Curriculum Guide

2025-2026

Milan High School

609 N Warpath Dr.
Milan, IN 47031
(812) 654-3096

https://www.milan.k12.in.us/

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NONDISCRIMINATION POLICY

It is the policy of Milan Community School Corporation not to discriminate on the basis of race, color, religion, sex, national origin, age, or disability. No qualified disabled person shall, solely by reason of their disability, be excluded from participation, be denied the benefits of, or be subjected to discrimination under any program or activity sponsored by this school corporation.

Inquiries regarding compliance with Title IX (1972 Ed. Amendments), Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act should be directed to: 504 Coordinator, Milan Community School Corporation, Superintendent's Office, 412 East Carr Street, Milan, IN 47031, or to the Office for Civil Rights, U.S. Department of Education, Washington, D.C.

Dear Students and Parents/Guardians,

The Academic Handbook and Curriculum Guide provides valuable information to help you plan and prepare for your journey at Milan High School. It is designed to be helpful to both students and their parents/guardians as they discuss class choices throughout the student's high school career. Plan carefully, and discuss options with Mrs. Hileman to know you are on track for your plans after graduation.

Listed below are additional resources and suggestions to aid your planning:

1. Group information sessions – Mrs. Hileman will make a presentation for each grade level providing information, general directions, deadlines, and your *MHS Course Registration*.
2. Individual conferences and questions - For additional help, schedule an appointment with Mrs. Hileman and/or talk to a teacher or department head in the area concerned.
3. Online guidance - Computerized career/college planning resources are available at school and at home via the internet. MHS students are encouraged to take advantage of the information available at sites linked to our school website. Students are provided Google Classroom Access Codes as a resource for all guidance postings and notifications.

A Special Note to Incoming Freshmen:

You are about to embark on an exciting and challenging journey as you prepare for your secondary academic career. You are entering an entirely different system than you have experienced in elementary and middle school, including credits, grade point averages (GPAs), class ranks, course selections, etc. ***It is vital you understand graduation requirements and schedule the correct courses for your freshman year.*** You should choose challenging courses, but do not over-schedule. Consider your previous grades in each subject, talk with your teachers and counselors, and consider your future plans and interests.

GUIDANCE DEPARTMENT STAFF

Zarah Hileman	**Lynn Lillis**
School Counselor	Guidance Secretary

Students may request to see Mrs. Hileman by filling out the Counselor Request Form. Once a request is submitted, students will be called as soon as time permits. Mr. Langferman or other administrators may be called upon for assistance in urgent situations.

Graduation Requirements

Class of 2026-2028

	Core 40 Diploma	Core 40 Diploma with Academic Honors	Core 40 Diploma with Technical Honors
English	8 credits	8 credits	8 credits
Mathematics	6 credits: Algebra1/Geometry/Algebra 2	8 credits: Beginning with Algebra 1	6 credits: Algebra1/Geometry/Algebra 2
Science	6 credits: 2 credits Biology 2 credits Chemistry or Integrated Chemistry & Physics 2 additional science credits	6 credits: 2 credits Biology 2 credits Chemistry or Integrated Chemistry & Physics 2 additional science credits	6 credits: 2 credits Biology 2 credits Chemistry or Integrated Chemistry & Physics 2 additional science credits
Social Studies	6 credits: 2 credits Geography/History of the World 2 credits U.S. History 1 credit Government 1 credit Economics	6 credits: 2 credits Geography/History of the World 2 credits U.S. History 1 credit Government 1 credit Economics	6 credits: 2 credits Geography/History of the World 2 credits U.S. History 1 credit Government 1 credit Economics
Physical Education	2 credits	2 credits	2 credits
Health	1 credit	1 credit	1 credit
Directed Electives	5 credits:	8 credits:	5 credits:
World Languages		6-8 credits 6 credits in one language or 4 credits each in two languages	
Fine Arts		2 credits	
Career and Technical Education			6-12 credits in a Career-Technical Program or Pathway
Electives:	6 credits	6 credits	6 credits
Total Credits	**40 credits**	**47 credits**	**47 credits**
GPA		3.0 or higher	3.0 or higher
		Core 40 Academic Honor students must also complete one of the following: ♦Earn 4 credits in 2 or more AP courses and take corresponding AP exams. ♦Earn 6 verifiable transcripted college credits in dual credit courses from the approved dual credit list. ♦Earn two of the following: 1. A minimum of 3 verifiable transcripted college credits from an approved dual credit list. 2. 2 credits in AP courses and corresponding AP exams 3. 2 credits in IB standard level courses and corresponding IB exams. ♦Earn a 1250 or high on the SAT and a minimum score of 560 for math and 590 on the evidence-based reading and writing section. ♦Earn an ACT score of 26 or higher and complete the written section. ♦Earn 4 credits in IB courses and take corresponding IB exams.	Complete one of the following: ♦Any one of the options (A-F) of the Core 40 with Academic Honors. ♦Earn the following minimum scores on WorkKeys: Workplace Documents, Level 6; Applied Math, Level 6; and Graphic Literacy, 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.

Graduation Requirements
Class of 2029 and Beyond

	Indiana Diploma
English	**8 credits** 2 credits English 9 1 credit: Communication-focused course 5 additional English credits
Mathematics	**6 credits** 2 credits: Algebra I 1 credit: Personal Finance 4 additional math credits
Science, Technology, and Engineering	**7 credits** 2 credits: Biology I 1 credit: Computer Science 2 additional science credits 2 STEM-focused credits
Social Studies	**5 credits** 2 credits: U.S. History 1 credit: Government 2 credits: World Perspectives (Flexible options, including advanced world language or world-focused social studies courses)
Physical Education	**1 credit**
Health	**1 credit**
Personalized Electives	**12 credits** Students are encouraged to utilize the new readiness seals to align these personalized electives with their unique goals. Personalized electives can include a variety of courses, such as Career Technical Education, Performing or Fine Arts, and World Languages
College & Careers	**1 credit** 1 credit: Preparing for College & Careers
Total Credits	**42 credits**

Indiana Readiness-Seals

Class of 2029 and Beyond

Readiness seals are designed to be permeable, allowing students to update their graduation plan and pivot, if their original interests or goals change. Although seals are optional, students are encouraged to utilize the Readiness-Seals below to focus on their flexible credits into a connected pathway that aligns with their future goals. Students may earn one or multiple seals. Graduation Pathway requirements will be satisfied through completion of any seal.

<table>
<tr><th>Enrollment
Honors Seal</th><th>Employment
Honors Seal</th><th>Enlistment & Service
Honors Seal</th></tr>
<tr><td>■ 4 credits World Language
■ 6 credits Social Studies/ World Perspective credits
■ 8 Mathematics credits: Algebra I, Geometry, Algebra II, and Pre-Calculus or any advanced math credits aligned with their course of study
■ 6 Science credits: Biology I, Chemistry, and Physics or any advanced lab science credits aligned to their course of study</td><td rowspan="2">Complete one of the following:

■ A market-driven credential of value aligned to a specific occupation

■ 3 courses in a Career and Technology Education (CTE) pathway

■ An approved career preparation experience aligned to Indiana’s CSA program, or

■ An approved, locally-created pathway</td><td>Complete one of the following:

■ Introduction to Public Service course or approved locally-created equivalent

▪Emphasis on developing an awareness of the physical standards and character required for services

■ One year of JROTC in high school</td></tr>
<tr><td rowspan="3">Complete one of the following:

■ Earn 4 credits in AP, IB, or Cambridge courses and take corresponding exams

■ Earn 6 college credits

■ Score a 1250 on a SAT or 26 on the ACT

■ Earn two of the following:

▪At least 3 college credits
▪2 credits in AP courses and take corresponding exams
▪2 credits in IB courses and take corresponding exams.
▪2 credits in Cambridge courses and take corresponding exams</td><td>Achieve a score of 31 on the ASVAB and complete one of the following:
■ All three components of the Career Exploration Program
■ A career exploration tool approved by IDOE</td></tr>
<tr><td>Complete 150 hours of work-based learning (may include multiple experiences that are paid, unpaid, on-site, or simulated)</td><td>Externally verified through a mentorships experience with current military personnel, veterans, or other public safety professionals</td></tr>
<tr><td>Demonstrate skill development in Communication, Collaboration, and Work Ethic</td><td>Demonstrate skill development in Communication, Collaboration, and Work Ethic</td></tr>
<tr><td>Earn a C or higher in all courses and earn a cumulative B average</td><td>Meet attendance goal</td><td>Meet attendance goal</td></tr>
</table>

Enrollment **Honors Plus Seal**	**Employment** **Honors Plus Seal**	**Enlistment & Service** **Honors Plus Seal**
Earn the Honors Enrollment seal, **plus**:	Earn the Honors Employment seal, **plus**:	Earn the Honors Enlistment seal, **plus**:
Earn a credential of value that may include, for example: ■ Associate degree ■ Technical Certificate ■ Indiana College Core ■ AP Scholar with Distinction ■ Cambridge AICE Diploma ■ IB Diploma	Earn a market-driven credential of value that may include, for example: ■ Associate degree ■ Technical Certificate ■ Indiana College Core ■ Advanced Industry Certificate (Page__)	Complete one of the following: ■ Achieve a score of 50 or higher on the ASVAB ■ Enrollment at ROTC at the collegiate level ■ Acceptance to a service academy
Complete at least 75 hours of work-based learning (may include multiple experiences that are paid, unpaid, on-site, or simulated)	Complete additional work-based learning (total of 650 hours in one or more experiences) that may include for example: ■ Pre-Apprenticeship ■ Modern Youth Apprenticeship	Demonstrate excellence in leadership through one of the following: ■ Completion of at least 100 hours of public service ■ Holding a leadership role in a co/extracurricular activity ■ Completion of two seasons of a team-based physical sport or activity
Demonstrate skill development in Communication, Collaboration, and Work Ethic	Demonstrate skill development in Communication, Collaboration, and Work Ethic, and any additional skills determined locally	

Graduation Pathways

Starting with the Class of 2023, Indiana students no longer need to pass the ISTEP as a part of their graduation requirements.. Instead, students will complete Graduation Pathways (see chart below). Students in the classes from 2023-2028 must complete all three parts of the Graduation Pathway To graduate.

Beginning with the Class of 2029, students must earn an Indiana Diploma and either complete a Graduation Pathway or earn an Indiana Readiness Seal. If a student earns a Readiness Seal, it automatically fulfills all Graduation Pathway requirements.

GRADUATION REQUIREMENTS	GRADUATION PATHWAY OPTIONS
1. High School Diploma	Students must earn one of the following diplomas: ● Core 40 ● Core 40 with Academic Honors ● Core 40 with Technical Honors ● Indiana Diploma (Class of 2029 and beyond)
2. Learn and Demonstrate Employability Skills	Learn employability skills standards through locally developed programs. Employability skills are demonstrated by one of the following: ● **Project-Based Learning Experience** ● **Service-Based Learning Experience** ● **Work-Based Learning Experience**
3. Postsecondary-Ready Competencies	Students must complete at least one of the following: ● **Honors Diploma**: Fulfill all requirements of either Academic or Technical diploma ● **ACT**: College-ready benchmarks ● **SAT:** College-ready benchmarks ● **ASVAB**: Earn at least a minimum AFQT score to qualify for placement into one of the branches of the US military ● **State and Industry-recognized Credential or Certification** ● **Federally-recognized Apprenticeship** ● **Career-Technical Education Concentrator:** Must earn a "C" average in at least two non-duplicative advanced courses within a particular program or program of study. ● **AP/IB/Dual Credit/Cambridge International Courses or CLEP Exams**: Must earn a "C" average or higher in at least three courses. ● **Locally Created Pathway** that meets framework from and earns the approval of the State Board of Education.

Milan High School Graduation Pathways

AGRICULTURE PATHWAYS			
PATHWAY	PRINCIPLES 1st Year	CONCENTRATOR A 2nd Year	CONCENTRATOR B 3rd Year
Ag Mechanical & Engineering	Principles of Agriculture	Agriculture Power, Structures & Technology	Agriculture Structures Fabrication & Design
Agri- Science Animals	Principles of Agriculture	Animal Science	Adv. Life Science, Animals
Horticulture	Principles of Agriculture	Horticulture Science	Greenhouse & Soilless Productions
BIOMEDICAL SCIENCE PATHWAY- PLTW			
Biomedical Science	Principles of Biomedical Science	Human Body Systems	Medical Intervention
COMPUTER SCIENCE PATHWAY			
Computer Science	Principles of Computing	Topics in Computer Science	Computer Science
EDUCATION PROFESSIONS PATHWAY			
Education Professions	Principles of Teaching	Child & Adolescent Development	Teaching and Learning
ENGINEERING PATHWAY- PLTW			
Engineering	Intro to Engineering Design	Principles of Engineering	Civil Engineering & Architecture
LOCALLY CREATED PATHWAY- FINE ARTS ***Additional requirements can be found on Page 23***			
Art	Principles of Teaching	Intro to 2D Art/ Art History Adv. 2D Art/Adv. Art History	Intro to 3D Art/ Adv. 3D Art Drawing/Painting
Music	Principles of Teaching	Minimum of 4 ensemble credits	Music Appreciation & Music Theory
SOUTHEASTERN CAREER CENTER			
All programs offered at the Southeastern Career Center can be used to meet Graduation Pathways(see page 56)			

Graduation Testing Requirements

In addition to the diploma requirements, students must complete the following tests throughout their high school career. These tests do not count against the student's ability to graduate but can help meet graduation requirements.

- Students enrolled in Biology I will take the ILEARN Biology Test.
- All Juniors are required to participate in SAT School Day in the spring semester.
- Students enrolled in the United States Government will take the Naturalization Exam.

Grade Scale & Grading

Report cards are issued at the end of each nine weeks and are distributed during GP. If the student is absent on the distribution day, the student may pick up the report card in the guidance office. The last report card of the school year will be mailed in June. In addition, grades are available for parents and students via PowerSchool. Students and parents should be aware of a child's progress throughout the nine weeks by tracking grades in all classes. Parents can check students' grades anytime utilizing PowerSchool from Milan's web page – https://www.milan.k12.in.us/

Grading Scale	GPA Equivalents	Weighted GPA Equivalents
A+ 97-100	4.0	5.0
A 93-96.9	4.0	5.0
A- 90-92.9	3.7	4.7
B+ 87-89.9	3.3	4.3
B 83-86.9	3.0	4.0
B- 80-82.9	2.7	3.7
C+ 77-79.9	2.3	3.3
C 73-76.9	2.0	3.0
C- 70-72.9	1.7	2.7
D+ 67-69.9	1.3	2.3
D 63.66.9	1.0	2.0
D- 60-62.9	0.7	1.7
F 59.9 and below	0.0	0.0
WP Withdraw/Passing	0.0	0.0
*must occur during 1st 15 days of semester		
WF Withdraw/Fail	0.0	0.0
*counts against GPA		
I Incomplete	0.0	0.0

Grade Configuration

Quarter Grades will be calculated as follows:

- 35% Formative Assessment with a minimum of 9 grades (homework, classwork, participation, etc.)
- 65% Summative Assessment with a minimum of 6 grades (tests, projects, performances)

Semester Grades will be calculated as follows

- 42.5% First Quarter + 42.5% Second Quarter + 15% Final Exam = 100% Semester Grade

Final Exams

At the end of each semester students will take a final exam. This exam is worth 15% of their semester grade. Attendance is mandatory during final exams. If a student has an excused absence, a make-up date will be given with approval from the office.

Weighted Grades

Milan High School recognizes and rewards academic rigor through a weighted grade scale. Students participating in highly rigorous academic courses can earn additional points towards their grade point average. Courses receiving an additional grade weight will be published each spring and remain in effect for one academic year. Weighted courses are reflected on the course list.

Incompletes

Students with excused absences at the end of a grading period may be issued a grade of “I” for incomplete. Students absent from school are responsible for all work and information missed in each class. Upon their return, it is the student’s responsibility to make arrangements with the teacher to complete all missing work as soon as possible. Students are given two additional weeks to complete all missing assignments at the end of the grading period. All incompletes must be removed before credit is earned for the course. There is no make-up period for the end of the year. All work must be completed by the end of the school year.

Course Audits (Re-takes)

Students may retake a course with prior approval from the Guidance Office if they earned a grade below 70%. Retaking a course is only allowed under the following circumstances:

- To meet the requirements for a higher-level diploma
- To meet the requirements for a Indiana Readiness Honors or Honors Plus Diploma Seal , or
- To work toward the 2.5 GPA required for the 21st Century Scholars Program.

When a course is retaken, the higher grade will be recorded for credit on the transcript and used in GPA and class rank calculations. The lower grade will remain on the transcript but will be marked as "audited" and will not count toward the student’s GPA or class rank.

Permanent Records

A complete record of each student’s high school performance is kept on file in the guidance office. The student’s permanent record, or transcript, includes test results, grades, grade point average, class rank, attendance, enrollment information, and health data. Copies of transcripts may be requested by the student, parent, or an approved institution such as a college or employer. To request a transcript virtually, please visit Parchment.com

Credit Recovery/PLATO

Milan High School offers PLATO by Edmentum as a credit recovery option for eligible students. PLATO is a tool that can help students earn credits required for graduation. PLATO is designed to comply with all state and federal standards. PLATO is designed to be a credit recovery program, and students will not be enrolled to work ahead on graduation requirements unless they have an approved plan on file with the Guidance Office. PLATO grades will be entered at the end of each quarter.

To be eligible for enrollment in the PLATO program, a student must meet at least one of the following criteria:

- Have already attempted the course in the classroom setting
- Received a teacher recommendation to complete credit recovery
- Earned a 45% or higher in the course they wish to recover credits from
- Need a course to fulfill graduation requirements that we do not offer in person.
- To help raise a student's GPA or to stay on track for Academic or Technical Honors.
- Transfer student
- Scheduling conflicts must be approved by the Counselor and Principal.

To be eligible for SUMMER enrollment in the PLATO program, a student must meet at least one of the following criteria:

- Passed one semester of a course throughout the school year
- Received a teacher recommendation to complete credit recovery
- Scheduling Conflict for the next school year.

Plato Academic Expectations:

- Students must complete the PLATO classes they are assigned within the semester they are assigned. The PLATO terms are Semester 1, Semester 2, and Summer Semester. All classes should be completed 10 days prior to the end of the term. If a student does not complete a course in the required timeframe, they will be re-enrolled to restart the courses at the beginning of the next term. If a student fails to finish the course in the second attempt, they will be placed back in the classroom to earn the credit.
- Students who are assigned credit recovery courses in Semester 1 or Semester 2 will have their schedule adjusted to include PLATO.
- Students who are enrolled in a PLATO course will take all pre and post assessments in the PLATO classroom or resource room.

Work-Based Learning Eligibility

Work-Based Learning is a valuable opportunity for students to gain real-world experience, build professional skills, and represent Milan High School in the community. This program is a privilege reserved for responsible students who meet the following requirements:

- Complete a Work-Based Learning application before the end of junior year
- Hold a valid driver's license and provide proof of auto insurance
- Maintain excellent attendance
- Receive approval from both a school administrator and the school counselor

Eligible students will meet with the Work-Based Learning Director to explore placement options that align with their career interests and goals.

Southeastern Career Center Eligibility Guidelines

Students who wish to attend the Southeastern Career Center must meet the following guidelines before being placed in a program.

To attend as a Junior, a student must have earned a passing grade (D- or better) in the following classes:

English 9 English 10
Algebra Geometry
Biology Chemistry or Integrated Chemistry and Physics
Geography History of the World
Physical Education (2 semesters)
Health

At the end of their sophomore year, students must have a minimum of 20 credit hours to be considered for the Southeastern Career Center.

Students who wish to return to the Southeastern Career Center during their Senior Year must have earned a passing grade (D- or better) in all the classes required for the Junior Year attendance and, in addition, passed the following course:

■English 11 ■Algebra II ■U.S. History

Before the beginning of their Senior Year, students must have a minimum of 32 credit hours to be considered eligible to return to the Southeastern Career Center for their Senior Year.

Students who fail a required course at the end of the first semester may become ineligible to return to the Southeastern Career Center for the second semester.

Students who attend the Southeastern Career Center and fail either semester will become ineligible for the current program and will need to pick a different program before returning to the Southeastern Career Center.

More information about the classes and programs that are offered at the Southeastern Career Center can be found on page 56.

Scheduling

Procedures/Timeline

January - February

- School Counselor will begin Class Scheduling Meetings
- Students will begin submitting Course Requests

March - April

- Master Schedule Set
- Student Scheduling Conflict Discussions

May

- Student Scheduling Complete/Parent Signature Required for Schedule Change Requests

Each year students will submit course requests for the following school year. When creating student schedules, our guidance department puts considerable effort and consideration into creating a schedule that meets graduation requirements as set forth by the state of Indiana while also meeting student interests and career plans.

The Guidance office will meet with each student during the spring semester to choose primary classes as well as suitable alternatives. Please know that every effort is made to honor these requests, but it is impossible for 100% of our students' primary requests to be met. Students will have the opportunity to submit schedule change requests. Schedule Change request forms will be made available by the guidance office and will have set deadlines for when the form must be submitted.

After the last day of the Spring semester, NO schedule changes will be considered unless certain conditions are met. These conditions are as follows:

- Change necessary to meet high school graduation requirements
- Change necessary to meet college entrance requirements
- The student is academically misplaced
- Balance over-crowded classes
- Error in computer entry
- Late staff changes
- Changes necessary to meet IEP/Case Conference mandates

Class schedules are built on PowerSchool but are not available for viewing until student registration opens in late summer.

Academic Recognition

Honor Roll

Students who attain the following grades will be designated with the following honors:

High Academic (A) Honor Roll will consist of those students having all A's.

Academic (A/B) Honor Roll will consist of those students with no grade lower than a B-.

Honor rolls are released from the guidance office's end of each grading period.

National Honor Society

Students in grades 10-12 who earn and maintain a 3.75-grade point average are eligible to be a member of the Milan High School National Honor Society. Students who wish to become members of the National Honor Society must also demonstrate skills in Community Service, Leadership, and Character.

Senior Academic Recognition

Beginning with the graduating class of 2022 and beyond, Milan High School will begin using a collegiate-style Latin system to honor senior graduates who have earned an Academic Honors or Technical Honors diploma.

- **Summa Cum Laude**: Students graduating with *Honors or Technical Honors diploma* and a weighted GPA of 4.1 or above.
- **Magna Cum Laude**: Students graduating with *Honors or Technical Honors diploma* and a weighted GPA of 3.8-4.09.-=
- **Cum Laude:** Students graduating with *Honors or Technical Honors diploma* and a weighted GPA of 3.5-3.79.

Beginning with the class of 2022, two student speakers will be chosen for graduation based on peer nomination and a faculty review panel. Speakers must have earned Summa Cum Laude, Magna Cum Laude, or Cum Laude distinction. The faculty review panel will also consider academics, extra-curricular involvement, attendance, and discipline record when choosing the graduation speakers.

Advanced Placement & Dual Credit/Enrollment

Advanced Placement (AP) Courses

Milan High School offers Advanced Placement (AP) courses. The Advanced Placement program is created through College Board which offers a college-level curriculum and examination to high school students. These courses are taught on campus by Milan High School teachers. Course descriptions can be found within the curriculum guide. Students enrolled in AP courses will be required to take the corresponding AP exam in the spring semester.

Dual Credit/Dual Enrollment Courses

Milan High School, through its partnership with Ivy Tech Community College, offers Dual Credit courses for high school students who are ready to begin college-level work. These courses are accredited Ivy Tech courses taught at Milan High School, through equivalent high school courses approved by the Indiana Department of Education, by highly qualified high school teachers who meet the same credentialing standards as those required of on-campus Ivy Tech Faculty.

To earn dual credit through Ivy Tech, students must create an account on DualEnroll.com and register for their courses through the portal. A valid Social Security Number is required to create a DualEnroll.com account. *Milan High School does not keep students' Social Security Numbers on file.*
Students who do not complete the DualEnroll.com registration either due to not having a Social Security Number or failing to follow through will not be eligible to receive dual credit.
Please note: Some dual credit courses have prerequisites that must be met before a student can earn college credit.

Dual Enrollment courses are taught on Ivy Tech's campus in Batesville, IN, by Ivy Tech instructors. Students who wish to enroll in Dual Enrollment classes must be in good academic standing and have met with the School Counselor. Dual Enrollment courses for the 2025-26 School year will be weighted. For a student to be eligible for a weighted grade scale, the class must be taken at Ivy Tech's Batesville campus during the school day.

Students enrolled in Dual Credit and Dual Enrollment opportunities must have met the prerequisites to be eligible to earn college credits in the course (Please see prerequisites in the course description).

If a student does not meet the prerequisites for a dual credit course, they may be eligible to take the Knowledge Assessment, a diagnostic test used to determine readiness. Students can take the assessment as many times as needed to meet the required score.

However, if the Knowledge Assessment is not completed by Ivy Tech's deadline, the student will not be eligible to earn dual credit for that course.

Upon successful completion of a high school-based dual credit course or a dual enrollment course, students will earn both high school and Ivy Tech Community College credits.

Students may also work towards the Indiana College Core, a 30-credit-hour block of general education college-level courses that transfers seamlessly to all Indiana public colleges and some private institutions. (See Page 61)

MILAN HIGH SCHOOL COURSE OFFERINGS & REQUIREMENTS FOR 2025-2026
INDIANA CORE 40 CLASS of 2026 - CLASS of 2028

ENGLISH	**8 CREDITS REQUIRED FOR ALL DIPLOMA TRACKS**
ENGLISH 9	HONORS ENGLISH 9
ENGLISH 10	HONORS ENGLISH 10
ENGLISH LITERATURE	AP/DC ENGLISH COMPOSITION★✤
AP/DC INTRODUCTION TO LITERATURE★✤	DC SPEECH & DC CREATIVE WRITING ★✤

MATHEMATICS	**6 CREDITS FOR CORE 40 & TECH HONORS - 8 CREDITS ACADEMIC HONORS**
ALGEBRA I	
GEOMETRY	HONORS GEOMETRY
ALGEBRA II	HONORS ALGEBRA II
DC PRECALCULUS- COLLEGE ALGEBRA/TRIGONOMETRY★✤	ANALYTICAL ALGEBRA II
AP/DC CALCULUS★✤	PERSONAL FINANCIAL RESPONSIBILITY

SCIENCE	**6 CREDITS FOR ALL DIPLOMA TRACKS REQUIRES BIOLOGY AND PHYSICAL SCIENCE**
BIOLOGY I	
INTEGRATED CHEMISTRY AND PHYSICS	CHEMISTRY I
AP CHEMISTRY✤	AP/DC PHYSICS★✤
PRINCIPLES OF BIOMEDICAL SCIENCE	HUMAN BODY SYSTEMS

SOCIAL STUDIES/HISTORY	**6 CREDITS FOR ALL DIPLOMA TRACKS**
GEOGRAPHY/HISTORY OF THE WORLD	ETHNIC STUDIES/ INDIANA STUDIES
U.S. HISTORY	DC/AP U.S. HISTORY★✤
GOVERNMENT	ECONOMICS

PHYSICAL EDUCATION	**2 CREDITS FOR ALL DIPLOMA TRACKS**
PHYSICAL EDUCATION I	PHYSICAL EDUCATION II
WEIGHTLIFTING	STRENGTH & CONDITIONING
HEALTH - REQUIRED FOR ALL DIPLOMA TRACKS (8th Grade)	

FINE ART AND MUSIC	**ALL DIPLOMA TRACKS REQUIRE ELECTIVES**
INTRO TO 2D ART/ART HISTORY	ADVANCED BAND
INTRO TO 3D ART/ ADV. 3D ART	JAZZ BAND
ADV. 2D ART/ADV. ART HISTORY	PERCUSSION ENSEMBLE
PAINTING/DRAWING	ADVANCED CHORUS
MUSIC APPRECIATION/ MUSIC THEORY	PIANO

STEM	**ALL DIPLOMA TRACKS REQUIRE ELECTIVES**
PRINCIPLES OF COMPUTING	INTRODUCTION TO ENGINEERING DESIGN★
TOPICS IN COMPUTER SCIENCE	PRINCIPLES OF ENGINEERING★
COMPUTER SCIENCE	CIVIL ENGINEERING AND ARCHITECTURE★

AGRICULTURE	**ALL DIPLOMA TRACKS REQUIRE ELECTIVES**
PRINCIPLES OF AGRICULTURE★	AG POWER, STRUCTURES, AND TECH★
ANIMAL SCIENCE★	ADVANCED LIFE SCIENCE, ANIMALS★
HORTICULTURE SCIENCE★	GREENHOUSE, & SOILLESS PRODUCTION★

EDUCATION PROFESSIONS	**ALL DIPLOMA TRACKS REQUIRE ELECTIVES**
PRINCIPLES OF TEACHING	

WORLD LANGUAGE	**REQUIRED FOR ACADEMIC HONORS DIPLOMA**
SPANISH I	SPANISH II
SPANISH III	

ADDITIONAL ELECTIVES	**ALL DIPLOMA TRACKS REQUIRE ELECTIVES**
JAG (JOBS FOR AMERICA'S GRADUATES)	STUDENT MEDIA
WORK BASED LEARNING	CAREER INFORMATION AND EXPLORATION
PREPARING FOR COLLEGE AND CAREERS	

✤WEIGHTED COURSE
★DUAL CREDIT COURSE

MILAN HIGH SCHOOL COURSE OFFERINGS & REQUIREMENTS FOR 2025-2026
INDIANA DIPLOMA CLASS OF 2029 & BEYOND

ENGLISH

REQ: ENGLISH 9 (2 cr), COMMUNICATIONS-FOCUSED COURSE (1 cr) , & 5 ADDITIONAL ENGLISH CREDITS

ENGLISH 9
ENGLISH 10
ENGLISH LITERATURE
AP/DC INTRODUCTION TO LITERATURE★✤
DC SPEECH & DC CREATIVE WRITING ★✤ (*Comm-Focused*)
HONORS ENGLISH 9
HONORS ENGLISH 10
AP/DC ENGLISH COMPOSITION★✤
DIGITAL MEDIA (*Comm-Focused*)
STUDENT MEDIA (*Comm-Focused*)

MATHEMATICS

REQUIREMENT: ALGEBRA I (2cr), PERSONAL FINANCE (1cr), & 4 ADDITIONAL MATH CREDITS

ALGEBRA I
GEOMETRY▲
ALGEBRA II▲
DC PRECALCULUS- COLLEGE ALGEBRA/TRIGONOMETRY★✤▲
AP/DC CALCULUS★✤▲
HONORS GEOMETRY▲
HONORS ALGEBRA II▲
ANALYTICAL ALGEBRA II ▲
PERSONAL FINANCIAL RESPONSIBILITY

SCIENCE & STEM

REQ: BIOLOGY I (2cr), COMPUTER SCIENCE (1cr), 2 ADDITIONAL SCIENCE CR, & 2 STEM-FOCUSED CREDITS

BIOLOGY I ▪
INTEGRATED CHEMISTRY AND PHYSICS ▪
AP CHEMISTRY✤▪
PRINCIPLES OF BIOMEDICAL SCIENCE
PRINCIPLES OF COMPUTING
TOPICS IN COMPUTER SCIENCE ▲
COMPUTER SCIENCE ▲
COMPUTING FOR A DIGITAL AGE (*Computer-Science Req.*)
CHEMISTRY I ▲ ▪
AP/DC PHYSICS★ ✤▪
HUMAN BODY SYSTEMS ▲
INTRODUCTION TO ENGINEERING DESIGN*
PRINCIPLES OF ENGINEERING▲
CIVIL ENGINEERING AND ARCHITECTURE▲

SOCIAL STUDIES

REQUIREMENT: US HISTORY (2cr), US GOVERNMENT (1cr), WORLD PERSPECTIVES (2cr)

GEOGRAPHY/HISTORY OF THE WORLD●
U.S. HISTORY
GOVERNMENT
ETHNIC STUDIES/ INDIANA STUDIES
DC U.S. HISTORY★✤
ECONOMICS

PHYSICAL EDUCATION

REQUIREMENT: PHYSICAL EDUCATION (1cr) and HEALTH & WELLNESS (1cr)

PHYSICAL EDUCATION I
HEALTH & WELLNESS (*8th Grade Course*)
WEIGHTLIFTING

PERSONALIZED ELECTIVES

REQUIREMENT: 12 CREDITS & PREPARING FOR COLLEGE & CAREERS (1cr)

INTRO TO 2D ART/ART HISTORY
INTRO TO 3D ART/ ADV. 3D ART
ADV. 2D ART/ADV. ART HISTORY
PAINTING/DRAWING
MUSIC APPRECIATION/ MUSIC THEORY
PRINCIPLES OF AGRICULTURE*
ANIMAL SCIENCE▲
HORTICULTURE SCIENCE★
PRINCIPLES OF TEACHING
JAG (JOBS FOR AMERICA'S GRADUATES)
WORK BASED LEARNING
ADVANCED BAND
JAZZ BAND
PERCUSSION ENSEMBLE
ADVANCED CHORUS
PIANO
AG POWER, STRUCTURES, & TECHNOLOGY★
ADVANCED LIFE SCIENCE, ANIMALS▲▪
GREENHOUSE, & SOILLESS PRODUCTION★
CAREER INFORMATION AND EXPLORATION

PREPARING FOR COLLEGE AND CAREERS (*required for all diplomas*)
SPANISH I
SPANISH III ●
SPANISH II

✤WEIGHTED COURSE
★DUAL CREDIT COURSE
▲ STEM FOCUSED COURSE
● WORLD PERSPECTIVES COURSE
▪ LAB SCIENCE

Milan High School
2025-26 Course Descriptions

English Courses

English 9
Grade Level: 9
Prerequisites: None

- Credits: A two semester course/one credit per semester
- Class of 2026-2028: fulfills 2 of 8 required English credits
- Class of 2029: fulfills 2 of 2 English credits

English 9, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 9-10, is a study of language, literature, composition, and oral communication, focusing on literature within an appropriate complexity for this grade level. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write responses to literature, expository (informative), narrative, and argumentative compositions, and sustained research assignments. Students deliver grade-appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information.

Honors English 9
Grade Level: 9
Prerequisites: Teacher Recommendation and PSAT 8/9 score review

- Credits: A two semester course/one credit per semester
- Class of 2026-2028: fulfills 2 of 8 required English credits
- Class of 2029: fulfills 2 of 2 English 9 credits

Honors English 9 is an advanced, integrated course aligned with the Indiana Academic Standards for English/Language Arts in Grades 9–10. This course challenges students through a deeper and more critical study of language, literature, composition, and oral communication. Students engage with a variety of complex texts including classic and contemporary literature and nonfiction with an emphasis on analytical reading, literary interpretation, and comparative analysis. Writing instruction focuses on sophisticated responses to literature, as well as advanced narrative, expository, and argumentative compositions. Students will also complete sustained research projects that require evaluating and synthesizing credible sources. Honors students are expected to work independently, think critically, and participate in class discussions at a high level.

English 10
Grade Level: 10
Prerequisites: English 9

- Credits: A two semester course/one credit per semester
- Class of 2026-2028: fulfills 2 of 8 required English credits
- Class of 2029: fulfills 2 of 5 English credits

English 10, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 9-10, is a study of language, literature, composition, and oral

communication, focusing on literature with an appropriate complexity for this grade level. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write responses to literature, expository (informative) and argumentative compositions, and sustained research assignments. Students deliver grade-appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information.

Honors English 10
Grade Level: 10
Prerequisites: Honors English 9 or Teacher Recommendation

- Credits: A two semester course/one credit per semester
- Class of 2026-2028: fulfills 2 of 8 required English credits
- Class of 2029: fulfills 2 of 5 English credits

Honors English 10 is an advanced, integrated course aligned with the Indiana Academic Standards for English/Language Arts in Grade 10. This course emphasizes critical thinking, analytical reading, and advanced writing skills through the study of increasingly complex literary and nonfiction texts. Students will interpret, analyze, compare, and evaluate classic and contemporary works of historical and cultural significance, with a continued emphasis on thematic connections and rhetorical analysis. Writing instruction focuses on well-developed literary responses, informative and argumentative compositions, and sustained research projects that require synthesis and evaluation of credible sources. Students are expected to deliver thoughtful, well-organized oral presentations tailored to specific audiences and purposes. Honors students engage in frequent academic discussion, work independently, and demonstrate a high level of intellectual curiosity and responsibility.

English Literature
Grade Level: 11, 12
Prerequisites: English 9, English 10

- Credits: A two semester course/one credit per semester
- Class of 2026-2028: fulfills 2 of 8 required English credits
- Class of 2029: fulfills 2 of 5 English credits

English Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of representative works of the English-speaking authors associated with the Commonwealth of Nations, including England, Scotland, Ireland, Wales, Canada, Newfoundland, Australia, New Zealand, India, South Africa, Kenya, Botswana, and others. Students examine a wide variety of literary genres that reflect the English-speaking peoples from the Anglo-Saxon Period to the present. Students analyze how the ideas and concepts presented in the works are both interconnected and distinctly reflective of the cultures and the countries in which they were written. The course can be offered in conjunction with a composition course, or schools may embed Indiana Academic Standards for English/Language Arts writing standards within the curriculum.

Digital Media
Grade Level: 9, 10 11, 12
Prerequisites: None

- Credits: A one semester one credit course
- Class of 2026-2028: fulfills 1 of 8 required English credits
- Class of 2029: fulfills 1 credit Communication Focused Course Requirement

Digital Media, a course based on the Indiana Academic Standards for English/Language Arts and Media Literacy Standards, is a study of media literacy and production skills. This course examines the impact of informational, narrative, and persuasive media on everyday life. This course will focus on changes in media and includes practice in broadcast journalism, audio/visual storytelling, multimedia storytelling, as well as different platforms such as online and social media. Students will analyze local, national, and global media through the lens of law, ethics, and social responsibility. Students use course content to become knowledgeable consumers and producers of media. For the second credit: Students continue to develop media production skills in addition to continuing critical media analysis. By the end of the semester, students write and produce media projects.

AP/DC Language ✤★
ENGL 111 English Composition
ENGL 215 Rhetoric & Argument
Grade Level: 11, 12
Prerequisites: English 9, English 10, PSAT Score, Ivy Tech Prerequisite must be met or Knowledge Assessment completed with a score of 70 or higher

- Credits: A two semester course/one credit per semester
- Class of 2026-2028: fulfills 2 of 8 required English credits
- Class of 2029: fulfills 2 of 5 English credits
- Class is offered as a Dual Credit Course through Ivy Tech Community College
- Class fulfills 6 of 30 college credits required to earn the Indiana College Core (ICC)
- Class fulfills 6 of 6 credits in the Written Communication requirement for the ICC

English Composition is designed to develop students' abilities to craft, organize, and express ideas clearly and effectively in their own writing. This course incorporates critical reading, critical thinking, and the writing process, as well as research and the ethical use of sources in writing for the academic community. Extended essays, including a researched argument, are required. This advanced composition course emphasizes an inquiry-driven approach to research-based analytic and argumentative writing. Students will develop advanced analytical, researching, and writing skills by completing an extensive argumentative project.

AP/DC Literature ✤★

ENGL 206 Introduction to Literature
ENGL 221 Introduction to World Literature After Renaissance
Grade Level: 12
Prerequisites:ENGL 111 English Composition

- Credits: A two semester course/one credit per semester
- Class of 2026-2028: fulfills 2 of 8 required English credits
- Class of 2029: fulfills 2 of 5 English credits
- Class is offered as a Dual Credit Course through Ivy Tech Community College
- Class fulfills 6 of 30 college credits required to earn the Indiana College Core (ICC)
- Class fulfills 6 credits in the Humanistic and Artistic Ways of Knowing req. for the ICC

Introduction to literature will build student development of basic strategies for critically reading and interpreting poetry, fiction, and drama; introduction to the premises and motives of literary analysis and critical methods associated with various literary concerns through class discussion and focused writing assignments. World Literature II introduces students to influential world literature from the mid-17th century through present times. Included will be a discussion of the major historical, cultural, intellectual, and political events that shaped this literature. Students will not only analyze and evaluate classical world literature with respect to themselves but also analyze and evaluate world literature in relation to global problem-solving/decision-making.

DC Speech and Creative Writing ✤★

COMM 101 Fundamentals of Public Speaking
ENGL 202 Creative Writing
Grade Level: 12
Prerequisites:ENGL 111 English Composition
Fees: $40 Book Rental Fee for COMM 101

- Credits: A two semester course/one credit per semester
- Class of 2026-2028: fulfills 2 of 8 required English credits
- Class of 2029: fulfills 1 credit Communication Focused Course and 1 of 5 English Credits
- COMM 101 is offered as a Dual Credit Course through Indiana University
- ENGL 202 is offered as a Dual Credit Course through Ivy Tech Community College
- Class fulfills 6 of 30 college credits required to earn the Indiana College Core (ICC)
- Class fulfills 3 credits in the Speaking and Listening requirement for the ICC
- Class fulfills 3 credits in the Humanistic and Artistic Ways of Knowing req. for the ICC

Prepares students in the liberal arts to communicate effectively with public audiences. Emphasizes oral communication as practiced in public contexts: how to advance reasoned claims in public; how to adapt public oral presentations to particular audiences; how to listen to, interpret, and evaluate public discourse; and how to formulate a clear response.
Creative Writing introduces students to opportunities for self-expression in two or more literary genres - fiction, poetry, drama, and creative nonfiction.
Please note that students must request a transcript from Indiana University to transfer COMM 101 credit from IU Bloomington to Ivy Tech Community College to earn the Indiana College Core. Students can find more information at https://bit.ly/transcript-iuacp

Student Media

Grade Level: 9, 10, 11, 12

Prerequisites: None

- Credits: A two semester course/one credit per semester
- Class of 2026-2028: fulfills 2 elective credits, fulfills Fine Art requirements for Core40 Academic Honors Diploma
- Class of 2029: fulfills 2 of 12 personalized elective credits and Communication-Focused credit requirements

Student Media, a course based on the High School Journalism Standards and the Student Media Standards, is the continuation of the study of Journalism. Students demonstrate their ability to do journalistic writing and design for high school media, including school newspapers, yearbooks, and a variety of other media formats. Students follow the ethical principles and legal boundaries that guide scholastic journalism. Students express themselves publicly with meaning and clarity for the purpose of informing, entertaining, or persuading. Students work on high school media staff so that they may prepare themselves for career paths in journalism, communications, writing, or related fields.

English and Writing Requirements for Ivy Tech Dual Credit:

Minimum GPA: 2.6
SAT: Writing/Language 27
SAT: Reading 25
SAT: Critical Reading 25
SAT: Evidence-Based Read/Write 460
PSAT 10: Writing Skills 26
PSAT 10: Evidence-Based Read/Write 430
**Students who do not meet the minimum score will be enrolled in Ivy Tech's Knowledge Assessment Program, where a student must score at least a 70 before the enrollment period ends.*

Mathematics Courses

Algebra I
Grade Level: 9
Prerequisites: None

- Credits: A two semester course/one credit per semester
- Class of 2026-2028: fulfills 2 of 6 required Math credits
- Class of 2029: fulfills 2 of 2 Algebra Credits

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

Geometry
Grade Level: 10
Prerequisites: None

- Credits: A two semester course/one credit per semester
- Class of 2026-2028: fulfills 2 of 6 required Math credits
- Class of 2029: fulfills 2 of 2 Algebra Credits

Geometry formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The Indiana Academic Standards for Geometry consist of five domains: Geometry Foundations, Triangles, Quadrilaterals and Other Polygons, Circles, and Transformations & Three-Dimensional Solids. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Honors Geometry
Grade Level: 9
Prerequisites: Teacher Recommendation

- Credits: A two semester course/one credit per semester
- Class of 2026-2028: fulfills 2 of 6 required math credits
- Class of 2029: fulfills 2 of 4 additional math credits

Honors Geometry is an accelerated course designed for students with strong mathematical foundations and a high level of academic motivation. This course builds upon students' prior knowledge from middle school by deepening their understanding of geometric concepts and introducing formal mathematical reasoning. Students will explore complex geometric relationships through rigorous problem solving, logical reasoning, and proof-based arguments. Aligned with the Indiana Academic Standards, the course covers five major domains: Geometry Foundations,

Honors Geometry continued
Triangles, Quadrilaterals and Other Polygons, Circles, and Transformations & Three-Dimensional Solids. Honors students are expected to engage in challenging tasks that promote critical thinking and apply geometric concepts to real-world and abstract scenarios. Emphasis is placed on connecting geometry to algebra, developing precise communication, and constructing formal mathematical arguments.

Analytical Algebra II
Grade Level: 11, 12
Prerequisites: Teacher Recommendation,

- Credits: A two semester course/one credit per semester
- Class of 2026-2028: fulfills 2 of 6 required math credits
- Class of 2029: fulfills 2 of 4 additional math credits

Analytical Algebra II builds on previous work with linear, quadratic and exponential functions and extends to include polynomial, rational, and radical functions. Data analysis, statistics, and probability content should be included throughout the course, as students collect and use univariate and bivariate data to create and interpret mathematical models. The Indiana Academic Standards for Analytical Algebra II consist of six domains: Arithmetic and Structure of Expressions, Equations, and Functions; Function Families; Modeling with Functions and Data; Modeling with Advanced Algebra; Modeling with Data and Statistics; and Modeling with Quantities. Additionally, Analytical Algebra II should focus on the application of mathematics in various disciplines including business, finance, science, CTE, and social sciences using technology to model real-world problems with various functions, using and translating between multiple representations. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The essential standards for Analytical Algebra II are different from those noted for Algebra II, which may support students in a variety of STEM-related and non-STEM post-secondary pursuits.
If students use this course to fulfill this credit, the parent and student must sign a consent form notifying the parent and the student that enrollment in Analytical Algebra II may affect the student's ability to attend a particular post-secondary educational institution or enroll in a particular course at a particular post-secondary educational institution because Analytical Algebra II may not align with academic requirements established by the post- secondary educational institution.
Form Found: https://www.in.gov/doe/files/Algebra-II-Opt-Out-Consent-Form.pdf

Algebra II
Grade Level: 11, 12
Prerequisites: Teacher Recommendation,

- Credits: A two semester course/one credit per semester
- Class of 2026-2028: fulfills 2 of 6 required math credits
- Class of 2029: fulfills 2 of 4 additional math credits

Algebra II builds on work with linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set

of complex numbers and solving exponential equations using the properties of logarithms. The Indiana Academic Standards for Algebra II consist of six domains: Arithmetic and Structure of Expressions, Equations, and Functions; Function Families; Modeling with Functions and Data; Modeling with Advanced Algebra; Modeling with Data and Statistics; and Modeling with Quantities. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Honors Algebra II
Grade Level: 10**,**11, 12
Prerequisites: Teacher Rec., Academic Honors, or Enrollment Honors Seal Diploma Goal

- Credits: A two semester course/one credit per semester
- Class of 2026-2028: fulfills 2 of 6 required math credits
- Class of 2029: fulfills 2 of 4 additional math credits

Honors Algebra II is a rigorous, fast-paced course designed for students who plan to advance to Precalculus and beyond. Building on a strong foundation in linear, quadratic, and exponential functions, this course extends students' understanding to include polynomial, rational, and radical functions, as well as complex numbers and logarithmic equations. Students will deepen their algebraic reasoning and problem-solving skills through exploration, abstraction, and application of increasingly sophisticated mathematical concepts. Emphasis is placed on modeling real-world situations, interpreting and creating functions, and solving a wide range of equations using multiple strategies, including properties of logarithms and complex number operations.

DC PreCalculus ✤★
MATH 136 College Algebra
MATH 137 Trig with Analytic Geometry
Grade Level: 12
Prerequisites: Ivy Tech Math Prerequisites met or Knowledge Assessment completed with a score of 70 or higher.

- Credits: A two semester course/one credit per semester
- Class of 2026-2028: fulfills additional math requirements for Academic Honors Diploma
- Class of 2029: fulfills 2 of 4 additional math credits, required course for Enrollment Honors Seal and Enrollment Honors Plus Seal
- Class is offered as a Dual Credit Course through Ivy Tech Community College
- Class fulfills 6 of 30 college credits required to earn the Indiana College Core (ICC)
- Class fulfills 6 credits in the Quantitative Reasoning requirements for the ICC

Presents an in-depth study of functions, quadratic, polynomial, radical, and rational equations, radicals, complex numbers, absolute value equations and inequalities, rational fractions and exponential and logarithmic functions. Presents an in-depth study of right triangle trigonometry, oblique triangles, vectors, graphs of trigonometric functions, trigonometric identities and equations and complex numbers in rectangular and polar/trigonometric forms, rectangular and polar coordinates and conics.

AP/DC Calculus ✤★
MATH 211 Calculus I
Grade Level: 12
Prerequisites: MATH 137

- Credits: A two semester course/one credit per semester
- Class of 2026-2028: fulfills additional math requirements for Academic Honors Diploma
- Class of 2029: fulfills 2 of 4 additional math credits
- Class is offered as a Dual Credit Course through Ivy Tech Community College
- Class fulfills 4 of 30 college credits required to earn the Indiana College Core (ICC)
- Class fulfills 4 credits in the Quantitative Reasoning requirements for the ICC

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

Personal Financial Responsibility
Grade Level: 11, 12
Prerequisites: Teacher Rec., Academic Honors, or Enrollment Honors Seal Diploma Goal

- Credits: A two semester course/one credit per semester
- Class of 2026-2028: fulfills 2 elective credits
- Class of 2029: fulfills 1 credit of Personal Finance Requirement

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

Mathematics Requirements for Ivy Tech Dual Credit:
SAT: Math 550
PSAT 10: Mathematics 27
**Students who do not meet the minimum score will be enrolled in Ivy Tech's Knowledge Assessment Program, where a student must score at least a 70 before the enrollment period ends.*

Science & STEM Courses

Biology I ▪

Grade Level: 9

Prerequisites: None

- Credits: A two semester course/one credit per semester
- Class of 2026-2028: fulfills 2 credits of Biology I required
- Class of 2029: fulfills 2 credits of Biology I required

Biology I incorporates high school Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts to help students gain a three-dimensional understanding of Biology topics. Disciplinary Core Ideas for this course include From Molecules to Organisms, Ecosystems, Heredity and Biological Evolution. Instruction focuses on the observation of phenomena to develop an understanding of how scientific knowledge is acquired.

All first-time Biology students are required to take the Biology ILEARN End-of-Course Assessment during the state testing window, typically held at the end of the school year.

Integrated Chemistry and Physics ▲▪

Grade Level: 10

Prerequisites: Biology I

- Credits: A two semester course/one credit per semester
- Class of 2026-2028: fulfills 2 credits of Physical Science required
- Class of 2029: fulfills 2 additional science credits, this course may also count as a STEM-Focused course

Integrated Chemistry and Physics incorporates high school Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts to help students gain a three-dimensional understanding of Chemistry and Physics topics. Disciplinary Core Ideas for this course include Matter and its Interactions, Forces, Energy, and Waves and their Applications in Technologies for Information Transfer. Instruction focuses on the observation of phenomena to develop an understanding of how scientific knowledge is acquired.

Chemistry ▲▪

Grade Level: 10

Prerequisites: Biology I

- Credits: A two semester course/one credit per semester
- Class of 2026-2028: fulfills 2 credits of Physical Science required
- Class of 2029: fulfills 2 additional science credits, this course may also count as a STEM-Focused course. **Required for Honors Seal.**

Chemistry I incorporates high school Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts to help students gain a three-dimensional understanding of Chemistry topics. Disciplinary Core Ideas for this course include Matter and its Interactions and Energy. Instruction focuses on the observation of phenomena to develop an understanding of how scientific knowledge is acquired

AP Chemistry ✤▲▪
Grade Level: 11
Prerequisites: Chemistry I

- Credits: A two semester course/one credit per semester
- Class of 2026-2028: fulfills 2 credits of Core40 Science requirement
- Class of 2029: fulfills 2 additional science credits, this course may also count as a STEM-Focused course. **Required for Honors Seal.**

The AP Chemistry course outlined in this framework reflects what chemistry teachers, professors, and researchers have agreed is the main goal of a college-level general chemistry course: to help students develop a robust conceptual understanding of chemical principles that can be applied to future coursework and phenomena. The course is designed to enable students to view chemical phenomena through a variety of conceptual lenses, and at various levels: macroscopic, microscopic, sub-microscopic, and symbolic. Throughout the course, students learn to apply a variety of science practices, such as describing, interpreting, and analyzing models; designing experiments and analyzing data; creating representations of data and chemical systems; using mathematical routines to solve problems; and providing evidence and reasoning to justify a scientific claim.
Students enrolled in this course are required to take the AP exam in May. Those who earn a score of 3 or higher may qualify to receive college credit.

AP/DC Physics ✤★▲▪
PHYS 101 Physics I
Grade Level: 12
Prerequisites: MATH 137

- Credits: A two semester course/one credit per semester
- Class of 2026-2028: fulfills 2 credits of Core40 Science requirement
- Class of 2029: fulfills 2 additional science credits, this course may also count as a STEM-Focused course.
- Class is offered as a Dual Credit Course through Ivy Tech Community College
- Class fulfills 4 of 30 college credits required to earn the Indiana College Core (ICC)
- Class fulfills 4 credits in the Scientific Ways of Knowing requirements for the ICC

The AP Physics 1 course outlined in this framework reflects a commitment to what physics teachers, professors, and researchers have agreed is the main goal of a college-level physics course: to help students develop a deep understanding of the foundational principles that shape classical mechanics. By confronting complex physical situations or scenarios, the course is designed to enable students to develop the ability to reason about physical phenomena using important science practices, such as explaining relationships, applying and justifying the use of mathematical routines, designing experiments, analyzing data, and making connections across multiple topics within the course.

Agriculture Science Graduation Pathways			
Pathway	**Principles Course** *(Year 1)*	**Concentrator A** (Year 2)	**Concentrator B** *(Year 3)*
Ag Mechanical & Engineering	Principles of Agriculture	Agriculture Power, Structures & Technology	Agriculture Structures Fabrication & Design
Agri- Science Animals	Principles of Agriculture	Animal Science	Adv. Life Science, Animals
Horticulture	Principles of Agriculture	Horticulture Science	Greenhouse & Soilless Productions

Principles of Agriculture

AGRI 100 Introduction to Agriculture

Grade Level: 9

Prerequisites: None

- Credits: A two semester course/one credit per semester
- Class of 2026-2028: fulfills 2 elective credits
- Class of 2029: fulfills 2 of 12 personalized elective credits required

Principles of Agriculture exposes students to the diversity of career options found within the agricultural industry and to other agribusiness concepts. Students will develop an understanding of the role of agriculture in the United States and globally. Students will explore Agriculture, Food, and Natural Resource (AFNR) systems related to the production of food, fiber and fuel and the associated health, safety and environmental management systems. Topics covered in the course range from animals, plants, food, natural resources, ag power, structures and technology, and agribusiness. Participation in FFA and Supervised Agricultural Experiences (SAE) will be an integral part of this course in order to develop leadership and career ready skills.

Agriculture Power and Structure

AGRI 106 Agriculture Mechanization

Grade Level: 10

Prerequisites: Principles of Agriculture

- Credits: A two semester course/one credit per semester
- Class of 2026-2028: fulfills 2 elective credits
- Class of 2029: fulfills 2 of 12 personalized elective credits required
- Class is offered as a Dual Credit Course through Ivy Tech Community College. Students will earn 3 dual credits

Agriculture Power, Structure and Technology is a lab-intensive course in which students develop an understanding of the basic principles of tool selection, operation, maintenance, and management of agricultural equipment in concert with the utilization of technology. Topics covered include: safety, problem-solving/troubleshooting, electricity, plumbing, concrete, carpentry, metal technology, engines, emerging technologies, leadership development, supervised agricultural experience, and career opportunities in the area of agriculture power, structure, and technology.

Agriculture Structure Fabrication and Design ▲
Grade Level: 11, 12
Prerequisites: Principles of Agriculture

- Credits: A two semester course/one credit per semester
- Class of 2026-2028: fulfills 2 elective credits
- Class of 2029: fulfills 2 of the 12 required personalized elective credits and can also be applied as 2 credits toward the STEM-focused course requirement.

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

Animal Science ▲
AGRI 103 Animal Science
Grade Level: 10
Prerequisites: Principles of Agriculture

- Credits: A two semester course/one credit per semester
- Class of 2026-2028: fulfills 2 Core40 Science credits for all diplomas
- Class of 2029: fulfills 2 of the 12 required personalized elective credits and can also be applied as 2 credits toward the STEM-focused course requirement.
- Class is offered as a Dual Credit Course through Ivy Tech Community College. Students will earn 3 dual credits

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

Advanced Life Science, Animals ▲■
AGRI 107 Advanced Animal Science
Grade Level: 11
Prerequisites: Animal Science

- Credits: A two semester course/one credit per semester
- Class of 2026-2028: fulfills 2 Core40 Science credits for all diplomas
- Class of 2029: fulfills 2 additional science credits requirement and/or can also be applied as 2 credits toward the STEM-focused course requirement.
- Class is offered as a Dual Credit Course through Ivy Tech Community College. Students will earn 3 dual credits

Advanced Life Science: Animals provides students with opportunities to participate in a variety of activities including laboratory work. Students will explore concepts related to history and trends in animal agriculture as related to animal welfare, husbandry, diseases and parasites, laws and practices

relating to handling, housing, environmental impact, global sustainable practices of animal agriculture, genetics, breeding practices, biotechnology uses, and comparative knowledge of anatomy and physiology of animals used in animal agriculture.

Horticulture Science
Grade Level: 10
Prerequisites: Animal Science

- Credits: A two semester course/one credit per semester
- Class of 2026-2028: fulfills 2 elective credits
- Class of 2029: fulfills 2 of 12 personalized elective credits required

Horticulture Science provides students with a background in the field of horticulture. Coursework includes hands-on activities that encourage students to investigate areas of horticulture as it relates to the biology and technology involved in the production, processing, and marketing of horticultural plants and products. Students are introduced to the following areas of horticulture science: reproduction and propagation of plants, plant growth, growth-media, management practices for field and greenhouse production, marketing concepts, production of plants of local interest, greenhouse management, floral design, and pest management. Students participate in a variety of activities including extensive laboratory work usually in a school greenhouse.

Greenhouse and Soilless Production
Grade Level: 10
Prerequisites: Animal Science

- Credits: A two semester course/one credit per semester
- Class of 2026-2028: fulfills 2 elective credits
- Class of 2029: fulfills 2 of 12 personalized elective credits required

Greenhouse and Soilless Production provides an overview of structural designs and uses of enclosed structures (greenhouses) to grow various plants and food. The course will focus on discussing different types of enclosed structures, management systems, and growing systems used to produce plants and food. The course will also present an overview of soilless growing systems such as hydroponics, aquaponics, aeroponics and fogponics. Students will utilize the school greenhouse as part of this course.

Biomedical Science Graduation Pathway			
Pathway	**Principles Course** *(Year 1)*	**Concentrator A** (Year 2)	**Concentrator B** *(Year 3)*
Biomedical Science	Principles of Biomedical Science	Human Body Systems	Medical Intervention

Principles of Biomedical Science
Grade Level: 10, 11, 12
Prerequisites: Biology I

- Credits: A two semester course/one credit per semester
- Class of 2026-2028: fulfills a Core40 Science requirement for all diplomas
- Class of 2029: fulfills 2 of 12 personalized elective credits required

Principles of Biomedical Sciences provides an introduction to this field through "hands-on" projects and problems. Student work involves the study of human medicine, research processes, and an introduction to bioinformatics. Students investigate the human body systems and various health conditions including heart disease, diabetes, hypercholesterolemia, and infectious diseases. A theme through the course is determining 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 included in the curriculum are: homeostasis, metabolism, inheritance of traits, feedback systems, and defense against disease. Engineering principles such as the design process, feedback loops, fluid dynamics, and the relationship of structure to function will be included where appropriate. The course is designed to provide an overview of all courses in the Biomedical Sciences program and to lay the scientific foundation necessary for student success in the subsequent courses.

Human Body Systems ▲
Grade Level: 10, 11, 12
Prerequisites: Principles of Biomedical Science

- Credits: A two semester course/one credit per semester
- Class of 2026-2028: fulfills a Core40 Science requirement for all diplomas
- Class of 2029: fulfills 2 additional science credits, this course may also count as a STEM-Focused course.

Human Body Systems is a course designed to engage students in the study of basic human physiology and the care and maintenance required to support the complex systems. Using a focus on human health, students will employ 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 appropriate software to design and build systems to monitor body functions.

Computer Science Graduation Pathway			
Pathway	**Principles Course** *(Year 1)*	**Concentrator A** (Year 2)	**Concentrator B** *(Year 3)*
Computer Science	Principles of Computing	Topics in Computer Science	Computer Science

Principles of Computing
Grade Level: 9, 10
Prerequisites: None

- Credits: A two semester course/one credit per semester
- Class of 2026-2028: fulfills a Core40 Science requirement for all diplomas
- Class of 2029: fulfills 2 of 12 personalized elective credits required

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

Topics in Computer Science▲
Grade Level: 10, 11, 12
Prerequisites: Principles of Computing

- Credits: A two semester course/one credit per semester
- Class of 2026-2028: fulfills a Core40 Science requirement for all diplomas
- Class of 2029: fulfills 2 of 12 personalized elective credits required. This course can fulfill 2 credits for the STEM-Focused course.
- Class of 2029: If a student has taken Principles of Computing and Topics of Computer Science they have fulfilled the Computer Science requirements for the Indiana Diploma.

Topics in Computer Science is designed for students to investigate emerging disciplines within the field of computer science. Students will use foundational knowledge from 7183 Principles of Computing to study the areas of data science, artificial intelligence, app/game development, and security. Students will utilize knowledge related to these areas and programming skills to develop solutions to authentic problems.
This course can be taken concurrently with Computer Science to complete a Graduation Pathway/ CTE Pathway.

Computer Science▲
Grade Level: 11, 12
Prerequisites: Principles of Computing

- Credits: A two semester course/one credit per semester
- Class of 2026-2028: fulfills a Core40 Science requirement for all diplomas
- Class of 2029: fulfills 2 of 12 personalized elective credits required. This course can fulfill 2 credits the STEM-Focused course

Computer Science introduces the fundamental concepts of procedural programming. Topics include data types, control structures, functions, arrays, files, and the mechanics of running, testing, and debugging. The course also offers an introduction to the historical and social context of computing and an overview of computer science as a discipline.
This course can be taken concurrently with Topics in Computer Science to complete a Graduation Pathway/ CTE Pathway.

Computing Foundations for a Digital Age
Grade Level: 9
Prerequisites: None

- Credits: A one semester course/one credit per semester
- Class of 2026-2028: fulfills 1 elective credit
- Class of 2029: fulfills Computer Science Requirements

Computers and the internet have revolutionized the way we access and disseminate information. As technology continues to change at an ever-increasing pace, the need for students to gain a foundational understanding of computer science is clear. Computing Foundations for a Digital Age is designed to introduce students to five major topics within computer science including computing systems, networks and the internet, data and analysis, algorithms and planning, and impacts of computing. The course introduces foundational computing concepts while exploring current events and building critical thinking, collaboration, problem solving, and other important skills that are invaluable for life in a global and technologically advancing society.

Engineering Graduation Pathway			
Pathway	**Principles Course** *(Year 1)*	**Concentrator A** (Year 2)	**Concentrator B** *(Year 3)*
Engineering	Intro to Engineering Design	Principles of Engineering	Civil Engineering & Architecture

Introduction to Engineering

DESN 101 Introduction to Design Technology
DESN 113 2D CAD
Grade Level: 9
Prerequisites: none

- Credits: A two semester course/one credit per semester
- Class of 2026-2028: fulfills 2 elective credits
- Class of 2029: fulfills 2 of 12 personalized elective credits required.
- Class is offered as a Dual Credit Course through Ivy Tech Community College. Students will earn 6 dual credits.

Introduction to Engineering Design is a fundamental pre-engineering course where students become familiar with the engineering design process. Students work both individually and in teams to design solutions to a variety of problems using industry standard sketches and current 3D design and modeling software to represent and communicate solutions. Students apply their knowledge through hands-on projects and document their work with the use of an engineering notebook. Students begin with completing structured activities and move to solving open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. Ethical issues related to professional practice and product development are also presented.

Principles of Engineering ▲

DESN 104 Mechanical Graphics
Grade Level: 10
Prerequisites: none

- Credits: A two semester course/one credit per semester
- Class of 2026-2028: fulfills 2 elective credits
- Class of 2029: fulfills 2 of 12 personalized elective credits required.
- Class is offered as a Dual Credit Course through Ivy Tech Community College. Students will earn 3 dual credits.

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

Principles of Engineering continued

in teams and use modern technological processes, computers, CAD software, and production systems in developing and presenting solutions to engineering problems.

This course can be taken concurrently with Civil Engineering and Architecture to complete a Graduation Pathway/ CTE Pathway.

Civil Engineering and Architecture ▲

DESN 105 Architectural Design I

Grade Level: 11

Prerequisites: none

- Credits: A two semester course/one credit per semester
- Class of 2026-2028: fulfills 2 elective credits
- Class of 2029: fulfills 2 of 12 personalized elective credits required.
- Class is offered as a Dual Credit Course through Ivy Tech Community College. Students will earn 3 dual credits.

Civil Engineering and Architecture introduces students to the fundamental design and development aspects of civil engineering and architectural planning activities. Application and design principles will be used in conjunction with mathematical and scientific knowledge. Computer software programs

should allow students opportunities to design, simulate, and evaluate the construction of buildings and communities. Emphasis should be placed on learning ways that environmental factors might influence the planning and design of a project. Activities should include the preparation of cost estimates as well as a review of regulatory procedures that would affect the project design.

This course can be taken concurrently with Principles of Engineering to complete a Graduation Pathway/ CTE Pathway.

Social Studies and History Courses

Geography and History of the World ●
Grade Level: 9, 10
Prerequisites: None

- Credits: A two semester course/one credit per semester
- Class of 2026-2028: fulfills World History/Civilization or Geography/History of the World Requirement
- Class of 2029: fulfills World Perspectives requirement

Geography and History of the World is designed to enable students to use geographical tools, 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, planning for the future, and documenting and presenting findings orally or in writing. The historical geography concepts used to explore global themes include change over time, origin, diffusion, physical systems, cultural landscapes, and spatial distribution/patterns and interaction/relationships. Students use the knowledge, tools, and skills obtained from this course in order to analyze, evaluate, and make predictions about major global developments. This course is designed to nurture perceptive and responsible citizenship, to encourage and support the development of critical thinking skills and lifelong learning, and to help prepare Indiana students for the 21st Century

United States History
Grade Level: 11
Prerequisites: Geography/History of the World

- Credits: A two semester course/one credit per semester
- Class of 2026-2028: fulfills United States History Requirement
- Class of 2029: fulfills United States History Requirement

United States History is a two-semester course that builds upon concepts developed in previous studies of U.S. History and emphasizes national development from the late nineteenth century into the twenty-first century. After reviewing fundamental themes in the early development of the nation, students are expected to identify and review significant events, persons, and movements in the early development of the nation. The course then gives major emphasis to the interaction of key events, people, and political, economic, social, and cultural influences in national developments from the late nineteenth century through the present as they relate to life in Indiana and the United States. Students are expected to trace and analyze chronological periods and examine the significant themes and concepts in U.S. History. Students develop historical thinking and research skills and use primary and secondary sources to explore topical issues and to understand the cause for changes in the nation over time.

AP/DC United States History ✤★

HIST 101 Survey of American History I
HIST 102 Survey of American History II
Grade Level: 10, 11
Prerequisites: Teacher Recommendation and Ivy Tech English Prerequisites met or a score of 70 or better on the Ivy Tech Knowledge Assessment (see page 25)

- Credits: A two semester course/one credit per semester
- Class of 2026-2028: fulfills United States History Requirement
- Class of 2029: fulfills United States History Requirement
- Class is offered as a Dual Credit Course through Ivy Tech Community College
- Class fulfills 6 of 30 college credits required to earn the Indiana College Core (ICC)
- Class fulfills 6 credits in the Social and Behavioral Ways of Knowing req. for the ICC

Explores major themes and events in history including exploration of the New World; the colonial period; causes and results of the American Revolution; the development of the federal system of government; the growth of democracy; early popular American culture; territorial expansion; slavery and its effect; reform movements, sectionalism; causes and effects of the Civil War.The second semester will cover the post-Civil War period, western expansion, industrial growth of the nation and its effects, immigration and urban discontent and attempts at reform, World War I, the Roaring Twenties, social and governmental changes of the thirties, World War II and its consequences, the growth of the federal government, social upheaval in the sixties and seventies, and recent trends in conservatism, globalization, and cultural diversity.

United States Government
Grade Level: 12
Prerequisites: United States History

- Credits: A one semester course/one credit per semester
- Class of 2026-2028: fulfills United States Government Requirement
- Class of 2029: fulfills United States Government Requirement

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

Economics
Grade Level: 12
Prerequisites: United States History

- Credits: A one semester course/one credit per semester
- Class of 2026-2028: fulfills Economics Requirement
- Class of 2029: fulfills 1 of 12 personalized elective credits

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

Ethnic Studies
Grade Level: 9, 10, 11, 12
Prerequisites: None

- Credits: A one semester course/one credit per semester
- Class of 2026-2028: fulfills 1 elective credits
- Class of 2029: fulfills 1 of 12 personalized elective credits required

Ethnic Studies provides opportunities to broaden students ’perspectives concerning lifestyles and cultural patterns of ethnic groups in the United States. This course will either focus on a particular ethnic group or groups, or use a comparative approach to the study of patterns of cultural development, immigration, and assimilation, as well as the contributions of specific High School Course Titles and Descriptions 2022-2023 173 ethnic or cultural groups. The course may also include an analysis of the political impact of ethnic diversity in the United States.

Indiana Studies
Grade Level: 9, 10, 11, 12
Prerequisites: None

- Credits: A one semester course/one credit per semester
- Class of 2026-2028: fulfills 1 elective credits
- Class of 2029: fulfills 1 of 12 personalized elective credits required

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

Health and Physical Education Courses

Health and Wellness Education
Grade Level: 9
Prerequisites: None

- Credits: A one semester course/one credit per semester
- Class of 2026-2028: fulfills Health & Wellness Requirement
- Class of 2029: fulfills Health & Wellness Requirement

Health and Wellness education should contribute directly to a student's ability to successfully practice behaviors that protect and promote health and avoid or reduce health risks. This course will help students determine personal values that support healthy behaviors; develop group norms that value a healthy lifestyle; develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors. This course includes the application of priority areas in a planned, sequential, comprehensive health education curriculum. Priority areas include: promoting personal health and wellness, physical activity, and healthy eating; promoting safety and preventing unintentional injury and violence; promoting mental and emotional health, a tobacco-free lifestyle and an alcohol- and other drug-free lifestyle; and promoting human development and family health.

Physical Education I
Grade Level: 9
Prerequisites: None

- Credits: A two semester course/one credit per semester
- Class of 2026-2028: fulfills Physical Education Requirement
- Class of 2029: fulfills 1 credit of Physical Education and 1 of 12 personalized elective credits.

Physical Education I provides students with opportunities to actively participate in at least four of the following: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all of which are within the framework of the skills, knowledge, and confidence needed by the student for a lifetime of healthful physical activity and fitness. Ongoing assessment includes both written and performance-based skill evaluation.

Weight Training- Elective Physical Education
Grade Level: 9, 10, 11, 12
Prerequisites: None

- Credits: A two semester course/one credit per semester
- Class of 2026-2028: fulfills Physical Education Requirement, if a student has already fulfilled 2 credit requirements for Physical Education additional credits will be applied as elective credits.
- Class of 2029: fulfills 1 credit of Physical Education and 1 of 12 personalized elective credits, if a student has already fulfilled 2 credit requirements for Physical Education additional credits will be applied as personalized elective credits.

This course is designed to give students the opportunity to learn weight training concepts and techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardiorespiratory endurance activities. Students will learn the basic fundamentals of weight training, strength training, aerobic training, and overall fitness training and conditioning. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime.

Fine Arts Courses

Fine Arts **Locally Created Graduation Pathway**			
Pathway	**Principles Course** *(Year 1)*	**Concentrator A** (Year 2)	**Concentrator B** *(Year 3)*
Fine Arts	Principles of Teaching	Intro to 2D Art/ Art History Adv. 2D Art/Adv. Art History	Intro to 3D Art/ Adv. 3D Art Drawing/Painting
In order to complete the Civic Arts Pathway, the student must successfully complete the following requirements: ● Required introductory and advanced coursework. ● Complete employability skills experiences in the arts through local partnerships (e.g. projects, internships, authentic industry experience) ● Complete an ePortfolio (or traditional portfolio) featuring work samples from courses, internships, and other related experiences. ○ **Portfolio Should include:** ○ Resume with employability skills and experiences ○ A minimum of two artifacts of student-produced work per year in the pathway career classes ○ Success from all high school courses ○ Other artifacts deemed important by students and teachers.			

Introduction to Two Dimensional Art
Grade Level: 9, 10, 11, 12
Prerequisites: None

- Credits: A one semester course/one credit per semester
- Class of 2026-2028: fulfills 1 elective credits, fulfills 1 of 2 Fine Art requirements for Core40 Academic Honors Diploma
- Class of 2029: fulfills 1 of 12 personalized elective credits required

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

Art History
Grade Level: 9, 10, 11, 12
Prerequisites: None

- Credits: A one semester course/one credit per semester
- Class of 2026-2028: fulfills 1 elective credits, fulfills 1 of 2 Fine Art requirements for Core40 Academic Honors Diploma
- Class of 2029: fulfills 1 of 12 personalized elective credits required

Art History is a course based on the Indiana Academic Standards for Visual Art. Students taking Art History engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production. Students study works of art and artifacts from world cultures, engage in historically relevant studio activities; utilize research skills to discover social, political, economic, technological, environmental, and historical trends and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

Advanced Two-Dimensional Art
Grade Level: 9, 10, 11, 12
Prerequisites: Intro to 2D Art, and Art History

- Credits: A one semester course/one credit per semester
- Class of 2026-2028: fulfills 1 elective credits, fulfills 1 of 2 Fine Art requirements for Core40 Academic Honors Diploma
- Class of 2029: fulfills 1 of 12 personalized elective credits required

Advanced Two-Dimensional Art is a course based on the Indiana Academic Standards for Visual Art. Students in this course build on the sequential learning experiences of Introduction to Two-Dimensional Art that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create two-dimensional works of art, reflect upon the outcomes, High School Course Titles and Descriptions 2022-2023 96 and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resource

Advanced Art History
Grade Level: 9, 10, 11, 12
Prerequisites: Advanced 2D Art

- Credits: A one semester course/one credit per semester
- Class of 2026-2028: fulfills 1 elective credits, fulfills 1 of 2 Fine Art requirements for Core40 Academic Honors Diploma
- Class of 2029: fulfills 1 of 12 personalized elective credits required

Advanced Art History is a course based on the Indiana Academic Standards for Visual Art. Students in this course engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production. They build on knowledge and skills developed in Art History. Students continue to study works of art and artifacts from world cultures, engage in historically relevant studio activities; utilize research skills to discover social, political, economic, technological, environmental, and historical trends and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They utilize the resources of art museums, galleries, and studios, and identify art-related careers

Introduction to Three Dimensional Art
Grade Level: 9, 10, 11, 12
Prerequisites: Advanced Art History

- Credits: A one semester course/one credit per semester
- Class of 2026-2028: fulfills 1 elective credits, fulfills 1 of 2 Fine Art requirements for Core40 Academic Honors Diploma
- Class of 2029: fulfills 1 of 12 personalized elective credits required

Introduction to Three-Dimensional Art is a course based on the Indiana Academic Standards for Visual Art. Students taking this course engage in sequential learning experiences that encompass art history, art criticism, aesthetics, production, and integrated studies and lead to High School Course Titles and Descriptions 2022-2023 99 the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create three-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources.

Advanced Three Dimensional Art
Grade Level: 9, 10, 11, 12
Prerequisites: Introduction to Three Dimensional Art

- Credits: A one semester course/one credit per semester
- Class of 2026-2028: fulfills 1 elective credits, fulfills 1 of 2 Fine Art requirements for Core40 Academic Honors Diploma
- Class of 2029: fulfills 1 of 12 personalized elective credits required

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

Drawing
Grade Level: 9, 10, 11, 12
Prerequisites: Advanced Three Dimensional Art

- Credits: A one semester course/one credit per semester
- Class of 2026-2028: fulfills 1 elective credits, fulfills 1 of 2 Fine Art requirements for Core40 Academic Honors Diploma
- Class of 2029: fulfills 1 of 12 personalized elective credits required

Drawing is a course based on the Indiana Academic Standards for Visual Art. Students in drawing engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create drawings utilizing processes such as sketching, rendering, contour, gesture, and perspective drawing and use a variety of media such as pencil, chalk, pastels, charcoal, and pen and ink. They reflect upon and refine their work; explore cultural and historical

Drawing continued
connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

Painting
Grade Level: 9, 10, 11, 12
Prerequisites: Drawing

- Credits: A one semester course/one credit per semester
- Class of 2026-2028: fulfills 1 elective credits, fulfills 1 of 2 Fine Art requirements for Core40 Academic Honors Diploma
- Class of 2029: fulfills 1 of 12 personalized elective credits required

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

Music Courses

Fine Arts **Locally Created Graduation Pathway**			
Pathway	**Principles Course** *(Year 1)*	**Concentrator A** (Year 2)	**Concentrator B** *(Year 3)*
Band	Principles of Teaching	Advanced Chorus Or Piano & Electronic Keyboard	MusicTheory and Composition Music History and Appreciation Percussion Ensemble Piano & Electronic Keyboard
Choir	Principles of Teaching	Advanced Band or Jazz Ensemble	MusicTheory and Composition Music History and Appreciation Percussion Ensemble Piano & Electronic Keyboard

In order to complete the Civic Arts Pathway, the student must successfully complete the following requirements:

- Required introductory and advanced coursework.
- Complete employability skills experiences in the arts through local partnerships (e.g. projects, internships, authentic industry experience)
- Complete an ePortfolio (or traditional portfolio) featuring work samples from courses, internships, and other related experiences.
    - **Portfolio Should include:**
    - Resume with employability skills and experiences
    - A minimum of two artifacts of student-produced work per year in the pathway career classes
    - Success from all high school courses
    - Other artifacts deemed important by students and teachers.

Advanced Band
Grade Level: 9, 10, 11, 12
Prerequisites: None

- Credits: A two semester course/one credit per semester
- Class of 2026-2028: fulfills 2 elective credits, fulfills Fine Art requirements for Core40 Academic Honors Diploma
- Class of 2029: fulfills 2 of 12 personalized elective credits required

Advanced Band provides students with a balanced comprehensive study of music through the band, which develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature, and integration of other applicable disciplines. Experiences include improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

Advanced Chorus
Grade Level: 9, 10, 11, 12
Prerequisites: None

- Credits: A two semester course/one credit per semester
- Class of 2026-2028: fulfills 2 elective credits, fulfills Fine Art requirements for Core40 Academic Honors Diploma
- Class of 2029: fulfills 2 of 12 personalized elective credits required

Advanced Chorus develops musicianship and specific performance skills through ensemble and solo singing. This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Chorus classes provide opportunities for performing, creating, and responding to music. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

Jazz Ensemble
Grade Level: 9, 10, 11, 12
Prerequisites: None

- Credits: A two semester course/one credit per semester
- Class of 2026-2028: fulfills 2 elective credits, fulfills Fine Art requirements for Core40 Academic Honors Diploma
- Class of 2029: fulfills 2 of 12 personalized elective credits required

Jazz Ensemble develops musicianship and specific performance skills through group and individual settings for the study and performance of varied styles of instrumental jazz. Instruction includes the study of the history, formative, and stylistic elements of jazz. Students develop their creative skills through improvisation, composition, arranging, performing, listening, and analyzing. A limited amount of time outside of the school day may be scheduled for rehearsals and performances. In addition, a limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students must participate in performance

Jazz Ensemble continued

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.

Music History and Appreciation

Grade Level: 9, 10, 11, 12

Prerequisites: None

- Credits: A one semester course/one credit per semester
- Class of 2026-2028: fulfills 1 elective credits, fulfills 1 of 2 Fine Art requirements for Core40 Academic Honors Diploma
- Class of 2029: fulfills 1 of 12 personalized elective credits required

Music History and Appreciation is based on the Indiana Academic Standards for Music and standards for this specific course. Students receive instruction designed to explore music and major musical styles and periods through understanding music in relation to both Western and Non-Western history and culture. Activities include analyzing and describing music; evaluating music and music performances; and understanding relationships between music and the other arts, as well as disciplines outside of the arts.

Music Theory and Composition

Grade Level: 9, 10, 11, 12

Prerequisites: None

- Credits: A one semester course/one credit per semester
- Class of 2026-2028: fulfills 1 elective credits, fulfills 1 of 2 Fine Art requirements for Core40 Academic Honors Diploma
- Class of 2029: fulfills 1 of 12 personalized elective credits required

Music Theory and Composition is based on the Indiana Academic Standards for Music and standards for this specific course. Students develop skills in the analysis of music and High School Course Titles and Descriptions 2022-2023 90 theoretical concepts. Students develop ear training and dictation skills, compose works that illustrate mastered concepts, understand harmonic structures and analysis, understand modes and scales, study a wide variety of musical styles, study traditional and nontraditional music notation and sound sources as tools for musical composition, and receive detailed instruction in other basic elements of music.

Percussion Ensemble

Grade Level: 9, 10, 11, 12

Prerequisites: None

- Credits: A two semester course/one credit per semester
- Class of 2026-2028: fulfills 2 elective credits, fulfills Fine Art requirements for Core40 Academic Honors Diploma
- Class of 2029: fulfills 2 of 12 personalized elective credits required

Instrumental Ensemble is based on the Indiana Academic Standards for High School Instrumental Music. Students taking this course are provided with a balanced comprehensive study of chamber ensemble and solo literature, which develops skills in the psychomotor, cognitive and affective domains. Students develop and refine elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature as pertaining to chamber ensemble and solo literature, and integration of other applicable disciplines. Experiences include improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and

Percussion Ensemble continued
musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom

Piano and Electronic Keyboard
Grade Level: 9, 10, 11, 12
Prerequisites: None

- Credits: A two semester course/one credit per semester
- Class of 2026-2028: fulfills 2 elective credits, fulfills Fine Art requirements for Core40 Academic Honors Diploma
- Class of 2029: fulfills 2 of 12 personalized elective credits required

Piano and Electronic Keyboard is based on the Indiana Academic Standards for High School Music Technology and Instrumental Music. Students taking this course are offered keyboard classes in order to develop music proficiency and musicianship. Students perform with proper posture, hand position, fingering, rhythm, and articulation; compose and improvise melodic and harmonic material; create and perform simple accompaniments; listen to, analyze, sight-read, and study a variety of keyboard literature; study the elements of music as exemplified in a variety of styles; and make interpretive decisions.

Education Professions Courses

Education Professions Graduation Pathway			
Pathway	**Principles Course** *(Year 1)*	**Concentrator A** (Year 2)	**Concentrator B** *(Year 3)*
Education Professions	Principles of Teaching	Child and Adolescent Development	Teaching and Learning

Principles of Teaching
Grade Level: 9, 10, 11, 12
Prerequisites: None

- Credits: A two semester course/one credit per semester
- Class of 2026-2028: fulfills 2 elective credits
- Class of 2029: fulfills 2 of 12 personalized elective credits required

This course provides a general introduction to the field of teaching. Students will explore educational careers, teaching preparation, and professional expectations as well as requirements for teacher certification. Current trends and issues in education will be examined. A minimum 20-hour classroom observation experience is required for the successful completion of this course.

Child and Adolescent Development
Grade Level: 10, 11, 12
Prerequisites: Principles of Teaching

- Credits: A two semester course/one credit per semester
- Class of 2026-2028: fulfills 2 elective credits
- Class of 2029: fulfills 2 of 12 personalized elective credits required

Child and Adolescent Development examines the physical, social, emotional, cognitive, and moral development of the child from birth through adolescence with a focus on the middle years through adolescence. Basic theories of child development, biological and environmental foundations of development, and the study of children through observation and interviewing techniques are explored. The influence of parents, peers, the school environment, culture and the media are discussed. An observation experience up to 20 hours may be required for completion of this course. This course has been approved to be offered for dual credit. Students pursuing this course for dual credit are still required to meet the minimum prerequisites for the course and pass the course with a C or better in order for dual credit to be awarded.

Teaching and Learning
Grade Level: 10, 11, 12
Prerequisites: Child and Adolescent Development

- Credits: A two semester course/one credit per semester
- Class of 2026-2028: fulfills 2 elective credits
- Class of 2029: fulfills 2 of 12 personalized elective credits required

Teaching and Learning provides students the opportunity to apply many of the concepts that they have learned throughout the Education Professions pathway. In addition to a focus on best practices, this course will provide an introduction to the role that technology plays in the modern classroom. Through hands-on experience with educational software, utility packages, and commonly used microcomputer hardware, students will analyze ways to integrate technology as a tool for instruction, evaluation, and management.

World Language Courses

Spanish I

Grade Level: 9, 10

Prerequisites: None

- Credits: A two semester course/one credit per semester
- Class of 2026-2028: fulfills 2 credits to Core40 Academic Honors World Language Req.
- Class of 2029: fulfills 2 of 12 personalized elective credits required, fulfills 2 of 4 World Language Credits for Enrollment Honors Seal

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

Spanish II

Grade Level: 10, 11

Prerequisites: None

- Credits: A two semester course/one credit per semester
- Class of 2026-2028: fulfills 2 credits to Core40 Academic Honors World Language Req.
- Class of 2029: fulfills 2 of 12 personalized elective credits required, fulfills 2 of 4 World Language Credits for Enrollment Honors Seal

Spanish II builds upon effective strategies for Spanish language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics, and write cohesive passages with greater independence and using appropriate formats. This course also emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and comprehending longer written or oral directions. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will describe the practices, products and perspectives of Spanish-speaking culture; report on basic family and social practices of the target culture; and describe contributions from the target culture. This course further emphasizes making connections across content areas and the application of understanding Spanish language and culture outside of the classroom.

♦Fulfills a World Language Requirement for Core 40 with Academic Honors Diploma

PREREQUISITES: Spanish I

Spanish III ●

Grade Level: 11, 12

Prerequisites: Spanish II

- Credits: A two semester course/one credit per semester
- Class of 2026-2028: fulfills 2 credits to Core40 Academic Honors World Language Req.
- Class of 2029: fulfills 2 of 12 personalized elective credits required, fulfills World Perspective Credit requirements

Spanish III builds upon effective strategies for Spanish language learning by facilitating the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to initiate, sustain and close conversations; exchange detailed information in oral and written form; and write cohesive information with greater detail. This course also emphasizes the continued development of reading and listening comprehension skills, such as using cognates, synonyms and antonyms to derive meaning from written and oral information, as well as comprehending detailed written or oral directions. Students will address the presentational mode by presenting student-created material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will continue to develop an understanding of Spanish Speaking culture through recognition of the interrelations among the practices, products and perspectives of the target culture; discussion of significant events in the target culture; and investigation of elements that shape cultural identity in the target culture.
♦Fulfills a World Language Requirement for Core 40 with Academic Honors Diploma

PREREQUISITES: Spanish I and Spanish II

Additional Electives

Career Information and Exploration

Grade Level: 9, 10, 11, 12

Prerequisites: None

- Credits: A two semester course/one credit per semester
- Class of 2026-2028: fulfills 2 elective credits
- Class of 2029: fulfills 2 of 12 personalized elective credits required

Career Information and Exploration provides students with opportunities to learn about themselves and about various traditional and nontraditional occupations and careers. Students also gain an awareness of the type of occupational preparation or training needed for various occupations and careers. Students develop skills in: (1) employability, (2) understanding the economic process, and (3) career decision making and planning. Opportunities are provided for students to observe and participate in various job situations through opportunities such as field trips, internships, mock interviews, and guest speakers. Resume development experience and career- related testing are also provided to students.

JAG: Jobs for America's Graduates

Grade Level: 11, 12

Prerequisites: None

- Credits: A two semester course/one credit per semester
- Class of 2026-2028: fulfills 2 elective credits
- Class of 2029: fulfills 2 of 12 personalized elective credits required

Jobs for America's Graduates (JAG) is a state-based, national non-profit organization dedicated to preventing dropouts among young people who are most at-risk. JAG's mission is to keep young people in school through

graduation and provide work-based learning experiences that will lead to career advancement opportunities or to enroll in a postsecondary institution that leads to a rewarding career. JAG students receive adult mentoring while in school and one year of follow-up counseling after graduation

Work-Based Learning

Grade Level: 12

Prerequisites: Must meet application requirements

- Credits: A two semester course/one credit per semester
- Class of 2026-2028: fulfills 2 elective credits
- Class of 2029: fulfills 2 of 12 personalized elective credits required

Work Based Learning Capstone is a stand-alone course that prepares students for college and career. Work-Based Learning means sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, first hand engagement with the tasks required of a given career field, that are aligned to curriculum and instruction. Work Based Learning Capstone experiences occur in workplaces and involve an employer assigning a student meaningful job tasks to develop his or her skills, knowledge, and readiness for work. A clear partnership agreement and training plan is developed by the student, teacher, and workplace mentor/supervisor to guide the student's work-based experiences and assist in evaluating achievement and performance. Related Instruction shall be organized and planned around the activities associated with the student's individual job and career objectives in a pathway and shall be taught during the same semester the student is participating in the work-based experience. For a student to become employable, the related instruction should cover: (a) employability skills, and (b) specific occupational competencies.

•A minimum of 85 hours of workplace and classroom activities are required for one credit; 170 hours are required for the two credits. Of the 85 or 170 hours, 18 to 36 hours

Southeastern Career Center

Milan High School is proud to partner with the Southeastern Career Center. The Southeastern Career Center allows students in grades 11 and 12 to get hands-on experiences in many different areas and help students earn graduation pathways and Career Technical Education credits that can count towards the Core 40 Technical Honors diploma. Most programs at the Southeastern Career Center also allow students to earn Dual Credits through Ivy Tech and Vincennes University,

The Southeastern Career Center Currently offers the following programs:

- AVIATION
- CONSTRUCTION PATHWAY - Construction, Electrical, & Heavy Machinery
- MANUFACTURING PATHWAY - Precision Machine & Welding
- HEALTH CAREER PATHWAY - Health Science & Dental
- CULINARY PATHWAY - Culinary & Hospitality
- COSMETOLOGY PATHWAY
- MEDIA PATHWAY - Digital Media & Interactive Media
- PUBLIC SAFETY PATHWAY - Criminal Justice & Fire Fighting
- TRANSPORTATION PATHWAY - Auto Tech & Diesel Tech
- TECHNOLOGY PATHWAY - Computer Repair & Networking
- VETERINARY SCIENCE PATHWAY

Students will have the opportunity to tour the Career Center during their 10th-grade year. To learn more about the Southeastern Career Center please visit www.sccusa.org

High Ability

Milan High School we work diligently to provide a rigorous academic curriculum designed to prepare students for advanced course work at the secondary and post-secondary level.
High-ability classes provide an extra challenge to those students who wish to explore topics in greater depth. Students who are successful in a high-ability class possess strong language arts and/or math skills, a high degree of self-motivation, and the ability to work independently as well as collaboratively.

To ensure that our students and parents receive the best possible academic counsel, we have established the table seen below for placing students in high-ability classes, using cluster grouping based on scheduling availability.

PSAT tests may be used to encourage students to enroll in AP and Dual Credit Classes. A student's potential for AP courses can be measured with a tool available free of charge on the College Board Website.

Screeners

1. ISTEP +/ECA (3-10)
2. Acuity (3-10)
3. Diagnostics Mathematics Screener (6-7)
4. PSAT/SAT/ACT (6-12)
5. PLAN/ASVAB (10-12)
6. ACCUPLACER (10-12)

Identification

7. CogAT Test (K-12)
8. Iowa Test of Basic Skills Complete Battery (K-12)
9. Orleans-Hanna Algebra Prognosis Test (5-12)

Qualitative Measures

10. Teacher Rating Scale (K-12)
11. Parent Rating Scale (K-12)
12. Scales for Identifying High Ability Students (SIGS) (K-12)
13. Portfolio (K-12)

Criteria for Milan High School Placement

1. Students must be enrolled in the Milan Community School system.
2. All students who have a CogAT or IOWA score at or above the yearly established percentile on the nationally-normed standardized test. ISTEP+/Acuity/PSAT/SAT/ACT/PLAN/ASVAB/ACCUPLACER are all considered.
3. The information presented on the classroom teacher nomination/observation form or the parent/student nomination/observation form is considered. The qualified and/or nominated students are evaluated by their classroom teacher(s) on a checklist that rates the learning characteristics and motivation of superior students.

High Ability Program Parent Nomination/Observation Form

Student's name _____ Age _____ Birthdate _____

Address _____

Parent's Name _____

School _____ Grade _____

Please circle the number that best describes your student:
4 – almost always; 3 – regularly; 2 – occasionally; 1 – seldom or never; 0 – not observed

1)	Has advanced vocabulary, expresses him/herself well	4	3	2	1	0
2)	Completes a project once it is begun	4	3	2	1	0
3)	Is observant	4	3	2	1	0
4)	Uses many different ways of solving problems	4	3	2	1	0
5)	Is persistent, sticks to a task	4	3	2	1	0
6)	Is impulsive, acts before he/she thinks	4	3	2	1	0
7)	Is independent and self-sufficient	4	3	2	1	0
8)	Questions everything	4	3	2	1	0
9)	Self motivated	4	3	2	1	0
10)	Likes to read (other than school books)	4	3	2	1	0
11)	Sets high standards for self	4	3	2	1	0
12)	Has keen sense of humor	4	3	2	1	0
13)	Tends to dominate others if given a chance	4	3	2	1	0
14)	Recalls facts easily	4	3	2	1	0
15)	Puts unrelated ideas together in new ways	4	3	2	1	0
16)	Is eager to learn	4	3	2	1	0
17)	Is creative in thoughts and ideas	4	3	2	1	0

Open Response

1) Please explain why you think your student should be considered for the High Ability Program. Include observations you have made in your student's behavior which led you to believe that he or she should be in this program. Include your thoughts on the ways in which he or she might benefit from such a program.

_____

_____

_____

2) Does your student show a talent or aptitude for art, music, drama, etc?

_____

_____

_____

3) What is your student's approach to tasks (deliberate, rushes into, etc?)

_____

_____

_____

Please return by _____ to your respective school.

Milan Elementary School 418 Carr Street Milan, IN 47031 PH: 812-654-2922 FAX: 812-654-2796	Milan Middle School 609 N Warpath Drive Milan, IN 47031 PH: 812-654-1717 FAX: 812-654-2368	Milan High School 609 N Warpath Drive Milan, IN 47031 PH: 812-654-3096 FAX: 812-654-2368

This information will be reviewed by the Identification Committee. Parents will be informed in writing of the committee's decision.

Early Graduation Waiver

Six Semester Graduate

A student may apply to graduate after 6 semesters if they meet the following criteria:

1. The student must meet all graduation requirements by the end of their junior year (including any state-mandated assessments).
2. The student must be eligible for the Mitch Daniels Scholarship.
3. The student has been accepted and is enrolled in an accredited postsecondary educational institution in pursuance of a 4-year bachelor's degree.
   OR The student is furthering their education through military enlistment, and the student has an enlistment contract that contains an education component.

A decision by the high school principal to deny a request for an early graduation waiver may be appealed to the superintendent, and a decision by the superintendent to deny a request for a waiver may be appealed to the school board.

It is also understood that an early graduate will not be eligible for senior privileges or awards.

Seven Semester Graduate

A student may graduate in less than eight semesters, provided all requirements are fulfilled. For a student and their parents/guardians to make this decision, it is important that they understand the consequences of their decision. A student who plans to graduate in December after their seventh semester will be eligible to participate in the graduation ceremony and associated functions at the end of the school year. They will also be eligible to attend and/or participate in any awards or scholarship recognition programs.

A student who plans to graduate in December after their seventh semester will not be eligible to participate in extracurricular activities during the subsequent spring semester. They will also not be eligible for graduation speaker or any other awards or scholarships requiring eight high school attendance semesters.

To be eligible for graduation after seven semesters, a student must meet the following requirements:

1. Apply by May 1st of junior year.
2. Complete all graduation requirements by the end of the first semester of their senior year, to include passing any state-mandated assessments.
3. The student has been accepted and is enrolled in an accredited postsecondary educational institution in pursuance of a 4-year bachelor's degree;
   OR The student is furthering their education through military enlistment, and the student has an enlistment contract that contains an education component; OR
   The student is experiencing extreme health issues or hardship.
4. If applicable, be in receipt of any transfer credits from other accredited schools or approved online courses before the commencement of the eighth semester.

Indiana College Core Competencies

*offered on campus at Milan High School

WRITTEN COMMUNICATION **3-6 CREDITS**

ENGL 111 English Composition (3 credits)*
ENGL 215 Rhetoric and Argument (3 credits)*

SPEAKING AND LISTENING **3-6 CREDITS**

COMM 101 Fundamentals of Public Speaking (3 credits)*
COMM 102 Intro to Interpersonal Communication (3 credits)

QUANTITATIVE REASONING **3-12 CREDITS**

MATH 123 Quantitative Reasoning (3 credits)
MATH 135 Finite Math (3 credits)
MATH 136 College Algebra (3 credits)*
MATH 137 Trig with Analytic Geometry (3 credits)*
MATH 200 Statistics (3 credits)
MATH 201 Brief Calculus I (3 credits)
MATH 202 Brief Calculus II (3 credits)
MATH 211 Calculus I (4 credits)*
MATH 212 Calculus II (4 credits)
MATH 221 Calculus for Technology I (3 credits)
MATH 222 Calculus for Technology II (3 credits)

SCIENTIFIC WAY OF KNOWING **3-12 CREDITS**

ASTR 101 Solar Systems Astronomy (3 credits)
ASTR 102 Stellar and Galactic Astronomy (3 credits)
BIOL 100 Human Biology (3 credits)
BIOL 101 Introductory Biology (3 credits)
BIOL 105 Biology I (5 credits)
BIOL 107 Biology II (5 credits)
BIOL 121 General Biology (4 credits)
BIOL 122 General Biology II (4 credits)
BIOL 211 Microbiology I (3 credits)
CHEM 101 Introductory Chemistry I (3 credits)
CHEM 105 General Chemistry I (5 credits)
CHEM 106 General Chemistry II (5 credits)
CHEM 111 Chemistry I (4 credits)
CHEM 211 Organic Chemistry I (5 credits)
CHEM 212 Organic Chemistry II (5 credits)
CHEM 215 Qualitative Chemical Analysis (3)
PHYS 101 Physics I (4 credits)*
PHYS 102 Physics II (4 credits)
PHYS 220 Mechanics (5 credits)
PHYS 221 Heat, Electricity, and Optics (5)
SCIN 100 Earth Science (4 credits)
SCIN 111 Physical Science (3 credits)

SOCIAL AND BEHAVIORAL WAYS OF KNOWING **3-12 CREDITS**

ANTH 154 Cultural Anthropology (3 credits)
ECON 101 Economics Fundamentals (3 credits)
ECON 201 Principles of Economics (3 credits)
ECON 202 Principles of Macroeconomics (3 credits)
HIST 101 Survey of American History I (3 credits)*
HIST 102 Survey of American History II (3 credits) *
HIST 111 World Civilizations I (3 credits)
HIST 112 World Civilizations II (3 credits)
POLS 101 Intro to American Gov. and Politics (3)
POLS 211 Into to World Politics (3 credits)
PSYC 101 Introduction to Psychology (3 credits)
PSYC 201 Lifespan Development (3 credits)
PSYC 205 Abnormal Psychology (3 credits)
PSYC 240 Human Sexuality (3 credits)
PSYC 253 Introduction to Social Psychology (3)
SOCI 111 Introduction to Sociology (3 credits)
SOCI 164 Multicultural Studies (3 credits)
SOCI 245 Cultural Diversity (3 credits)
SOCI 252 Social Problems (3 credits)

SOCIAL AND BEHAVIORAL WAYS OF KNOWING **3-12 CREDITS**

ARTH 101 Survey of Art and Culture I (3 credits)
ARTH 102 Survey of Art and Culture II (3 credits)
ARTH 110 Art Appreciation (3 credits)
ENGL 202 Creative Writing (3 credits)
ENGL 206 Introduction to Literature (3 credits)*
ENGL 214 Introduction to Poetry (3 credits)
ENGL 220 Into. to World Lit. through the Renaissance (3)
ENGL 221 Intro. To World Lit. After the Renaissance (3)*
ENGL 222 American Literature to 1865 (3 credits)
ENGL 223 American Literature After 1865 (3 credits)
FREN 101 French Level I (4 credits)
FREN 102 French Level II (4 credits)
FREN 201 French Level III (3 credits)
FREN 202 French Level IV (3 credits)
GERM 101 German Level I (4 credits)
GERM 102 German Level II (4 credits)
GERM 201 German Level III (3 credits)
GERM 202 German Level IV (3 credits)
HUMA 100 Theater Appreciation (3 credits)
HUMA 118 Music Appreciation (3 credits)
PHIL 101 Introduction to Philosophy (3 credits)
PHIL 102 Introduction to Ethics (3 credits)
PHIL 220 Philosophy of Religion (3 credits)
SPAN 101 Spanish Level I (4 credits)
SPAN 102 Spanish Level II (4 credits)
SPAN 201 Spanish Level III (3 credits)
SPAN 202 Spanish Level IV (3 credits)

TOTAL INDIANA COLLEGE CORE CREDIT HOURS REQUIRED **30 MIN. CREDITS**

*OFFERED AT MHS