled in Calculus.

- An AHD course with competencies defined

053 - Calculus: AP

Grade 12 2 semesters
Pre-requisite: C's or better in Pre-calculus and Trigonometry. 'This course may be taken for dual credit through Purdue North Central.'

Calculus is a course that provides students with the content established by the College Board. Topics include: (1) limits and continuity, (2) differential calculus, (3) applications of derivatives, (4) integral Calculus, and (5) applications of integration. The use of graphing technology is required.

- A Core 40 and AHD course with standards defined

SCIENCE DEPARTMENT

060 - Science Fundamentals
069 - Integrated Chemistry/Physics
062 - Biology I (L)

066 - Adv. Environmental Science (L)
067 - Chemistry I (L)
068 - AP Chemistry
070 - Physics I (L)
071 - AP Biology

70491-Principles of the Biomedical Sciences
70490 - Human Body Systems
488- Biomedical Innovation
489- Medical Interventions (Honors)

060 - Science Fundamentals

Grade 9 2 semesters
Science Fundamentals develops the conceptual base and the skills, processes, strategies, and attitudes needed for subsequent in-depth study of biology, chemistry, physics, and the earth and space sciences through hands-on investigations of a variety of science phenomena. The course develops an awareness of the processes which mankind has used to: (1) understand, control, and adapt to the natural environment; (2) explore the utility of science-generated knowledge in a variety of careers; (3) examine questions and problems related to personal needs and social issues; and (4) develop a proficiency in using the laboratory procedures and skills needed to safely investigate the living and physical world in subsequent science courses.

- An integrated science course

069 - Integrated Chemistry/Physics

Grade 9 2 semesters
Integrated Chemistry-Physics introduces the fundamental concepts of scientific inquiry, the structure of matter, chemical reactions, forces, motion, and the interactions between energy and matter. This course will serve students as a laboratory-based introduction to possible future course work in chemistry or physics while ensuring a mastery of the basics of each discipline. The ultimate goal of the course is to produce scientifically literate citizens capable of using their knowledge of physical science to solve real-world problems and to make personal, social, and ethical decisions that have consequences beyond the classroom walls.

- Prerequisite: Algebra I (may be taken

in conjunction with this course)

- A Core 40 and AHD course (Integrated Chemistry-Physics) with competencies defined

062 - Biology I (L)

Grade 9-10 2 semesters
Biology I provides, through regular laboratory and field investigations, a study of the structures and functions of living organisms and their interactions with their environment. At a minimum, this study explores the functions and processes of cells, tissues, organs, and systems within various species of living organisms and the roles and interdependencies of organisms within populations, communities, ecosystems, and the biosphere. Students have opportunities to: (1) gain an understanding of the history of the 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 social issues.

- A Core 40 and AHD course (Biology) with competencies defined

066 - Adv. Environmental Science

Grades 11-12 2 semesters
Core 40, ADH
Pre-requisite: Completed 4 credits in Core 40 or AHD Science Classes
Student will have a minimum "C" grade in Biology In this class students will investigate, through laboratory and field work, the concepts of environmental systems, how matter and energy flows through these systems, populations, natural resources, and environmental hazards. The student will also gain the understanding of the historical perspectives from many different investigators.

067 - Chemistry I (L)

Grades 10-12 2 semesters
Pre-requisite: Algebra with a "C" average.
Chemistry I allows students to synthesize useful models of the structure of matter and the mechanisms of its interactions through laboratory investigations of matter and chemical reactions. Students have opportunities to: (1) gain an understand-

ing of the history of chemistry, (2) explore the uses of chemistry in various careers, (3) investigate chemical questions and problems related to personal needs and social issues, and (4) learn and practice laboratory safety.

- ICP highly recommended
- A Core 40 and AHD course (Chemistry) with competencies defined

068 - Chemistry AP

Grades 11-12 2 semesters
Teacher Recommendation
AP Chemistry is a fast-paced course that provides an opportunity for highly motivated high school students to pursue college-level work. Students will have satisfactorily completed two semesters of chemistry to be admitted. The course is structured to follow the curriculum prescribed by the College Board in preparation for the National AP Chemistry examination. The course will be modeled after a typical college chemistry course. The primary focus of study will include molecular structure & bonding, chemical kinetics & concepts of equilibrium. The course will move quickly & require a good deal of preparation outside the classroom.

- Prerequisite: Chemistry I
- A Core 40 & AHD course (Advanced Chemistry)

070 - Honors Physics I (L)

Grades 11-12 2 semesters
Pre-requisite: Completion of Algebra II, and Geometry; C Average in these courses is strongly recommended. Physics I aids students in synthesizing the fundamental concepts and principles concerning matter and energy through the laboratory study of mechanics, wave motion, heat, light, electricity, magnetism, electromagnetism, and atomic and nuclear physics. Students have opportunities to:

(1) acquire an awareness of the history of physics and its role in the birth of technology, (2) explore the uses of its models, theories, and laws in various careers, and (3) investigate physics questions and problems related to personal needs and social issues.

- A Core 40 and AHD course (Physics) with competencies defined

071 - AP Biology

Grades 11-12 2 semesters
Teacher Recommendation
The AP Biology course is designed to be the equivalent of a two-semester college introductory biology course usually taken by biology majors during their first year. AP Biology should include those topics regularly covered in a college biology course for majors including (1) Science as a Process, (2) Evolution, (3) Energy Transfer, (4) Continuity and Change, (5) Relationship of Structure to Function, (6) Regulation, (7) Interdependence in Nature, and (8) Science, Technology, and Society. The AP Biology course is designed to be taken by students after the successful completion of a first course in high school biology and one in high school chemistry as well. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology.

- Prerequisite: Biology I, Chemistry I (students should have a "B" or higher in these courses)
- A Core 40 & AHD course (Advanced Biology)

Project Lead the Way Courses

70491-Principles of the Biomedical Sciences

Grade 9 2 Semesters
Pre-requisite: Teacher/Counselor recommendation
This course provides an introduction to the biomedical sciences through exciting "hands-on" projects and problems. Student work involves the study of human medicine, research processes and an

introduction to bio-informatics. Students investigate the human body systems and various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. A theme through the course is to determine the factors that led to the death of a fictional person. After determining the factors responsible for the death, the students investigate lifestyle choices and medical treatments that might have prolonged the person's life. Key biological concepts including: homeostasis, metabolism, inheritance of traits, feedback systems, and defense against disease are embedded in the curriculum. Engineering principles including: the design process, feedback loops, fluid dynamics, and the relationship of structure to function are incorporated in the curriculum where appropriate. The course is designed to provide an overview of all the courses in the Biomedical Sciences program and to lay the scientific foundation necessary for student success in the subsequent courses.

- A Core 40 and AHD elective
- Biology I and one of the following physical sciences are still required: Integrated Chemistry/Physics, Chemistry I, or Physics I

70490 - Human Body Systems

Grade 10 2 Semesters
Pre-requisite: Successful completion of Principles of the Biomedical Sciences
The human body is a complex system requiring care and maintenance. This course will engage students in the study of basic human physiology, especially in relationship to human health. Students will use a variety of monitors to examine body systems (respiratory, circulatory, and nervous) at rest and under stress, and observe the interactions between the various body systems. Students will use LabView® software to design and build systems to monitor body functions.

- A Core40 and AHD elective
- Biology I and one of the following physical sciences are still required: Integrated Chemistry/Physics, Chemistry I, or Physics I

489-Medical Intervention (Honors)

Grade 11 2 Semesters
CIP Code: 14.0501

Pre-Requisites: Principles of Biomedical Science & Human Body Systems
Medical intervention is a course that studies medical practices including interventions to support humans in treating disease and maintaining health. Using a project-based learning approach, students will investigate various medical interventions that extend and improve quality of life, including gene therapy, pharmacology, surgery, prosthetics, rehabilitation, and supportive care. Students will also study the design and development of various interventions including vascular stents, cochlear implants, and prosthetic limbs. Lessons will cover the history of organ transplants and gene therapy with additional readings from current scientific literature addressing cutting edge developments. Using 3-D imaging software, students will design and build a model of a therapeutic protein. Schools must agree to be part of the Project Lead The Way network and follow all training and data collection requirements.

- A Core 40 and AHD elective
- Biology I and one of the following physical sciences are still required: Integrated Chemistry/Physics, Chemistry I, or Physics I.

488- Biomedical Innovation

Grade 12 2 semesters
In this capstone course students design and conduct experiments related to the diagnosis, treatment, and prevention of disease or illness. They apply their knowledge and skills to answer questions or to solve problems related to the biomedical sciences. They may work with a mentor or advisor from a university, hospital, physician's office, or industry as they complete their work. Students are expected to present the results of their work to an adult audience, which may include representatives from the local

healthcare or business community or the school's PLTW partnership team.

Prerequisites:

For all other courses, the prerequisites are the courses earlier in the series. Students may double up and take more than one PLTW Biomedical Sciences course in order to complete the program. If a student starts the program in 10th grade it is recommended that they take one course per year until their senior year when they take both Medical Interventions and Science Research.

SOCIAL STUDIES

084 - Geography and History of the World

076 - World History & Civilization

077 - United States History

079 - United States History - AP

082 - Economics

083 - United States Government

086 - Sociology

087 - Psychology

090 - Psychology II

092 - Psychology - AP

084- Geography and History of the World

Geography and History of the World is designed to enable students to use geographical skills and historical concepts to deepen their understanding of major global themes including the origin and spread of world religions; exploration; conquest and imperialism; urbanization and innovations and revolutions.

Geographical and historical skills include forming research questions, acquiring information by investigating a variety of primary and secondary sources, organizing information by creating graphic representations, analyzing information to determine and explain patterns and trends and presenting and documenting findings orally and/or in writing. The historical geography concepts used to explore the global themes included change over time, origin, diffusion, physical systems, cultural landscapes and spatial distribution and interaction.

Using these skills, concepts and the processes associated with them, students are able to analyze, evaluate and make

predictions about major global developments. This course is designed to nurture perceptive, responsible citizenship, encourage and support the development of critical thinking skills and lifelong learning, and to help prepare Indiana students for the 21st Century.

- Recommended grade level: None
- Recommended Pre-requisites: None
- Credits: 2 semester course, 1 credit per semester
- Fulfills a Social Studies requirement for the General Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an elective for any diploma

076 - World History & Civilization

Grade 10 2 semesters

World History is a two-semester course. It emphasizes events and developments in the past that greatly affected large numbers of people across broad areas of the earth and that significantly influenced peoples and places in subsequent eras. Some key events and developments pertain primarily to particular people and place; others, by contrast, involve trans-cultural interactions and exchanges between various peoples and places in different parts of the world. Students are expected to practice skills and processes of historical thinking and inquiry that involve chronological thinking, comprehension, analysis and interpretation, research, issues-analysis, and decision-making. They are expected to compare and contrast events and developments involving diverse peoples and civilizations in different regions of the world. Students are expected to examine examples of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present. Finally, students are expected to apply content knowledge to the practice of thinking and inquiry skills and processes. There should be continuous and pervasive interactions of processes and content, skills and substance, in the teaching and learning of history.

- A Core 40 and AHD course
- Standards are written for a typical, two-semester course

077- United States History

Grade 11 2 semesters
 United States History is a two-semester course, which builds upon concepts developed in previous studies of American history. Students in this course are expected to identify and review significant events, persons, and movements in the early development of the nation. After providing such a review, the course gives major emphasis to the interaction of key events, persons, and groups with political, economic, social, and cultural influences on state and national development in the late nineteenth, twentieth, and early twenty-first centuries. Students are expected to trace and analyze chronological periods and examine the relationship of significant themes and concepts in Indiana and United States history. They are expected to develop skills and processes of historical thinking and inquiry that involve chronological thinking, comprehension, analysis and interpretation, and research that uses primary and secondary sources found at local and state historic sites, museums, libraries, and archival collections, including electronic sources. Opportunities are given to develop inquiry skills by gathering and organizing information from primary source material and a variety of historical and contemporary sources, accounts, and documents which provide diverse perspectives. Investigation of themes and issues includes cultural pluralism and diversity of opinion in American society. Students should exercise their skills as citizens in a democratic society by engaging in problem solving and civic decision-making in the classroom, school, and community setting.

- A Core 40 and AHD course
- Standards written for a typical, two-semester course
- Two semesters required for graduation

079 - United States History

Advanced Placement or College Credit

Pre-requisite: INVITATION 2 semesters
 This two-semester course covers all the Academic Standards with emphasis on critical thinking and writing. Students are prepared for the AP examination in May by covering colonial America before 1763, The Era of the American Revolution, The New Nation, Jackson and the West, Coming of the Civil War, Civil War, and Reconstruction, Growth of Industrial America, Populists, and Progressives, World War I, World War II, the Post-War Period, the Cold War and after, 1945-present day. Oral presentations, and relevant videos supplement the text.

- Students are required to take the AP exam
- A Core 40 and AHD course

082 - Economics

Grade 12 1 semester
 Recommended GPA 2.5

Economics is the social studies course that examines the allocation of scarce resources and their alternative uses for satisfying human wants. This course analyzes the economic reasoning used as consumers, producers, savers, investors, workers, voters, and government agencies make decisions. Key elements of the course include a study of scarcity and economic reasoning, supply and demand, market structures, the role of government, national income determination, money and the role of financial institutions, economic stabilization, and trade. Students will explain that because resources are limited, people must make choices in all aspects of daily life and demonstrate understanding of the role that supply, demand, prices, and profits play in a market economy. Students will examine the functions of government in a market economy and study market structures, including the organization and role of businesses. Students will understand the role of economic performance, money, stabilization policies, and trade of the United States. While the economic way of think-

ing involves scientific tools and techniques, economics remains a social science, which endeavors to systematically study the behavior of people, institutions, and societies.

- A Core 40 and AHD course
- Standards are written for a typical, one-semester course

083 - United States Government

Grade 12 1 semester

United States Government provides a framework for understanding the purposes, principles, and practices of constitutional representative democracy in the United States of America. Responsible and effective participation by citizens is stressed. Students will understand the nature of citizenship, politics, and government when they understand their rights and responsibilities as citizens and be able to explain how those rights and responsibilities as citizens are part of local, state, and national government in the United States today. Students examine how the United States Constitution protects individual rights and provides the structures and functions for the various levels of government affecting their lives. Students will also analyze how the United States government interacts with other nations and evaluate the United States' role in world affairs. Students inquire about American government through primary and secondary sources and articulate, evaluate, and defend positions on political issues with sound reasoning and evidence. As a result, students can explain the roles of citizens in the United States and the participation of individuals and groups in government, politics, and civic activities, recognize the need for civic and political engagement of citizens, and exercise rights and responsibilities in order to preserve and improve their civil society and constitutional government.

- A Core 40 and AHD course
- Standards written for a typical, one-semester course
- One semester required for graduation

086 - Sociology

Grades 11-12 1 semester

Recommended GPA 2.5

Sociology provides opportunities for students to study human social behavior from a group perspective. The sociological perspective is a distinct method of studying recurring patterns in people's attitudes and actions and how these patterns vary across time, among cultures, and in social groups. Students will describe the development of sociology as a social science and identify methods and strategies of research. Students examine society, group behavior, and social structures through research methods using scientific inquiry. The influence of culture on group behavior is addressed through areas of content including social institutions such as the family, religion, education, economics, government, community organizations, and political and social groups. Students will also explore the impacts of social groups and social institutions on individual and group behavior and examine the changing nature of society. The development of group organizations and interactions, the factors that influence group behavior and social problems, and the impact of cultural change on society are included in the study. Students will analyze a range of social problems in today's world and examine the role of the individual as a member of the community.

- A Core 40 and AHD course
- Standards are written for a typical, one-semester course.

087 - Psychology

Grades 11-12 1 semester

Recommended GPA 2.5

Psychology is the scientific study of mental processes and behavior. The Standards have been divided into six content areas. These areas include: Scientific Methods, Developmental, Cognitive, Personality, Assessment and Mental Health, Socio-cultural and Biological Bases of Behavior. In the Scientific Methods area, research methods and ethical considerations are discussed. Developmental psychology

takes a life span approach to physical, cognitive, language, emotional, social, and moral development. Cognitive aspects of psychology focuses on learning, memory, information processing, and language. Personality, Assessment and Mental Health topics include psychological disorders, treatment, personality, and assessment. Socio-cultural dimensions of behavior deal with topics such as conformity, obedience, perceptions, attitudes, and the influence of the group on the individual. The Biological Bases focuses on the way the brain and nervous system functions, including topics such as sensation, perception, motivation, and emotion.

- A Core 40 and AHD course Standards are written for a typical, one-semester course.

090 - Psychology II

Grades 11-12 1 semester
This course is a continuation of Psychology I. Topics covered include: sensation and perception, learning, thinking, language. Social Psychology, emotion, motivation and others. Evaluation is based on essays, objective exams, & class participation.

092 - Psychology - AP

Grade 12 2 semesters
Pre-requisite: Psych. I of Junior Year A 3.0 GPA is required.

Teacher Recommendation & Application Required

This is a course which follows College Board Entrance Examination guidelines for advanced placement social studies. Subject areas studied include: history, theoretical approaches and research methods, biological bases of behavior, sensation and perceptions, personality assessment and mental health, development, ethical and social behavior. Students are required to take the AP exam in May.

- A Core 40 and AHD course

VOCATIONAL

185 - Radisson Culinary Arts
218 - Law Enforcement

185 - Radisson Culinary

Grade 12 - must be 18
1 semester 4 credits
Core 40

Counselor Approval

This course will prepare students for a career in the culinary field. Students will be qualified as a prep cook or in other defined areas such as salads or desserts. Students must provide their own transportation to the Radisson Hotel in Merrillville to begin their day.

218 Law Enforcement

Grades 11-12 2 Semesters
Students need to have 2.00 GPA or higher.

Law Enforcement includes specialized classroom and practical experiences related to public safety occupations such as law enforcement, loss protection services and homeland security. Training is based on standards and content similar to that provided by officially designated law enforcement agencies. Instructions includes procedures for patrolling on foot or in an automobile during the day or at night; dealing with misdemeanors, felonies, traffic violations, and accidents; investigative and evidence collection procedures; making arrests and testifying in court. Oral and written communication skills should be reinforced through activities that model public relations and crime prevention efforts as well as the preparation of police reports. Students must complete application to be eligible for class.

A Core 40 direct elective as part of a technical career area.

An AHD elective

SPECIAL AREAS

0184 - Academic Internship
0219 - Sophomore High Ability Class (GT)
0206 - Junior Honors High Ability Class (GT)
0207 - Senior Honors High Ability Class (GT)
0211 - Cadet Teaching Experience I: Education Seminar
0212 - Cadet Teaching Experience II :

Field Experience

0213 - Study Hall
0214 - Student Assistant
0215 - WWII & The Holocaust
0117 - Humanities (Passport to Culture)
0953 - January Grad
0963 - English as a Learned Language (ELL)
5394 -Preparing for College and Careers

0184 - Academic Internship

Grades 11-12 1 semester
Core 40 & AHD

Application Required

The Academic Internship experience places students in one or several internship-like situations ranging from the medical/dental, business & industrial settings.

0219 - Sophomore High Ability Class (GT)

Grade 10 2 semesters
For Identified Students Only

Students learn to use the creative problem solving process by researching and analyzing current problems, proposing feasible solutions, selling their ideas to others and refining their oral communication skills.

0206 - Junior Honors High Ability Class (GT)

Grade 11 2 semesters
For Identified Students Only

This is an inter-disciplinary seminar class. Students learn the critical & analytical thinking process by working independently & with teams. Broad-based issues are analyzed.

0207 - Senior Honors High Ability Class (GT)

Grade 12 2 semesters
For Identified Students Only

Several academic disciplines are integrated in this course through the study of Humanities and current events. Students will use higher order and critical thinking skills both independently and in groups as they explore complex issues in philosophy, law, politics, and more.

0211 - Cadet Teaching Experience I: Education Seminar

Grades 10-12 1 semester
Pre-requisites:

1. "C" in regular English
 2. 2.33 (C+) or higher GPA
- Students interested in teaching as a profession can explore this exciting career. Emphasis is placed on developing a philosophy of education, understanding classroom management & etiquette, addressing multiple intelligences, using technology, planning lessons, observing classrooms, & researching trends in education. Students will also have the opportunity to participate in guest speaker presentations/discussions. This course is highly recommended for those planning to cadet teach.

0212 - Cadet Teaching Experience II : Field Experience

Grades 11 and 12 1 or 2 semesters
Pre-requisite: "C+" average

Application Required

This elective course provides students in grades eleven (11) or twelve (12) organized exploratory teaching experiences in grades kindergarten (K) through grade eight (8). All teaching experiences are preplanned by the high school Cadet Teaching Experience teacher-trainer and the cooperating teacher(s) who are interested in supervising prospective teachers and providing them with pre-training experiences in one or more classes. This course provides a balance of class work relating to: (1) classroom organization, (2) classroom management, (3) the curriculum and instructional process, (4) observations of teaching, and (5) instructional experiences. Evaluation is based upon the cadet teacher's cooperation, day-to-day practical performance, and class work including the cadet's potential ability to teach. The total workload of the Cadet Teaching course is comparable to those for other subjects in the high school curriculum.

0213 - Study Hall

Grades 9-12 1-2 semesters
Study Hall allows students time to

complete homework, study, prepare for classes or receive extra help. Students receive NO CREDIT for study hall.

0214 - Student Assistant

Grades 11-12 1-2 semesters

Approval by Student Services

Students assist teachers & office personnel on various tasks. This is a NO CREDIT situation & cannot be taken in combination with a study hall during the same quarter(s).

0215-WWII & the Holocaust

Grades 11-12 1 Semester

In the class **World War II and the Holocaust** students will learn about the Weimar Republic and the period of political and economic instability and unrest preceding the rise of the Nazi Party. They will learn about the course of WWII and the Holocaust by doing research and by watching films about this time period including Schindler's List as well as films showing resistance to the Nazis such as The White Rose, The Uprising and Bonhoeffer and Agent of Grace. In order to take this class, students should have good writing skills and a mature attitude. Therefore only juniors and seniors are eligible. A signed permission slip is required to take this class. Due to schedule constraints, this class may not be offered every year. Credit cannot be earned towards HHS diploma.

0117 - Humanities

(Passport to Culture)

Grades 9-12 1 semester

Students study French, German & Spanish-speaking countries including the people, lifestyle, travel & tourism. This course is taught in English & does NOT count towards world language credit.

*Teacher availability may limit course content to two world cultures.

0953 - January Grad

Grade 12

With special permission, senior students

may be granted an eight semester waiver. See your counselor.

0963- English as a Learned Language (ELL)

Grades 9-12 1-2 Semesters

For Identified Students Only

English as a Learned Language (ELL) provides limited English proficient (LEP) students with instruction in English that would improve their proficiency in listening, speaking, reading, and writing. Emphasis is placed on helping students to function within the regular school setting and within an English speaking society.

5394 - Preparing for College and Careers

Grade 9 1 Semester 1 Credit Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors Diploma

Preparing for College and Careers addresses the knowledge, skills, and behaviors all students need to be prepared for success in college, career, and life. The focus of the course is the impact of today's choices on tomorrow's possibilities.

Topics to be addressed include twenty-first century life and career skills; higher order thinking, communication, leadership, and management processes; exploration of personal aptitudes, interests, values, and goals; examining multiple life roles and responsibilities as individuals and family members; planning and building employability skills; transferring school skills to life and work; and managing personal resources. This course includes reviewing the 16 national career clusters and Indiana's College and Career Pathways. In depth investigation of one or more pathways, reviewing graduation plans, developing career plans, and developing personal and career portfolios. A project based approach, including computer and technology applications, cooperative ventures between school and community, simulations, and

real life experiences, is recommended

Porter County Career and Technical Center

2 semesters 2 periods 6 credits

Application Required

PCCTEC offers vocational programs at various Porter County locations in both morning & afternoon sessions. Students earn 3 credits per semester. See your counselor for details.

Transportation is provided.

Auto Technology

If you enjoy having a talent that few people have and want to know how cars and light duty trucks work, then sign up for this hands-on program. This program will give you the opportunity to work on vehicles and give you a basic understanding of the new technologies and principles necessary to perform repairs on your own vehicle or to prepare for a career in the auto industry. Area businesses are eager to hire bright young people for employment and for apprenticeship programs. Many students have won scholarships for higher education as a result of participating in this program. You should have strong communication and computer skills and be task oriented to be successful in this program.

Cisco Networking Academy

***Dual Credit (Vincennes)**

If you are the one everyone turns to for computer advice at home and school, consider signing up for Cisco Networking Academy. Cisco is the world wide leader in networking for the Internet and sponsors this high-tech training program. You will learn to design, build and maintain computer networks. If you successfully complete the 280 hours of instruction, you can take the standardized test to qualify as a Cisco Certified Networking Associate. Since the textbook and assignments are all done in front of a computer, good reading skills are essential to being successful in this class. So if you want to learn about OSI, IP addressing, installation of network premise cabling, virtual

LAN's, router switching technologies and more, sign up for this high tech career and technical program. Proficiency in Algebra is desired.

Computer Aided Design and Animation

If you're interested in Architecture, Mechanical Design or Animation, then this 1 or 2 year program will help prepare you for a future career. Whether your interest is designing a concept car, creating a video game, or constructing a dream home, CAD designers are needed. Students will make detailed drawings, part models and animations to show exact dimensions and specifications of a project. While using state of the art software for these designs, students will earn college credit. Whether your desire is to work immediately after high school, or work while you're in college, this program will help you accomplish this goal.

Construction Technology

Do you like to work with your hands? Do you like to work outdoors? Would you like to join a construction crew with your classmates and actually build a house or commercial structure? Then sign up for this program!! You will be given the opportunity to prepare for employment and learn the attitudes and behavior necessary to get a job in this field. If you're interested in gaining pre-apprenticeship training in carpentry, electrical, heating, air conditioning, painting, dry walling, plumbing, and masonry trades, sign up today

Cosmetology

Due to 21st Century advertising trends, fashionable looks for both men and women will remain of great importance. Although styles will change, a cosmetologist's task will remain the same...to help people look attractive. As a service professional, you will be shampooing, cutting, styling, straightening, perming, and coloring hair; giving manicures; providing scalp and facial treatments; and furnishing makeup analysis. At the end of this program, you will be eligible to take the Indi-

ana State Beauty Board Examination. Don Roberts Beauty School requires students to pass ISTEP or to achieve a GED before any student will be recommended for the Indiana Cosmetology license examination. You must begin this program in July after completing your sophomore year and you must be able to attend the entire months of July and August without interruptions. July and August will be considered a probationary period for students entering this program.

Culinary Arts

Having a reputation for preparing and serving fine food is an asset to any establishment, whether it prides itself on "home cooking" or exotic foreign cuisine. If you delight in "cooking up a storm," give this program a chance. The food service industry is expecting to expand faster than the average for all occupations well into the 21st century. As you sign up for this program, expect to be working with master chefs and practicing the art of cooking and serving.

Dental Health

You'll have a lot to smile about when you begin a dental internship as a high school student and earn high school credit at the same time. You'll have the opportunity to work side by side with a dentist or in a dental laboratory and learn many skills that will give you a head start to a successful career. If you are interested in learning more about dentistry, oral anatomy, x-rays, dental instruments, and lab procedures, then sign up today for this program.

Diesel Technology

Diesel technology has changed a lot in recent years. Diesel technicians today need formal training in the latest diagnostic equipment and must possess good reading and math skills in order to follow detailed service manuals and work with computer based software. Skilled diesel technicians are in demand today. So, if you are interested in working on diesel

fuelled trucks and large heavy equipment, then sign up for this program today. This program is ASE/NATEF certified.

Early Childhood Education Careers Program

Grades 11-12

The world of four and five years olds is filled with wonder and excitement. The Education and Early Childhood Program is designed to help you learn about all of the skills you will need for employment in this field. In Hobart High school's, Brickie Kidz Preschool, you will experience direct interaction with a Prekindergarten class, under the supervision of a licensed teacher. You will learn how to prepare lesson plans and classroom activity centers. You will observe children as they play through the one-way mirrors between the classroom and the observation room for their various characteristics and behaviors. This classroom experience guarantees you hands-on time with the children.

Students enrolled in this program for two years can earn up to 12 college credits and MAY earn the required clock hours needed to qualify for the NATIONAL CHILD DEVELOPMENT ASSOCIATE (CDA) CREDENTIAL. If you truly enjoy working with young children and are planning to seek employment in this area this is the program for you

Electronics and Computer Technology

Your future is bright if you wish to enter this field as a career. Employment opportunities are expected to increase faster than the average rate for all occupations due to an increased demand for computers, communications equipment, military electronics, and electronic consumer goods. If you choose this "hands-on" program, you'll have the opportunity to work on amplifiers, computers, fiber optics, robotics, two-way radio communications and much more.

Emergency Rescue Technology Academy

The students enrolled in the program will have many unique opportunities. Students will learn to **take care of critically ill and**

Injured patients through lecture, lab, and clinical experiences, and develop strong communication and leadership skills that will last a life time. This fast-paced and challenging course is taught in a relaxed college atmosphere and requires extensive hands-on training. Students will be responding on fire apparatus and ambulances on actual emergency calls. Students will be exposed to various aspects of the fire service and emergency medical services. Additional topics covered include; orientation to fire department operations, arson investigation, Mandatory Firefighter, vehicle extrication, injury prevention and technical rescue. In order to enroll you should possess personal characteristics such as honesty, good judgment, respect for human dignity and a strong sense of ethics. Upon completion of the program, students are eligible to obtain state certification as an

Emergency Medical Technician from a nationally accredited program. Students may also receive credentialing as a **Firefighter** and eligible to

Apply as a firefighter. You may be eligible for 6 credit hours from Vincennes University. Students may also continue in a two-year EMS Associate Degree Program to become a **Paramedic**.

Educational Opportunities

- Ivy tech Community College
- Indiana University
- Purdue University

Wages

H.S. and Career & Technical Education Graduate \$9.98-\$12.75/hr
Additional Technical Training \$17.50-\$30.00/hr

Career Opportunities

- EMT with Public or Private Ambulance Service
- Dispatcher for Emergency Services (Fire/EMS and Police)
- Firefighter
- Paramedic
- Flight Medic
- Fire Investigator
- Fire Inspector

- Hospital Emergency Room Technician
- Emergency Manager
- Mandatory Firefighter
- Transition to Nursing degree

JUNIOR RESERVE OFFICER TRAINING CORPS

0956 - Leadership Education & Training 1
0957 - Leadership Education & Training 2
0958 - Leadership Education & Training 3
0959 - Leadership Education & Training 4
0960 - Leadership Education & Training Lab

The mission of Army JROTC is to motivate young people to be better citizens. All JROTC courses are designed to introduce, develop, exercise and critique 1) aspects of citizenship and patriotism, 2) personal health and fitness, 3) personal growth, and 4) decision-making and leadership skills. All JROTC courses emphasize values and character development, knowledge and skills necessary for life beyond high school and personal responsibility to prepare for life as a productive adult.

There are four Leadership Education & Training (LET) levels through which a cadet may progress from year to year. All LET levels include a classroom course and a lab course. Each of the levels includes academic instruction, physical training, hands-on experience, service learning projects, community service opportunities, field trips and interscholastic competitions. Daily, cadets participate in individual and group settings.

Cadets may earn advanced placement credit for College ROTC programs, enter the military at a higher grade and rank and earn an opportunity for college scholarships by completing two to four years of JROTC during their high school career.

0956 - Leadership Education & Training Level 1 (LET1) - Basic Entry Level
Grade 9 2Q/1S Prerequisites: None
This is a one-semester freshman entry-

level course designed to introduce students to JROTC and lay a solid foundation for further development as a person, citizen and leader. The LET 1 course emphasizes basic concepts relating to citizenship and patriotism, leadership theory, self-assessment and reflection, learning methods, study skills and communication skills. Cadets are required to wear the Army uniform one day a week, participate in group projects in and out of the classroom and participate in one service learning project each semester. Grades are based on performance, participation and effort. JROTC is a progressive program in which students may continue to enroll in successive semesters of study as long as they successfully complete each prerequisite level of study. LET 1 is a prerequisite for LET 2 and students may earn 1 elective course credit each semester. Students enrolled in any LET course must also enroll in the LET Lab course unless excused by the Senior Army instructor due to conflicts with other academic courses.

0957 - Leadership Education & Training Level 2 (LET2) - Developmental Level

Grade 10-12 4Q/2S
Prerequisites: LET 1 or instructor permission
This is a two-semester second-year progressive or entry-level course designed to build on the LET 1 leadership training foundation and inspire growth as a person, citizen and leader. The LET 2 course emphasizes basic concepts relating to US history, military history, civics and government as well as first aid, health awareness and substance abuse issues. The course also builds on the basic LET 1 citizenship, leadership, self-assessment, learning, study and communication skills. Cadets are required to wear the Army uniform one day a week, participate in group projects in and out of the classroom and participate in one service learning project each semester. Grades are based on performance, participation and effort. JROTC is a progressive program in which

students may continue to enroll in successive semesters of study as long as they successfully complete each prerequisite level of study. LET 1 is a prerequisite for LET 2; however upper-classmen entering JROTC for the first time may be admitted to LET 2 with Senior Army Instructor approval. LET 2 is a prerequisite for LET 3 and students may earn 1 elective course credit each semester. Students enrolled in any LET course must also enroll in the LET Lab course unless excused by the Senior Army instructor due to conflicts with other academic courses.

0958 - Leadership Education & Training Level 3 (LET3) - Intermediate Level

Grade 11 4Q/2S Prerequisites: LET 2
This is a two-semester third-year progressive course designed to analyze and begin to exercise the LET 1 and LET 2 concepts and skills. The LET 3 course emphasizes intermediate concepts designed to help the cadet understand their culturally diverse environment, communicate effectively and plan for their future. Topics include public speaking, anger management, cultural diversity, conflict mediation, career exploration, college/career preparation and basic financial management. Cadets are required to wear the Army uniform one day a week, participate in group projects in and out of the classroom and participate in one service learning project each semester. Grades are based on performance, participation and effort. JROTC is a progressive program in which students may continue to enroll in successive semesters of study as long as they successfully complete each prerequisite level of study. LET 2 is a prerequisite for LET 3, and LET 3 is a prerequisite for LET 4 and students may earn 1 elective course credit each semester. Students enrolled in any LET course must also enroll in the LET Lab course unless excused by the Senior Army instructor due to conflicts with other academic courses.

0959 - Leadership Education & Training Level 4 (LET4) - Advanced Level

Grade 12 4Q/2S Prerequisites: LET 3
This is a two-semester fourth-year progressive course designed to exercise all previous LET level concepts and skills. The LET 4 course emphasizes opportunities to lead, teach, train, speak publically and mediate conflict. The LET 4 course includes modules on career preparation, college or trade school selection and application and more advanced financial management. LET 4 cadets also gain practical experience as they function as the battalion staff and plan, organize, administer, execute and review all co-curricular JROTC programs, activities and clubs. Cadets are required to wear the Army uniform one day a week, participate in group projects in and out of the classroom and participate in one service learning project each semester. Grades are based on performance, participation and effort. LET 3 is a prerequisite for LET 4 and students may earn 1 elective course credit each semester. Students enrolled in any LET course must also enroll in the LET Lab course unless excused by the Senior Army instructor due to conflicts with other academic courses.

0960 - Leadership Education & Training Lab - (LET Lab) - Practical Skills Application

Grade 9-12 4Q/2S
Co-requisites: Current enrollment in LET 1, 2, 3 or 4
This is a two semester course designed to teach and exercise practical skills that have academic components, but also require hands-on effort. The LET Lab provides opportunities to exercise leadership and followership as instructors and LET 4 cadets teach and all cadet levels interact. The LET Lab includes modules on physical fitness, military bearing and appearance, individual and small unit drill and ceremony, basic rifle marksmanship, map reading, land navigation and summer leadership camp preparation. Cadets gain practical experience as they function as one large organization. Cadets are required to wear the Army uniform and to participate in physical training (PT) one

day a week. Grades are based on performance, participation and effort. Students enrolled in any LET course must also enroll in the LET Lab course unless excused by the Senior Army instructor due to conflicts with other academic courses, AND to enroll in LET Lab, the student must also be currently enrolled in one of the other four LET levels. Students may earn 1 elective course credit each semester.

Recommended Course of Study for Admission to a Four-Year College

Admission standards vary among colleges and universities. As a “rule of thumb,” students should have the following coursework completed by the end of their senior year:

English	8 credits, including Senior Comp and literature
Math	6 or more credits, up to and including Algebra II
Science	4 or more credits, including Biology and another lab science (Chemistry, Physics, etc.)
World Languages	4 or more credits
Social Studies	4 or more credits, including U.S. History, Government, and Economics
Electives	4 or more credits in a combination of social studies, computer training, music, or art

Academic Letter

To receive an Academic letter, a sophomore, junior, or senior student must earn a 3.80 GPA for 2 terms of the school year. Students will receive a pin for each subsequent year they earn an academic letter. Letters will be awarded every spring at the Honors Convocation.

GPA & Honor Roll

Grade point averages are computed on the traditional 4.0 scale. Students are required to attain a 3.0 average for the Honor Roll. The students grade point average is used to determine the class rank. The process involves all credit course points, divided by the total number of the grade points of the credit courses. A student may repeat a class if they attained a grade of D or less. A student repeating a class should be aware that the dual credit can't be earned if they already have received a passing grade and credit. Also, both grades will appear on the transcript.

National Honor Society

The Hobart High School National Honor Society selection takes place after 1st. Semester in the spring. All academically eligible Juniors and Seniors, with a 3.60 GPA or higher, will be notified of their eligibility by the N.H.S. advisor. Each academically eligible student shall provide the faculty council with a record of their co-curricular activities, leadership positions, community activities, work experience, and recognition and awards. Each student will be evaluated by all members of the Hobart High School faculty in the areas of leadership, service and character. A five-member faculty council, appointed by the principal, will make the final selections by majority vote.

NCAA Initial - Eligibility Clearinghouse

Your responsibility as a prospective student athlete.

If you are planning to enroll in college as a freshman and you wish to participate in Division I or Division II athletics, you must be certified by the NCAA Initial-Eligibility Clearinghouse. It is your responsibility to make sure the clearinghouse has the documents it needs to certify you.

These documents are:

- Your completed and signed Student Release Form and fee.
- Your official transcript mailed directly from your high school.
- Your ACT or SAT scores.

*Students can complete the eligibility form at: <https://www.ncaaclearinghouse.net>
This process usually begins at the end of your junior year in high school.

FINANCIAL AID / SCHOLARSHIPS

Financial Aid Form

The Guidance Department strongly recommends that you fill out the FAFSA (Free Application for Federal Student Aid) regardless of financial position. Most colleges and vocational or technical schools request that you fill out this form. Some college scholarships are dependent on the FAFSA.

FAFSA Tips

1. Read all directions carefully.
2. If unsure as to full-time or part-time student, always mark full time.
3. If eligible, fill out a 1040A or 1040EZ tax form.
4. Do not leave any money questions blank; put a "0" if appropriate.
5. Parent info is needed, regardless of who the student has/has not lived with.
6. Always put an Indiana School in Step 6, even if you are not planning to attend one at this time.

There is a Financial Aid Meeting the first Wednesday after Winter Break. Students and their Parents are encouraged to attend. The Director of Financial Aid for Purdue North Central will answer questions regarding the FAFSA form. Letters including the exact date and time will be sent home in December.

You can also check out the following websites:

www.fafsa.com www.icpac.com
www.finaid.org www.ed.gov/studentaid
www.collegeboard.org www.edupass.com

Scholarship Information

Scholarship information can be found in the Guidance Office. The Local Scholarship Book will be available in December. Listen to the announcements for exact dates!!!

You can also check out the following websites:

www.fastweb.com www.collegeboard.com
www.icpac.com www.scholarshipproviders.org

Other Sources of Aid

Direct Consolidated Loans www.loanconsolidation.ed.gov
Direct Loans www.ed.gov/DirectLoan
Pell Grants www.pellgrantsonline.ed.gov



4 HOBART HIGH SCHOOL YEAR EDUCATIONAL BLUEPRINT

Plan of Study ___ College Prep
 ___ Technical

Diploma Track ___ Regular
 ___ Core 40
 ___ Honors
 ___ Tech Honors

Grade 9

Semester 1	Semester 2
English	English
Math	Math
Science	Science
Health	Health
P.E.	P.E.
_____	_____
_____	_____

Grade 10

Semester 1	Semester 2
English	English
Math	Math
Science	Science
Social Studies	Social Studies
_____	_____
_____	_____
_____	_____
_____	_____

Grade 11

Semester 1	Semester 2
English	English
US History	US History
Math	Math
Science	Science
_____	_____
_____	_____

Grade 12

Semester 1	Semester 2
English	English
Government	Economics
_____	_____
_____	_____
_____	_____



Hobart High School Graduation Requirements

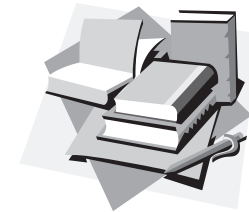
Check List

<u>Requirement</u>	<u>Class</u>	<u>Completed</u>
8 credits - English/Communications	English 9-11	_____
	_____ (English Elective)	_____
	_____ (English Elective)	_____
4 credits - Math	Algebra	_____
	_____	_____
	_____	_____
4 Credits - Science	Freshman Science or upper level elective	_____
	Biology	_____
6 Credits - Social Studies	World History or Geography & History of the World	_____
	US History or AP US History	_____
	Government	_____
	Economics	_____
2 Credits - Health	Health	_____
2 Credits - Physical Education	Physical Education	_____

Students must meet all graduation requirements to participate in ceremonies.
Total number of credits required = 42.

**Developmental Reading does NOT fulfill Communications elective.

***L.A. Lab and Math Lab do not fulfill English/Math requirements.



Audit of Classes

Students may audit a class if they received a grade of "D" or lower. An audited class will NOT count towards GPA or graduation credits. Students are allowed to audit to meet requirements for a higher level of classes.

*All students are expected to receive a Core 40 diploma. However, The Dept. of Education allows an opt out option for a regular diploma.. Please see your counselor for details.

What is Dual Credit?

Dual credit also called Concurrent Enrollment, is the term given to courses in which high school students have the opportunity to earn both high school and college credits.

These dual credit courses are taught by high school teachers using the high school text & curriculum during the regular high school classes.

An agreement is made between secondary and post-secondary schools establishing dual credit partnerships for each course involved. Because the college or university partner is awarding college credit the agreement requires the high school and students to meet each college eligibility standards.



HHS Dual Credit Course Offerings

Hobart High School Course	University Dual Credit Agreement	Tuition
Sr. Expository Writing (2 semester course)	Purdue North Central (ENGL 101/102)	\$150.00
Pre Calculus/Trigonometry (2 semester course)	Purdue North Central (MA 153/154)	\$150.00
AP Calculus (5 credit course)	Purdue North Central (MA 161)	\$125.00
Discrete Math	Purdue North Central (STAT 213)	\$304.65
Advanced Speech	Purdue North Central (COM 114)	\$304.65
AP Psychology	Purdue North Central (PSY 120)	\$75.00
AP English 12	Purdue North Central (ENGL 101/102)	\$150.00
Advanced Marketing	Ivy Tech	Tuition Free
Intro to Business	Ivy Tech	Tuition Free
Personal Finance	Ivy Tech , IUN	Tuition Free
Early Childhood	Ivy Tech	Tuition Free
Criminal Justice	Ivy Tech	Tuition Free
Principles of Engineering (POE)	Ivy Tech , Purdue	Tuition Free
Introduction to Engineering Design (IED)	Ivy Tech , Purdue	Tuition Free
Civil Engineering	Ivy Tech , Purdue	Tuition Free
Digital Electronics (DE)	Ivy Tech , Purdue, Purdue Calumet	Tuition Free
Emergency Rescue Medical Technology (EMT)	Vincennes	\$75.00
Cisco	Vincennes	Tuition Free
Bio Medical Courses	IUPUI and Stevenson	varies
AP Biology	IUN (BIOL 101)	\$100

COMPLETE ONE YEAR OF COLLEGE WHILE AT HHS!

College Credit, Concurrent Enrollment, and Dual Credit all refer to a high school student completing a college course in high school.

What if you have dual credit? Look at the potential financial savings below:

Indiana students who are eligible for free and reduced lunch will have their tuition fee waived.

SEMESTER 1			SEMESTER 2		
Course	Credit	Fee	Course	Credit	Fee
Psychology 101	3	\$606.90	Chemistry	3	\$606.90
English 101	3	\$606.90	English 102	3	\$606.90
Pre-Calculus	3	\$606.90	Trig	3	\$606.90
History	3	\$606.90	Speech	3	\$606.90
Intro to Engineering and Design	3	\$606.90	Civil Engineering	3	\$606.90
TOTAL	15	\$3034.50	TOTAL	15	\$3034.50



Total Savings— 2 Semesters—\$6069.00

BENEFITS OF EARNING COLLEGE CREDITS IN HIGH SCHOOL

*Financial advantage

*Accelerated start in college.

*Statistically, those who earn college credits in high school have an increased rate of success in life.

*Take course in the comfort of your high school with teachers that you know.

*Familiarity with university registration, policies, and procedures.

Academic Internship	59
Adv. Environmental Science	56
Adv. Speech & Communication	44
Advanced Acting	49
Advanced Chorus	48
Algebra	54-55
Applied Music	48
Basic Health Education	52
Biology	56
Biology (AP)	56
Biomedical Innovations	57
Business & Personal Law	39
Business Foundations	39
Business Math	39
Cadet Teaching	59
Calculus: AP	55
Ceramics	45-46
Chemistry I	56
Chemistry AP	56
Civil-Architectural Engineering (Honors)	54
Computer Applications/Web Design	39-40
Concert Band (Advanced)	48
Conditioning & Training	53
Creative Writing & College Writing	43
Current Health Issues	52

Digital Electronics (DE)	54
Drafting & Computer Aided Design	53
Drawing	45
Early Childhood Education	61
Economics	58
Education Seminar	59
Engineering Design & Development (EDD)	54
English	40-44 60
Entrepreneurship	40
Expository Writing-Sr. Comp.	43
Fine Arts Connections	46-47
Finite Mathematics I and II	55
French	50
Geography & History of the World	57
Geometry	55
German	50-51
Hospitality, Travel & Tourism	39
Human Body Systems	57
Humanities (Passport to Culture)	60
Individual /Dual Sports	52
Information Technology	39-40
Instrumental Ensemble Beginning Guitar	47
Integrated Chemistry/Physics	56
Intermediate Chorus	48
Intermediate Guitar	47
Interpersonal Relationships	53

Introduction to Engineering Design (IED)	54
Introduction to Three Dimensional Art	44-45
Introduction to Two Dimensional Art	44
January Grad	60
Jazz Ensemble	47
Journalism & Yearbook	43
Junior High Ability (GT)	59
Junior Reserve Officer Training Corps (JROTC)	61-62
Language Arts Lab	44
Law Enforcement	59
Marketing	39
Mass Media (Exploratory Television Production)	53
Math Lab	54
Math Lab/Algebra I	54
Medical Terminology (Allied Health)	52
Medical Interventions (Honors)	57
Music History & Appreciation	47-48
Music Theory & Composition	47
Newspaper	43
Novels	43
Outdoor Pursuits	52
Painting	45
Personal Finance	40
Physical Education I	52
Honors Physics I	56

Porter County Career & Technical Center	60-61
Preparing for College and Careers	60
Honors Advanced Modeling and Analysis	55
Principals of BioMed	56-57
Principles of Engineering	54
Psychology	58-59
Radio/TV Broadcasting/ Telecommunications Daily Announcing)	53
Radio/TV Broadcasting/ Telecommunications (HHS on the Web)	53
Radisson Culinary Arts	59
Science Fundamentals	56
Senior Honors High Ability (GT)	59
Sociology	58
Sophomore High Ability (GT)	59
Spanish	51-52
Speech	43
Sports & Entertainment Mkt.	39
Strength & Cardio Fitness	53
Student Assistant	60
AP Studio Art	44
Team Sports	52
Technical Theatre	49
Theatre Arts	48-49
Trigonometry: Honors	55
United States Government	58
United States History & AP	58
World History & Civilization	57-58