

Mishawaka High School Course Offering Guide

2017–2018

Published October 2016

Mishawaka High School
1202 Lincoln Way East
Mishawaka, IN 46544
mishawaka.k12.in.us/mhs



**Course Descriptions
4-Year Plan
Worksheet**

**Indiana Graduation
Requirements**

**Dual Credit &
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**MHS Academic
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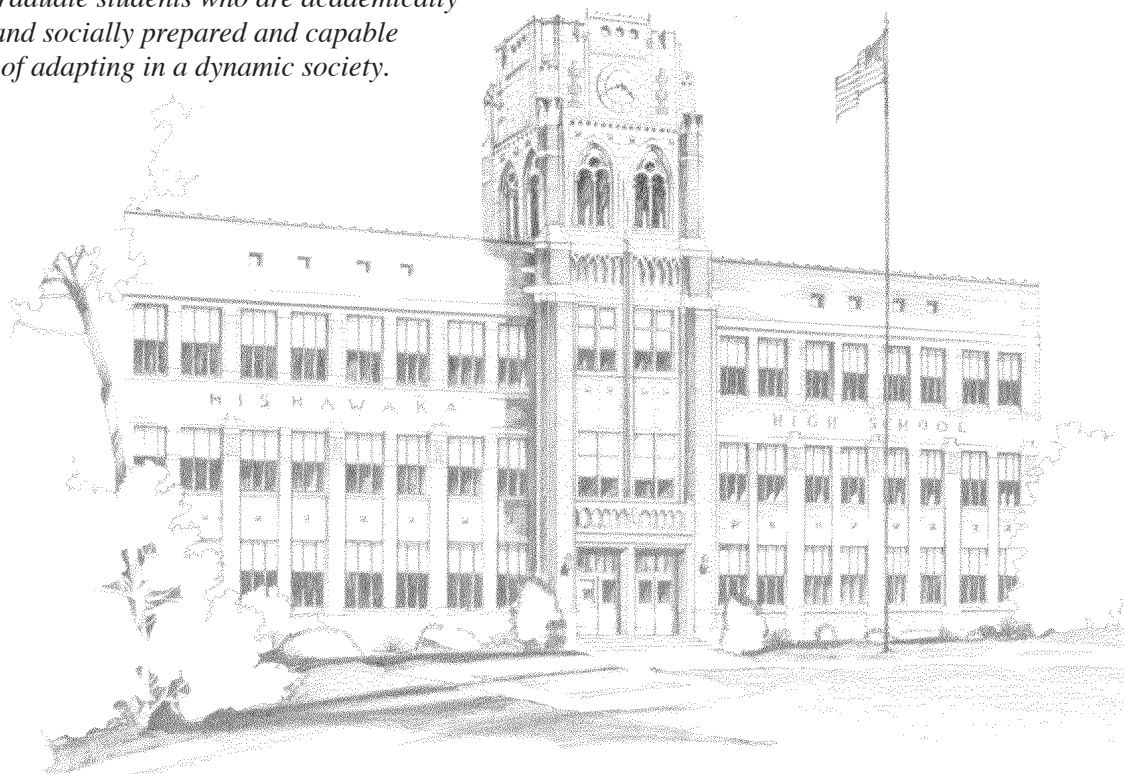
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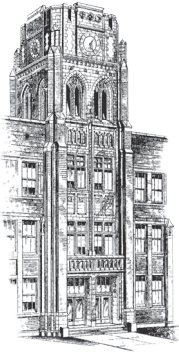
Mishawaka High School,

*in partnership with the community,
 will graduate students who are academically
 and socially prepared and capable
 of adapting in a dynamic society.*



Every effort has been made for the information in this book to be complete and accurate at time of printing.

Future Course Offering Guides will supersede this publication. Course offerings are subject to change prior to the next edition of this publication.



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Creating a Lifetime of Learning for All

October 2016

Dear Students, Parents, Guardians and Patrons,

The Mishawaka High School Course Offering Guide is designed to assist students and families in planning for the 2017–2018 academic school year. The blueprint for each student’s academic plan is the diploma program that he or she chooses. Starting the planning process early and checking on progress often will enable your student to complete his or her academic plan successfully and on time.

The faculty, staff, and administration at Mishawaka High School (MHS) encourages every MHS student to pursue a challenging diploma program. The courses of instruction for the Core 40, Core 40 with Academic Honors, or Core 40 with Technical Honors diplomas provide the preparation all students need for future study and higher scores on tests like the SAT and the ACT. The Indiana Department of Education requirements for each type of diploma are provided in this book, and our counselors are always willing to assist in answering questions that students and parents may have about our different diploma program options.

The MHS Counseling Department will assist you and your student in developing a plan regarding course selection for the future. Please review this Course Offering Guide in order to determine the requirements of the diploma program that you and your student have selected. The Four-Year Plan sheet included in this book will help you with that planning.

One of the strengths of the MHS academic program is our large number of Advanced Placement and dual-credit courses (earn both high school credit and college credit). These classes provide students with the opportunity to get a head start on college. In fact, MHS’s Early College (EC) program allows students to take a focused pathway of courses allowing them to earn 15 or more college credits and possibly an associate’s degree concurrent with their high school graduation. Our first two years of EC have been very successful with virtually all students achieving college ready benchmarks by the end of their freshman year. We encourage you to explore the EC option for your student.

Mishawaka High School celebrates the diversity of its student population and strives to provide multi-faceted learning opportunities so that all students can grow as students and as people. To that end, MHS offers a variety of classes and programs designed to help students achieve College, Career, and Citizenship Readiness, or CCCR. This acronym is used for the suite of traits we impart to our students through academic classwork, work-based learning, internships, mentoring, and community-service.

The entire faculty and staff at Mishawaka High School are focused on supporting and helping all students on the path to graduation. Our school community wishes everyone continued success in the pursuit of their academic goals.

Sincerely,

A handwritten signature in cursive script that reads "Jerome Calderone".

Jerome Calderone
Principal

GUIDANCE PROGRAM

Each student is assigned to a counselor who stays with him/her until graduation. The MHS counselors are available to help students and their parents with personal, behavioral, educational, and vocational concerns.

Educational Planning

We strongly recommend that students take advantage of Mishawaka High School's comprehensive curricula. Each department is listed alphabetically, starting on page 10. Within each department all of the courses are listed, including a description of the course, number of credits, any prerequisites, etc.

DEFINITIONS

Credit- Credit is earned by the satisfactory completion of a semester's work. Usually one credit is given for each ninety minute block course.

Prerequisite- A prerequisite is a course which a student must pass before another course may be taken.

Semester- A school year is divided into two eighteen week semesters at Mishawaka High School.

Grading Period- A grading period is six weeks, three per semester.

Graduation Requirements

Students can earn one of four diplomas: Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors, or a general diploma*. [*To graduate with less than a Core 40, a student must complete a formal opt-out process including parental consent.] Forty (40) credits are required to graduate from Mishawaka High School.

Entrance Requirements for Colleges & Technical Schools

Each institution of higher learning [college, university, or technical school] has specific requirements for admission. Courses, G.P.A., test scores, and other admission requirements are available from each institution. Students can find this information in the school's bulletin or on the Internet. Students should research this information as they plan their high school course of study.

College Scholarships

A number of Mishawaka High School seniors seek college scholarships each year. Students and parents annually are given information concerning the College Entrance Examination Board and the National Merit Scholarship competition (PSAT/NMSQT). We strongly recommend that sophomores and juniors take the PSAT. Many other scholarship opportunities are offered by colleges, business and industrial firms, as well as civic, fraternal, and educational groups. Some awards require an examination; others require a written application or an interview. Students should consult their counselors to determine scholarship eligibility. The Mishawaka High School

guidance office publishes a monthly scholarship bulletin and posts scholarships on the World Wide Web at www.mishawaka.k12.in.us.

Advanced Placement, Advance College Project, & Dual Credit

Mishawaka High School offers a wide variety of AP and dual credit courses. Both AP and dual credit courses count toward high school credit. Additionally, dual credit courses count towards college credit. A full listing of these courses is on page 8 of this guide. Starting with the class of 2019, students can develop a four year plan that leads to a one year certificate or an Associated Degree in General Studies from Ivy Tech with the right combination of ACP and other dual credit courses.



Advanced Placement [AP] - Several College Board Advanced Placement courses with AP exams are available. To take an AP exam, the student must be enrolled in the appropriate course at MHS. The State of Indiana or School City of Mishawaka covers the fees for some AP exams. Exam fees that are not covered become the responsibility of the student and parent. Details will be shared in the individual AP courses. Registration details are announced within the course and the national schedule of AP exams is strictly adhered to. Additional information about AP course work is available at www.collegeboard.org/ap. Each college determines if and how they will award credit for superior AP exam scores. AP exam scores and how they are linked to a specific university can be located at collegeboard.org/apcreditpolicy.

Advance College Project [ACP] - MHS offers numerous IU ACP classes for dual credit. Enrollment in IU ACP courses requires a minimum 2.7 GPA. *Students must complete an online application* with Indiana University for approval. Once approved by IU, *the student will register for college credit online using the IU directives in his or her IU account*. Applying for IU credit requires tuition payment to Indiana University South Bend. The cost is \$25.00 per credit hour. There is a fee assistance plan for students who are part of the free / reduced lunch program at MHS. Transfer of credit to another college or university is the responsibility of the student.

Dual Credit- Students can earn additional dual credit through Ivy Tech Community College or Vincennes University for many courses at MHS. These courses are free. Instructors will provide details at the beginning of the school year. Dual credit may also be earned through most programs at the Elkhart Area Career Center.

Note: Many dual credit classes have prerequisites, some of which require students to achieve specific scores on the PSAT or equivalent tests. See page 8 for more information about prerequisites.

ADDITIONAL INFORMATION

Indiana Department of Education

Academic Standards

The course descriptions are based upon academic standards developed by the Indiana Department of Education. The most current edition of those standards can be found under *Indiana Academic Standards* at www.doe.state.in.us If you need further assistance, please contact John Ross, Associate Principal, at 254-7305.

Department Chairs & Faculty Cabinet

The chairperson of each department serves on the principal's Faculty Cabinet. Department chairs work with their colleagues in developing courses that meet Indiana Department of Education standards. The MHS course descriptions are a result of the efforts of the department chairs and the members of their departments.

Book Fees

The fee for each course is based upon the text[s] and supplementary materials provided for each student enrolled. Honors and ACP course fee costs may be higher than average due to increased costs of materials. An individual book fee statement is developed for each student, based upon his/her courses for the year. The statements are mailed to the home in the fall. Typical book fees are about \$250 per year, but can be approximately \$400 if the student has several college credit courses.

Any student who is participating in the national Free & Reduced Meals program is exempt from paying book fees. The letter and application forms are mailed to each student's home address every summer.

National Honor Society

Membership in the National Honor Society is one of the highest honors a Mishawaka High School student can receive. Membership in the organization signifies that the student has attained a high level of scholarship and has provided outstanding leadership and service to the school. To be eligible for selection, a student must have been enrolled at Mishawaka High School for at least one semester. Eligibility is based on a 3.2 minimum scholastic average. Qualified students are then selected for NHS membership by a majority vote of the faculty council on the basis of scholarship, leadership, service, and character. Only juniors and seniors may be selected for membership in the National Honor Society. Membership is an honor and responsibility. This responsibility includes participation in both individual and group service projects.

NCAA Eligibility

The NCAA Eligibility Center handles all inquiries regarding an individual's initial eligibility status as a collegiate athlete. The Clearinghouse maintains and processes all of the initial-eligibility certifications. Students intending to participate in

Division I sports should take the SAT or ACT in November or December of their junior year. All student athletes should register with the NCAA Clearinghouse in the Fall of their junior year.

For more information about the NCAA or to register with the Clearinghouse, log on to the following web site—www.eligibilitycenter.org.

GRADING AND EVALUATION

Grading Scale		GPA Points	
Percent	Grade	Regular	Honors
100 – 98%	A+	4.33	5.42
97–94%	A	4.00	5.00
93–90%	A-	3.67	4.58
89–88%	B+	3.33	4.17
87–84%	B	3.00	3.75
83–80%	B-	2.67	3.33
79–78%	C+	2.33	2.92
77–74%	C	2.00	2.50
73–70%	C-	1.67	2.08
69–68%	D+	1.33	1.67
67–64%	D	1.00	1.25
63–60%	D-	0.67	0.83
59–0%	F	0.00	0.00

AN EXPLANATION OF COMPARATIVE ACHIEVEMENT SYMBOLS

A	Excellent achievement
B	Very good achievement
C	Satisfactory achievement
D	Unsatisfactory achievement
F	Failure: The pupil has not achieved a passing mark. It is in the best interest of the student to undertake further work in order to become ready for subsequent subjects, courses, and grade levels.
I	Incomplete: The pupil has been granted additional time to complete required work before a permanent letter grade is determined.
W	Withdrawn: Printed on the permanent record label and not used in GPA computation.
W/F	Withdrawn/Failing: Printed on the permanent record label and used in GPA computation.
N	No grade

Report Cards

Report cards are issued soon after the close of a six-week grading period. The report shows grades throughout the semester. Report cards are issued to the student, in their seminar class. Refer to the school calendar for specific dates for the end of each grading period.

Honor Roll

Students receiving a 4.0 grade point average are placed on the Principal's Honor Roll. Students with an average between 3.00 and 3.99 are placed on the Honor Roll. Honor Roll status is noted on the student's report card.

Semester Average

The semester grade is the result of the percent earned for the total semester's work, including a final exam, not an average of the progress report letter grades. Questions about grading procedures and standards should be referred to the teacher.

Auditing a Course Previously Passed

The better grade (no higher than a B) will be placed on the permanent record and count toward class rank/GPA. Only one credit will appear on the permanent record and count toward graduation.

Athletic Eligibility

Students must be passing five (5) full credits in both the preceding and the current grading period to be eligible

for interscholastic athletics. The administration recommends that students take seven (7) full credit classes each semester. For more information, contact the Athletic Office at Mishawaka High School.

Grade Point Average

Grades: point average (GPA) is a critical part of your academic record, along with the rigor of the courses that you select. The GPA for each grading period is listed on the report card. The overall GPA is listed on a student's transcript and can also be monitored through the Infinite Campus online information program for MHS parents.

GPA determines Principal's Honor Roll, Honor Roll, and class rank. Colleges and scholarship programs look closely at a candidate's class rank in their review process.

Visit us on the Web

<http://scm.mishawaka.k12.in.us/mhs/school/guidance/>



Indiana's Core 40 curriculum helps you make the most of your high school years by providing the academic foundation you will need to succeed in college and the workforce. Here are some of the benefits of Core 40:

- **Challenging Courses = Big Rewards.** Students who take strong academic courses in high school are more likely to enroll in college and earn a degree. That's important, because higher education pays: On average, college graduates earn more than a million dollars more over a lifetime than those with only a high school education. High school graduates earn 42 percent more than high school drop outs. Core 40 pays.
- **More Career Options.** Good jobs require education beyond high school. That means if you want a job that will support you and your family, provide health benefits and offer a chance for advancement, you'll need to complete a two- to four-year degree, apprenticeship program, military training, or work force certification. If you are planning to go directly to work after high school graduation, you will still need to be prepared for training and retooling throughout your lifetime. Core 40 gives you more options—and more opportunities—to find a career with a real future.
- **What Employers and Training Programs Want.** Employers, apprenticeship programs and the military all agree—they expect you to arrive with essential skills, including speaking and writing clearly, analyzing information, conducting research, and solving complex problems. The expectations are the same: you need Core 40.
- **Preparation for College Success.** It's not just about getting in—it's about finishing. To succeed in college-level work, students need to complete Core 40 in high school. Anything less may mean taking remedial (high school) coursework in college, which means it will take you longer to finish and will cost you more in college tuition. It also means you'll have a greater chance of dropping out before you get your degree. That's why Core 40 is a college admissions requirement: In fall of 2011 you won't be able to start at a four-year public Indiana college without Core 40 (or documented equivalent). Most private colleges require students to have at least this level of high school academic preparation. Core 40 is your best preparation for success.
- **Money for College.** The Core 40 diploma can help you earn money for college. Indiana students who complete a Core 40 diploma and meet other financial aid and grade requirements can receive up to 90 percent of approved tuition and fees at eligible colleges. Core 40 with Academic Honors graduates can receive up to 100 percent and some colleges also offer their own scholarships specifically for students who earn this diploma.

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

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

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

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

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

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

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

COLLEGE, CAREER, & CITIZENSHIP READINESS

Everyone knows that it is a good idea to earn a high school diploma, but it's even better when a graduate is ready for the next part of their journey. All paths lead to a career whether it is straight to work after high school or to a two or four year college. If you have a plan, you will be ready for that next step.

There are three distinct paths a student can take and all of them can be changed as the student's interest and focus changes. Ultimately, it's the student's choice, but the sooner a path is selected and the student keeps on the path, the better prepared the student will be for the future.

The citizenship component of CCCR is built into all paths, because of its obvious importance. It includes the soft skills that help a student succeed in school and their career. These skills include general skills like being dependable, working well with others, and having a growth mindset to more specific skills like résumé writing and interview skills.

Goal:

College, Career, and Citizenship Readiness (CCCR)

College Readiness
Bachelor's Degree and beyond
(typical salary range is \$30,000-\$115,000):

Students that select this goal are those who know that a bachelor's degree is required for their career path or want to keep their options open on the career path they finally decide on.

- Recommend:
- * Strive for an Academic Honors or Technical Honors diploma (3.0 GPA)
 - * Consider taking Honors and AP classes
 - * Take at least five dual credit classes (15 college credits)
 - * Join the Early College program (goal: 30+ college credits)

College Readiness
Associate's Degree w/tech focus
(typical salary range is \$35,000-\$65,000):

Students that select this goal are those who are striving for a technical certification and are keeping their options open for a bachelor's degree.

- Recommend:
- * Strive for an Academic Honors or Technical Honors diploma (3.0 GPA)
 - * Consider taking Honors and AP classes
 - * Take at least five dual credit classes (15 college credits)
 - * Join the Early College program (goal: 30+ college credits)
 - * Complete a Career/CTE Pathway

Career Readiness
Full-time job after graduation (typical salary range is \$25,000-\$55,000):

Students that select this goal are those who need to earn a living upon graduation and realize there are lots of careers where their employer will pay for additional education and that they could earn a great salary if they acquire technical certifications.

- Recommend:
- * Strive for a Technical Honors diploma (3.0 GPA)
 - * Take at least two dual credit classes (6 college credits)
 - * Complete a Career/CTE Pathway

Career and Citizenship Readiness:
Soft Skills Program during Advisory:
Career and Technical Education during 1/2 of Study Hall:

Freshmen
Dependability Growth Mindset
Preparing for College & Careers

Sophomore
Working well with others
Interpersonal Relationships

Junior
Résumé writing Interview Skills
Adult Roles or CTE Pathway or Study Hall w/12+ Dual Credits

Senior
FAFSA Job and College Applications
Work-based Internship or CTE Pathway or Study Hall w/12+ Dual Credits

EARLY COLLEGE (beginning with the class of 2019)

Mishawaka High School has had a significant dual credit program for several years in partnership with IU, Ivy Tech and Vincennes. Over 50% of MHS graduates earned dual credit last year. A recent expansion of the dual credit program at MHS makes it possible for a student to earn a one year certificate or an Associate's Degree in General Studies through Ivy Tech at little or no cost to the student. **All students are encouraged to apply if they meet the program prerequisites and students who are the first in their family to go to college are especially encouraged to apply.**

Prerequisites for 2017–2018

For entry from 8th grade (starting the program as a freshman):

- Pass 7th grade English and Math ISTEP exams
- Complete the first semester of General or Honors English-8 with a B- or better
- Complete the first semester of Pre-Algebra or higher with a B- or better
- 2.5 Grade point average
- 96% attendance and no out of school suspensions in 8th grade

For entry from 9th grade (starting the program as a sophomore):

- Pass 8th grade English and Math ISTEP exams
- Complete the first semester of General or Honors English-9 with a B- or better
- Complete the first semester of Algebra-I or higher with a B- or better
- 2.7 Grade point average
- 96% attendance and no out of school suspensions in 9th grade or middle school principal's recommendation

Application

Applications are available in JYMS and MHS guidance offices and should be completed and returned to the student's guidance counselor by January 15. Students who are unable to meet the deadline and students from other districts are eligible to participate in the EC program on a space-available basis.

Note: All students will be able to take dual credit classes whether they are part of the EC program or not, but those who are not will find it difficult to meet the associate's degree requirements.

Selection and Scheduling

Students will be notified in late winter as to their acceptance into the program and scheduled for courses shortly thereafter. Available courses are on page 8 and sample four year plans are on page 11.

What's an Attainable Goal (one year certificate or an associate's degree)?

If the student is involved in **several** extracurricular activities, the one year certificate is a smart choice. If the student has limited involvement in extracurricular activities, then the associate's degree is doable with hard work and commitment by both the student and his or her family.

Summer Bridge Program

A three week program tailored to help EC students prepare for the challenges of a rigorous high school and college curriculum will be available during summer school. Details about the dates, times and focus of the program will be published in early spring. **EC students who have not participated in the honors program are required to attend the Summer Bridge program each year to prepare them for the coming year.**

Support during the School Year

A variety of supports already exist including homework room, after-hours study tables, and tutors to help all students succeed. Additional supports are being developed with the community to help EC students obtain a one year certificate or an associate's degree.

HIGH SCHOOL COURSES for ADVANCED PLACEMENT or DUAL CREDIT

	Mishawaka Dual Credit and AP Courses	College/Course Numbers	Pre-requisites
ART	Drawing 2 (1S: 10-12)	IvyT ARTS100 (3cr)	RW
	Visual Communications (1S: 10-12)	IvyT VISC 102 (3cr)	RW
	AP Studio Art-Drawing/2D/3D (2S: 11-12) (AP score 3+ for dc)	H IvyT ARTS100/102/103 (3ea)	3.0 GPA
BUSINESS	Digital Applications, Adv (1S: 10-12)	IvyT CINS 101 (3cr)	RW
	Business Administration (1S: 11-12)	H IU ACP X100 (3cr)	2.7 GPA
	Graphic Design and Layout (1S: 10-12)	IvyT VISC 115 (3cr)	RW
	Entrepreneur & NV (2S: 11-12)-dual credit pending	IvyT ENTR 101 (3cr)	RW
	Business Law (2S: 10-12)	IvyT BUSN 201 (3cr)	RW
Principles of Marketing (2S: 10-12)-dual credit pending	IvyT MKTG 101 (3cr)	RWM	
ENGINEERING & TECHNOLOGY	PLTW Introduction to Engineering Design (2S: 9-12)	H IvyT DESN 101 (3cr)	none
	PLTW Principles of Engineering (2S: 10-12)	H IvyT DESN 104 (3cr)	DESN101
	PLTW Civil Engineering and Architecture (2S: 11-12)	H IvyT DESN 105 (3cr)	DESN104
	PLTW Computer Integrated Mfg (2S: 11-12) -dual credit pending	H IvyT ADMF116 (3cr)	
	Arch. Drafting/CAD I (2S: 11-12)	VU DRAF 140 (3cr)	none
	Arch. Drafting/CAD II (2S: 11-12)	VU DRAF 150 (2cr)	DRAF140
	Construction Trades I/II (4S: 11-12)	IvyT CONT 101/102 (3/3cr)	none
FACS	Dual credit is available for Culinary Arts and several other career paths through EACC.		
ENGLISH	AP Eng Lang & Comp (2S: 11-12) AP score 3 for 111; 4+ for 112	H IvyT ENGL 111/112 (3/3cr)	3.0 GPA
	English Composition (1S:12)	H IU ACP W131 (3cr)	2.7 GPA
	Literary Interpretation (1S:12)	H IU ACP L202 (3cr)	W131
	Public Speaking (1S: 11-12)	H IU ACP S121 (3cr)	2.7 GPA
	Expository Writing (2S: 11-12)-dual credit pending	H IvyT ENGL 112 (3cr)	W131
MATH	Finite Math (1S: 11-12)	H IU ACP M118 (3cr)	2.7 GPA
	Precalculus Honors (2S: 9-12)	H IvyT MATH 136/137 (3/3cr)	M27
	Brief Survey of Calculus (1S: 11-12)	H IU ACP M119 (3cr)	2.7 GPA
	Calculus AB (2S: 11-12); may be taken as an AP class.	H IU ACP M215 (5cr)	2.7 GPA
	Calculus BC (2S: 11-12); may be taken as an AP class.	H IU ACP M216 (5cr)	M215
SCIENCE	Humans & the Biological World (2S: 11-12)	H IU ACP L100 (5cr)	2.7 GPA
	Human Physiology & Anatomy (2S: 11-12)	H IU ACP P130 (3cr)	2.7 GPA
	AP Biology may be added in 2017		
	Intro to Chemistry I (2S: 11-12)	H IvyT CHEM101 (3cr)	RWM
	Physics I (Calculus based; 2S: 11-12)	H IU ACP P221 (5cr)	2.7 GPA
	AP Physics 1 (Algebra based; 2S: 11-12) (AP score of 3+ for dc)	H IvyT PHYS101 (4cr)	3.0 GPA
	AP Physics 2 (Algebra based; 2S: 11-12) (AP score of 4+ for dc)	H IvyT PHYS102 (4cr)	3.0 GPA
	PLTW Principles of Biomed Sci (2S: 9-12)-d/c pending	H IUPUI ACP BIOL10011 (3cr)	none
	PLTW Human Body Systems (2S: 10-12)-d/c pending	H IUPUI ACP BIOL10012 (3cr)	10011
PLTW Medical Interventions (2S: 11-12)-d/c pending	H IUPUI ACP BIOL10013 (3cr)	10012	
PLTW Biomedical Innovations (2S: 12)	H IvyT BIOT 107 (4cr)	10013	
SOCIAL STUDIES	United States History I/II (2S: 11-12)	H IUACP H105/H106 (3/3cr)	2.7 GPA
	Political Science (1S: 11-12)	H IUACP Y103 (3cr)	2.7 GPA
	AP Microeconomics (1S: 11-12) (AP score of 3+ for dc)	H IvyT ECON202 (3cr)	3.0 GPA
	AP Macroeconomics (1S: 11-12) (AP score of 3+ for dc)	H Ivy T ECON201 (3cr)	3.0 GPA
	AP Psychology (1S: 11-12) (AP score of 3+ for dc)	H IvyT PSYC101 (3cr)	3.0 GPA
	AP World History (2S: 10-12) (AP score 3+ for 6dc)	H IvyT HIST111/112 (3/3cr)	3.0 GPA
WORLD LANGUAGES+	French III (2S: 10-12)	IvyT F101/F102 (4/4cr)	RW
	Spanish III (2S: 10-12)	IvyT S101/S102 (4/4cr)	RW
	French IV (2S: 11-12)	H IUACP F200/F250 (3/3cr)	2.7 GPA
	Spanish IV (2S: 11-12)	H IUACP S200/S250 (3/3cr)	2.7 GPA
	Cadet Teaching/Futures in Education (2S: 11-12)	H IUACP F200 (3cr)	2.7 GPA

Many Ivy Tech courses require students to score a 25 in critical reading, 26 in writing and 27 in math on the PSAT or equivalent on the SAT, ACT or Accuplacer to qualify for credit.

Key: R=Reading, W=Writing, M=Math, AC=Accuplacer, CLM=college level math

Course in bold are on the Priority Dual Credit List

EARLY COLLEGE (using dual credit for a one year certificate)

An important role of Early College is for students to set challenging, but realistic goals and work hard to achieve them. Every student eligible for the program is capable of earning an honors diploma and 15 or more college credits. Most EC students will be able to earn a one year certificate and some will be capable of earning an associate's degree. Whatever your goal is, COMPLETION is paramount.

Ivy Tech's Transfer General Education Core (one year certificate)

The TGEC is designed to prepare students for successful transfer to the baccalaureate-degree granting institution of their choice. Students who complete the TGEC requirements will have this noted on their transcript. Students may choose to complete one of two pathways, depending upon the selected major: the traditional TGEC or the STEM*/calculus-based TGEC for majors requiring a strong science and mathematics foundation. The differences in course requirements and selections are noted in the chart to the right.

STEM =Science, Technology, Engineering and Mathematics

*All of the courses with an asterisk are in the Core Transfer Library (CTL).

TGEC: the one year certificate is available to all dual credit and Early College students.

Academic Competencies

Written Communication 3 credits	STEM: 3 credits			
Speaking and Listening 3 credits	STEM: 3 credits			
Quantitative Reasoning 3-9 credits	STEM: 6-9 credits			
Scientific Ways of Knowing 3-10 credits	STEM: 6-10 credits			
Social and Behavioral Ways of Knowing 3-9 credits	STEM: 3-6 credits			
Humanistic and Artistic Ways of Knowing 3-9 credits	STEM: 3 credits			

ENGL 111	English Composition*	3			
ENGL 206	Introduction to Literature*				3
COMM 101	Fundamentals of Public Speaking*		3		

MATH 135	Finite Math*			4	
MATH 136/137	College Algebra*/Trigonometry with Analytic Geometry*			3/3	
MATH 201	201 Brief Calculus*			3	
MATH 211	Calculus I*			4	
MATH 212	Calculus II*			4	

CHEM 101	Introductory Chemistry I*				3
PHYS 101	Physics I*				4
PHYS 102	Physics II*				4

HIST 101/102	Survey of American History I/II*				3/3
POLS 101	Intro to American Government and Politics*				3

FREN 101/102	French Level I/II*				4/4
SPAN 101/102	Spanish Level I/II*				4/4
FREN 201/202	French Level III/IV*				3/3
SPAN 201/202	Spanish Level III/V*				3/3

Many of Mishawaka High School's dual credit core courses are earned through Indiana University's Advanced College Project (ACP) and several others are earned through Ivy Tech. If a student earns 30 hours with the correct distribution in the six academic competencies listed and earns at least 15 from Ivy Tech, they will qualify for the one year certificate.

For example if a student earns the credits indicated by reverse print, they would have 21 credits from Ivy Tech, 12 from IU ACP and would qualify for a STEM/TGEC.

DUAL CREDIT for a TRANSFER GENERAL EDUCATION CORE (TGEC) One Year Certificate

Ivy Tech's Associates Degree in General Studies

DUAL CREDIT for an ASSOCIATES DEGREE

Required	16 credits	IVYT 111	Student Success Elective	1	IVYT111
		COMM 101	Fundamentals of Public Speaking	3	S121
		CINS 101	Introduction to Microcomputers	3	CINS101
		ENGL 111	English Composition	3	W131
		ENGL 112	Exposition and Persuasion	3	ENGL112
		GENS 279	General Education Capstone Course	1	GENS279

Quantitative Reasoning	3+ credits	MATH 135	Finite Math	3	M118
		MATH 136	College Algebra	3	MATH136
		MATH 137	Trigonometry with Analytic Geometry	3	MATH137
		MATH 201	Brief Calculus I	3	M119
		MATH 211	Calculus I	4	M215
		MATH 212	Calculus II	4	M216

Course numbers that are shaded black or gray are active dual credit classes that can be applied to an associates degree.

Scientific Ways of Knowing	3+ credits	BIOL 101	Introductory Biology	3	BIOL101
		BIOL 105	Biology I	5	BIOL105
		BIOL 107	Biology II	5	BIOL107
		CHEM 101	Introductory Chemistry I	3	CHEM101
		CHEM 105	General Chemistry I	5	CHEM105
		PHYS 101	Physics 1	4	AP/PHYS101
		PHYS 102	Physics 2	4	AP/PHYS102
		PHYS 220	Mechanics	5	P221

Social/Behavioral Ways of Knowing	3+ credits	ANTH 154	Cultural Anthropology	3	ANTH 154
		ECON 101	Economics Fundamentals	3	ECON101
		ECON 201	Principles of Macroeconomics	3	AP
		ECON 202	Principles of Microeconomics	3	AP
		POLS 101	Introduction to American Government and Politics	3	Y103
		PSYC 101	Introduction to Psychology	3	AP
		HIST 101	Survey of American History I	3	H105
		HIST 102	Survey of American History II	3	H106
		HIST 111	World Civilization I	3	AP
		HIST 112	World Civilization II	3	AP

Humanistic and Artistic ways of Knowing	3+ credits	ENGL 202	Creative Writing	3	
		ENGL 206	Introduction to Literature	3	L202
		ENGL 214	Introduction to Poetry	3	
		ENGL 220	Introduction to World Literature Through the Renaissance	3	
		ENGL 221	Introduction to World Literature After the Renaissance	3	
		ENGL 222	American Literature To 1865	3	
		ENGL 223	American Literature After 1865	3	
		FREN 201	French Level III	3	F200
		FREN 202	French Level IV	3	F250
		SPAN 201	Spanish Level III	3	S200
		SPAN 202	Spanish Level IV	3	S250

Course numbers that are in **bold/italic** are IUACP courses and those in regular print are with Ivy Tech or Vincennes.

* 12+ elective credits are required from quantitative reasoning or ways of knowing categories listed above.

Statewide Electives**	about 22 credits	Engineering		Art		Business/Cadet Teaching		Science/World L.	
		Intro to Engr	DESN101	Drawing 2	ARTS100	Prin Busn Mgmt	BUSN101	Biomed Sci	BIOL10100
		Principles of Eng	DESN104	AP Draw	ARTS100	Business Law	BUSN201	Human Body Sys	BIOL10101
		Civil Eng & Arch	DESN105	AP 2D Design	ARTS102	Adv Busn Mgmt	BUSN105	Med Intervention	BIOL10102
		Const Tech I	CONS101	AP 3D Design	ARTS103	Entrepreneur/NV	ENTR101	Biomed Innov.	BIOT107
		Const Tech II	CONS102	Visual Comm	VISC102	Prin of Mktg	MKTG101	Anatomy & Phys	P130
		CAD I (Vincennes)	DRAF140	Graphic Design	VISC115			Human Bio	L100
		CAD II (Vincennes)	DRAF150						
		Comp. Int. Mfg	ADMF116					French III	FREN101/2
						Cadet Teaching	F200	Spanish III	SPAN101/2

** 15 credit hours maximum can be acquired in any single course prefix.

AP courses only yield dual credit if a 3-5 is earned on the AP exam and the given college offers credit.

EARLY COLLEGE (using dual credit for an associate's degree)

It is proven in high schools across the country that average and high ability students that work hard can earn an associate's degree while in high school. You can be one of them.

Listed below are sample four year plans that a student could follow to meet both high school diploma and associate's degree requirements. Students can mix and match a variety of classes at any point in the program to suit their individual interests and still meet degree requirements.

The plans are set up with two axioms:

- 1) The development of exceptional critical reading and writing skills are essential, hence the scheduling of EC students for honors English.
- 2) Core 40 math culminating with precalculus or higher provides a solid foundation for college and is achievable by all EC students.

Engineering

	9 Fall	9 Spring	10 Fall	10 Spring	11 Fall	11 Spring	12 Fall	12 Spring
English	Eng 9-1H	Eng 9-2H	Eng 10-1H	Eng 10-2H	Amer Lit	HS Econ	W131	ENGL112
Math	Alg I-1	Alg I-2	Geom I-1	Geom I-2	Alg II-1 H	Alg II-2 H	MATH136	MATH137
Science	Bio I-1 (9)	Bio I-2 (9)	Chem I-1	Chem I-2	AP 1/PHYS101		AP 2/PHYS102	
Social S.	PE-1	PE-2	W Hist-1	W Hist-2	H105	H106	Y103	HS Econ
World L.	Fren I-1	Fren I-2	Fren II-1	Fren II-2	FREN101	FREN102	FREN200	FREN250
Elective								S121
D/Elective	CC/IVYT111		DigApps	CINS101	Health	elective	elective	GENS279
Concentration	IED/DESN101		POE/DESN104		CEA/DESN105		SH	SH
College credits per semester	2	2	1.5	4.5	10.5	13.5	14	12

Art

	9 Fall	9 Spring	10 Fall	10 Spring	11 Fall	11 Spring	12 Fall	12 Spring
English	Eng 9-1H	Eng 9-2H	Eng 10-1H	Eng 10-2H	Amer Lit	Amer Lit	W131	ENGL112
Math	Alg I-1	Alg I-2	Geom I-1	Geom I-2	Alg II-1 H	Alg II-2 H	MATH136	MATH137
Science	Bio I-1 (9)	Bio I-2 (9)	Chem I-1	Chem I-2	P130		CHEM101	
Social S.	PE-1	PE-2	W Hist-1	W Hist-2	H105	H106	Y103	AP Micro
World L.	Span I-1	Span I-2	Span II-1	Span II-2	SPAN101	SPAN102	SPAN200	SH
Elective			SH	SH			VISC102	S121
D/Elective	CC/IVYT111		DigApps	CINS101	Health	SH	SH	GENS279
Concentration	Intro 2D	elective	Draw 1	ARTS100	AP Desn/ARTS102		VISC115	
College credits per semester	0.5	0.5	0	6	10	10	18	16

Business

	9 Fall	9 Spring	10 Fall	10 Spring	11 Fall	11 Spring	12 Fall	12 Spring
English	Eng 9-1H	Eng 9-2H	Eng 10-1H	Eng 10-2H	Amer Lit	Amer Lit	W131	ENGL112
Math	Alg I-1	Alg I-2	Geom I-1	Geom I-2	Alg II-1 H	Alg II-2 H	MATH136	MATH137
Science	Bio I-1 (9)	Bio I-2 (9)	Chem I-1	Chem I-2	P130		CHEM101	
Social S.*	PE-1	PE-2	W Hist-1	W Hist-2	H105	H106	Y103	AP Micro
World L.	Fren I-1	Fren I-2	Fren II-1	Fren II-2	FREN101	FREN102	SH	S121
Elective								
D/Elective	CC/IVYT111		DigApps	CINS101	Health	SH	ENTR101	GENS279
Concentration	Acct I-1	Acct I-2	Bus Law/BUSN201		Prin Mktg/MKTG101		BUSN101	BUSN105
College credits per semester	0.5	0.5	1.5	4.5	10	13	16.5	14.5

Technology

	9 Fall	9 Spring	10 Fall	10 Spring	11 Fall	11 Spring	12 Fall	12 Spring
English	Eng 9-1 H	Eng 9-2 H	Eng 10-1 H	Eng 10-2 H	W131	L202	S121	ENGL112
Math	Alg I-1	Alg I-2	Geom I-1	Geom I-2	Alg II-1 H	Alg II-2 H	MATH136	MATH137
Science	Bio I-1 (9)	Bio I-2 (9)	Chem I-1	Chem I-2	CHEM101		AP 1/PHYS101	
Social S.	PE-1	PE-2	W Hist-1	W Hist-2	EACC*	EACC*	Y103	GENS279
World L.	Span I-1	Span I-2	Span II-1	Span II-2	SPAN101	SPAN102	EACC	EACC
Elective				Health	EACC: Robotics			
D/Elective	CC/IVYT111		DigApps	CINS101	CIGM102	MPRO102	MPRO106	MPRO201
Concentration	IED/DESN101		POE/DESN104		MPRO100	MPRO122		
College credits per semester	2	2	1.5	4.5	14.5	14.5	14	12

*HS US Hist 1 & 2 in Summer School

Academic Areas						
14	3	3	3	3	12	20
Required Classes	Quantitative Reasoning					
	Scientific Ways of Knowing					
	Social/Behavioral Ways of Knowing					
	Humanistic/Artistic Ways of Knowing					
					3	
					4	
					6	
						11
3						
5						0
						9
						60

6						
	3					3
		3				3
			3			9
				4		7
3						3
5						9
						61

6						
	3					3
		3				3
			3			9
				4		4
3						4
5						3
						12
						61

9						
	3					3
		3				4
			3			8
						12
1						6
4						6
						65

Sample four year plans for a few areas of interest. Customize your own to suit your interests.

ELKHART AREA CAREER CENTER & VOGUE OR MICHIANA COSMETOLOGY

ELKHART AREA CAREER CENTER and VOGUE PROGRAMS

EACC Dual Credit Course	College/Course Number/Name	Sem	College Credit	Pre-requisites	
Auto Collision Repair	VU BODY 150/L Collision Repair/Lab	Yr	3/4	no	
Auto Service Tech 1	IVYT AUTC 100 Intro to Auto Tech	F	1	no	
	IVYT AUTC 113 Eledtrical/Electronic	Yr	3	no	
	IVYT AUTC 122 Braking Systems	F	3	no	
Auto Service Tech 2	VU AUTO 105 Transpo Fundamentals	Yr	3	no	
	VU AUTO 110/L Transpo Electrical Lab	Yr	3/3	no	
	IVYT AUTC 100 Intro to Auto Tech	F	1	no	
	IVYT AUTC 107 Engine Prin. & Design	Yr	3	no	
Hire Technology Automation & Eng (Robotics)-1	IVYT CIGM 102 Intro to Robotics	Yr	3	no	
	IVYT MPRO 100 Intro to Plant Flr & CNC	F	3	no	
	IVYT MPRO 102 Intro to Print Reading	F	3	no	
	IVYT MPRO 122 Mechatronics Electr. Systms	F	3	no	
	Automation & Eng (Robotics)-2	IVYT MPRO 106 Intro to Wrkplce & Safe	F	3	no
		IVYT MPRO 201 Lean Mfg.	F	3	no
Av Production 1	VU MCOM 102 Audio/Visual Production	Yr	3	no	
Av Production 2	VU MDIA 120 Audio Production	Yr	3	rw	
	VU MDIA 140 Visual Production	Yr	3	rw	
CAD 1	IVYT DESN 102 Technical Graphics	Yr	3	no	
CAD 2	IVYT DESN 103 CAD Fundamentals	F	3	no	
Commercial Photo 1	IVYT PHOT 104 Basic Photography	Yr	3	no	
Commercial Photo 2	IVYT PHOT 106 Studio Practices	Yr	3	104	
Computer Network/Repair 1	IVYT INFM 109 Informatics Fundamntls	Yr	3	rw	
	VU CPNS 101 LAN Basics/OSI Models	Yr	3	no	
Computer Network/Repair 2	VU CPNS 102 WAN Basics/Routers	Yr	3	no	
	VU CPNS150 Comp. Telecommunicati	Yr	2	no	
	VU CMET 140 Comp. Maintenance I	Yr	3	no	
	VU CMET 185 Comp. Maintenance II	Yr	3	no	
Construction Trades 1	IVYT CONT 101 Intro to Constr. Trades	Yr	3	no	
Construction Trades 2	IVYT CONT 102 Constructions Trades 1	Yr	3	no	
Cosmetology I-1	VU COSMO 100 Cosmetology 1	Yr	7	rwm	
Cosmetology I-2	VU COSMO 150 Cosmetology II	Yr	7	100	
Cosmetology II-3	VU COSMO 200 Cosmetology III	Yr	9	150	
Cosmetology II-4	VU COSMO 250 Cosmetology IV	Yr	7	200	
Crime Scene Inv (CSI)	VU LAWE 100 Survey of Criminal Justice	Yr	3	no	
Law Enforcement	VU LAWE 150 Intro to Criminology	Yr	3	no	
	VU LAWE 160 Criminal Investigation	Yr	3	no	

All EACC courses are 3 HS credits per semester

EACC is developing a series of technical pathways with concentrations in various fields for Early College students. The initial offering will be Health Support which should be available in the the Fall of 2015. It will include approximately 10 dual credit courses/30+ semesters hours of college credit.

Vogue or Michiana Beauty Cosmetology 1	not dual credit, but 4-HS credits per semester
Vogue or Michiana Beauty Cosmetology 2	not dual credit, but 4-HS credits per semester

EARLY COLLEGE (combining EACC dual credit into a 4-year plan)

EACC Dual Credit Course	College	Course Number/Name	Sem	Credit	Pre-requisites
Culinary Arts 1	IVYT	HOSP 101 Sanitation/1st Aid	F	3	rwm
Culinary Arts 2	IVYT	HOSP 101 Sanitation/1st Aid	Yr	3	rwm
	IVYT	HOSP 102 Basic Food Theory/Skill	Yr	3	101
	IVYT	HOSP 104 Nutrition	Yr	3	rwm
	IVYT	HOSP 105 Intro to Baking	Yr	3	101
Diesel Svc Tech 1*	VU			6	no
Diesel Svc Tech 2*	VU			6	1
Early Childhood Ed 1	IVYT	ECED 100 Intro Early Childhood Ed	F	3	rw
	IVYT	ECED 101 Health, Safety, Nutrition	S	3	rw
Early Childhood Ed 2	IVYT	ECED 103 Curric Erly Chldhd Cllsrm	F	3	rw
	IVYT	ECED 105 CDA Process	S	3	rw
Firefighting 1/2	IVYT	FIRE 100	Yr	3	no
Graphic Design 1	IVYT	VISC 101 Fundamentals of Design	Yr	3	rw
		VISC 115 Intro to Comp. Graphics	Yr	3	rw
Graphic Design 2	IVYT	VISC 102 Fundamentals of Image	Yr	3	rw
Floral Design/Event Plan	IVYT	LAND 102 Shrubs/Other Plants	Yr	3	no
Creative Landscaping	IVYT	LAND 103 Landscape Mgmt I	Yr	3	no
Law Enforcement	IVYT	LAWE 106	Yr	3	no
Machine Shop-Metal	VU	PMTD 110/L MFG. Process Lab	Yr	2/1	no
Machine Shop-Adv	VU	PMTD 117 Basic Maching I	Yr	3	no
	VU	PMTD 118 Basic Maching II	Yr	3	117
Motorcycle/Small Eng Tech 1	VU	AUTO 105 Transpo Fundamentals	Yr	3	no
Motorcycle/Small Eng Tech 2					1
Veterinary Assisting 1*	Purdue			3	\$
Veterinary Assisting 2	Purdue			3	\$
Welding 1	VU	WELD 101 Oxy-Acetylene Welding	Yr	3	no
	VU	WELD 102 Shield/Metal Arc Weld I	Yr	3	no
Welding 2	VU	WELD 103 Gas/Metal Arc Welding	Yr	3	no
Yr 1	IVYT	HLHS 100 Intro to Health Careers	Yr	3	no
	IVYT	HLHS 111 Health/Wellness 4 Life	Yr	3	rw
Yr 2	IVYT	HLHS 107 CAN Prep	Yr	5	no
Yr 2	IVYT	DENT 115 Preclinical Practice I	Yr	3	no*
	IVYT	DENT 124 Prvnt Dent/Diet & Nutr	Yr	3	115
Yr 2	IVYT	PARM 102 EMT	Yr	7.5	rwm-
	IVYT	PSAF 120	Yr	3	rwm-
Yr 2	IVYT	HLHS 101 Medical Terminology	Yr	3	rw

*Ivy Tech Program Chair must Accept students into Dental Program

EARLY COLLEGE (blending dual credit with Bethel College's REACH)

Bethel College's REACH Program (Register Early to Achieve College Hours) allows high school students to take certain Bethel College courses at a discounted tuition rate and earn college credit.

Program overview

- Apply for the program with Bethel College on-line for free
- \$100 per credit hour – up to 24 credits
- Must be a high school junior or senior from public, private or home school setting.
- Have at least a 3.0/4.0 GPA through sophomore year
- Freshman (100) and sophomore (200) level courses offered
- Students must meet course prerequisites.
- Students will be issued a student ID card. The ID card will allow the student to participate in any of the general student activities on campus and use the library.

Management	9 Fall	9 Spring	10 Fall	10 Spring	Summer	11 Fall	11 Spring	Summer	12 Fall	12 Spring
English	Eng 9-1H	Eng 9-2H	Eng 10-1H	Eng 10-2H		Amer Lit	S121		W131	L202
Math	Alg I-1	Alg I-2	Geom I-1	Geom I-2		Alg II-1 H	Alg II-2 H		MATH136	MATH137
Science	Bio I-1 (9)	Bio I-2 (9)	Chem I-1	Chem I-2		P130			ACCT203	ACCT204
Social S.	PE-1	PE-2	W Hist-1	W Hist-2	HS US Hist	SH	AP Micro	HS Gov	BIBL216	AP Macro
World L.	Fren I-1	Fren I-2	Fren II-1	Fren II-2		FREN101	FREN102		SH	SH
Elective						AP Sociology			AP Psychology	
D/Elective	CC/IVYT120		DigCitz	CINS101		BUSN101	THEO110	PHIL150	BUSN105	BADM222
Concentration	Acct I-1	Acct I-2	Bus Law/BUSN102			ENTR101	SH		Prin Mktg/MKTG101	
College credits per semester for AA			1.5	4.5	3	9	12	2	15	15
Optional col crs	1.5	1.5				3	3		3	3

Notes:

Link to apply on-line for Bethel's REACH program: <https://www.bethelcollege.edu/create-account.html>

College level courses are in bold and those required for the AA degree are shaded in gray or black.

* One REACH class (3 credits) will be required during the summer after high school graduation to complete the AA degree.

A score of a 3, 4, or 5 are required on the AP exams for the courses to count for college credit.

Associates Degree in Business Management

REACH at Bethel

IU ACP S121 Public Speaking
 IU ACP W131 English Composition
 AP Psychology
 AP Sociology

REACH at Bethel

or

REACH at Bethel

IU ACP Human Biology P130
 IU ACP L202 Literature

REACH at Bethel

REACH at Bethel

REACH at Bethel

IvyT BUSN101 Principle of Busn Mgmt
 IvyT BUSN102 Principle of Busn Law
 BC BADM 222 Business Communication
 IvyT BUSN105 Adv Busn Management
 IvyT CINS101 Computer Apps
 AP Macroeconomics
 AP Microeconomics
 IvyT MKTG101 Principles of Mktg
 IvyT ENTR 101 Entrepreneurship
 REACH at Bethel

General Education

THEO 110 Exploring the Christian Faith

COMM 171 Speech Communication
 ENGL 101 Written Communication II
 PSYC 182 General Psychology
 SOC 151 Principles of Sociology

BIBL 216 New Testament Literature

or

BIBL 215 Old Testament Literature

Mathematics/Science with Lab
 Music/Art/Literature/Drama
 PHIL 150 Logic & Critical Thinking

Major

ACCT 203 Fundamentals of Accounting I

ACCT 204 Fundamentals of Accounting II

BADM 121 Introduction to Business
 BADM 221 Business Law
 BADM 222 Business Communication
 BADM 321 Principles of Management
 CAPP 130 Computer Applications
 ECON 229 Principles of Macroeconomics
 ECON 230 Principles of Microeconomics
 Electives in accting, business or computer apps
 Electives in accting, business or computer apps
 Electives in accting, business or computer apps

Academic Areas			
17	12	21	12
REACH classes at Bethel			
General Ed at MHS	9		
Major classes at MHS	6	3	
AP at MHS (Gen &)	3		6
			6
	8	12	*
		9	

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Associate Degree in Business Management at Bethel College/REACH Program

Note: Program requirements are controlled by Bethel College and are subject to change.

ART DEPARTMENT Course Offerings by Grade

Content provided by MHS Art Department...revised 10/2016...Ryan Sergeant, Chair

ART > ART > ART

HS Course #s		HS Course Name/College #	HS Cr	Dual Credit Prereq			College Credit	Eligible Grades			
Fall	Spring			Read	Write	Math		9	10	11	12
0901	Both	INTRO 2D Art	1					9	10	11	12
	0902	ADV 2D Art	1					9	10	11	12
0903		INTRO 3D Art	1					9	10	11	12
0904		DRAWING 1	1						10	11	12
	0905	DRAWING 2/ARTS100	1	25	26	NA	IvyT 3		10	11	12
	0906	PAINTING	1						10	11	12
0676	0677	GRAPHIC DESN/VISC115	1	25	26	NA	IvyT 3		10	11	12
	0907	VISUAL COMMS/VISC102	1	25	26	NA	IvyT 3		10	11	12
0908		PHOTOGRAPHY 1	1					9	10	11	12
	0909	PHOTOGRAPHY 2	1					9	10	11	12
0910		PHOTOGRAPHY 3	1						10	11	12
	0911	PHOTOGRAPHY 4	1						10	11	12
0912		CERAMICS 1	1						10	11	12
	0913	CERAMICS 2	1						10	11	12
0914		CERAMICS 3	1						10	11	12
	0915	CERAMICS 4	1						10	11	12
	0930	SCULPTURE	1						10	11	12
0918	Both	FIBER ARTS 1	1						10	11	12
	0919	FIBER ARTS 2	1						10	11	12
	0921	ART HISTORY	1					9	10	11	12
0922	0923	AP DRAWING/ARTS100 1-2	H1	AP Score 3-5			IvyT 3			11	12
0924	0925	AP 2D DESIGN/ARTS102 1-2	H1	AP Score 3-5			IvyT 3			11	12
0926	0927	AP 3D DESIGN/ARTS103 1-2	H1	AP Score 3-5			IvyT 3			11	12

Courses in gray are AP or dual credit.
 N=New
 Q=Quantitative Reasoning
 D=On priority dual credit list

HS Cr = High school credits per semester
 Dual Credit prerequisite scores are based on the PSAT or equivalent.
 H=Honors
 P/F=Pass/Fail

INTRODUCTION TO TWO-DIMENSIONAL ART

Grades: 9–12

Length of Course: One semester [1st or 2nd] - 1 Credit

Prerequisite: None

Supplies: Individual Supplies

COURSE: This course introduces students to the elements of art. Design elements are stressed in connection with drawing, painting, and crafts projects. Various art materials and techniques will be utilized in art production. Art history, criticism, and design aesthetics are included.

ADVANCED TWO-DIMENSIONAL ART

Grades: 9–12

Length of Course: One semester [2nd] - 1 Credit

Prerequisite: Introduction to Two-Dimensional Art

Supplies: Individual Supplies

COURSE: This course further develops an appreciation for creative design. By applying the principles of design, students will become acquainted with numerous art materials and their characteristics during art production. Advanced Two-dimensional Art will develop a deeper insight into the meaning of design in art, and everyday living, through a further study of art history, criticism, and design aesthetics.

INTRODUCTION TO THREE-DIMENSIONAL ART

Grades: 9–12

Length of Course: One semester - 1 Credit

Prerequisite: None

Supplies: Individual Supplies

COURSE: This course introduces students to the elements of art in relation to three-dimensional design. Principles and elements are stressed in connection with sculpture and ceramic projects. Various sculpting materials and techniques will be utilized with a focus on ceramic clay. Art history, criticism and aesthetics are included.

DRAWING I

Grades: 10–12

Length of Course: One Semester [1st] - 1 Credit

Prerequisites: Introduction to Two-Dimensional Art

Supplies: Individual Supplies

COURSE: In this course students will increase their ability to express themselves in art production through various drawing media, such as colored pencils, pen and ink, pastels, charcoal, and other drawing material. Still life, close up views, landscapes, figure drawing, and natural objects are rendered in this course. Art history, criticism, and aesthetics are included.

NOTE: 1st, 2nd, or both numbers appearing inside the [] shows when the course is usually offered at MHS.

DRAWING 2

IvyT ARTS 100 3 CREDITS

Grades: 10–12

Length of Course: One Semester [2nd] - 1 Credit

Prerequisites: Introduction to Two-Dimensional Art, Drawing I

Supplies: Individual Supplies

COURSE: In this course students will continue to increase their ability to express themselves in art production through the use of various drawing media (colored pencil, pastels, conte crayon, and ink). Still life, landscapes, figure drawing, close-up views will be rendered in this course, some on a larger scale. Art history, criticism, and aesthetics are included.

PAINTING

Grades: 10–12

Length of Course: One Semester [2nd] - 1 Credit

Prerequisites: Introduction to Two-Dimensional Art, & Drawing I

Supplies: Individual Supplies

COURSE: This course refines the student's ability in art production to creatively express an idea using watercolor paints, tempera paints, and mixed media. Students will use the various painting media, and sometimes experimental techniques, to render special theme projects, portraits, figure compositions, city scapes, landscapes and nature studies. Art history, criticism, and aesthetics are included.

GRAPHIC DESIGN AND LAYOUT

IvyT VISC 115 (3 CREDITS)

Grades: 11–12

See course description on page 20

VISUAL COMMUNICATION

IvyT VISC 102 (3 CREDITS)

Grades: 10–12

Length of Course: One Semester - 1 Credit

Prerequisites: Introduction to Two-Dimensional Art

Supplies: Digital Camera

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

PHOTOGRAPHY I

Grades: 9–12

Length of Course: One Semester - 1 Credit

Prerequisites: None

Supplies: black and white film and black and white printing paper

COURSE: This photography course is an exploration into basic and creative black and white photography with a introduction to modern digital photography. Students will utilize dark room photography processes and explore the historical foundation of photography as an art form. Elements and Principals of design, criticism and aesthetics are included.

PHOTOGRAPHY 2, 3, 4

Grades: 9–12

Length of Course: One Semester - 1 Credit

Prerequisites: Photography 1

Supplies: black and white 35 mm film, black and white printing paper

COURSE: This photography course offers students an opportunity to further explore the fine art of photography with advanced assignments. Darkroom techniques as well as digital imaging will be studied and utilized. Elements and Principals of design, criticism and aesthetics are included.

CERAMICS I

Grades: 10–12

Length of Course: One Semester - 1 Credit

Prerequisite: Introduction to Three-Dimensional Art and/or Introduction to Two-Dimensional Art

Supplies: Individual Supplies

COURSE: Students will learn to produce pottery from clay. Strong emphasis will be placed on hand building techniques, design, and surface texture. Basic skills on the potter's wheel, and techniques of commercial stain and glaze application will be explored. Art history, criticism, and aesthetics are included.

CERAMICS 2, 3, 4

Grades: 10–12

Length of Course: One Semester each - 1 Credit each

Prerequisite: Introduction to Two-Dimensional Art, & Ceramics I; instructor permission for 3 & 4

Supplies: Individual Supplies

COURSE: Students will further explore three-dimensional art production. Emphasis will be on creativity in larger and more complicated forms. Refinement of hand-building techniques and proficiency on the potter's wheel will be taught. Kiln study and formulation of stains and glazes from base chemicals will be introduced. Art history, criticism, and aesthetics are included.

SCULPTURE

Grades: 10–12

Length of Course: One Semester [1st or 2nd] - 1 Credit

Prerequisites: Introduction to Two-Dimensional Art or Intro to Three-Dimensional Art

Supplies: Individual Supplies

COURSE: This course offers students an opportunity to explore three-dimensional design. Students will develop skills in art production by formulating various media into sculpture using the fundamentals of geometric and organic form and space. Art history, criticism, and aesthetics are included.

FIBER ARTS 1 & 2

Grades: 10–12

Length of Course: Two Semesters 1 credit each

Prerequisite: Introduction to Two-Dimens. Art

Supplies: As needed for the individual fiber art production.

COURSE: *This is an exploratory course in personal creativity. The course will introduce the students to a wide variety of basic fiber techniques, such as weaving, macramé, and coil basketry and will provide an opportunity to develop a lifetime hobby or interest. Art history, criticism, and aesthetics are included.*

ART HISTORY

Grades: 9–12

Length of Course: One Semester 1 Credit

Prerequisite: None

COURSE: *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 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.*

AP STUDIO ART

AP Studio Art is for the highly motivated student who is seriously interested in the study of art; the program demands significant commitment. Homework such as maintaining a sketchbook will be a necessary component. Group and individual critiques, a common structure in the college classroom will also be conducted. Students will be required to assemble a portfolio of work. This portfolio will be evaluated based on three areas: quality, concentration, and breath. At the discretion of the college or university, students may gain college credit or advanced placement in college studio art based on their AP portfolio assessment.

AP STUDIO ART – DRAWING

Grades: 11–12

Length of Course: Two Semesters – 1 Credit Each

Prerequisites: Introduction to 2D Art, Advanced 2D Art, Drawing I, and Drawing II, plus instructor approval.

COURSE: *The drawing portfolio is designed to address a very broad interpretation of drawing issues and media. Light and shade, line quality, rendering of form, composition, surface manipulation, and the illusion of depth are the drawing issues that will be addressed through a variety of the different drawing media. Students enrolled will submit this portfolio to the College Board at the end of the second semester.*

AP STUDIO ART– TWO DIMENSIONAL DESIGN

Grade: 11–12

Length of Course: Two Semesters – 1 Credit each

Prerequisites: Introduction to Two-Dimensional Art, Advanced Two-Dimensional Art, Drawing I, Drawing II, Painting, plus instructor approval.

COURSE: *The portfolio is intended to address two-dimensional (2-D) design issues. Design involves purposeful decision making about how to use the elements and principles of art in an integrative way. These principles of design, articulated through the visual elements of art, help guide artists in making decisions about how to organize the elements on a picture plane in order to communicate content. Students will be asked to demonstrate mastery of 2-D design through any two-dimensional medium or process, including, but not limited to, graphic design, photography, collage, fabric design, weaving, illustration, painting, and printmaking. Students enrolled will submit this portfolio to the College Board at the end of the semester.*

AP STUDIO ART– THREE DIMENSIONAL DESIGN

Grade: 11–12

Length of Course: Two Semesters – 1 Credit each

Prerequisites: Introduction to Two-Dimensional Art, Advanced Two-Dimensional Art, Drawing I, Drawing II, Painting, plus instructor approval.

COURSE: *3-D design at the college level.*

BUSINESS EDUCATION DEPARTMENT Course Offerings by Grade

Content provided by MHS Business Department...revised 10/2016...Toni Forler, Chair

Q	0601	0602	INTRO to ACCT 1-2	1					9	10	11	12
Q	0664	0665	BANKING & INVEST 1-2	1							11	12
Q	0607	0608	BUS MATH 1-2	1						10	11	12
	0611	0612	BUS LAW/BUSN201 1-2	D1	25	26	NA	IvyT 3		10	11	12
P	0657	0658	ENTREPRE/ENTR101 1-2	D1	25	26	NA	IvyT 3			11	12
	0660	0661	ENTREPRENEUR/CEO 1-2	2							11	12
	0678	0679	BUSN MGMT X100 1-2	HD1				IU 3			11	12
	0653	0654	STRATEGIC MKTG 1-2	1								12
	0620	0621	WBL-BUSN&MKTG 1-2	3								12
	0681	0682	WORKBASED-PCI 1-2	P/F							11	12
	0651	0652	PRIN OF MKTG 1-2/MKTG 101	1	25	26	24.5		9	10	11	12
	0655	0656	MRKT IN HOSPITALITY 1-2	1						10	11	12
	0613	0614	SPORTS & ENTERT 1-2	1						10	11	12
	0686	Both	DIGITAL APPS 1	1						10	11	12
	0688	Both	DIGITAL APPS 2/CINS101	D1	25	26	NA	IvyT 3		10	11	12
	0676	0677	GRAPHIC DESN/VISC115	D1	25	26	NA	IvyT 3		10	11	12
	0692	0693	INTERACT MEDIA	1						10	11	12
	0694	0695	COMPUTER TECH SUPPORT	3						10	11	12

Courses in gray are AP or dual credit.

N=New

Q=Quantitative Reasoning

D=On priority dual credit list

P= Dual Credit Pending



HS Cr = High school credits per semester

Dual Credit prerequisite scores are based on the PSAT or equivalent.

H=Honors

P/F=Pass/Fail

INTRO TO ACCOUNTING (QUANTITATIVE REASONING)

Grades: 9–12

Length of Course: Two Semesters - 1 Credit each

Supplies: Workbook, Simulation, calculator

COURSE: Accounting introduces the language of business using Generally Accepted Accounting Principles (GAAP) and procedures for proprietorships and partnerships using double-entry accounting. Emphasis is placed on accounting principles as they relate to both manual and automated financial systems. This course involves understanding, analyzing, and recording business transactions and preparing, analyzing, and interpreting financial reports as a basis for decision making.

BANKING & INVESTING (QR)

Grades: 11-12

Length of Course: Two Semesters - 1 Credit each

Prerequisite: Accounting

Supplies: Workbook, Simulation, calculator

COURSE: Financial Services provides instruction in finance and business fundamentals as they relate to financial institutions, financial planning, business and personal financial services, investment and securities, risk management, and corporate finance. Students are provided opportunities to develop attitudes and apply skills and knowledge in the area of finance.

BUSINESS MATH

Grades: 10–12

Length of Course: Two Semesters - 1 Credit each

Supplies: Workbook, Notebook, and Calculator

COURSE: Business Math is a business course designed to prepare students for roles as entrepreneurs, producers, and business leaders by developing abilities and skills that are part of any business environment. A solid understanding of math

including algebra, basic geometry, statistics and probability provides the necessary foundation for students interested in careers in business and skilled trade areas.

BUSINESS LAW AND ETHICS

Grades: 10–12

Length of Course: Two Semesters -1 Credit each

Prerequisite: None

Supplies: Workbook and notebook

COURSE: Business Law and Ethics provides an overview of the legal system in the business setting. Topics covered include: basics of the judicial system, contract, personal, employment and property law. Application of legal principles and ethical decision-making techniques are presented through problem-solving methods and situation analyses.

ENTREPRENEURSHIP AND NEW VENTURES

Grades: 11–12

Length of Course: Two Semesters - 1 Credit each

COURSE: Entrepreneurship and New Ventures introduces entrepreneurship, and develop skills and tools critical for starting and succeeding in a new venture. The entrepreneurial process of opportunity recognition, innovation, value proposition, competitive advantage, venture concept, feasibility analysis, and “go to” market strategies will be explored through mini case studies of successful and unsuccessful entrepreneurial start-ups. Additionally, topics of government and legal restrictions, intellectual property, franchising location, basic business accounting, raising startup funding, sales and revenue forecasting and business plan development will be presented through extensive use of word processing, spreadsheet and presentation software.

**PRINCIPLES OF BUSINESS MANAGEMENT/
IU ACP X100 (BUSINESS ADMINISTRATION, INTRO)**

Grades: 11–12

Length of Course: One Semester - 1 Credit

Prerequisites: IU ACP application & tuition required for 3 hours of college credit.

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

STRATEGIC MARKETING

Grades: 11–12

Length of Course: Two Semesters – 1 Credit each

Prerequisite: Principles of Marketing

COURSE: *Strategic Marketing builds upon the foundations of marketing and applies the functions of marketing at an advanced level. Students will study the basic principles of consumer behavior and examine the application of theories from psychology, social psychology and economics. The relationship between consumer behavior and marketing activities will be reviewed.*

**WORK BASED LEARNING
BUSINESS & MARKETING 3 CREDITS**

PCI 1 P/F CREDIT

Grade: 12

Length of Course: Two Semesters - 1 – 3 Credits each

Prerequisites: Preparing for college and Careers; 4 credits of introductory and advanced courses related to a student’s pathway.

COURSE: *Work Based Learning is a culminating course in a student’s logical sequence of courses for a chosen career pathway. In this course, students have the opportunity to apply the concepts, skills, and dispositions learned in previous coursework in their pathways in real world business and industry settings. The course would cover topics including but not limited to; evaluating career pathways, ethics, communication skills, safety, evaluating job performance, etc.*

**PRINCIPLES OF MARKETING
IvyT MKTG 101 (3 CREDITS)**

Grades: 9–12

Length of Course: Two Semesters - 1 Credit each

Supplies: Workbook

COURSE: *Principles of Marketing is a marketing course that provides a basic introduction to the scope and importance of marketing in the global economy. Emphasis is placed on oral and written communications, mathematic applications, problem solving, and critical thinking skills as they relate to advertising/promotion/selling, distribution, financing, marketing-information management, pricing, and product/ service management.*

**SPORTS AND ENTERTAINMENT MARKETING
(OFFERED IN EVEN YEARS)**

Grades: 10–12

Length of Course: Two Semesters

1 Credit each

Recommended Prerequisite: Principles of Marketing

COURSE: *Sports and Entertainment Marketing is a specialized marketing course that develops student understanding of the sport/event industries, their economic impact, and products; distribution systems and strategies; pricing considerations; product/service management, and promotion. Students acquire an understanding and appreciation for planning. Throughout the course, students are presented problem-solving situations for which they must apply academic and critical-thinking skills. Participation in cooperative education is an optional instructional method, giving students the opportunity to apply newly acquired marketing skills in the workplace.*

DIGITAL APPLICATIONS (COMPUTER APPLICATIONS)

Grades: 10–12

Length of Course: One Semester - 1 Credit

Supplies: None

COURSE: *Computer Applications is a business course that provides instruction in software concepts using a Windows based professional suite, which includes word processing, spreadsheet, database, graphics, and presentation applications. Instruction in basic computer hardware and operating systems that support software applications is provided. Additional concepts and applications dealing with software integration, Internet use, and information about future technology trends are included. To receive dual credit Computer Applications, Advanced must be taken during 11th or 12th grade.*

**DIGITAL APPLICATIONS ADVANCED
IvyT CINS 101 (3 CREDITS)**

Grades: 10–12

Length of Course: One Semester - 1 Credit

Prerequisite: Digital Applications

Prerequisites for college credit: score 25+ for critical reading 26+ for writing on PSAT or equivalent test.

Supplies: Folder

COURSE: *ICT introduces students to the physical components and operation of computers. Technology is used to build students decision-making and problem-solving skills. Areas of instruction include advanced applications and integration of a professional suite and the use of emerging technology. Students may be given the opportunity to seek an industry-recognized digital literacy certification (Microsoft Office Specialist).*

CONTINUED...

GRAPHIC DESIGN AND LAYOUT

IVYT VISC 115 (3 CREDITS)

Grades: 11–12

Length of Course: Two Semesters - 1 Credit each

Prerequisites: Permission of instructor

COURSE: *Graphic Design and Layout includes organized learning experiences that incorporate a variety of visual art techniques as they relate to the design and execution of layouts and illustrations for advertising, displays, promotional materials, and instructional manuals. Instruction also covers advertising theory and preparation of copy, lettering, posters, and artwork in addition to incorporation of photographic images. Communication skills will be emphasized through the study of effective methods used to design commercial products that impart information and ideas. Advanced instruction might also include experiences in various printing processes as well as activities in designing product packaging and commercial displays or exhibits.*

INTERACTIVE MEDIA

Grades: 11–12

Length of Course: Two Semesters - 1 Credit each

COURSE: *Interactive Media prepares students for careers in business and industry working with interactive media products and services; which includes the entertainment industries. This course emphasizes the development of digitally generated or computer-enhanced products using multimedia technologies. Students will develop an understanding of professional business practices including the importance of ethics, communication skills, and knowledge of the “virtual workplace”.*

PREPARING FOR COLLEGE AND CAREERS

Grade: 9

Length of Course: Two Semesters - .5 Credit each

Supplies: Loose leaf paper, folder

COURSE: *Preparing for College and Careers addresses the knowledge, skills, and behaviors all students need to be prepared for success in college, career, and life. The focus of the course is the impact of today’s choices on tomorrow’s possibilities. Topics addressed include twenty-first century life and career skills; higher order thinking, communication, leadership, and management processes; exploration of personal aptitudes, interests, values, and goals.*

MARKETING IN HOSPITALITY

(OFFERED IN ODD YEARS)

Grades: 11–12

Length of Course: Two Semesters

1 Credit each

Recommended Prerequisite: Principles of Marketing

COURSE: *This course is a specialized marketing course designed for students interested in careers in the hospitality, travel, and tourism industry. Classroom instruction will include marketing-information management, pricing, product/services management, promotion, and selling in the hospitality, travel and tourism industry.*

COMPUTER TECH SUPPORT *NEW*

Grades: 10–12

Length of Course: Two Semesters - 3 Credit each

Prerequisites: none

COURSE: *Computer Tech Support allows students to explore how computers work. Students learn the functionality of hardware and software components as well as suggested best practices in maintenance and safety issues. Through hands-on activities and labs, students learn how to assemble and configure a computer, install operating systems and software, and troubleshoot hardware and software problems. Direct field experience and customer service may be added as part of a school based tech support operation.*

ENGINEERING & TECHNOLOGY DEPARTMENT Sequence of Course Offerings

Content provided by Engineering & Technology Department...revised 10/2016...Jerry Horban, Chair

ENGINEERING & TECHNOLOGY

HS Course #s		HS Course Name/College #	HS Cr	Dual Credit Prereq			College Credit	Eligible Grades			
Fall	Spring			Read	Write	Math		9	10	11	12
0801	0802	COMP IN DESN (CAD A) 1-2	1				9				
0803	0804	CAD I/VU DRAF140 1-2	D1					10	11	12	
0805	0806	CAD II/VU DRAF150 1-2	D1						11	12	
0807	0808	INTRO TO COMMS 1-2	1				9	10	11	12	
0811	0812	DESIGN PROC (R&D) 1-2	1						11	12	
Q	0813	0814	ENG DESIGN & DEV (nonPLTW)	1					11	12	
	0827	0828	INTRO TO CONSTR 1-2	1				9	10	11	12
	0834	Both	INTRO TO MANFCT	1				9	10	11	12
	0837	0838	INTRO ADV MANFCT 1-2	1					10	11	12
		0855	TECH ENTERPRISE	1				9	10	11	12
	0861	0862	CONST TECH I/CONT101 1-2	D3			lvYt 3			11	12
	0863	0864	CONST TECH II/CONT102 1-2	D3			lvYt 3				12
	0865	0866	INTRO ENG DES/DESN101	HD1			lvYt 3	9	10	11	12
Q	0867	0868	PRINC OF ENGIN/DESN104	HD1			lvYt 3		10	11	12
Q	0869	0870	CIVIL ENG ARCH/DESN105	HD1			lvYt 3			11	12
Q	0871	0872	COMP INTG MFG/ADM116	HD1			lvYt 3			11	12
Q	0877	0878	AEROSPACE ENG 1-2	H1						11	12
Q	0879	0880	ENG DESIGN & DEVL 1-2	H1							12



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COMPUTERS IN DESIGN AND PRODUCTION (CAD A)

Grades: 10–12

Length of Course: Two Semesters -1 Credit each

Prerequisites: CAD/Drafting I

COURSE: The students will work in teams to plan, design and supervise a product from concept to completion. Activities include the development of parts and sub systems which may be applied to the MHS Engineering class's fuel-efficient vehicle. Students will use computers to design and tools/machines to build their products. This is a hands/minds on course.

ARCHITECTURAL DRAFTING AND DESIGN I (CAD I)

VU DRAF 140 (3 CREDITS)

Grades: 9–12 (college credit 10–12)

Length of Course: Two Semesters -1 Credit each
 Prerequisite: none

COURSE: Architectural Drafting and Design I will provide students with a basic understanding of the detailing skills commonly used by a drafting technician. Areas of study include: lettering, sketching, proper use of equipment, geometric constructions with emphasis on orthographic (multi-view) drawings that are dimensioned and noted to ANSI standards. This course includes the creation and interpretation of construction documents. Methods of geometric construction, three dimensional drawing techniques, and sketching will be presented as well as elementary aspects of residential design and site work. Areas of emphasis will include print reading and drawing. Another purpose of this introductory course is to provide students with a basic understanding of the features and considerations associated with the operation of a computer-

aided design (CAD) system. Students will gain valuable hands-on experience with Auto CAD. They will be expected to complete several projects relating to command topics. Topics include: 2D drawing commands, coordinate systems, editing commands, paper and model space, inquiry commands, layers, plotting, text, and basic dimensioning. This course will also include Basic Architectural AutoCAD practices.

ARCHITECTURAL DRAFTING AND DESIGN II (CAD II)

VU DRAF 150 (2 CREDITS)

Grades: 11–12

Length of Course: Two Semesters -1 Credit each

Prerequisite: CAD I

COURSE: Architectural Drafting and Design II presents a history and survey of architecture and focuses on creative design of buildings in a studio environment. Covers problems of site analysis, facilities programming, space planning, conceptual design, proper use of materials, selection of structure and construction techniques. Develops presentation drawings, and requires oral presentations and critiques. Generation of form and space is addressed through basic architectural theory, related architectural styles, design strategies, and a visual representation of the student's design process. This course will focus on advanced CAD features, including fundamentals of three dimensional modeling for design. Includes overview of modeling, graphical manipulation, part structuring, coordinate system, and developing strategy of modeling. Advanced CAD will enable the student to make the transition from 2D drafting to 3D modeling. Various Architectural software packages and applications may be used.

INTRODUCTION TO COMMUNICATION

Grades: 9–12

Length of Course: Two Semesters -1 Credit each

COURSE: : *Introduction to Communications is a course that specializes in identifying and using modern communication to exchange messages and information. This course explores the application of the tools, materials, and techniques used to design, produce, use, and assess systems of communication. Students will produce graphic and electronic media as they apply communication technologies. This course will also explore the various technical processes used to link ideas and people through the use of electronic and graphic media. Major goals of this course include an overview of communication technology; the way it has evolved, how messages are designed and produced, and how people may profit from creating information services and products. Students will explore mass media communication processes including radio and television broadcasting, publishing and printing activities, telecommunication networks, recording services, computer and data processing networks, and other related systems. Using the base knowledge student will use the design process to solve design projects in each communication area.*

DESIGN PROCESSES (R&D)

Grades: 11–12

Length of Course: Two Semesters -1 Credit each

Prerequisites: CAD/Drafting I

COURSE: *Introduction to Design Processes is a course that specializes in modern design and engineering processes with a focus on creative problem solving in developing, testing, communicating, and presenting post-evaluation of products. Students use the design process to analyze research, develop ideas, and produce products solutions. This process gives a framework through which they design, manufacture tests present their ideas. Students will demonstrate and utilize design principles and elements for visual presentation. Designing aspects will also cover aesthetics, ergonomics, the environment, safety, and production. The design process is a core-learning tool for many courses enabling the student to solve problems in a systematic, logical and creative manner. Students develop a good understanding of the way the process helps them think creatively and developing aesthetic ideas. The design process encourages the students to engage in higher level thinking to create solutions for many types of problems.*

ENGINEERING DESIGN & DEVELOPMENT (NON PLTW) (QR)

Grades: 11–12

Length of Course: Two Semesters -1 Credit each

Prerequisite: Process level course in any technology area, with instructor recommendation.

COURSE: *The Mishawaka Engineering class provides engineering and technology students with a challenging design project that involves the development and construction of a single-person, fuel-efficient vehicle. Vehicles are powered by a small four-cycle engine. Students have the opportunity to set a world fuel economy record.*

INTRODUCTION TO CONSTRUCTION

Grades: 9–12

Length of Course: Two Semesters -1 Credit each

COURSE: *Introduction to Construction is a course where students will study how different types of structures are designed, engineered, and built. Students will use basic problems solving skills & applied math to design, engineer, and build simplified engineering projects. Students will draw simple plans, frame a scale model house, and explore the many phases of construction. Design, site selection, site preparation, foundations, framing, and finishing the structures are just a few phases to be explored. The second semester will be filled with many hands-on experiences. Students will learn some basic surveying skills taking elevation readings and drawing a plot plan. Full scale “mock-ups” of a house room will be constructed so that students can participate in framing a structure, window installation, electrical wiring, drywall hanging & finishing, trim work, painting, and vinyl siding installation. Students will also learn about cost estimation, plumbing, and HVAC basics. Students will become familiar with many aspects of the construction industry. Any student considering a career in construction trades or taking the Construction Technology (building trades) course should take this class.*

INTRODUCTION TO MANUFACTURING SYSTEMS (WOOD SHOP)

Grades: 9–12

Length of Course: One Semester -1 Credit

COURSE: *Introduction to Manufacturing is a course where students will gain knowledge and basic skills in working with industrial materials such as wood & plastics. Students will learn through classroom and hands on experiences how to plan and use of a variety of tools and machines to process wood into useful projects/ products. Safety around power tools, using tools and equipment properly, making projects/ products, precision measurement, basic math skills, and learning about industrial processes are the major emphasis of this class.*

INTRO TO ADVANCED MANUFACTURING (2ND YEAR WOOD SHOP)

Grades: 10–12

Length of Course: Two Semesters -1 Credit each

Prerequisite: Introduction to Manufacturing

COURSE: : *Introduction to Advanced Manufacturing is a course where students will learn advanced knowledge and skills in working with industrial materials such as wood & plastics. Students will design, draw plans, and calculate material needs for projects/products. This class will be mainly hands on experiences using a variety of tools and machines to process wood into useful projects/products. Safety around power tools, project/ product activities, precision measurement, basic math skills, and learning about advanced industrial processes are the major emphasis of this class.*

TECHNOLOGY ENTERPRISE

Grades: 9–12

Length of Course: One Semester - 1 Credit

Prerequisite: Intro to Manufacturing

COURSE: *This is a hands on class where students will organize a company to design, produce, and sell a product.*

Students will learn how to draw plans, order supplies, plan a budget, build jugs & fixtures for parts, produce parts, assemble products, and package a product. Students will use hand and power tools to accomplish these tasks. This is a great class for students who would like to pursue a career in manufacturing or a production business.

CONSTRUCTION TECHNOLOGY I & II **IvyT CONT 101/102 (3 CREDITS EACH)**

Grades: 11–12

Length of Course: Two Semesters - 3 Credits each

COURSE: This course is designed to give students practical experience in the various phases of house construction. Students will be working in the field, and construct a new home during the course period. They will be involved with all phases of the project. They will start with layout of walls, framing, and erecting them. Setting trusses, and installing windows, siding, and roofing. They will work along side professionals in the electrical, heating and air conditioning, and plumbing fields. They will be painting, installing ceramic tile, hardwood floors, hanging doors, cabinets, and installing trim. Students will gain knowledge and understanding of all phases of construction. After successful completion of this course, students should be better prepared to enter some phase of the building trades, join an apprenticeship program, or attend college with an emphasis in the construction field. Two year students can apply to the Building Trades Board for a scholarship to the college of their choice. Seniors can earn college credit through Vincennes University/Project Excel.

PROJECT LEAD THE WAY

The PLTW Pre-Engineering Program is designed for the student who is interested in being an engineer or technologist as a possible career choice. PLTW classes are part of the honors program, most yield college credit to include freshman and sophomore classes, and quantitative reasoning credit (QR).

INTRODUCTION TO ENGINEERING DESIGN/ **IvyT DESN 101 (3 CREDITS)**

Grade: 9–12

Length of Course: Two Semesters - 1 Credit each

COURSE: In this course, students use 3D solid modeling design software to help them design solutions to solve proposed problems. Students will learn how to document their work and communicate solutions to peers and members of the professional community. This course is designed for 9th or 10th grade students. The major focus of the IED course is to expose students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards and technical documentation.

PRINCIPLES OF ENGINEERING (QR)/ **IvyT DESN 104 (3 CREDITS)**

Grade: 10–12

Length of Course: Two Semesters - 1 Credit each

Prerequisite: Introduction to Engineering Design

COURSE: This survey course of engineering exposes students to some of the major concepts they'll encounter in a postsecondary engineering course of study. Students have an opportunity to investigate engineering and high-tech careers and to develop skills and understanding of course concepts. Students

employ engineering and scientific concepts in the solution of engineering design problems. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students also learn how to document their work and communicate.

CIVIL ENGINEERING AND ARCHITECTURE (QR)/ **IvyT DESN 105 (3 CREDITS)**

Grades: 11–12

Length of Course: Two Semesters - 1 Credit each

Prerequisite: Principles of Engineering

COURSE: The major focus of this course is completing long-term projects that involve the development of property sites. As students learn about various aspects of civil engineering and architecture, they apply what they learn to the design and development of a property. The course provides teachers and students freedom to develop the property as a simulation or for students to model the experiences that civil engineers and architects face. Students work in teams, exploring hands-on activities and projects to learn the characteristics of civil engineering and architecture. In addition, students use 3D design software to help them design solutions to solve major course projects. Students learn about documenting their project, solving problems and communicating their solutions to their peers and members of the professional community of civil engineering and architecture.

COMPUTER INTEGRATED MANUFACTURING (QR)/ **IvyT ADMF116 (3 CREDITS)**

Grades: 11–12

Length of Course: Two semesters-1 elective credit each

Prerequisite: IED and POE to qualify for dual credit

COURSE: Computer Integrated Manufacturing is a course that applies principles of rapid prototyping, robotics, and automation. This course builds upon the computer solid modeling skills developed in Introduction of Engineering Design. Students will use computer controlled rapid prototyping and CNC equipment to solve problems by constructing actual models of their three-dimensional designs. Students will also be introduced to the fundamentals of robotics and how this equipment is used in an automated manufacturing environment. Students will evaluate their design solutions using various techniques of analysis and make appropriate modifications before producing their prototypes.

AEROSPACE ENGINEERING (QR)

Grades: 11–12

Length of Course: Two Semesters - 1 Credit each

Prerequisite: Principles of Engineering

COURSE: The major focus of this course is to expose students to the world of aeronautics, flight and engineering through the fields of aeronautics, aerospace engineering and related areas of study. Lessons engage students in engineering design problems related to aerospace information systems, astronautics, rocketry, propulsion, the physics of space science, space life sciences, the biology of space science, principles of aeronautics, structures and materials, and systems engineering. Students work in teams utilizing hands-on activities, projects and problems and are exposed to various situations faced by aerospace engineers. In addition, students use 3D design software to help design solutions to proposed problems. Students design

intelligent vehicles to learn about documenting their project, solving problems and communicating their solutions to their peers and members of the professional community.

ENGINEERING DESIGN AND DEVELOPMENT (QR)

Grade: 12

Length of Course: Two Semesters - 1 Credit each

Prerequisite: Principles of Engineering

COURSE: *Engineering Design and Development is designed to introduce students to the fundamental aspects of engineering and engineering technology. Instruction will emphasize underlying principles of engineering processes and the development of three-dimensional solid models. Instructional activities will build skills ranging from sketching simple geometric shapes to applying a solid modeling computer software package. Students will develop critical thinking and problem-solving skills through instructional activities that pose design and application challenges for which they develop solutions. The techniques learned, and equipment used, should be state of the art and reflect equipment and processes currently being used by engineers throughout the United States.*

INDUSTRIAL AUTOMATION AND ROBOTICS I

Grades: 11-12

Length of Course: Two Semesters-1 Credit each

Prerequisites: none

COURSE: *Students will gain skills to design and build basic robots that use sensors and actuators to solve specific problems and complete specific tasks. This will include introductory programming autonomous mode. Students will also learn to program a humanoid robot, tethered and in autonomous mode, able to react to specific circumstances and perform human-like tasks when programming is complete. This course will provide fundamental knowledge and skills in basic lasers, pneumatics, hydraulics, mechanics, basic electronics, and programmable logic controllers along with an understanding of career pathways in this sector.*

ENGLISH DEPARTMENT Course Offerings by Grade

Content provided by MHS English Department...revised 10/2016...Lori Kizer, Chair

ENGLISH >

HS Course #s		HS Course Name/College #	HS Cr	Dual Credit Prereq			College Credit	Eligible Grades			
Fall	Spring			Read	Write	Math		9	10	11	12
0112	0113	ENG 9 1-2	1					9			
0114	0115	ENG 9H 1-2	H1					9			
0122	0123	ENG 10 3-4	1						10		
0124	0125	ENG 10H 3-4	H1						10		
0132	0133	ENG 11 5-6	1							11	
0134	0135	ENG 11H 5-6	H1							11	
0157	0158	AMERICAN LIT 1-2 (FILM LIT)	1							11	
0142	0143	ENG 12 7-8	1								12
0144	0145	AP LANG COMP/ENG111/112	H1	AP Score 3-5			IvyT 3/3				12
0146		IUACP ENG 12-W131	HD1				IU 3				12
	0147	IUACP ENG 12-L202	HD1				IU 3				12
	0161	CREAT WRITING	1							11	12
0150	0151	ESL 1	1					9	10	11	12
0162		MASS MEDIA	1						10	11	12
0164	Both	SPEECH	1					9	10	11	12
0165	Both	IUACP PUBL SPK S121	H1				IU 3			11	12
0166		THEATRE ARTS	1					9	10	11	12
	0167	THEATRE PROD	1					9	10	11	12
0168	Both	ADV THEATRE ARTS	1						10	11	12
0118	0119	LAL 9 1-2	1					9			
0126	0127	LAL 10 3-4	1						10		
0116	0117	LAL 1-2	1					9	10		
0173	0174	LAL 9-12	1							11	12
0169		DRAMATIC LIT	1						10	11	12
0182	0183	Journalism 1-2	1					9	10	11	12
0101	...0108	Publications NP1-8	1					9	10	11	12
0191	...0198	Publications YB 1-8	1					9	10	11	12

Courses in gray are AP or dual credit.
 N=New
 Q=Quantitative Reasoning
 D=On priority dual credit list
 P= Dual Credit Pending

HS Cr = High school credits per semester
 Dual Credit prerequisite scores are based on the PSAT or equivalent.
 H=Honors
 P/F=Pass/Fail



Freshman Courses (9th Grade):

ENGLISH 9

Grade: 9

Length of Course: Two Semesters - 1 Credit each

COURSE: Through the integrated study of language, literature, writing and oral communication, English 9 students further develop their use of language as a tool for learning, thinking, and a source of pleasure. A synthesis of all components of language arts is emphasized: literature, composition, research, grammar, usage, mechanics, public speaking, and vocabulary. Literature instruction focuses on opportunities to read and comprehend a wide variety of literature genres, apply critical thinking skills and appreciate literature. Vocabulary development utilizes decoding, context clues, glossaries, and programmed study. Students use acquired technology skills in the writing process. Students are required to write for a variety of purposes and audiences such as assignments as narrative, expository, and persuasive essays, summaries, journals, short stories, and technical writings (business letters, resumes, and reports). Oral communication skills are emphasized in making presentations and in being critical listeners.

ENGLISH 9 (H)

Grade: 9

Length of Course: Two Semesters -1 Credit each

COURSE: This course is designed for the highly motivated student who demonstrates a high reading level and a reasonable mastery of written and spoken English. A synthesis of all components of language arts is emphasized: literature, composition, research, grammar, usage, mechanics, public speaking, and vocabulary. The focus of this course is to increase student understanding of our common humanity through literature and to continue the development of communication skills. Students will be expected to complete independent reading and writing assignments both in the summer and during the school year. Students will be expected to complete an English Honors Project that will consist of an individual research paper, a product that demonstrates the application of what was learned, and a formal presentation.

Sophomore Courses (10th Grade):

ENGLISH 10

Grade: 10

Length of Course: Two Semesters - 1 Credit each

COURSE: English 10 reinforces and continues to make use of the many reading, writing, listening, and speaking activities and skills of English 9. Grammar will be taught in the context of writing as students learn how to present their ideas logically and coherently, how to present supporting details, and how to draw conclusions. Literature instruction will focus on opportunities to respond critically, reflectively, and imaginatively to literature selections through journal responses, oral discussion, and composition. Students will be responsible for taking personal time for instructional reading. Oral communication skills will continue to stress the various types of speaking and effective delivery techniques on a variety of topics. Students will use technology to create a variety of products, compositions, visual aids, projects, etc.

ENGLISH 10 (H)

Grade: 10

Length of Course: Two Semesters - 1 Credit each

Prerequisites: English 9 Honors or English 9

COURSE: English Ten Honors is an advanced composition and a British literature survey course for sophomores meeting the requirements of the gifted and talented program. Essay assignments emphasize the ability to state a thesis and then satisfactorily support it with various expository and persuasive writing techniques. Students are required to submit a literary critique and a research paper. The course includes student understanding of grammatical concepts to improve self-evaluation of papers.

The course also incorporates the study of British writings from the Anglo-Saxon period to the Twentieth Century. The development of the English language, of various literary genres, and of individual and societal themes within the context of historical periods will be emphasized. Compositions will include critical and comparative analyses, plus experimentation with certain of the literary modes studied. Group discussion of material will be supplemented with individual interpretative presentations. Critical thinking skills are developed in the analysis of student writing, literary works, and audio-visual material. SAT preparation exercises are included in vocabulary and writing. The course includes independent reading, library assignments, individual projects, and programmed vocabulary study. Oral presentations of individual and group projects are also a part of the course. Summer reading is required.

Junior Courses (11th Grade):

ENGLISH 11

Grade: 11

Length of Course: Two Semesters -1 Credit each

COURSE: Through the integrated study of language, literature, composition, and oral communication, English 11 students further develop their use of language as a tool for learning and thinking and as a source of pleasure. Students will survey the development of American literature from early Native American literature through contemporary literature.

Through discussion and writing activities students will move from analyzing and using the elements of written language to making judgments based upon those analyses. Grammar will be taught in the context of writing as students learn how to present their ideas logically and coherently, how to present supporting details, and how to draw conclusions. Students will be responsible for taking personal time for instructional reading. English 11 increasingly calls attention to the contexts in which oral communication takes place. Instruction will stress effective delivery techniques, communicating responsibly, critically and confidently on a variety of topics, creating and using technological devices in oral and written presentations, and demonstrating the various types of speeches.

ENGLISH 11 (H)

Grade: 11

Length of Course: Two Semesters - 1 Credit each

Prerequisites: English 10 H or English 10

COURSE: This course is designed for the highly motivated student who has demonstrated a high reading level and a reasonable mastery of written and spoken English; students must meet placement criteria determined by the director of Gifted and Talented programs. Course assignments synthesize the various language arts components: literature, research, composition, grammar, usage, mechanics, public speaking, and vocabulary. Focusing on major American writers and their works in relation to historical periods, the course surveys the development of United States literature from pre-colonial beginnings to the present. The emphases in composition are on organization, logic, coherence, and other advanced composition skills necessary for clear and concise writing. In addition to summer reading, students will be expected to complete independent reading, writing, and research assignments during the school year and to complete an English Honors Project.

AMERICAN LITERATURE 1-2 (FILM LIT)

Grade: 11

Length of Course: Two Semesters - 1 Credit each

COURSE: This is a condensed version of English 11 which is paired with Film Literature. Through the integrated study of language, literature, composition, and oral communication, English 11 students further develop their use of language as a tool for learning and thinking and as a source of pleasure. Students will survey the development of American literature from early Native American literature through contemporary literature. Through discussion and writing activities students will move from analyzing and using the elements of written language to making judgments based upon those analyses. Grammar will be taught in the context of writing as students learn how to present their ideas logically and coherently, how to present supporting details, and how to draw conclusions. Students will be responsible for taking personal time for instructional reading. English 11 increasingly calls attention to the contexts in which oral communication takes place. Instruction will stress effective delivery techniques, communicating responsibly, critically and confidently on a variety of topics, creating and using technological devices in oral and written presentations, and demonstrating the various types of speeches.

Senior Courses (12th Grade)

ENGLISH 12

Grade: 12

Length of Course: Two semesters -1 Credit each

COURSE: Through the integrated study of language, literature, composition, and oral communication, English 12 students further develop their use of language as a tool for learning and thinking and as a source of pleasure. Students will survey the development of British literature from the Anglo-Saxon to the modern period through the reading and study of short stories, novels, dramatic works, speeches, essays, poetry, and research projects. Through discussion and writing activities students will move from analyzing and using the elements of written language to making judgments based upon those analyses. Grammar will be taught in the context of writing as students learn how to present their ideas logically and coherently, how to present supporting details, and how to draw conclusions. Students will be responsible for taking personal time for instructional reading. Instruction will stress effective delivery techniques, communicating responsibly, critically and confidently on a variety of topics, and creating and using technological devices in oral and written presentations.

AP ENGLISH LANGUAGE & COMPOSITION

Grade: 12

Length of Course: Two semesters - 1 Credit each

Prerequisites: 3.0 GPA

COURSE: Advanced Placement Language and Composition is modeled after a college freshman composition course designed for highly motivated seniors committed to the writing process and the study of writing. The focus of the course is centered on the reading, analysis, and creation of non-fiction essays. The purpose of the course is to develop the student's ability to compose essays that demonstrate fluency, clarity, and accuracy. Students must possess strong composition skills as determined by their previous English classes; students must meet placement criteria. Students will be expected to complete independent reading and writing assignments both in the summer and during the school year. **All students enrolled in this course are required to take the national AP Language and Composition exam in May.** The Indiana Department of Education has covered the exam cost for Indiana students enrolled in the appropriate AP English course in recent years. At the discretion of the college or university, students may gain college credit or advanced placement in college English based on their AP test scores.

IU ACP W131 COMPOSITION

Grade: 12

Length of Course: One semester - 1 Credit

Prerequisites: 2.7 GPA, (IU ACP application & tuition required for 3 hours of college credit.)

COURSE: The course prepares students for writing in a variety of college courses. The focus of the course is on writing from multiple nonfiction sources to analyze an issue and support a claim. Skills include evaluating sources of information, summarizing, critiquing, analyzing, and synthesizing sources, adopting a thoughtful position, advancing a clear thesis, and supporting one's views with evidence.

IU ACP L202 LITERARY INTERPRETATION

Grade: 12

Length of Course: One semester - 1 Credit

Prerequisites: W131, 2.7 GPA, (IU ACP application & tuition required for 3 hours of college credit.)

COURSE: Emphasizes a close, thoughtful reading of representative literary texts (poetry, drama, fiction, or non-fiction prose) originally written in English and drawn from a range of historical periods. A major goal is to develop the ability to read and write with precision, responsibility, and imagination through class discussion and the writing of multiple critical responses. Close reading of a few selected texts, rather than wide coverage, is encouraged.

Other English Courses

CREATIVE WRITING

Grades: 11–12

Length of Course: One Semester [1st] - 1 Credit

Prerequisites: C average in previous English classes and submission of writing sample.

COURSE: Creative Writing provides an opportunity for students interested in imaginative writing to explore the many avenues of creative writing. Students are expected to keep a daily journal as well as create poems, essays, short stories, and children's stories. The focus is on the techniques of the writing process with an emphasis on revision. The student also learns to read more critically through exposure to quality works which are shared, discussed, and analyzed. The class includes oral work, group work, and peer editing.

DRAMATIC LITERATURE

Grades: 11-12

Length of Course: 1 Semester – 1 Credit

Prerequisites: None

COURSE: Dramatic Literature provides a study of plays and literary art, with particular focus on dramatic conventions that differentiate drama from other literary genres. Drama is an oral medium meant to be seen and heard but not read; the course reflects this by providing students with ample opportunities to see live and televised productions of plays and by providing opportunities for students to stage scenes from plays. By watching these productions, and also through an extensive oral component in the classroom, students see and practice how staging a drama alters interpretation from the silent texts. Several subcategories of genre are considered, especially tragedy and comedy. The history of drama as entertainment is also considered, including: (1) representative works of important playwrights, (2) dramatic and literary movements, and (3) developments in stagecraft and acting that alter the means of stage production and hence alter the way we interpret plays. Students are also given opportunities to express their knowledge of course content through creative, analytical, and expository writing, tests, and projects.

SPEECH (PUBLIC SPEAKING)

Grades: 9–12

Length of Course: One Semester - 1 Credit

Prerequisites: None

COURSE: Since stage fright is the number one fear of many Americans, this course is an extremely practical class to

prepare for a 21st century workforce that is requiring effective speaking skills. Speech is an introductory public speaking course in which students will learn to choose topics, organize ideas, adapt to specific audiences, and effectively use non-verbal and verbal communication skills. Students will have many opportunities to present talks on a variety of informative, persuasive, and entertaining topics.

IU ACP S121 PUBLIC SPEAKING

Grades: 11–12

Length of Course: One semester – 1 Credit

Prerequisites: 2.7 GPA (IU ACP application & tuition required for 3 hours of college credit.)

COURSE: This college level course explores the theory and practice of public speaking. Students will be trained in the thought processes necessary for effective organization, audience analysis, language choice and delivery. Students will also be given many opportunities to demonstrate an understanding of these thought processes through a variety of formal and informal oral presentations.

Electives

LANGUAGE ARTS LAB

Grades: 9–12

Length of Course: Two Semesters – 1 Credit each

COURSE: Language Arts Lab is a remediation course designed to give students, who have not yet developed proficiency, skill in the application of the language arts content standards (essential skills). The 8th grade ISTEP Language Arts score is a major consideration in enrolling in Language Arts Lab. The course focuses on reading, writing, discussion, and listening skills necessary to perform successfully both in school and the community. Using an integrated approach to teach the Indiana language arts content standards, the course works to instill a lifelong interest in and appreciation for reading and writing. In a student centered classroom, the reading and writing focus is on both the content and general areas. (This course does not meet English credit requirements for graduation.)

LAL 1-2

Grades: 9

Length of Course: Two Semesters - 1 Credit each

Prerequisites: None

COURSE: This course is an intensive reading intervention program designed to meet the needs of students whose reading achievement is below the proficient level. The program directly addresses individual needs through adaptive and instructional software, high interest literature, and direct instruction in reading and writing skills.

MASS MEDIA

Grades: 10–12

Length of Course: Both Semesters - 1 Credit

Prerequisites: None

COURSE: Mass Media offers various opportunities for hands-on activities in a state of the art television production studio. This course deals with the influences of the mass media in our lives: past, present, and future. While covering all of the major mass media, the course does focus on radio and television.

Students will learn scriptwriting, camera and audio recording techniques, editing and special effects production. Because this course involves a studio environment and has a limited enrollment, students are expected to have a mature work ethic and strong self-motivation.

THEATRE ARTS

Grades: 9–12

Length of Course: One Semester - 1 Credit

Prerequisites: None

COURSE: Students in Theatre Arts work in the classroom and on the stage. The course begins with a unit on improvisation, then moves to basic acting. Students are required to read aloud, perform in front of the rest of the class, and memorize their parts. In the text we read chapters on acting, improvisation, pantomime, stage directions and movement, voice development, character analysis and development, ensemble work, and theater history. Students memorize and perform monologues, Shakespearean soliloquies, and group scenes. The grade in this course is based heavily on participation and performances.

ADVANCED THEATRE ARTS

Grade: 10 – 12

Length of Course: One semester - 1 Credit

Prerequisites: Theater Arts

COURSE: Students enrolled in Advanced Theatre Arts read and analyze plays and apply criteria to make informed judgements. They draw on events and experiences to create scripted monologues and scenes, create scenic designs for existing plays, and build characters through observation, improvisation and script analysis. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore careers in theatre arts and begin to develop a portfolio of their work. They also attend and critique theatre productions and identify ways to support the theatre in their community.

THEATRE PRODUCTION

Grades: 9–12

Length of Course: Second Semester - 1 Credit

Prerequisites: Theatre Arts and teacher's approval

COURSE: Theatre Production focuses on the fundamentals of play production, directing, play writing, and performing. (Introduction to the principles of acting is part of Theatre Arts.) Students will gain an understanding of the theatre and the place of drama in the world. Not only will students develop their acting abilities, but they will also increase their understanding of themselves and others. The study, practice, and experience of theatre should directly aid the power of the students' imaginations. Students will explore their range of creativity, interpretation, and skill by acting in scenes, directing scenes, writing a monologue or one-act play, and researching major playwrights.

JOURNALISM

Grades: 10-12

Length of Course: Two Semesters - 1 elective credit each

COURSE: Journalism is a study of news elements, journalism history, First Amendment law, ethics, fact and opinion, copy editing, news, and features as they apply to print and digital media products. It includes a comparison study of journalistic

writing to other types of English writing with practical application of news, features, editorials, reviews, columns and digital media writing forms. For the second credit: Students continue to develop journalistic writing skills in addition to studying graphic design, advertising, public relations, photojournalism and emerging media development and design. By the end of the semester, students write, shoot and design stories for print and digital media products.

STUDENT PUBLICATIONS (NEWSPAPER OR YEARBOOK)

Grades: 9–12

Length of Course: Two semesters - 1 elective credit each; a max of 8 credits over 4 years

Prerequisite: Journalism (completed or concurrent enrollment)

COURSE: *Student Publications, a course based on the High School Journalism Standards and the Student Publications Standards, is the continuation of the study of journalism. Students demonstrate their ability to do journalistic writing and design for high school publications, including school newspapers and yearbooks, and a variety of 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 publications or media staffs so that they may prepare themselves for career paths in journalism, communications, writing, or related fields.*

FAMILY AND CONSUMER SCIENCE DEPARTMENT Course Offerings by Grade

Content provided by MHS Family and Consumer Science department... revised 10/2016...Karen McCartney, Chair

HS Course #s		HS Course Name/College #	HS Cr	Dual Credit Prereq			College Credit	Eligible Grades			
Fall	Spring			Read	Write	Math		9	10	11	12
0701	Both	NUTR/WELLNESS	1				9	10	11	12	
		0702 ADV NUTR & FOODS	1				9	10	11	12	
0705	0706	INTRO CUL ARTS 1-2	1					10	11	12	
0711	0712	CUL ARTS MGMT 1-2	3						11	12	
0713	0714	ADV CUL ARTS 1-2	3						11	12	
0720	Both	INTRO HOUS/INTER	1					10	11	12	
0731	Both	INTERPERSONAL REL	1					10	11	12	
0732	0733	INTRO FASH/TEX 1-2	1				9	10	11	12	
0734	0735	FASH/TEX CAREERS I 1-2	1					10	11	12	
0739		CHILD DEVL P	1					10	11	12	
	0740	ADV CHILD DEVL P	1					10	11	12	
0750	Both	ADULT ROLE	1						11	12	

Courses in gray are AP or dual credit.
 N=New
 Q=Quantitative Reasoning
 D=On priority dual credit list
 P= Dual Credit Pending

HS Cr = High school credits per semester
 Dual Credit prerequisite scores are based on the PSAT or equivalent.
 H=Honors
 P/F=Pass/Fail

NUTRITION & WELLNESS/ADVANCED NUTRITION & WELLNESS

Grades: 9–12

Length of Course: One or two Semesters

1 Credit each

Prerequisites: None

Supplies: Included in lab fee

COURSE: Nutrition & Wellness is a class that focuses on wellness of the student as it relates to food and nutrition. Students in this class will be expected to work with peers in a lab situation. Students will need to be responsible for planning labs, following safety rules, caring for equipment and supplies, while being a contributing group member. This is a class that requires active participation. Students will learn about topics that affect daily food intake such as dietary guidelines, science and technology, and the social/psychological aspects of food. This class must be passed with a grade of C or better in order to take Advanced Nutrition and Foods.

INTRO TO CULINARY ARTS

Grades: 10 – 12 or permission of instructor

Length of Course: Two Semesters - 1 Credit each

Prerequisites: Nutrition & Wellness, Advanced Nutrition and Wellness

COURSE: This is an exploratory course for students considering career pathways related to culinary arts. A project based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of individual and family issues. Topics safety, sanitation, storage and recycling processes in the industry; impacts of science and technology on the industry; and culinary arts career pathways. Students are able to explore this industry in depth and examine their own career goals in light of their findings. Laboratory experiences that emphasize industry practices and develop basic industry skills are required components of this course. Students are expected to prepare for and obtain state-approved food handler certification (ServSafe). This course is recommended for all students regardless of their

career cluster or pathway, in order to build basic culinary arts knowledge and skills. It is especially appropriate for students with interest in career clusters related to culinary arts and food and nutrition. This course is recommended as a core component of the four-year career plans for the career clusters of agriculture, food & natural resources; hospitality & tourism; education & training; and human services.

CULINARY ARTS MANAGEMENT (PROSTART 1) ADVANCED CULINARY ARTS (PROSTART 2)

Grades: 11–12

Length of Course: Two Semesters - 3 Credits each

Prerequisites: Nutrition and Wellness, Advanced Nutr/Well and Intro to Culinary.

Supplies: Included in lab fee

COURSE: This is a two year, school-to-work course that combines approved classroom work, (hands-on food preparation), with paid and mentored internships (jobs in food service during these two years). The course of study focuses on the skills students need to have for food service management, from customer relations to business skills. Completion of the Culinary Arts & Careers program often leads to full time employment and successful completion of a test will grant students with the opportunity to begin their career in management. Senior students must be granted special permission from teacher and counselor to enter program in the second year. (Both years of study will be completed in one year in this case).

INTRO TO HOUSING & INTERIORS

Grades: 10–12

Length of Course: One Semester - 1 Credit

Prerequisites: None

COURSE: Housing is a study of all aspects of the home and its environment. Topics include a broad range of concepts including housing styles, elements and principals of design relating to interiors such as color, balance, lighting, and furnishings. Students will learn how to read a blue print and apply design concepts by creating a floor plan design. Students will also

examine contemporary housing issues such as technology, homelessness, and environmentally safe housing. This class is project oriented. Students interested in careers relating to design, interior decorating, and architecture should take this class.

INTERPERSONAL RELATIONSHIPS

Grades: 10–12

Length of Course: One Semester - 1 Credit

Prerequisites: None

COURSE: This class is about managing your roles and relationships within your family, with friends, and in the school and work environment. Students will learn healthy ways to communicate and relate to others. The students will learn about factors that affect relationships and lead to communication break downs. The student will focus on how to build and maintain healthy relationships. Conflict and stress management skills are also emphasized. This class will involve active participation through discussion, projects, and individual and team work. Students wanting to learn relationship skills to last a life time should enroll.

INTRO TO FASHION & TEXTILES

Grades: 9–12

Length of Course: Two Semesters - 1 Credit each

Prerequisites: None

Supplies: Some included in lab fee; additional supplies required for projects.

COURSE: Addresses knowledge and skills related to design, production, acquisition, and distribution in the textiles and fashions arenas. Topics include exploration of textiles and fashion industries; elements of science and design in textiles and apparel; textiles principles and applications; social, psychological, cultural and environmental aspects of clothing and textiles selection; clothing and textile products for people with special needs; critical thinking applied to consumer options for fashion, textiles, and related equipment and tools; care and maintenance of textile products, equipment, and tools; impacts of technology; construction and alteration skills; contemporary issues, including global applications. Work-based, entrepreneurial, experimental, laboratory, and/or service learning are to be included; and portfolio activities are required.

FASHION & TEXTILE CAREERS 1

Grades: 10 – 12

Length of Course: Two Semesters - 1 Credit each

Prerequisites: Preparing for College and Careers; Intro to Fashion & Textiles, Entrepreneurship & Marketing courses

COURSE: Fashion and Textiles Careers I prepares students for occupations and higher education programs of study related to careers in the fashion industry. Major topics addressed include: factors related to clothing construction, design elements and principles, manufacturing process, textile and apparel industry. customer relations and best practices, fashion merchandising, and fashion trends. A strong school-based project approach will be used in the classroom. Also, work-based experience is strongly encouraged to enhance the learning process.

CHILD DEVELOPMENT & PARENTING

Grades: 10–12

Length of Course: One Semester - 1 Credit

Prerequisites: None

COURSE: Child Development & Parenting focuses on parenting practices and skills that support the positive development of children with in their families. Topics include brain development research, responsibilities and challenges of parenting, adolescent pregnancy, prenatal development, birth, developmental growth for infants through school age children and adolescents. This class is project oriented . Students interested in any field that involves working with children and their families are encouraged to take this class. Counseling, social work, teaching, and health related occupations are examples of career fields relating to this class. This course is the prerequisite for Advanced Child Development. Students must pass with a C or higher to enter Advanced Child Development.

ADVANCED CHILD DEVELOPMENT

Grades: 10–12

Length of Course: One Semester - 1 Credit

Prerequisites: Child Development & Parenting passed with a C grade or higher.

COURSE: This is a course that requires active participation of the class members. This course builds on the earlier concepts taught in Child Development & Parenting. Topics include a continuation of positive guidance techniques and nurturing of children across ages and stages. Focus is on the pre-school aged child. Students learn to interact with children and create developmental activities for children attending our preschool lab. Students must be able to work individually and as a team player. The course takes the perspective of the role of a child care provider. This course is recommended to those students who are considering careers in teaching, early childhood development, psychology, or social work.

ADULT ROLES AND RESPONSIBILITIES

Grades: 11–12

Length of Course: One Semester - 1 Credit

Prerequisites: None

COURSE: This course builds knowledge, skills, and behaviors students will need as they prepare to take the next step toward graduation and adulthood in today's ever changing society. The focus is on becoming an independent, contributing, and responsible participant in family, community, and career settings. This class focuses on personal goal setting, and decision making related to one's independence. This includes making good choices on topics such as community involvement, safety, nutrition, money management, (credit use, checking accounts, payroll/taxes), buying a car, renting/ buying a house, and purchasing costly items. This is a must have class for those who will soon be living on their own in the near future.

HEALTH & PHYSICAL EDUCATION Course Offerings by Grade

Content provided by MHS Health & Physical Education Department...revised 10/2016...Linda Schrader, Chair

HS Course #s		HS Course Name/College #	HS Cr	Dual Credit Prereq			College Credit	Eligible Grades			
Fall	Spring			Read	Write	Math		9	10	11	12
0973	Both	HEALTH ED	1				9	10	11	12	
	0974	ADV HEALTH	1					10	11	12	
0977	0978	PHYS ED 1/2	1				9	10	11	12	
0981	0982	ELEC ADV PE 1/2	1				9	10	11	12	
0985	0986	ELEC ADV PE 3/4	1					10	11	12	
0989	0990	ELEC ADV PE 5/6	1						11	12	
0983	0984	ELEC ADV WGTS 1/2	1				9	10	11	12	
0987	0988	ELEC ADV WGTS 3/4	1					10	11	12	
0991	0992	ELEC ADV WGTS 5/6	1						11	12	

Courses in gray are AP or dual credit.
 N=New
 Q=Quantitative Reasoning
 D=On priority dual credit list

HS Cr = High school credits per semester
 Dual Credit prerequisite scores are based on the PSAT or equivalent.
 H=Honors
 P/F=Pass/Fail

HEALTH EDUCATION

Grades: 9–12

Length of Course: One semester - 1 Credit

Prerequisites: None

COURSE: High school health education provides the basis for continued methods of developing knowledge, concepts, skills behaviors, and attitudes related to student health and well-being. This course includes the major content areas in a planned, sequential, comprehensive health education curriculum as expressed in the Indiana Health Education Standards Guide: (1) Personal Health; (2) Mental and Emotional Health; (3) Suicide Prevention; (4) Nutrition; (5) Alcohol, Tobacco and Other Drugs; (6) Growth and Human Sexuality; (7) Risk and Injury Prevention; (8) CPR. Students are provided with opportunities to explore the effect of health behaviors on an individual's quality of life. This course assists student in understanding that health is a lifetime commitment by analyzing individual risk factors and health decisions that promote health and prevent disease. Students are also encouraged to assume individual responsibility for becoming competent health consumer. A variety of instructional strategies, including technology, are used to further develop health literacy.

ADVANCED HEALTH EDUCATION

Grades: 10–12

Length of Course: One Semester -1 Credit

Prerequisites: Health Education

COURSE: This course is an elective course that offers secondary students an in-depth study of the ten health content areas as described in the Indiana Health Proficiency Guide. The scientific components of health are expanded and explored. This course focuses on health concerns and health risk appraisals, which might include: (1) individual wellness plans, (2) health promotion, (3) chronic and communicable diseases, (4) stress

management, (5) personal fitness, (6) management of sports injuries, (7) death and dying, and (8) first aid. Careers in health are addressed within the context of the course.

PHYSICAL EDUCATION I & II

Grade: 9

Length of Course: Two Semesters - 1 Credit each

Prerequisites: None

COURSE: This course emphasizes health-related fitness and developing skills and habits necessary for a lifetime of activity. The program includes skill development and the application of rules and strategies in the following areas: 1) health related fitness activities 2) aerobic exercise 3) team sports 4) individual and dual sports 5) aquatics 6) recreational games 8) community water safety. Evaluation includes both written and performance based skill assessment as well daily participation in class.

NOTE: Students who fail to complete PE will be required to complete the course(s) in summer school or before graduation.

ELECTIVE PE: ADVANCED PHYSICAL EDUCATION 1 & 2

Grades: 9–12

Length of Course: Two Semesters - 1 Credit each

Prerequisites: PE I & II ("C" or better average in both)

Supplies: Designated gym equipment

COURSE: The course focuses on health-related physical fitness activities and individual or dual sports. This course is designed for students who have demonstrated an interest in physical conditioning, have achieved success in PE I and II, and are willing to work. Advanced PE is a combination of two basic areas: Weight Training, and Lifetime Sports activities. Weight training will cover strength, bulk, body size, speed, body weight, and body fat. Lifetime sports will improve balance, coordination, agility, and body awareness. All students must follow the attendance, procedures, and policies set forth by the PE Department.

ELECTIVE PE: ADVANCED PHYSICAL EDUCATION 3 – 6

Grades: 10–12

Length of Course: Two Semesters, 1 Credit each

Prerequisite: Advanced PE I & II

COURSE: This course focuses on health-related fitness activities and individual or team sports. This class is designed for students who are interested in sports officiating as either a service or a vocation. Students will be instructed in rules, regulations, mechanics, procedures, and strategies of various games, primarily concentrating on Team Sports. Students will assume the role of both participant and official throughout the units, with emphasis on learning to manage and conduct a game between two opponents and to recognize infractions and enforce the rules of the game. Instruction may be given in some of the following: baseball/softball, basketball, football, swimming, track & field, volleyball, and/or wrestling. At the conclusion of the course, any student interested in becoming an IHSAA licensed official, will be given the opportunity to attain their license, if they fulfill the requirements. All students must follow the attendance, procedures, and policies set forth by the PE Department.

ELECTIVE PE: ATHLETIC WEIGHT TRAINING 1 & 2 INTRO TO ATHLETIC WEIGHT TRAINING

Grades: 9–12

Length of Course: Two Semesters 1 Credit each

Prerequisites: Must have competed in at least one high school sport last year and intend on competing again this year. **AND** must have obtained a grade of B or Higher in 9th PE. **OR** obtained consent of the course instructor.

Supplies: Designated gym equipment

COURSE: This course focuses on advanced weight training techniques designed to improve the overall ability, performance, and sports science knowledge necessary in athletics. Students will take part in the Bigger Faster Stronger program. As this is an introductory course, much emphasis will be placed on teaching of proper lifting technique, spotting, and weight room safety. Students will understand safe and appropriate use and care of weight room equipment and facility. Other areas besides strength training that will be explored include speed development training, upper and lower body plyometric training, and agility/footwork training. Students will be receive monthly performance testing, and will learn to log and assess personal daily performance. All students must follow procedures and policies set forth by the PE Department.

ELECTIVE PE: ATHLETIC WEIGHT TRAINING 3 & 4

Grades: 10–12

Length of Course: Two Semesters - 1 Credit each

Prerequisites: Athletic Weight Training I & II and approval of Dept. Chairman

Supplies: Designated gym equipment

COURSE: This course focuses on health-related fitness activities and individual or team sports. This course is designed for students of Mishawaka High School who have demonstrated success in Athletic Weight Training I & II. Students will take part in continuation of the Bigger Faster Stronger Program. Student will also develop knowledge in basic principles of exercise physiology. Notebooks will be kept to monitor student progress. Student's performance will be tested biweekly.

Student will be able to develop a portfolio of his/her physical improvement while using the BFS system. All students must follow the attendance, procedures, and policies set forth by the PE Department.

ELECTIVE PE: ATHLETIC WEIGHT TRAINING 5 & 6

Grades: 11–12

Length of Course: Two Semesters

1 Credit each

Prerequisites: Athletic Weight Training III & IV and approval of Dept. Chairman

Supplies: Designated gym equipment

COURSE: This course focuses on health-related fitness activities and team sports. This course is designed for students of Mishawaka High School who have demonstrated success in Athletic Weight Training III & IV. Students will take part in the Bigger Faster Stronger Program. Student will develop knowledge pertaining to proper nutrition, chemical substances, and their effects on the physical performance of the body. Notebooks will be kept to monitor student progress. Student's performance will be tested biweekly. Student will be able to develop a portfolio of his/her physical improvement while using the BFS system. All students must follow the attendance, procedures, and policies set forth by the PE Department.

SPECIAL NOTES:

A student may be enrolled in only one PE course per semester unless the Department Chair has given permission for the additional course enrollment.

MATHEMATICS DEPARTMENT Course Offerings by Grade

Content provided by MHS Mathematics Department...revised 10/2016...Amy Foley, Chair

HS Course #s		HS Course Name/College #	HS Cr	Dual Credit Prereq			College Credit	Eligible Grades				
Fall	Spring			Read	Write	Math		9	10	11	12	
Q	0427	0428	ALGEBRA I (9) 1-2	1				9				
	0429	0430	MATH LAB AI 1-2	1				9				
Q	0418	0419	ALG I (9) 1-2	1				9				
Q	0420	0421	ALG II (9) 1-2	1				9				
Q	0455	0456	ALG II H 1-2	H1				9	10	11	12	
Q	0433	0434	ALG I 1-2	1					10	11	12	
Q	0403	0404	ALGEBRA II 1-2	1					10	11	12	
	0401	0402	MATH LAB AII 1-2	1					10	11	12	
Q	0453	0454	ALG II 1-2	1					10	11	12	
Q	0422	0423	GEOMETRY I 1-2	1						11	12	
	0424	0425	MATH LAB G 1-2	1						11	12	
Q	0441	0442	GEOM I 1-2	1					10	11	12	
Q	0443	0444	GEOM I (9) 1-2	1				9				
Q	0445	0446	GEOM I H 1-2	H1				9	10	11	12	
Q	0481	0482	PRE-CALC 1-2	1					10	11	12	
Q	0483	0484	PRE-CALC H/MATH136/137	H1	NA	NA	52	IvyT 3/3	10	11	12	
Q	0487	0489	CALCULUS 1-2 (HS credit only)	1						11	12	
Q	0471		IUACP FINITE M M118	H1				IU 3		11	12	
Q		0472	IUACP SURV/CAL M119	H1				IU 3		11	12	
Q	0485	0486	AP-CAL-AB/IU M215 1-2	HD1				IU 5		11	12	
Q	0493	0494	AP-CAL-BC/IU M216 1-2	HD1				IU 5			12	
Q	0495	0496	AP STATS/MATH200 1-2	H1	AP Score 3-5			IvyT 3			11	12

Courses in gray are AP or dual credit.

N=New

Q=Quantitative Reasoning

D=On priority dual credit list

P=Dual credit pending

HS Cr = High school credits per semester

Dual Credit prerequisite scores are based on the PSAT or equivalent.

H=Honors

P/F=Pass/Fail

MATH SEQUENCING POSSIBILITIES

Following are suggested paths students might take in their high school mathematics sequence.

Students may move between sequences after consultation with their counselor.

9th grade	10th	11th	12th
Geometry Honors	Pre-Calculus (H)	Calculus AB M215-AP or AP Statistics	Calculus BC M216 AP or AP Statistics
Geometry	Algebra II	Pre-Calculus	Calculus AB M215-AP or AP Statistics
Algebra I	Geometry and Algebra II	Pre-Calculus	Calculus AB M215-AP or AP Statistics
Geometry	Algebra II	Pre-Calculus	M118 Finite and/or M119 Brief
Algebra I	Geometry and Algebra II	Pre-Calculus	M118 Finite and/or M119 Brief
Algebra I	Geometry	Algebra II	Pre-Calculus

ALGEBRA I

Length of Course: Two Semesters - 1 Credit each

Prerequisites: None

Supplies: Scientific calculator

COURSE: Algebra I is a full year course that provides a formal development of the algebraic skills and concepts necessary for students to succeed in advanced courses. In particular,

the instructional program in this course provides for the use of algebraic skills in a wide range of problem-solving situations. The concept of function is emphasized throughout the course. Topics include: (1) operations with real numbers, (2) linear equations and inequalities, (3) relations and functions, (4) polynomials, (5) algebraic fractions, and (6) nonlinear equations.

MATH LAB A I

Length of Course: Two Semesters

1 Elective Credit each

Prerequisites: None

COURSE: Math Lab AI is a mathematics support course for Algebra I. The course provides students with additional time to build the foundation necessary for high school math courses, while concurrently having access to rigorous, grade-level appropriate courses. The five critical areas of the lab align with the critical areas of Algebra I: Relationships between Quantities and Reasoning with Equations; Linear and Exponential Relationships; Descriptive Statistics; Expressions and Equations; and Quadratic Functions and Modeling.

ALGEBRA II

Length of Course: Two Semesters - 1 Credit each

Prerequisites: Algebra I

Supplies: Graphing calculator

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

ALGEBRA II (H)

Length of Course: Two Semesters - 1 Credit each

Prerequisites: Must meet high ability criteria and have Algebra I credit

Supplies: Graphing calculator

COURSE: This course is designed for advanced students who intend to later enroll in Calculus and/or M118. It is a course that quickly reviews the topics of Algebra I and then proceeds into advanced algebraic topics with particular emphasis on the concept of function. Topics include: relations and functions; equations and inequalities; conic sections; polynomials; rational expressions and functions; exponential and logarithmic functions; sequences and series; counting principles and probability; matrix operations and row reduction techniques; introduction to right triangle trigonometry. This course may be taken concurrently with Geometry Honors.

ALGEBRA II/MATH LAB A II (DAILY)

Length of Course: Two Semesters - 1 Math/Elective Credit each

Prerequisites: Algebra I

Supplies: Graphing calculator

COURSE: Algebra II (Daily Option) meets every day to provide the student the time needed to understand the concepts of Algebra II. This course should be considered for the student who has not achieved at the A or B level in Algebra I.

GEOMETRY I

Length of Course: Two Semesters - 1 Credit each

Prerequisite: Algebra I

Supplies: Scientific calculator, compass, straightedge, protractor

COURSE: Students enrolled in Geometry I examine the properties of two- and three-dimensional objects. Proof and logic, as well as investigative strategies in drawing conclusions, are stressed. Properties and relationships of geometric objects include the study of: (1) points, lines, angles and planes; (2) polygons, with a special focus on quadrilaterals, triangles, right triangles; (3) circles; and (4) polyhedra and other solids. Use of graphing calculators and computer drawing programs is encouraged.

GEOMETRY I/MATH LAB G (DAILY)

Length of Course: Two Semesters - 1 Math/Elective Credit each

Prerequisite: Algebra I [C or below recommended]

Supplies: Scientific calculator, compass, straightedge, protractor

COURSE: Geometry I meets every day to help the student understand the concepts of Geometry I. This course should be considered for the student who has not achieved at the A or B level in Algebra I.

GEOMETRY I (H)

Length of Course: Two Semesters 1 Credit each

Prerequisites: Must meet high ability criteria and have Algebra I credit

Supplies: Compass, straight edge, protractor, and scientific calculator

COURSE: This course is designed for advanced students who intend to later enroll in Calculus and/or M118. Emphasis will be placed on logical reasoning and proof writing skills. Frequent use of Geometer's Sketchpad will reinforce the topics of study. Topics include: points, lines, angles and planes; polygons, with a special focus on quadrilaterals, triangles, and right triangles; right triangle trigonometry; circles; polyhedra and other solids; transformational geometry. This course may be taken concurrently with Algebra II Honors or Pre-calculus/Trigonometry Honors.

*Note: Math Lab is part of daily Algebra II and Geometry

PRE-CALCULUS

Length of Course: Two Semesters - 1 Credit each

Prerequisites: Algebra II; Geometry I

Supplies: Graphing calculator

COURSE: Pre-Calculus blends the concepts and skills that must be mastered before enrollment in a college-level calculus course. The course includes the study of (1) relations and functions, (2) exponential and logarithmic functions, (3) trigonometry in triangles, (4) trigonometric functions, (5) trigonometric identities and equations, (6) polar coordinates and complex numbers, (7) sequences and series and (8) data analysis. Students successfully completing this course are prepared for AP Calculus AB/IU ACP M215.

PRE-CALCULUS (H)

IvyT MATH 136/137 3/3 CREDITS

Length of Course: Two Semesters - 1 Credit each

Prerequisites: Algebra II

Supplies: Graphing calculator

COURSE: This course is designed for advanced students who intend to later enroll in Calculus and/or M118. This

course combines an intensive study of algebraic topics with an introduction to trigonometric and analytical techniques. Topics include: relations and functions; exponential and logarithmic functions; polynomials; trigonometric functions; trigonometric identities and proofs; polar coordinates and complex numbers; sequences and series; parametric equations; graphical analysis. This course may be taken concurrently with Geometry Honors.

CALCULUS

Length of Course: Two Semesters - 2 Credits

Prerequisites: Pre-Calculus (including Trigonometry)

Supplies: Graphing calculator

COURSE: This course will cover the basics of both differential and integral calculus. Topics to be covered include limits and continuity, differential techniques, applications of derivative in mathematics and science, integration techniques, and applications of integration in mathematics and science. This course is designed to cover the same topics as a college level calculus course but at a slower pace and with more emphasis on strengthening foundational knowledge. College credit is NOT available for this course.

FINITE MATHEMATICS

IU ACP FINITE MATH M118

Length of Course: One Semester - 1 Credit

Prerequisites: Pre-Calculus (IU ACP application & tuition required for 3 hours of college credit.)

COURSE: Probability and linear mathematics, the core of the traditional course in finite mathematics, provide some of the basic and widely used mathematical tools in business and the social and life sciences. These core topics and their applications are presented in this course. Throughout the course there is an emphasis on ideas and techniques useful in solving problems. Students may elect to take the course for Indiana University credit and meet one of the requirements for inclusion into the School of Business. The student must complete the IUSB ACP application no later than the first week of school and meet tuition payment deadlines.

BRIEF SURVEY OF CALCULUS

IU ACP BRIEF SURVEY OF CALCULUS M119

Length of Course: One Semester - 1 Credit

Prerequisites: Pre-Calculus (IU ACP application & tuition required for 3 hours of college credit.)

COURSE: The goal of this course is to begin calculus as soon as possible; to present calculus in an intuitive yet intellectually satisfying way; and to illustrate the many applications of calculus to the biological, social, and management sciences. This course tries to achieve these goals while paying close attention to students' real and potential problems in learning calculus. Thus it uses various aspects of student-oriented approach. Students may elect to take the course for Indiana University credit and meet one of the requirements for inclusion into the School of Business. The student must complete the IUSB ACP application no later than the first week of school and meet tuition payment deadlines.

AP CALCULUS AB/ IU ACP CALCULUS I M215

Length of Course: Two Semesters - 1 Credit each

Prerequisites: Pre-Calculus (IU ACP application & tuition required for 5 hours of college credit.)

Supplies: Graphing Calculator

COURSE: An Advanced Placement (AP) course in calculus consists of a full high school academic year of work that is comparable to calculus courses in colleges and universities. It is expected that students who take an AP course in calculus will seek college credit, college placement, or both, from institutions of higher learning. AB is the study of calculus in the plane. The national Advanced Placement Calculus AB exam in May is a requirement for all students in the course, except those who have enrolled for college credit from Indiana University through the Advance College Project (ACP). In recent years the Indiana Department of Education has covered the cost of the AP exam [\$87] for students enrolled in this course.

AP CALCULUS BC IU ACP CALCULUS II M216

Length of Course: Two Semesters - 1 Credit each

Prerequisites: M215. (IU ACP application & tuition required for 5 hours of college credit.)

Supplies: Graphing Calculator

COURSE: An Advanced Placement (AP) course in calculus consists of a full high school academic year of work that is comparable to calculus courses in colleges and universities. It is expected that students who take an AP course in calculus will seek college credit, college placement, or both, from institutions of higher learning. BC is the study of calculus in 3-dimensional space. The national Advanced Placement Calculus BC exam in May is a requirement for all students in the course, except those who have enrolled for college credit from Indiana University through the Advance College Project (ACP). In recent years the Indiana Department of Education has covered the cost of the AP exam [\$87] for students enrolled in this course.

AP STATISTICS

Grades: 10–12

Prerequisites: Algebra II and 3.0 GPA

Length of Course: Two semesters – 1 Credit each

COURSE: Statistics, Advanced Placement is a course based on content established by the College Board. The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Topics include: (1) exploring data: describing patterns and departures from patterns (2) sampling and experimentation: planning and conducting a study, (3) anticipating patterns: exploring random phenomena using probability and simulation, and (4) statistical inference: estimating population parameters and testing hypotheses. The use of graphing calculators and computer software is required.

MUSIC DEPARTMENT Course Offerings By Grade

Content provided by MHS Music Department...revised 10/2016...Dennis Gamble, Chair

MUSIC > Music

HS Course #s		HS Course Name/College #	HS Cr	Dual Credit Prereq			College Credit	Eligible Grades			
Fall	Spring			Read	Write	Math		9	10	11	12
0938	0939	ADV CONC BAND	1					10	11	12	
0941	0942	BEG CHORUS	1				9				
0943	0944	ADV CHORUS	1					10	11	12	
0945	0946	VOCAL JAZZ	1					10	11	12	
0947	0948	INTERMED CHORUS	1					10	11	12	
0949		CHORAL CHAMBER H	H1					10	11	12	
0951	0952	INTERM CONC BAND	1				9	10	11	12	
0959	0960	ADV ORCH	1					10	11	12	
0961	0962	INTERM ORCH	1				9	10	11	12	
0964		JAZZ ENSEMBLE H	H1					10	11	12	
Summer School		MUSIC THEORY	1					10	11	12	
N	0957	0958	AP MUSIC THEORY/HUMA117	H1	AP Score 3-5		IvyT 3		10	11	12
N		0936	MUSIC HIST & APPRECIATION	1				9	10	11	12



Courses in gray are AP or dual credit.
 N=New
 Q=Quantitative Reasoning
 D=On priority dual credit list
 P=Dual credit pending

HS Cr = High school credits per semester
 Dual Credit prerequisite scores are based on the PSAT or equivalent.
 H=Honors
 P/F=Pass/Fail

BAND COURSES

Grades: 9–12

Length of Course: Two semesters: 1 Credit each

Prerequisites: Audition and approval of director.

Supplies:

Students must have and demonstrate basic facility on a band instrument. If a student does not own a band instrument but can demonstrate basic facility, a school owned instrument may be available for rental at a cost of \$35.00 per year. All Concert Band members must have black shoes and black socks, white shirt with tie/blouse, black trousers/skirt. The Marching Band uniform is provided, but students must purchase black “Show Stopper” style marching shoes, black socks and an approved MHS Band t-shirt for use outside of the uniform at athletic events.

Students taking this course are provided with a balanced comprehensive study of music through the concert band, which develops skills in the psychomotor, cognitive, and affective domains. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Ensemble and solo activities are designed to develop elements of musicianship including, but not limited to: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music, and (7) studying historically significant styles of literature. Experiences include, but are not limited to, improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer’s intent in order to connect the performer with the audience. Students also have opportunities to experience live performances by professionals during and outside of

the school day. Time outside of the school day may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities, outside of the school day, that support and extend learning in the classroom. In addition, students perform with expression and technical accuracy, a large and explore a varied repertoire of concert band literature that is developmentally appropriate. Evaluation of music and music performances is included. Solo and ensemble contest participation is required at either the ISSMA event or to be performed in class.

All band members are expected to participate in Marching Band except cheerleaders, football players and any others up to the discretion of the band director. Those not marching will have to complete an alternate assignment. Marching Band is not a separate course. During approximately the first 9 weeks of school, all students enrolled in any concert or advanced band class are required to participate in Marching Band. The Marching Band performs at all home football games, at least one ISSMA adjudicated marching event, possible invitational marching events and parades. A concentrated two week band camp is scheduled before the opening of school in August to prepare for marching shows, and two evening rehearsals each week are held in addition to regular class time during the football season. All band members are expected to participate in Marching Band, except cheerleaders, and varsity football players. Students enrolled in any concert or advanced band class are required to perform in a limited number of Pep Band performances during the high school boys’ and girls’ basketball seasons.

INTERMEDIATE CONCERT BAND

Grades: 9–12

Length of Course: Two semesters: 1 Credit each

Prerequisites: This group performs grade 1.5 to 2.5 literature or above. Audition based on ISSMA performance rubric and approval of director.

ADVANCED CONCERT BAND

Grades: 9–12

Length of Course: Two semesters: 1 Credit each

Prerequisites: This group performs grade 3 to 5 literature. Audition based on ISSMA performance rubric and approval of director.

JAZZ ENSEMBLES - (H)

Grades: 9–12

Length of Course: Two semesters - 1 Honors Credit each

Rehearsal schedule:

White Days from 7:00 a.m. until 7:50 a.m.

Maroon Day from 7:00 a.m. until 7:50 a.m.

Students must be enrolled concurrently in a recognized musical organization at Mishawaka High School. Exceptions to include musicians playing instruments not normally found in these ensembles such as piano or guitar up to the director's discretion. Audition and director's approval is required for all Jazz Band courses.

Supplies: An approved musical instrument. All black clothing, shoes and socks.

COURSES: *These two courses are designed for advanced instrumentalists to study and perform swing, jazz, rock, Latin, and popular music. Jazz theory, stylistic performance and improvisation skills are developed.*

MAROON DAY JAZZ

Students perform in a traditional standard "Big Band" instrumentation of 16-20 musicians picked on the basis of audition. The literature performed will be chosen from music traditionally chosen and written in the big band genre. Emphasis will be placed on the normal music parameters of ensemble balance, blend, style and tone production. Instruction includes the study of the history, formative and stylistic elements of jazz. Students develop creative skills through: improvisation, composition, arranging, performing, listening and analyzing. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Students must participate in performance opportunities, outside of the school day, that support and extend the learning in the classroom. Students will perform in at least one professionally adjudicated jazz festival and/or ISSMA contest during the school year in order to provide evaluation and feedback from an outside source.

WHITE DAY JAZZ

This group is open to all instrumentalists in the music department including string players in orchestra. The function of this course is to develop more advanced improvisational skills through the use of standard tunes, scale and chord theory, pattern and form development and original compositions in a non-traditional instrumentation setting. Individuals are

encouraged and aided to produce arrangements and compositions for student performance. Jazz history instruction will include music from early swing, bebop, and various forms of Latin extending into modern funk and rock styles. Outside performances are required.

BEGINNING CHORUS: CADET CHOIR

Grade: 9 only

Length of Course: Two Semesters - 1 Credit each

Prerequisites: None, may be taken for 9th grade fall and spring semester only.

Supplies: Black dress pants / slacks (optional knee length straight skirt for girls), dress black closed-toe shoes and undershirt or camisole. MHS choir polo shirt is required for all concerts except Mayfest. Approx. cost to student is \$15. **COURSE:** *This is a mixed training choir designed to develop musicianship and specific performance skills through ensemble singing. Activities create the development of quality repertoire in diverse styles of choral literature appropriate in difficulty and range for younger voices, with particular attention given the changing male voice. Students develop an understanding of the composer's intent and how best to transfer their understanding to an audience. An occasional "dress" rehearsal is scheduled outside the school day. This choral ensemble participates in three required performances each year that support and extend learning in the classroom; students are required to participate. This class provides participation in group singing in three and four parts, instruction in vocal production, and general musicianship. Music reading skills developed include sight-reading drill, pitch notation and drill, rhythmic notation and drill, music staff notation of pitches, and note and rest values. By audition and director's approval, students may progress to a Cappella Choir, Cecelians, Maroon Jazz, and/or Madrigals.*

INTERMEDIATE CHORUS: CECELIANS/CAVEMAN CHORUS

Grades: 10–12

Length of Course: Two Semesters - 1 Credit each May be taken for successive semesters.

Prerequisites: Beginning Choir or audition and approval by director

Supplies: Black dress pants / slacks (optional knee length straight skirt for girls), dress black closed-toe shoes and undershirt or camisole. MHS choir top / shirt / tie supplied.

COURSE: *Intermediate chorus provides students with opportunities to develop musicianship and specific performance skills through ensemble singing. This is a combination of female chorus (SSA) and male chorus (TBB) that also combines to sing SATB literature as well. Activities create the development of quality repertoire in diverse styles of choral literature that is appropriate in difficulty and range for the students. This class provides participation in group singing in three and four parts as well as more advanced instruction in vocal production and general musicianship. Music reading skills developed include pitch notation drill, rhythmic notation and drill, music staff notation of pitches, note and rest values. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. A limited amount of time, outside the school day may be scheduled for rehearsals.*

This ensemble participates in three required performances each year that support and extend learning in the classroom. By audition and director's approval, students may progress to a Cappella Choir, Maroon Jazz, and or Madrigals. time and number 15 - 20 appearances. Typically, the season includes a Madrigal Dinner, a formal concert (free/public), a full-day singing tour of School City of Mishawaka elementary schools, and numerous engagements for private organizations. Each member is elegantly costumed in Gothic period costumes. Rehearsals are from 7:15 – 7:55 A.M. every day during the first semester and on Sunday evenings from 7:00 – 9:00 P.M. Second semester activity is limited to participation in district and state level ISSMA contests. This group offers the ultimate choral experience - that of choral chamber music, sung without conductor. Madrigal Society Honors is the highest level attainable in the MHS vocal music department.

VOCAL JAZZ: MAROON JAZZ

Grades: 10–12

Length of Course: Two Semesters 1 Credit each

May be taken for successive semesters

Prerequisites: Audition (singing and/or instrumental) approval by director

Supplies: Women - Black character shoes (about \$25); black or maroon dance bloomers; nude hose; dresses are supplied. Men - black jazz shoes (about \$45); black dress socks; crew-neck T-shirt undergarment; tuxes are supplied.

COURSE: *This is a vocal ensemble that performs popular jazz arrangements with instrumental back-up, in costume. The audition is based on vocal ability and demonstration of a flair for showmanship. Students in this course develop musicianship and specific performance skill through group and individual settings for the study and performance of varied styles of vocal jazz. Three and four part arrangements are used, (SATB and SAB), some of them a cappella. Singing techniques using a personalized mic system are also explored. A limited amount of rehearsal outside the school day may be scheduled before performances. A number of public performances serve as a culmination of daily rehearsal and music goals. Students must participate in performance opportunities, outside the school day, that support and extend learning in the classroom. The group is available to community groups and functions, and appears throughout the school year. A joint program is presented each spring with the Jazz Ensemble, and other appearances include Fall Festival, Young Middle School assemblies, and May Festival.*

PIANO & ELECTRIC KEYBOARD

Grades: 9–12

Length of Course: 2nd Semester, every other year, alternating with Music Theory & Composition - 1 Credit

Prerequisite: Some keyboard experience preferred but not required; approval of instructor.

Supplies: None

COURSE: *Piano & Electric Keyboard class teaches basic keyboard skills, approaching each student at his individual level of proficiency with evaluation based on progress. Students are offered instruction in piano and electronic keyboard in order to develop music proficiency and musicianship.*

ADVANCED CHORUS: A'CAPPELLA CHOIR

Grades: 10–12

Length of Course: Two Semesters - 1 Credit each
May be taken for successive semesters.

Prerequisites: Audition only

Supplies: Guys-black dress shoes/socks; white button-down long-sleeved dress shirt; Girls-black dress shoes/off-black hose, black dress slacks or skirt, white long-sleeved shirt. Robes, formal dresses and tuxes supplied by the department.

COURSE: *This is a mixed performance choir designed to develop musicianship and specific performance skills through ensemble singing. Activities create the development of a quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Critical listening skills are developed through listening to professional recordings of much of the music rehearsed to help develop a quality choral sound. Recordings and video of concerts are reviewed by the choir to develop skills in self-evaluation, especially evaluation of basic choral technique. Skills build on the beginning and intermediate choruses, and at more advanced levels. Some music is performed a Cappella, up to 8-part music is introduced. Music in the standard choral repertoire is emphasized, other sacred and secular literature from recent composers as well as the traditional masterworks. Students occasionally have in-class or after school opportunities to hear professional live performances. Some school time as well as after school rehearsals are scheduled. Students are required to participate in all performances scheduled. Approximately six public performances serve as a culmination of daily rehearsal and music goals. Students must participate in performance opportunities, outside of the school day, that support and extend learning in the classroom.*

CHORAL CHAMBER ENSEMBLE: MADRIGAL SOCIETY - (H)

Grades: 10–12

Length of Course: Fall Semester - 1 Credit

May be taken for successive semesters.

Prerequisites: Audition only. Note: Students must participate in one of the other chorus classes concurrently.

Supplies: Appropriate shoes (all costumes supplied)

COURSE: *Student musicianship and specific performance skills in this course are enhanced through specialized small group instruction. Specifically, skills include learning to match individual voice-qualities for superior blend, singing without a conductor by using eye contact within the group, and developing a high level of musicianship through advanced phrase awareness. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. This class operates under a High Ability waiver from the IDOE for a class which meets entirely outside the school day. Public performances concentrate during the Christmas season. Students must participate in performance outside the school day that support and extend the learning in the classroom. The group is composed of 16 students (4 on each part SATB) plus 6-8 alternates performs advanced settings of music appropriate to the Christmas season, since performances concentrate at that and articulation; (2) listen to, analyze, sight-read, and study the literature performed;*

(3) study the elements of music as exemplified in a variety of styles; and (4) make interpretive decisions. Music Keyboard Class teaches basic keyboard skills, approaching each student at his individual level of proficiency with evaluation based on progress. Evaluation includes written work over music reading skills as well as playing skills.

AP MUSIC THEORY

Grades: 11–12

Length of Course: Two semesters, 1 credit each

Recommended Prerequisites: 3.0 GPA and permission of the instructor

COURSE: The AP Music Theory course corresponds to two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Musicianship skills including dictation and other listening skills, sight-singing, and keyboard harmony are considered an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of music that are heard or presented in a score.

Development of aural skills is a primary objective. Performance is also part of the learning process. Students understand basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are emphasized.

MUSIC HISTORY AND APPRECIATION

Grades: 9–12

Length of Course: One semester, 1 credit

Recommended Prerequisites: none

COURSE: Students will 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.

STRING ORCHESTRA

Grades: 9–12

Length of Course: Two semesters: 1 Credit each

Prerequisites: Audition and approval of director.

Supplies: Instrument (for school and for home practice)
Concert dress - All: Black dress pants, black long sleeved dress shirt, black dress shoes.

COURSE: Performance techniques and proficiency are developed through preparation of standard orchestral literature. Ensemble and solo activities are designed to develop elements of musicianship, including, but not limited to tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, and studying historically significant styles of literature. This course enables students to develop a high degree of technical skill, musical independence, and sight reading ability. Required activities include participation in concerts for string and full orchestra, tours to elementary schools, and organizational competition at the director's discretion. Solo/ensemble contest participation is required at either the ISSMA event or to be performed in class. Outstanding students are selected for individual performances and small ensembles for community functions.

SCIENCE DEPARTMENT Course Offerings By Grade

Content provided by MHS Science Department...revised 10/2016...Gregory Smith, Chair

SCIENCE

HS Course #s		HS Course Name/College #	HS Cr	Dual Credit Prereq			College Credit	Eligible Grades			
Fall	Spring			Read	Write	Math		9	10	11	12
0510	0511	BIO I (9) 1-2	1				9				
0512	0513	BIO I 1-2	1					10	11	12	
0574	0575	BIO IH 1-2	H1				9	10	11	12	
0514	0515	BIO II 1-2	1						11	12	
0554	0555	IUACP BIO L100 1-2	HD1						11	12	
0548	0549	IUACP BIO HP P130 1-2	HD1						11	12	
0520	0521	EARTH SCI I (9) 1-2	1				9				
0522	0523	EARTH SCI I 1-2	1					10	11	12	
0524	0525	AP ENVIRON SCI/BIOL120	H1	AP Score 3-5			IvyT 3			11	12
Q	0534	0535	INT CHEM/PHYS I 1-2	1					10	11	12
Q	0550	0551	PHYSICS I 1-2	1					10	11	12
Q	0558	0559	IUACP PHYSICS P221-1	HD1						11	12
Q	0536	0537	AP PHYSICS 1/PHYS101	H1	AP Score 3-5			IvyT 4		11	12
Q	0538	0539	AP PHYSICS 2/PHYS102	H1	AP Score 4-5			IvyT 4		11	12
Q	0544	0545	CHEM I 1-2	1					10	11	12
Q	0540	0541	CHEM IH 1-2	H1					10	11	12
Q	0556	0557	CHEM II C101 1-2	HD1	25	26	27	IvyT 3		11	12
C	0562	0563	BIOMED SCI/BIOL10011	H1				9	10	11	12
C	0564	0565	H BODY SYS/BIOL10012	H1					10	11	12
C	0566	0567	MED INTERV/BIOL10013	H1						11	12
	0568	0569	BIOMED INNOV/BIOT107	HD1							12
	0570	0571	PCI/SCI INTERN NOTRE D	P/F						11	12

Courses in gray are AP or dual credit.
 N=New
 Q=Quantitative Reasoning
 D=On priority dual credit list
 C=College credit at IUPUI possible

HS Cr = High school credits per semester
 Dual Credit prerequisite scores are based on the PSAT or equivalent.
 H=Honors
 P/F=Pass/Fail



BIOLOGY I

Grades: 9–11

Length of Course: Two Semesters - 1 Credit each

Prerequisites: None

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

BIOLOGY I (H)

Grades: 9–12

Length of Course: Two Semesters - 1 Credit each

Prerequisites: Teacher recommendation/High Ability Director approval

COURSE: *This accelerated course is intended for the students with strong interests and outstanding past performance*

in science classes. Emphasis is on scientific methods and principles, cellular structures, taxonomic structures, DNA and RNA concepts, microbiology, genetic studies, plant functions and structures, and invertebrate animal studies, with an introduction to vertebrate animals. This course helps prepare students who plan to pursue scientific fields. The laboratory activities provide further techniques and skills for the student.

BIOLOGY II

Grades: 11–12

Length of Course: Two Semesters - 1 Credit each

Prerequisites: Biology I and Chemistry I or permission of instructor

COURSE: *Biology II is an extended laboratory, field, and literature investigations-based course. Students enrolled in Biology II examine the internal structures, functions, and processes of living organisms. Students also analyze and describe the relationship of Earth's living organisms to each other and to the environment in which they live. In this course, students refine their scientific inquiry skills as they collaboratively and independently apply their knowledge of the unifying themes of biology to biological questions and problems related to personal and community issues in the life sciences.*

IU ACP BIOLOGY L100 HUMANS AND THE BIOLOGICAL WORLD

Grades: 11–12

Length of Course: Two Semesters – 1 Credit each

Prerequisites: Biology I and Chemistry I, MHS application required. (IU-ACP application, tuition payment, and C average required for 5 college credits.)

COURSE: This course is designed to provide an opportunity to examine the fundamental principles of biology. The course introduces biological organization from molecules through cells, organisms and ecosystems. The emphasis is on life processes common to all organisms with special reference to humans. Topics include: kingdom diversity, digestion, reproduction, respiration, circulation, photosynthesis, patterns of inheritance, conservation and ecology. The course also prepares the student for more advanced courses should the decision be made to continue in biology at the college level. This course also meets the biological departmental standards at Indiana University and can be transferred to over 400 colleges nationwide. In order for a student to receive five college credits a student must enroll following the IU-ACP application procedure and make a necessary tuition payment while earning a C or better in the class.

IU ACP P130 HUMAN PHYSIOLOGY & ANATOMY

Grades: 11–12

Length of Course: Two Semesters - 1 Credit each

Prerequisites: ACP–MHS application, (IU ACP application & tuition required for 3 hours of college credit.)

COURSE: Offered to students who are interested and desire a solid initial background in the medical field, or are interested in going into health-related careers. It includes the study of all the major systems of the human body, where they are located, what they are composed of and how they function and regulate. The course also includes the study of ailments, disorders, and dysfunctions of various parts of the body, as well as wellness techniques. In addition to regular class work, laboratory study and research will be conducted in direct correlation to the classroom work.

This course may also be taken for IU credit if so desired. The IU section of the course is designed for non-science majors. Credit is allowed for only one of Biology L100 or Physiology P130. Credit is not allowed toward a biology major.

EARTH & SPACE SCIENCE I

Grades: 9–12

Length of Course: Two Semesters - 1 Credit each

Prerequisites: None

COURSE: This course covers the four major areas of Earth Science; Astronomy, Geology, Meteorology, and Oceanography. In astronomy, students will investigate galaxies, stars, the solar system, and the earth-moon system. In Geology, plate tectonics, earthquakes, volcanoes, mountain building, rocks, and minerals along with the forces that shape the surface are covered. Meteorology will have students investigate the cause and effect of weather. In addition, weather patterns and climate will be studied. Oceanography will focus students on learning about ocean floor features, tides, wave action and the impact waves have on the coastline. Students taking this class can expect to experience a wide variety of activities in order to learn the objectives being taught.

AP ENVIRONMENTAL SCIENCE

Grades: 11–12

Length of Course: Two Semesters - 1 Credit each

Prerequisites: Earth Science I 1&2 (with grade of B or better) AND Biology I 1&2 (with a grade of B or better)

COURSE: This course is an interdisciplinary course that integrates biology, earth science, chemistry, and other disciplines. Students enrolled in this course conduct in-depth scientific studies of ecosystems, population dynamics, resource management, and environmental consequences of natural and anthropogenic processes. Students formulate, design, and carry out laboratory and field investigations as an essential course component. Students completing Environmental Science, Advanced acquire the essential tools for understanding the complexities of national and global environmental systems.

INTEGRATED CHEMISTRY AND PHYSICS I

Grades: 10–12

Length of Course: Two Semesters - 1 Credit each

Prerequisites: Algebra or equivalent

Supplies: Calculator; 3 ring binder or folder

COURSE: This course is a laboratory-based course in which students explore fundamental chemistry and physics principles. Students enrolled in this course examine, through the process of scientific inquiry, the structure and properties of matter, chemical reactions, forces, motion, and the interactions between energy and matter. Working in a laboratory environment, students investigate the basics of chemistry and physics in solving real-world problems that may have personal or social consequences beyond the classroom.

PHYSICS I

Grades: 10–12

Length of Course: Two Semesters - 1 Credit each

Prerequisites: Concurrent enrollment in Algebra II or higher math course

Supplies: Scientific calculator; notebook

COURSE: This course is a laboratory-based course in which students synthesize the fundamental concepts and principles related to matter and energy, including mechanics, wave motion, heat, light, electricity, magnetism, atomic and subatomic physics. Through regular laboratory study using such quantities as velocity, acceleration, force, energy, momentum, and charge, students (1) examine the nature and scope of physics, including its relationship to other sciences and its ability to describe phenomena using physical laws, (2) describe the history of physics and its role in the birth of technology, (3) explore the uses of its models, theories, and laws in various careers, and (4) investigate physics questions and problems related to personal needs and societal issues.

IU ACP P221 PHYSICS

Grades: 11–12

Length of Course: Two Semesters - 1 Credit each

Prerequisites: Credit or concurrent enrollment in Calculus (IU ACP application & tuition required for 5 hours of college credit.)

COURSE: This is an advanced first year Calculus based physics course designed for the student who plans on attending college and studying in the fields of science or mathematics. It is

an Indiana University course and students will have the option of enrolling for credit through IUSB. The curriculum is highly mathematical and covers the topics of Newtonian mechanics, oscillations and waves, fluids, heat and thermodynamics.

AP PHYSICS 1: ALGEBRA BASED **IvyT PHYS 101 (4 CREDITS)**

Grades: 11–12

Length of Course: Two Semesters - 1 Credit each

Prerequisites: Credit or current enrollment in Algebra II

COURSE: AP Physics 1 is the equivalent to a first semester college course in algebra based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electrical circuits. During the month of May, students enrolled in this course will take the corresponding national Advanced Placement (AP) exam.

AP PHYSICS 2: ALGEBRA BASED **IvyT PHYS 102 (4 CREDITS)**

Grades: 11–12

Length of Course: Two Semesters - 1 Credit each

Prerequisites: Credit or current enrollment in Algebra II. Credit in one of the following: AP Physics 1, ACP Physics, Physics 1

COURSE: AP Physics 2 is the equivalent to a second semester college course in algebra based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism, optics; atomic and nuclear physics. During the month of May, students enrolled in this course will take the corresponding national Advanced Placement (AP) exam.

CHEMISTRY I

Grades: 10–12

Length of Course: Both Semesters – 1 Credit each

Prerequisites: Algebra I and Biology I

Supplies: Scientific Calculator

COURSE: This course is based on regular laboratory investigations of matter, chemical reactions, and the role of energy in those reactions. Students enrolled in Chemistry I compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. In addition, students enrolled in this course are expected to: (1) gain an understanding of the history of chemistry, (2) explore the uses of chemistry in various careers, (3) investigate chemical questions and problems related to personal needs and societal issues, and (4) learn and practice laboratory safety.

CHEMISTRY I (H)

Grades: 10–12

Length of Course: Both Semesters – 1 Credit each

Prerequisites: Algebra I, Biology I Honors [C av. or better] or Biology I [A or B av.] with High Ability approval

Supplies: Scientific Calculator

COURSE: This rigorous course is intended to meet the college preparation needs of students. The course is designed to give the student a strong foundation in the basic concepts of chemistry. The approach emphasizes problem solving, inquiry, and laboratory investigation. Major topics covered

are atomic structure, chemical bonding, chemical formulas and equations, the mole concept, gas laws, chemical equilibrium, redox, quantitative relationships in reactions, and historical perspectives in chemistry. Students, through research projects, will explore the career opportunities in the chemistry field in addition to the current societal issues involving chemistry.

CHEMISTRY II (H)/ **IvyT CHEM 101 (3 CREDITS)**

Grades: 11–12

Length of Course: Two semesters - 1 Credit each

Prerequisites: Chemistry I

Prerequisites for college credit: Score 46+ for critical reading and writing on PSAT; plus qualifying Math score on Accuplacer

Supplies: Scientific calculator

COURSE: This course is designed for successful Chemistry I students who intend to pursue additional course work in science at the college level. Major concepts introduced in the first year are further developed in this course. In addition, organic chemistry and biochemistry are covered. The laboratory aspect of the course primarily involves refinement of lab skills as related to quantitative analysis.

PROJECT LEAD THE WAY

BIOMEDICAL SCIENCES PROGRAM

Students explore the concepts of human medicine and are introduced to research processes and to bioinformatics. Hands-on projects enable students to investigate human body systems and various health conditions.

PRINCIPLES OF BIOMEDICAL SCIENCES **IUPUI BIOL 10011 (DUAL CREDIT PENDING/3 CREDITS)**

Grades: 9–12

Length of Course: Two Semesters - 1 Credit each

Prerequisites: None

COURSE: The course is designed to provide an overview of all the courses in the Biomedical Sciences Program (Human Body, Medical Interventions and Science Research) and to lay the scientific foundation necessary for student success in the subsequent courses. The key biological concepts embedded in the curriculum include homeostasis, metabolism, and inheritance of traits, feedback systems, and defense against disease. Engineering principles are incorporated into the curriculum where appropriate. These include the design process, feedback loops, fluid dynamics, and the relationship of structure to function.

HUMAN BODY SYSTEMS

IUPUI BIOL 10012 (DUAL CREDIT PENDING/3 CREDITS)

Grades: 10–12

Length of Course: Two Semesters - 1 Credit each

Prerequisites: Principles of Biomedical Science

COURSE: The course 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.

MEDICAL INTERVENTION

IUPUI BIOL 10013 (DUAL CREDIT PENDING/3 CREDITS)

Grades: 11–12

Length of Course: Two Semesters - 1 Credit each

Prerequisites: Human Body Systems

COURSE: *Medical Intervention is a course that studies medical practices including interventions to support humans in treating disease and maintaining health. Using a project-based learning approach, students will investigate various medical interventions that extend and improve quality of life, including gene therapy, pharmacology, surgery, prosthetics, rehabilitation, and supportive care. Students will also study the design and development of various interventions including vascular stents, cochlear implants, and prosthetic limbs. Lessons will cover the history of organ transplants and gene therapy with additional readings from current scientific literature addressing cutting edge developments. Using 3-D imaging software, students will design and build a model of a therapeutic protein.*

BIOMEDICAL INNOVATION

IvyT BIOT 107 (4 CREDITS)

Grade: 12

Length of Course: Two Semesters - 1 Credit each

Prerequisites: Medical Interventions

COURSE: *PLTW Biomedical Innovation is a capstone course designed to give students the opportunity to design innovative solutions for the health challenges of the 21st century as they work through progressively challenging open ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. They have the opportunity to work on an independent project and may work with a mentor or advisor from a university, hospital, physician's office, or industry. Throughout the course, students are expected to present their work to an adult audience that may include representatives from the local business and healthcare community.*

SCIENCE INTERNSHIPS AT UNIVERSITY OF NOTRE DAME

Grades: 11–12

Length of Course: One or Two Semesters - 1 Credit each (P/F)

Prerequisites: Completed Chemistry I or Advanced Biology with a B or better

Availability: Twelve students per semester

COURSE: *Students will assist/participate in biology or nuclear science and nuclear energy research projects at the University of Notre Dame Biology Department or Energy Frontier Research Center under the direction of graduate students and UND staff. The internship meets M/W or T/Th alternating every other week from 2:15 – 4:00 p.m. each week that both MHS and UND are in session. Students must provide their own transportation.*

SOCIAL STUDIES DEPARTMENT Course Offerings by Grade

Content provided by MHS Social Studies Department...revised 10/2016...Mike Breske, Chair

SOCIAL STUDIES >

HS Course #s		HS Course Name/College #	HS Cr	Dual Credit Prereq			College Credit	Eligible Grades			
Fall	Spring			Read	Write	Math		9	10	11	12
	0310	0311	GEOG & W HIST 1-2	1					10	11	12
	0321	0322	W HIST & CIVIL 1-2	1					10	11	12
	0331	0332	US HIST 1-2	1						11	12
	0333		IUACP US HIST H105	HD1			IU 3			11	12
		0334	IUACP US HIST H106	HD1			IU 3			11	12
Q	0348		AP MICROECON/ECON202	H1	AP Score 3-5		IvyT 3				12
Q		0349	AP MACROECON/ECON201	H1	AP Score 3-5		IvyT 3				12
Q	0350	Both	ECONOMICS	1							12
	0352		PSYCHOLOGY	1							12
		0353	SOCIOLOGY	1							12
		0354	TOPICS IN HISTORY	1							12
	0355	0356	AP PSYCHOLOGY/PSYC101	H1	AP Score 3-5		IvyT 3				12
	0360	Both	US GOVT	1							12
	0361	Both	IUACP GOVT Y103	HD1			IU 3				12
	0325	0326	AP World Hist/HIST111/112	H1	AP Score 3-5		IvyT 3/3		10	11	12

Courses in gray are AP or dual credit.
 N=New
 Q=Quantitative Reasoning
 D=On priority dual credit list

HS Cr = High school credits per semester
 Dual Credit prerequisite scores are based on the PSAT or equivalent.
 H=Honors
 P/F=Pass/Fail

GEOGRAPHY & THE HISTORY OF THE WORLD

Grades: 10–12

Length of Course: Two Semesters - 1 Credit each

Prerequisites: None

COURSE: This course 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 the 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 21 Century.

WORLD HISTORY & CIVILIZATION

Grades: 10–12 , and 9 for AP prep

Length of Course: Two Semesters - 1 Credit each

Prerequisites: None

COURSE: World History is a general survey course that covers the history of man's development from prehistoric times to the complex civilizations of today. The course is designed to give students an understanding of the world in which they live and some of the many problems present in today's interrelated world. Emphasis is placed on modern developments in the history of the world.

UNITED STATES HISTORY

Grades: 11–12

Length of Course: Two Semesters - 1 Credit each

Prerequisites: None

COURSE: The students review the colonial, revolutionary, Civil War, and expansionist eras during the first few weeks. The major emphasis of the course is placed on a study of the twentieth century. The course teaches students to understand and appreciate the multitude of complex interrelationships of people and environment which constitutes the story of our nation.

IU ACP H105-106 UNITED STATES HISTORY

Grades: 11–12

Length of Course: Two Semesters - 1 Credit each

Prerequisites: 3.0 GPA (IU ACP application & tuition required for 6 hours of college credit.)

COURSE: This honors class is an accelerated version of the regular history course with emphasis on using higher thinking level, critical thinking skills. The coverage of domestic and foreign events in U.S. History will begin with Colonial development and extend to the 1980s. Supplemental readings will be part of the focus of class discussions. Most six weeks exams and the finals will be essay exams. College credit may be earned; details on page 3.

ECONOMICS

Grade: 12

Length of Course: 1st Semester - 1 Credit

Prerequisites: None

COURSE: In this course students learn how today's economics systems work and how they are changing. Emphasis is placed on the manner in which groups of people react when they are buying, selling, job hunting, saving, investing, and operating business firms. The "economics way of thinking" is applied to problems in such areas as government financing,

taxation, inflation, unemployment, foreign trade, environment, hunger, and energy. Students learn the vocabulary needed to read business publications. Field trips, guest speakers, and simulation games are used to enrich the instruction.

PSYCHOLOGY

Grades: 11–12

Length of Course: 1st Semester - 1 Credit

Prerequisites: None

COURSE: Psychology is the study of individual behavior. Emphasis in the course is divided between the principles of mental health and psychological research and theory. Students may personally benefit from the possibility of more advanced uses of psychology such as in careers in the mental health field or college course work. Topics include human development from conception to old age especially adolescence and young adulthood, problems of measuring personality and intelligence, theories of learning, thinking and creating, the elements of good mental health, personality disturbances and treatment, and the use of experimental methods in research. Psychology students will participate in such activities as in-class experiments and an individually chosen team research project. The course is designed to acquaint students with what the professionals in the field of psychology are doing. Students will learn how to apply the principles of learning and behavior to a better understanding of themselves and others.

SOCIOLOGY

Grade: 12

Length of Course: 2nd Semester - 1 Credit

Prerequisites: None

COURSE: Sociology is the study of human group behavior with emphasis on current American social problems. Topics include marriage and marital conflict in a changing society, social status and social class with related political and economic issues, majority-minority group relationships with the consequences of stereotyping and prejudice, and deviant behavior with an emphasis on crime. Students are helped to make better use of the vast amount of information available to them from the mass media, especially television. This course is designed to prepare students to make more intelligent choices as young adults, husbands and wives, parents, workers, employers, and citizens of both the smaller and larger human community.

TOPICS IN AMERICAN HISTORY: THE SIXTIES IN AMERICA

Grade: 12

Length of Course: 1st Semester - 1 Credit

Prerequisites: United States History I & II

COURSE: The 1960s remains one of the most contested decades in recent American history. Politicians and social commentators continue to squabble over its meaning and legacy. Advertisers repackage sixties images, music and words to sell products through the haze of nostalgia. A new generation of political activists employs the rhetoric, tactics and style of sixties movements to advance old and new causes. To some, the 1960s were a dream, to others a nightmare. Many look back fondly on the 1960s as a lost moment of opportunity and possibility, when a new and better America seemed possible. They see the sixties as worthy of imitation and emulation.

Others view the decade as a terrible horror and a detour from the deep seated traditions of America's past, responsible for the proliferation of a variety of contemporary social and political ills. They view the 1960s as a model to be avoided like the plague. Over the course of this one semester class, we will explore the social, political and cultural contours of the 1960s with the hope that a more complex view of the decade will emerge. Students will play an active role in this process and the ultimate goal is that students will walk away from the course with a deeper appreciation of this fascinating decade's many important lessons.

AP PSYCHOLOGY

Grade: 12

Length of Course: Two Semesters- 2 Credits

Prerequisites: 3.0 GPA

COURSE: This course is based on content established by the College Board. It is designed to introduce students to the systematic and scientific study of the behavior and mental processes. Topics include: 1) history and approaches, 2) research methods, 3) biological bases of behavior, 4) sensation and perception, 5) states of consciousness, 6) learning, 7) cognition, 8) motivation and emotion, 9) developmental psychology, 10) personality, 11) testing and individual differences, 12) abnormal psychology, 12) treatment of psychological disorders, and 14) social psychology. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: http://apcentral.collegeboard.com/apc_public/courses/descriptions/index.html

UNITED STATES GOVERNMENT

Grade: 12

Length of Course: One Semester [1st or 2nd] - 1 Credit

Prerequisites: None

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

improve their civil society and constitutional government. The students are encouraged to attend meetings of the Mishawaka City Council and the Board of School Trustees, to participate in lobbying activities, to work as volunteers in political campaigns, and to vote.

IU ACP Y103 POLITICAL SCIENCE

Grade: 12

Length of Course: One Semester - 1 Credit

Prerequisites: 3.0 GPA (IU ACP application & tuition required for 3 hours of college credit.)

COURSE: This honors class is directed toward students who excel in social studies and serves as the government credit. The course is an introduction to principles, institutions, and dynamics of American government and politics. It also focuses on the origins and development of the U.S. Constitution; federalism; separation of powers; major institutions of national government and its political party base. The course also includes a discussion of the nature and problems of democracy. College credit may be earned; details on page 3.

AP WORLD HISTORY

Grades: 10–12

Length of Course: Two Semesters - 1 Credit each

Prerequisites: 3.0 GPA

COURSE: AP World History is a course that provides students with the content established by the College Board. The course will have a chronological frame from the periods 8000 B.C.E. to the present. AP World History focuses on five overarching themes: Interaction Between Humans and the Environment, Development and Interaction of Cultures, State-Building, Expansion, and Conflict, Creation, Expansion, and Interaction of Economic Systems, Development and Transformation of Social Structures.

AP MICROECONOMICS

Grade: 12

Length of course: One Semester - 1 Credit

Prerequisites: 3.0 GPA

Students are encouraged to take Microeconomics and Macroeconomics consecutively to be better prepared to take the AP exam at the end of the year.

COURSE: The study of microeconomics requires students to understand that, in any economy, the existence of limited resources along with unlimited wants results in the need to make choices. An effective AP course, therefore, begins by introducing the concepts of opportunity costs and trade-offs, and illustrates these concepts by using the production possibilities curve or other analytical examples. The course can then proceed to a consideration of how different types of economies determine which goods and services to produce, how to produce them, and to whom to distribute them. It is also important that students understand why and how specialization and exchange increase the total output of goods and services. Students need to be able to differentiate between absolute and comparative advantage, to identify comparative advantage from differences in output levels and opportunity costs, and to determine the basis under which mutually advantageous trade can take place between countries. Specific examples from actual economic situations can be used to illustrate and reinforce the principles involved. The importance of property rights, the role of incentives in the functioning of free markets, and the principle of marginal analysis should be highlighted.

AP MACROECONOMICS

Grade: 12

Length of Course: One Semester- 1 Credit

Prerequisites: 3.0 GPA

COURSE: The purpose of the AP course in macroeconomics is to give students a thorough understanding of the principals of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics.

WORLD LANGUAGES DEPARTMENT Course Offerings by Grade

Content provided by MHS World Language Department...revised 10/2016...Kathy Zeiger, Chair

HS Course #s		HS Course Name/College #	HS Cr	Dual Credit Prereq			College Credit	Eligible Grades			
Fall	Spring			Read	Write	Math		9	10	11	12
0210	0211	FRENCH I 1-2	1					9	10	11	12
0212	0213	FRENCH II 1-2	1						10	11	12
0214	0215	FRENCH III/F101-102	D1	25	26	NA	IvyT 4/4			11	12
0216		IUACP FREN IV F200	HD1				IU 3				12
	0217	IUACP FREN IV F250	HD1				IU 3				12
0218	0219	FRENCH V H	H1								12
0220	0221	GERMAN I 1-2	1					9	10	11	12
0222	0223	GERMAN II 1-2	1						10	11	12
0224	0225	GERMAN III 1-2	1							11	12
0226	0227	GERMAN IV H 1-2	H1							11	12
0241	0242	SPANISH I 1-2	1					9	10	11	12
0243	0244	SPANISH II 1-2	1					9	10	11	12
0245	0246	SPANISH III/S101-102	D1	25	26	NA	IvyT 4/4		10	11	12
0247		IUACP SPAN IV S200	HD1				IU 3			11	12
	0248	IUACP SPAN IV S250	HD1				IU 3			11	12

Courses in gray are AP or dual credit.
 N=New
 Q=Quantitative Reasoning
 D=On priority dual credit list
 C=College credit at IUPUI possible

HS Cr = High school credits per semester
 Dual Credit prerequisite scores are based on the PSAT or equivalent.
 H=Honors
 P/F=Pass/Fail

FRENCH I

Grades: 9–12

Length of Course: Two Semesters - 1 Credit each

Prerequisites: None

COURSE: The level I French language course provides instruction enabling students to discuss reasons for language learning and to develop an understanding of French-speaking people throughout the world. Students are able to apply effective strategies for language learning and show a willingness to experience various aspects of the cultures. Within this context, French I provides students with the following opportunities: to respond to and give oral directions; to understand and use appropriate forms of address in courtesy expressions; to ask and answer simple questions and participate in brief guided conversations related to their needs and interests; to read isolated words and phrases in situational contexts, such as menus and schedules, and to read short narrative texts on simple topics. Additionally, students learn about the people in French-speaking cultures and the geographical features of French-speaking countries.

FRENCH II

Grades: 10–12

Length of Course: Two Semesters - 1 Credit each

Prerequisite: French I

COURSE: The level II French language course enables students to participate in classroom activities related to the French language as well as to participate in conversations dealing with daily activities and personal interests. Students are able to: ask questions regarding routine activities; participate in conversations on a variety of topics; relate a simple narrative about a personal experience or event; interact in a variety of situations to meet personal needs, such as asking permission, asking for or responding to an offer of help, and

expressing preferences pertaining to everyday life; understand main ideas and facts from simple texts over familiar topics; and write briefly in response to given situations, for example post cards, personal notes, and phone messages. Additionally, students become familiar with major geographical features and historical events of some French-speaking countries. They also become familiar with different aspects of the French-speaking cultures, including architecture and literature, using the French language where appropriate.

FRENCH III

IvyT F101/102 (TWO SEMESTERS 4 CREDITS EACH)

Grades: 11–12

Length of Course: Two Semesters - 1 Credit each

Prerequisite: French II

Supplies: French-English dictionary required

COURSE: The level III French language course provides instruction enabling students to understand and appreciate French-speaking cultures by comparing social behaviors and values of various French-speaking people. Students are willing to initiate and participate in discussions concerning these cultures. Students are also willing to participate in conversations dealing with daily activities and personal interests. In addition, students are able to: respond to factual and interpretive questions and interact in a variety of social situations, such as expressing regrets, condolences, and complaints, and using more than rote memory formula phrases. They will also read for comprehension from a variety of short literary selections and authentic materials, such as advertisements in newspapers and magazines and cartoons and personal correspondence. Additionally, they will write paraphrases, summaries, and brief compositions on a variety of subjects.

FRENCH IV (H)/ IU ACP F200/F250

Grade: 12

Length of Course: Two Semesters - 1 Credit each

Prerequisite: French III, MHS application required, (IU ACP application & tuition required for 3 hours of college credit.)

Supplies: French-English dictionary required

COURSE: French F200 and F250 emphasis is on continued development of proficiency in oral and written communication in French through listening, reading, and the use of French in realistic situations. Grammar, composition, and conversation are coordinated with the study of cultural texts. There is continued study of grammatical structures with emphasis on the active skills of speaking and writing. Readings and reports on contemporary cultural topics will also be incorporated. Both F200 and F250 are conducted in the French language. F200 is a prerequisite for F250.

FRENCH V (H)

Grades: 12

Length of Course: Two Semesters - 1 Credit each

Prerequisite: French IV

Supplies: French-English dictionary required

COURSE: In French V students participate in a wide variety of conversations dealing with daily life and news in the francophone cultures as well as their own. They learn the tools for gaining maximum comprehension in reading authentic literary texts, articles and novels. They summarize these texts and learn to analyze the texts and their reactions to the content of the texts. During second semester the students choose a research topic on an aspect of French culture, and then, using the internet to locate French-language web sites, prepare an oral and written project to be shared with their peers.

GERMAN I

Grades: 9–12

Length of Course: Two Semesters - 1 Credit each

Prerequisite: None

Supplies: German-English dictionary highly recommended

COURSE: The level I German language course provides instruction enabling students to discuss reasons for language learning and to develop an understanding of German-speaking people throughout the world. Students are able to apply effective strategies for language learning and show a willingness to experience various aspects of the cultures. Within this context, German I provides students with the following opportunities: to respond to and give oral directions; to understand and use appropriate forms of address in courtesy expressions; to ask and answer simple questions and participate in brief guided conversations related to their needs and interests; to read isolated words and phrases in situational contexts, such as menus and schedules, to read short narrative texts on simple topics; and to write familiar words and phrases in appropriate contexts and respond in writing to various stimuli. Additionally, students learn about the people in German-speaking cultures and the geographical features of German-speaking countries.

GERMAN II

Grades: 10–12

Length of Course: Two Semesters - 1 Credit each

Prerequisite: German I

COURSE: The level II German language course enables students to participate in classroom activities related to the German language as well as to participate in conversations dealing with daily activities and personal interests. Students are able to: ask questions regarding routine activities; participate in conversations on a variety of topics; relate a simple narrative about a personal experience or event; interact in a variety of situations to meet personal needs; understand main ideas and facts from simple texts over familiar topics; and write briefly in response to given situations, for example post cards, personal notes, phone messages, and directions. Additionally, students become familiar with major geographical features, historical events, and political structures of some German-speaking countries. They also read biographies on famous Germans.

GERMAN III

Grades: 10–12

Length of Course: Two Semesters - 1 Credit each

Prerequisite: German II

Supplies: German-English Dictionary

COURSE: The level III German language course provides instruction enabling students to understand and appreciate German-speaking cultures by comparing social behaviors and values of various German-speaking people. Students are willing to initiate and participate in discussions concerning these cultures. Students will explore German history, philosophy, and literature from 1740 to the present. Students are also willing to participate in conversations dealing with daily activities and personal interests. They will read for comprehension from a variety of short literary selections and authentic materials, such as advertisements in newspapers and magazines. Additionally, they will write paraphrases, summaries, and brief compositions on a variety of topics.

GERMAN IV (H)

Grades: 11–12

Length of Course: Two Semesters
1 Credit each

Prerequisite: German III, High Ability Director and Instructor approval.

Supplies: German-English Dictionary

COURSE: The level IV German Honors language course enables students to participate in classroom and extra-curricular activities related to the German language. This course also enables students to: respond to factual and interpretive questions; interact in social situations; express opinions and make judgements; paraphrase or restate what is said; read for comprehension from a variety of authentic materials, such as newspapers and magazine articles, novels, and essays; and write well-organized compositions on a given topic. Students are also able to participate appropriately in a variety of specific circumstances which could include using public transportation, going to the doctor, attending concerts, and making travel arrangements.

SPANISH I

Grades: 9–12

Length of Course: Two Semesters - 1 Credit each

Prerequisites: None

COURSE: *The Level I Spanish course provides instruction enabling students to discuss the many reasons for learning languages and to develop an understanding of the people who speak them. Students are able to apply effective strategies for learning Spanish and show a willingness to experience various aspects of Spanish culture. Within this context, the course provides opportunities to: respond to and give oral directions and commands and to make routine requests in the classroom and in public places; understand and use appropriate forms of address in courtesy expressions and be able to tell about daily routines and events; ask and answer simple questions and participate in brief guided conversations related to their needs and interests; read isolated words and phrases in a situational context, such as menus, signs and schedules; comprehend brief written directions and information; read short narrative texts on simple topics; and write familiar words and phrases in appropriate contexts and respond in writing to various stimuli. Additionally, they will learn about nonverbal communication, such as gestures and body language. They will also develop an awareness of: current events in the Spanish culture; the major holidays and geographical features of Spanish speaking countries; greetings and behaviors in a variety of social situations; the appropriate way to respond to introductions and use courtesy behaviors; and appropriate etiquette in a variety of social settings.*

SPANISH II

Grades: 9–12

Length of Course: Two Semesters - 1 Credit each

Prerequisites: Spanish I

Supplies: Spanish-English dictionary

COURSE: *The level II Spanish language course enables students to participate in classroom activities related to the Spanish language as well as to participate in conversations and actions dealing with daily activities and personal interests. Student are able to ask questions and answer questions regarding routine activities, participate in conversations on a variety of topics, interact in a variety of situations to meet personal needs, and express preferences pertaining to everyday life. Students also are able to speak and to write in present, past (two separate tenses) and future tenses. In addition, students are able to read short stories and carry on an explanatory conversation.*

SPANISH III

IvyT S101/102 (TWO SEMESTERS 4 CREDITS EACH)

Grades: 10–12

Length of Course: Two Semesters - 1 Credit each

Prerequisites: Spanish II

Supplies: Spanish-English dictionary

COURSE: *This course is designed to introduce students to the Spanish language at the collegiate level. Students will develop an awareness of other cultures with an integration of cultural topics throughout the semester. Students will work on speaking, listening, writing, and reading in the Spanish language. Students will interact in Spanish with the instructor and classmates and practice skills in a communicative, meaningful way.*

SPANISH IV (H)/ IU ACP S200/S250

Grade: 11–12

Length of Course: Two Semesters - 1 Credit each

Prerequisite: Spanish III, MHS application required, (IU ACP application & tuition required for 3 hours of college credit.)

Supplies: Spanish – English Dictionary

COURSE: *Spanish S200 and Spanish S250 have increased emphasis on communication skills and selected readings on Hispanic culture. Spanish S200 coordinates a structural and vocabulary focus with literary readings. Spanish S250 incorporates contemporary Hispanic literature and Spanish civilization. Facets of the diversity of the Spanish-speaking world are explored through reading, writing, and discussion of Hispanic culture. Both S200 and S250 are conducted in the Spanish Language. S200 is a prerequisite to S250.*

EXCEPTIONAL LEARNERS

Special Education

Special Education services are available to all students who are eligible according to the Federal and State guidelines and who have current Individual Education Plans (I.E.P.'s) specifying the type and amount of services to be provided. These services include, but are not limited to, the following:

Consultation Services

The student is served in the general education classroom with consultation and support from the special education teacher. Accommodations may be made to the curriculum, materials, tests, classroom management, or classroom environment.

Resource Services

The student is served in the general education classroom but receives regular, direct support from the special education teacher. Direct support may include remedial tutoring, curriculum adaptations, testing, and direct instruction. Resource services can be provided for 20% of the school day or less.

Part-time Special Education Services

A special education teacher serves the student for 21% to 60% of the school day. Classes are offered in a special education setting and taught by a special education teacher. In a special education course, curriculum content may not meet the state proficiency requirements for a diploma.

Full-time Special Education Services

The student is served by a special education teacher for more than 60% of the school day. Full-time programs are provided to students who have such significant special education needs that they cannot benefit from instruction with only part-time support. Full-time services include three program options.

Applied Courses Students who elect applied courses are served by a special education teacher in a special education setting. These courses contain modified curriculum. These courses do not meet the state proficiency requirements for a diploma. Students are working on developing vocational and real life skills that will result in a certificate of completion. Courses offered in the applied setting include:

Reading
Social Studies
Consumer Math
Healthy Life Skills
Skills for Daily Living
English for Daily Living
Social Skills

The Functional Life Skills Program

This program is an activity/community based program designed to make students with significant disabilities as independent as possible within the school and community environments. Whenever appropriate, students receive their training in general education settings with non-disabled peers. Students do not earn course credit toward a diploma but will receive a certificate of completion. Courses available in the functional life skills program include:

Reading
Math
Health
Foods
Physical Education
Work Experience
Community Based Instruction

Anyone having specific questions about the Joint Services for Special Education [serving School City of Mishawaka and Penn-Harris-Madison School Corporation] may contact the Executive Director, Mrs. Pamela von Rühl at 254-4528.

If there are specific questions about the Mishawaka High School program for students with special needs, Mrs. Shelley Yoder, Department Chairperson, may be contacted at 254-7349.



EXCEPTIONAL LEARNERS



SPECIAL EDUCATION COURSE DESCRIPTIONS COURSES THAT MEET THE STATE PROFICIENCY FOR A GENERAL DIPLOMA

Content provided by MHS Special Education Department ... revised 10/2016...Shelley Yoder, Chair

Courses for a General Diploma							
HS Course #s		HS Course Name/College #	HS Cr	Eligible Grades			
Fall	Spring			9	10	11	12
4112	4113	ENGLISH 1/2	1	9	10	11	12
4122	4123	ENGLISH 3/4	1		10	11	12
4132	4133	ENGLISH 5/6	1			11	12
4142	4143	ENGLISH 7/8	1				12
4360		GOVERNMENT	1	9	10	11	12
	4350	ECONOMICS					
4418	4419	ALGEBRA I 1/2	1	9	10	11	12
4420	4421	MATH LAB A1 1/2	1	9	10	11	12
4510	4511	BIOLOGY 1/2	1	9	10	11	12
4607	4608	BUS MATH 1/2	1	9	10	11	12
4981	4982	BSKILLS-LSTRAT-1/2	1	9			
4983	4984	BSKILLS-LSTRAT-3/4	1		10		
4985	4986	BSKILLS-LSTRAT-5/6	1			11	
4987	4988	BSKILLS-LSTRAT-7/8	1				12

Courses for a Certificate				
HS Course #s		HS Course Name/College #	Gr	
Fall	Spring			
3009	3010	HEALTHY LIFE SKILLS 1*	9-10	
3011	3012	SKILLS FOR DAILY LIV 1/2*	9-10	
3165	3166	READING 1/2*	9-10	
3110	3111	APPLIED ENG 1/2*	11-12	
3310	3311	SOCIAL STUDIES-1/2*	9-12	
3901	3902	CAREERS 1-2	10	
3401	3402	BRIDGE TO CAREER/COMM*	11-12	
3403	3404	CONS MATH-1/2*	9-12	
3161	3162	READ/WRITE 1/2**	9-12	
3354	3355	SOCIAL SKILLS 1/2**	9-12	
3398	3399	MATH-1/2**	9-12	
3701	3702	FOODS 1/2**	9-12	
3868	3869	COM BASED 1/2**	9-12	
3875	3876	WORK EXP 1/2*	9-12	
3903	3904	APPLIED COMPUTERS 1/2**	9-12	
3916	3917	ART 1/2**	9-12	
3977	3978	PE 1/2**	9-12	

BASIC SKILLS LEARNING STRATEGIES

Grades: 9–12

Length of Course: Two Semesters - 1 Credit each

Prerequisites: Must be recommended in the Individual Education Plan (IEP)

COURSE: Learning strategies assists students to develop and use effective and efficient study strategies on a consistent basis. Students will examine their academic goals and implement study strategies to help achieve those goals. Topics covered are goal-setting and self-monitoring, learning styles, test preparation and test-taking, lecture and textbook note taking, time management and concentration, and general strategies for learning. Students will be required to give evidence of application of the study strategies to other courses in which they are currently enrolled. Students will have a portion of each class to work on their homework from other courses under the supervision of the learning strategies instructor.

BRIDGE TO CAREERS AND COMMUNITY

Grades: 11–12

Prerequisite: Must be recommended in the Individual Education Plan (IEP)

Length of Course: Two Semesters

COURSE: The purpose of this course is to enable students with IEPs working towards a certificate of completion to further develop the career knowledge and skills necessary to identify career options, access community resources, and practice work-related behaviors. The course will provide guided practice and experiences in school and community work and social situations aimed at further progress toward achieving the student's desired post-school outcomes.

WORK EXPERIENCE

Grades: 10–12

Length of Course: Two semesters -2 Credits each

Prerequisite: Must be recommended in the IEP

COURSE: This course is designed to give students with special education needs an opportunity to gain work experience in actual jobs in school or in the community. Job coaching and frequent evaluations are used to teach students work maturity and job related skills. The course serves as one of the student's elective courses.

ALGEBRA

Grades: 9–12, see page 35 for details

MATH LAB A I

Grades: 9–12, see page 34 for details

ECONOMICS

Grade 12, see page 46 for details

GOVERNMENT

Grades 11–12, see page 47 for details

US HISTORY

Grades 11–12, see page 45 for details

Work-Based Learning - Trade & Industry

WORK-BASED LEARNING (WBL)- TRADE & INDUSTRY (INCLUDING RELATED INSTRUCTION AND ON-THE-JOB TRAINING)

Grade: 12

Length of Course: Four Semesters - 1 Credit each

Prerequisite: A minimum of 4 credits in a logical sequence of courses from program areas related to the student's career pathway.

- Preparing for College and Careers-1 credit
- Manufacturing Systems-1 credit,
- Intro. to Engineering Design or CAD I-2 credits

Students must successfully meet a company's employment requirements (application, interview, drug screening, etc.) in order to intern at the given company.

Credits: Grades and credits for related instruction and on-the-job training experiences are reflected under one course title for a total of six credits for the year.

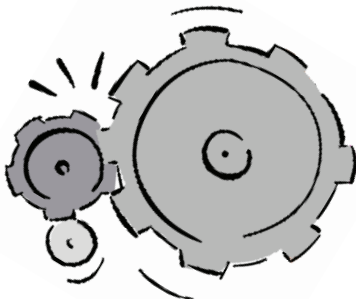
COURSE: WBL spans all career and technical education program areas through an interdisciplinary approach to training for employment. Mishawaka High School's WBL program is primarily focused on preparing students for jobs in local and regional industries (machining and fabrication).

Time allocations are a minimum of fifteen hours per week of work-based learning and approximately five hours per week of school-based instruction. The following two components must be included as part of the interdisciplinary Cooperative Education course.

Related Instruction, that is classroom based, shall be organized and planned around the activities associated with the student's individual job and career objectives in a career cluster area; and shall be taught during the same semesters as the student is receiving on-the-job training. The concepts, skills, and attitudes basic to occupational competence are to be taught in school and are to be applied and tested on the job. The sequence of related instructional topics in school shall be continuously correlated with the student's job activities.

Intended areas of focus include:

- Manufacturing Processes
- Lathe Operators
- Mill Operators
- CNC Operators
- General Shop Machines and Operations
- Safety
- OSHA



On-the-Job Training is the actual work experience in an occupation in any one of the Indiana career clusters that relates directly to the student's career objectives. On-the-job, the student shall have the opportunity to apply the concepts, skills, and attitudes learned during Related Instruction, as well as the skills and knowledge that have been learned in other courses. The student shall be placed on-the-job under the direct supervision of experienced employees who serve as on-the-job trainers/supervisors in accordance with pre-determined training plans and agreements and who assist in evaluating the student's job performance.

Mishawaka High School is developing partnerships with local industry to provide internship opportunities. One such company is B and B Molders.

B and B Molders:

Wondering what life after high school could look like if higher education is not part of your near-term plans after graduation? Explore the possibilities of a career working for a local plastics manufacturing company (B & B Molders). This course will provide you with practical, hands-on, real life experience while earning high school credits and receiving a weekly wage.

Get a first-hand look at designing, testing and producing molded plastic parts sold throughout the United States. You will spend time in each of the following manufacturing departments: Engineering & Design, Raw Material Handling & Mixing, Mold & Tool Making, Plastics Processing, Mold Repair, Production Floor Press Operation, and Quality Control & Monitoring.

You will learn each department's workflow and how they work together to produce a quality product on a consistent, repeatable basis.

You will be working in a scientific molding operation which is highly automated. State of the art machinery includes Computer Numerical Control (CNC) milling equipment, 15 hydraulic and electric injection molding presses along with automated assembly equipment. You will have exposure to current design software programs including Autodesk Inventor, MoldFlow, MasterCam and AutoCad.

Successful students interested in pursuing a career in manufacturing after graduation may qualify for educational assistance from their employer to further develop their skills and achieve journeyman status.

MULTIDISCIPLINARY COURSES

CADET TEACHING 1, 2

Grades: 11–12

Length of Course: Two Semesters - 1 Credit each

Prerequisite: Application and approval of instructor and MHS ACP coordinator

COURSE: This is a career exploration course. It provides foundational knowledge and skills and is intended to prepare students for a future as an education major in college. Students create an extensive portfolio throughout the year: during the first semester students are largely in the MHS classroom, but also observe in elementary classrooms. Upon successful completion of the first semester (B or higher), students are matched with a cooperating elementary teacher and placed in a “field experience” for the second semester. The second semester of Cadet Teaching can be taken for three college credit through IU ACP. To enroll in F200, Futures in Education, students must complete the ACP application, have at least a 2.7 GPA, and pay tuition within the deadlines established by IU ACP.

CADET TEACHING 3, 4/WORK BASED LEARNING

Grades: 12

Length of Course: Two Semesters - 1 Credit each

Prerequisites: Successful completion of Cadet Teaching 1, 2 and recommendation from Cooperating Teacher

COURSE: Students continue to develop their teaching skills through a full-year field experience at a designated elementary school. Upon successful completion of Cadet 1-4, MHS graduates who are enrolled in college will be considered for elementary-level substitute teaching positions prior to attaining their bachelor’s degrees.

IU ACP F200 FUTURES IN EDUCATION

The second semester (Cadet Teaching 2 or 4) can be taken for college credit through the Advance College Project of Indiana University. Students must complete the ACP application and pay tuition within the deadlines established by Indiana University South Bend. Even though MHS students are permitted to enroll in Cadet Teaching for four semesters, they can only enroll once for college credit. [3 college credits]

INDEPENDENT STUDY

Grades: 10–12

Length of Course: Two Semesters - 1 Credit each

Prerequisite: Approval of instructor and principal

COURSE: A student’s intellectual curiosity may motivate him or her to carry on independently of the group, accountable to the instructor who serves as a resource person. Independent study may be used in connection with organized knowledge or with some special interest or hobby. This course gives the strong, independently motivated student the opportunity to pursue major problems in subject-related areas. Credit can be earned for experiences in or outside the school setting.

LANDSCAPE MANAGEMENT I *NEW*

Grades: 11–12

Length of Course: Two Semesters-3 Credits each

Prerequisites: none

COURSE: Landscape Management provides the student with an overview of the many career opportunities in the diverse field of landscape management. Students are introduced to the procedures used in the planning and design of a landscape using current technology practices, the principles and procedures of landscape construction, the determination of maintenance schedules, communications and management skills necessary in landscape operations and the care and use of equipment utilized by landscapers. Students will also participate in leadership development, supervised agricultural experience and career exploration activities in the area of landscape management. Students will participate in landscape projects for School City of Mishawaka and the City of Mishawaka. Paid internships may be available periodically during the year.

PEER TUTORING

Grades: 11–12

Length of Course: Two semesters, one credit each (P/F)

Prerequisites: 3.0 GPA and recommendation of instructor

COURSE: Students will receive training on how to serve as a peer-tutor and help other students in various educational settings before, during and after school.

RADIO AND TELEVISION I *NEW*

Grades: 11–12

Length of Course: Two Semesters - 3 Credits each

Prerequisites: none

COURSE: Radio and Television-I focuses on communication, media and production. Emphasis is placed on career opportunities, production, programming, promotion, sales, performance, and equipment operation. Students will also study the history of communication systems as well as communication ethics and law. Students will develop oral and written communication skills, acquire software and equipment operation abilities, and integrate teamwork skills. Instructional strategies may include a hands-on school-based enterprise, real and/or simulated occupational experiences, job shadowing, field trips, and paid and unpaid internships.

JAG PROGRAM JAG 1-4

Grade: 11–12

Length of Course: Four Semesters - 1 Credit each

COURSE: Jobs for America’s Graduates (JAG) is a school-to-carrer program whose mission is to keep young people in school through graduation. The focus is to provide work-based learning experiences that will lead to career-advancement opportunities or to enrollment in a post-secondary institution that leads to a rewarding career. JAG ensures students complete diploma requirements, obtain job-related skills, and remain employed full-time after graduation. JAG student participants engage in employability-skills training, adult mentoring, leadership development, job/internship/job shadowing and post -secondary education placement services, connections to school and community-based services, and 12-month follow-up services. JAG student participants also benefit from resumé writing, college visits, mock interviews, and guest speakers. JAG ensures students are ready to work, confident to pursue their dreams, and motivated to succeed.

ALTERNATIVE EDUCATION PROGRAMS

ALTERNATIVE EDUCATION PROGRAMS

DAY ALTERNATIVE EDUCATION

Day Alternative Education for credit recovery is a program that gives students the opportunity to make up and earn credit for courses previously failed. Classes are on the computer, self-paced and offered during the school day. Students may have a schedule that combines traditional course work with this program. **Students may not drop a traditional course to then take the same course in the alternative education lab.** If a student does not make significant progress toward credit recovery during a semester they will be removed and be placed into a traditional course. Enrollment in this program must be approved by the student's guidance counselor.

NIGHT SCHOOL

The night school program at MHS is an option for students for credit recovery that is very similar to the day alternative program. This program is offered after school hours and is for juniors and seniors only. Some students may be enrolled in daytime and night course work to ensure a timely graduation. Other students may attend night school due to adverse life situations. In either case, enrollment will be discussed with the student, parent and guidance counselor. Night school meets Monday – Friday when school is in session. There are three, two-hour sessions every day beginning at 3:00 and ending at 9:00 p.m. Parents must be present at an enrollment appointment with the night school director prior to attending. Transfers of students to Night School must be approved by an administrator.

MISHAWAKA EDUCATION CENTER

The goal of this program is for all students to be successful in school, be prepared for life, and graduate with a Mishawaka High School Diploma. This non-traditional approach to education provides 10th grade students with the necessary resources and support to complete a high school diploma through the combination of teacher directed, computer assisted instruction and project based learning experiences.

All students will be expected to complete the State of Indiana approved curriculum by earning forty (40) credits and passing the required end of course assessment exams. It is also the goal of the program to prepare all students for post-secondary opportunities. Several fully certified and highly qualified staff members will provide instruction, guidance, and support for the students. Students are selected for this program by MHS administration to optimize opportunities for student success.

MISHAWAKA LEARNING CENTER

This non-traditional approach to education will provide each student with the necessary resources and support to complete a high school diploma and to obtain marketable work skills through the combination of teacher directed instruction, computer assisted instruction and hands-on learning experiences developed through student employment and internships. All students completing requirements for graduation will receive a Mishawaka High School Diploma and be eligible to participate in commencement ceremonies.

This program is designed for students who prefer a different approach to instruction. Students will attend school for one half a day and work or intern in the community for a minimum of 15 hours per week. The MLC is for 11th and 12th grade. Several fully certified and highly qualified staff members will provide instruction, guidance, and support for the students. Student employment and administrative approval are required for admission.



Four Year Plan Chart

Use this chart to plan the courses you will take at Mishawaka High School. Use the information about the diploma program that you have selected and the course descriptions to plan your four years at MHS.



NAME _____

1ST SEMESTER

1. English 9 _____
2. Math _____
3. Science _____
4. _____
5. _____
6. _____
7. P.E. 1 _____

FRESHMAN

1. English 9 _____
2. Math _____
3. Science _____
4. _____
5. _____
6. _____
7. P.E.2 _____

2ND SEMESTER

1ST SEMESTER

1. English 10 _____
2. Math _____
3. Science _____
4. Health _____
5. Social St. _____
6. _____
7. _____

SOPHOMORE

1. English 10 _____
2. Math _____
3. Science _____
4. _____
5. Social St. _____
6. _____
7. _____

2ND SEMESTER

1ST SEMESTER

1. English 11 _____
2. Math _____
3. Science _____
4. U.S. History _____
5. _____
6. _____
7. _____

JUNIOR

1. English 11 _____
2. Math _____
3. Science _____
4. U.S. History _____
5. _____
6. _____
7. _____

2ND SEMESTER

1ST SEMESTER

1. English 12 _____
2. Sr. Soc. St. _____
3. _____
4. _____
5. _____
6. _____
7. _____

SENIOR

1. English 12 _____
2. Government _____
3. _____
4. _____
5. _____
6. _____
7. _____

2ND SEMESTER

Mishawaka Secondary School Personnel 2016–2017

Mishawaka High School (254-7300)

Jerome C. Calderone
Principal

John Ross
Associate Principal

Bart Curtis
Assistant Principal

Dave Troyer
Assistant Principal

Jenifer Fisher
Attendance Coordinator

Melissa Raffelock
Counselor for Students [A – F]

Susan Piper
Counselor for Students [G – K]

Nancy Walton
Counselor for Students [L – Ro]

Katy Buda
Counselor for Students [Ru – Z]

John Young Middle School (254-3600)

C. Mike Fisher
Principal

Courtney Koscyk
Assistant Principal

Ashley Litwin
Assistant Principal

Cherie Smith
Counselor for Students A–G

(Suzy) Han Karbowski
Counselor for Students H–M

Laurie Schallioli
Counselor for Students N–Z

