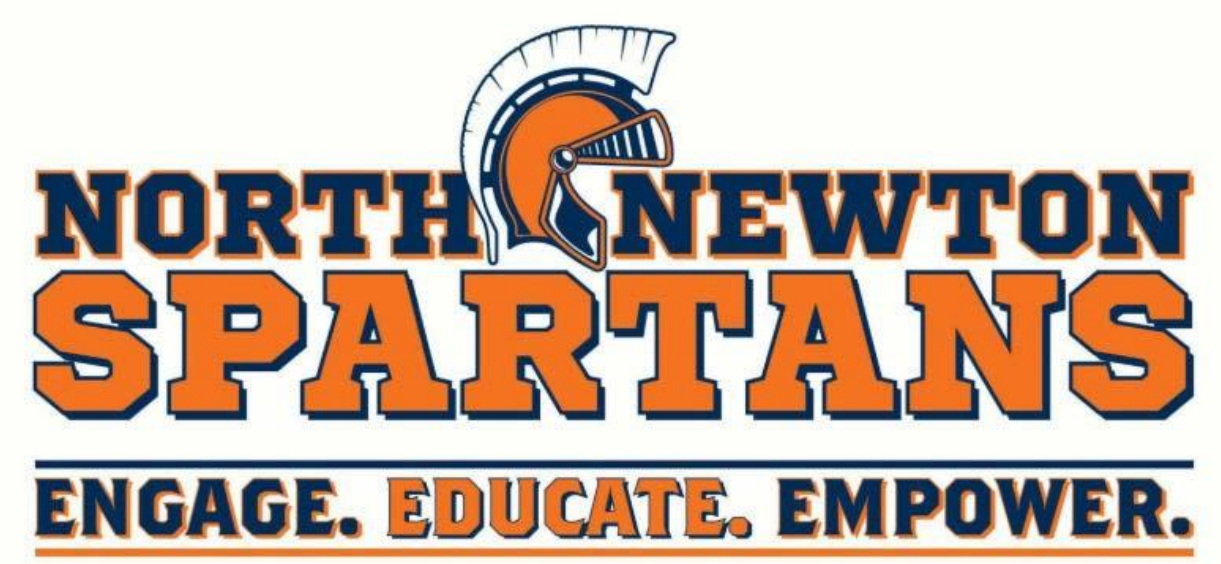

2026 – 2027

Course Description

Handbook

GENERAL INTRODUCTION AND RESOURCES

This Curriculum Course Description Handbook has been developed to assist students and parents to plan the best possible program of studies for each student. The selection of an individual program is a serious responsibility and should be treated as such. Your choices will greatly influence your success while you are a student and the opportunities available to you in the future.

EXPLANATION OF CREDITS

A student may earn one (1.0) High School credit in each class that is scheduled for one period and one semester of time, unless otherwise designated by the Indiana Department of Education.

SCHEDULING

In the selection of individual classes and courses of study, careful thought should be given to individual interests and abilities, past academic achievement, and future career and educational goals. You are encouraged to consult with teachers and counselors about educational and career planning.
Selection of alternate courses is very important. When one of your primary course selections is closed or canceled or a conflict cannot be resolved, an alternate substitution will be made. Schedules will not be changed to accommodate requests for teachers, lunch hours, time of day, friends, enemies, etc.

Indiana General High School Diploma

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

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

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

Course and Credit Requirements (Class of 2027 and 2028 Only)

English/Language Arts	**8 credits**
	Credits must include literature, composition and speech
Mathematics	**4 credits (in grades 9-12)**
	2 credits: Algebra I or Integrated Mathematics I 2 credits: Any math course ***General diploma students are required to earn 2 credits in a Math course or a Quantitative Reasoning (QR) course during their junior or senior year. QR courses do not count as math credits.***
Science	**4 credits**
	2 credits: Biology I 2 credits: Any science course ***At least one credit must be from a Physical Science or Earth and Space Science course***
Social Studies	**4 credits**
	2 credits: U.S. History 1 credit: U.S. Government 1 credit: Any social studies course
Physical Education	**2 credits**
Health and Wellness	**1 credit**
College and Career Pathway Courses Selecting electives in a deliberate manner to take full advantage of college and career exploration and preparation opportunities	**6 credits**
Flex Credit	**5 credits**
	Flex Credits must come from one of the following: • Additional elective courses in a College and Career Pathway • Courses involving workplace learning such as Cooperative Education or Internship courses • High school/college dual credit courses • Additional courses in Language Arts, Social Studies, Mathematics, Science, World Language or Fine Arts
Electives	**6 credits** Specifies the minimum number of electives required by the state. High school schedules provide time for many more elective credits during the high school years.

40 Total Credits Required

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

INDIANA

CORE 40

Class of 2027 and 2028 Only

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 *Students must take a math course or quantitative reasoning course each year in high school*
Science	**6 credits** 2 credits: Biology I 2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics 2 credits: any Core 40 science course
Social Studies	**6 credits** 2 credits: World History/Civilization or Geography/History of the World 2 credits: U.S. History 1 credit: U.S. Government 1 credit: Economics
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 Credits	

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

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

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

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

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

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

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

New Indiana Diploma starting with Class of 2029
Required Credits

INDIANA DEPARTMENT of EDUCATION

THE NEW INDIANA DIPLOMA: EARNING CREDITS FOR SY 2025-2026

The new Indiana diploma, effective for all students beginning with the class of 2029, includes a base (minimum requirements) for every student, plus the opportunity to earn readiness seals aligned with their unique path. Students are encouraged to seize this flexibility by personalizing their high school experience. The new seals provide additional intentionality to maximize readiness and are designed to be permeable, allowing students to update their graduation plan and pivot, if their original interests and goals change. Students who do not earn a seal must still complete components 2 and 3 of Graduation Pathways.

		REQUIRED CREDITS	FLEXIBLE CREDITS
ENGLISH	8 CREDITS	• 2 credits: English 9 • 1 credit: Communications-focused course	• 5 additional English credits ○ Ex.: English 10-12, American Literature, World Literature, Expository Writing, etc.
MATH	7 CREDITS	• 2 credits: Algebra I • 1 credit: Personal Finance	• 4 additional math credits ○ Ex. Geometry, Algebra II, Pre-Calculus, Probability and Statistics, Business Math, etc.

SCIENCE, TECHNOLOGY, AND ENGINEERING	7 CREDITS	• 2 credits: Biology I
		• 1 credit: Computer Science
			• 2 additional science credits
			  ○ Ex. Biology II, Chemistry I, Physics I, etc.
			• 2 STEM-focused credits
			  ○ Ex. Plant and Soil Science, Principles of Engineering, Software Development, etc.

SOCIAL STUDIES	5 CREDITS	• 2 credits: U.S. History • 1 credit: U.S. Government	• 2 credits: World Perspectives ○ Ex. Geography and History of the World, AP World History, French III, etc.
PE/HEALTH	2 CREDITS	• 1 credit: Physical Education • 1 credit: Health & Wellness	
PERSONALIZED ELECTIVES	12 CREDITS	Students are encouraged to utilize the new readiness-seals to align these personalized electives with their unique goals. Personalized electives can include a variety of courses, such as Career and Technical Education (CTE), Performing or Fine Arts, and World Languages.	
COLLEGE & CAREERS	1 CREDIT	• 1 credit: Preparing for College & Careers	Preparing for College and Careers can be offered in middle school to provide additional flexibility in a student's high school schedule.

A complete list of eligible courses for the 2025-2026 school year can be found here.

New Indiana Diploma starting with Class of 2029
Honors Seals

INDIANA DEPARTMENT of EDUCATION

BLUEPRINT FOR SUCCESS: READINESS-SEALS

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

	ENROLLMENT	EMPLOYMENT	ENLISTMENT & SERVICE

HONORS SEAL	• Complete at least 4 World Language and 6 Social Studies credits
	• Complete at least 8 Math credits
	  ○ Algebra I plus Geometry, Algebra II, and Pre-Calculus or any advanced math credits aligned to their course of study
	• Complete at least 6 Science credits
	  ○ Biology I plus Chemistry and Physics or any advanced lab science credits aligned to their course of study
	• Earn a C or higher in all courses and earn a cumulative B average
	• Complete one of the following:
	  ○ Earn 4 credits in AP, IB, or Cambridge courses and take corresponding exams
	  ○ Earn 6 college credits
	  ○ Score a 1250 on the SAT or a 26 on the ACT
	  ○ Earn two of the following:
	  ■ At least 3 college credits
	  ■ 2 credits in AP courses and take corresponding exams
	  ■ 2 credits in IB courses and take corresponding exams
	  ■ 2 credits in Cambridge courses and take corresponding exams
		• Complete one of the following:
		  ○ A market-driven credential of value aligned to a specific occupation
		  ○ 3 courses in a Career and Technology Education (CTE) pathway
		  ○ An approved career preparation experience aligned to Indiana's CSA program, or
		  ○ An approved, locally-created pathway
		• Complete 150 hours of work-based learning (may include multiple experiences that are paid, unpaid, on-site, or simulated)
		• Demonstrate skill development in Communication, Collaboration, and Work Ethic
		• Meet attendance goal:
		  ○ At least 1 school year with no more than 3 days of unexcused absences: or
		  ○ At least 150 hours of work-based learning experience with no more than 3 unexcused absences.
			• Complete one of the following:
			  ○ Introduction to Public Service course or approved locally-created equivalent
			  ■ Emphasis on developing an awareness of the physical standards and character required for service
			  ○ One year of JROTC or Civil Air Patrol in high school
			• Achieve a score of 31 on the ASVAB and complete one of the following:
			  ○ All three components of the Career Exploration Program
			  ○ A career exploration tool approved by IDOE
			• Meet attendance goal:
			  ○ At least 1 school year with no more than 3 days of unexcused absences
			• Demonstrate skill development in Communication, Collaboration, and Work Ethic
			  ○ Externally verified through a mentorship experience with current military personnel, veterans, or other public safety professionals

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

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Graduation Pathways
North Newton Jr/Sr High School

Class of 2027 and 2028
Students must complete all 3 boxes below in order to successfully graduate from North Newton Jr/Sr High School.

Class of 2029 and beyond
Students that do not earn an honors seal must complete all 3 boxes below in order to successfully graduate from high school. However, students are highly encouraged to complete all 3 boxes as a precautionary measure in the event a student fails to complete all components of a readiness honors seal.

Box 1 – High School Diploma

- Core 40 or higher (Class of 2027 and 2028)
- New Indiana Diploma (Class of 2029 and beyond)

Box 2 – Learn and Demonstrate Employability Skills (complete one of the below options prior to graduation)

- Work-Based Learning Experience: 40 hours of employment – must complete corresponding employment verification form.
- Service-Based Learning Experience: Community / volunteer work; sport/club for 1 full season/term
- Project-Based Learning: Working for an extended period of time to investigate and respond to authentic, engaging, and complex questions, problems, or challenges.

Box 3 – Postsecondary-Ready Competencies (complete one of the below options)

- **Honors Diploma**: earn either the Academic or Technical Honors Diploma for Class of 2027 and 2028
- **SAT:** earn scores of at least 530 in Math and 480 in Reading/Writing
- **ASVAB:** earn score of at least 31 (only allowed for students intending to enlist in a military branch)
- State and Industry recognized Credential or Certification (these are earned through a limited number of our CTE pathways)
- **Career Technical Education Concentrator:** earn a "C" average and successfully pass all 3 years (6 credits) of a CTE pathway
- **Dual Credit Courses:** earn a "C" average or higher in at least 3 courses
- **Locally Created Pathway:** Complete Fine Arts courses – music or art; additional principles of business management course and approval of portfolio of work.

CTE Concentrators
North Newton Jr/Sr High School

To fulfill a CTE concentrator for Box 3 for Graduation Pathways, a student must earn a C average or higher in at least three courses (6 total credits) within a Next Level Programs of Study (NLPS) Career Pathway. These three courses must include the Principles course, CTE Concentrator A course, and CTE Concentrator B course.

Next Level Programs of Study (NLPS) Course Sequences			
Career Pathway	Principles - Level I	CTE Concentrator A - Level I	CTE Concentrator B - Level I
Ag Mechanical & Engineering	Principles of Agriculture	Agriculture Power, Structures, and Technology	Agriculture Structures: Fabrication and Design
Agriscience – Plants or Animals	Principles of Agriculture	Animal Science - NLPS	Food Science - NLPS
Landscaping	Principles of Agriculture	Horticultural Science	Landscape Turf and Management
Natural Resources	Principles of Agriculture	Natural Resources	Sustainable Energy Alternatives
Business Administration	Principles of Business Management	Marketing Fundamentals	Accounting Fundamentals
Computer Science	Principles of Computing	Topics in Computer Science	Computer Science
Education Professions	Principles of Teaching	Child and Adolescent Development	Teaching and Learning
Accounting	Principles of Business Management	Accounting Fundamentals	Advanced Accounting
Pre-Nursing (CNA)	Principles of Healthcare	Healthcare Fundamentals	Healthcare Specialist: CNA
Culinary Arts	Principles of Culinary and Hospitality	Nutrition	Culinary Arts
Marketing and Sales	Principles of Business Management	Marketing Fundamentals	Strategic Marketing

AGRICULUTURE

Introduction to Agriculture, Food, and Natural Resources (INT AGFNR) **5056** **1** **8** **None**

Introduction to Agriculture, Food, and Natural Resources is a two-semester course that is highly recommended as a prerequisite to and as a foundation for all other agricultural classes. Through hands-on learning activities, students are encouraged to investigate areas of agriculture. Students are introduced to the following areas of agriculture: animal science, plant and soil science, food science, horticultural science, agricultural business management, natural resources, agriculture power, structure, and technology, careers in agriculture, leadership, and supervised agricultural experience. An activity and project-based approach is used along with team building to enhance the effectiveness of the student learning activities.

Principles of Agriculture (PRIN AG) **7117** **2** **9-11** **None**

Principles of Agriculture is a two-semester course that will cover the diversity of the agricultural industry and agribusiness concepts. Students will develop an understanding of the role of agriculture in the United States and globally. Students will explore Agriculture, Food, and Natural Resource (AFNR) systems related to the production of food, fiber and fuel and the associated health, safety and environmental management systems. Topics covered in the course range from animals, plants, food, natural resources, ag power, structures and technology, and agribusiness. Participation in FFA and Supervised Agricultural Experiences (SAE) will be an integral part of this course to develop leadership and career-ready skills. **This course may be taken for dual credit through Ivy Tech.**

Animal Science (ANML SCI) **5008** **2** **10-12** **Principles of Agriculture**

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

Food Science (FOOD SCI) **5102** **2** **10-12** **Principles of Agriculture**

Food Science is a two-semester course that provides students with an overview of food science and the role it plays in securing a safe, nutritious, and adequate food supply. A project-based approach is utilized in this course, along with laboratory, team building, and problem-solving activities to enhance student learning. Students are introduced to the following areas of food science: food processing, food chemistry and physics, nutrition, food microbiology, preservation, packaging and labeling, food commodities, food regulations, issues and careers in the food science industry.

Horticultural Science (HORT SCI) **5132** **2** **10-12** **Principles of Agriculture**

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

Natural Resources (NAT RSS) **5180** **2** **10-12** **Principles of Agriculture**

Natural Resources is a two-semester course that provides students with a background in environmental science and conservation. Course work includes hands-on learning activities that encourage students to investigate areas of environmental concern. Students are introduced to the following areas of natural resources: soils, the water cycle, air quality, outdoor recreation, forestry, minerals, interrelationships between humans and natural systems, wetlands, wildlife, safety, careers, leadership, and supervised agricultural experience programs. **STEM FOCUSED CREDIT**

Agriculture Power, Structure, and Technology (AG POW) **5088** **2** **10-12** **Principles of Agriculture**

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

Agriculture Structures Fabrication and Design (AG ST FAB DES) **7112** **2** **10-12** **Principles of Agriculture**

Agricultural Structures Fabrication and Design is a two-semester course that focuses on metal work, and agricultural structures. This course will allow students to develop skills in welding and metalworking, construction, fabrication, machine components and design while incorporating the engineering design process. Students will also cover safety topics for each area while demonstrating appropriate health and safety standards. **STEM FOCUSED CREDIT**

Supervised Agricultural Experience (SAE) **5228** **1** **10-12** **None**

Supervised Agricultural Experience (SAE) is designed to provide students with opportunities to gain experience in the agriculture field(s) in which they are interested. Students will experience and apply what is learned in the classroom, laboratory and training site to real-life situations with a standards-based plan for learning. Students work closely with their agriculture teacher(s), parents and/or employers to get the most out of their SAE program. This course can be offered each year as well as during the summer session. Curriculum content and competencies need to be varied so that school year and summer session experiences are not duplicative. *This course does not count towards a student's GPA.

Landscape Management I (LAND MGMT I) **5136** **2** **11-12** **Principles of Agriculture**

Landscape Management is a two-semester course that 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 involved with landscape construction, the determination of maintenance schedules, communications and management skills necessary in landscaping operations, and the care and use of equipment utilized by landscapers. Upon completion of the program, students can become Indiana Landscape Industry Certified through a state approved program.

Sustainable Energy Alternatives (SUS NRG) **5229** **2** **11-12** **Principles of Agriculture**

Sustainable Energy Alternatives broadens a student's understanding of environmentally-friendly energies. In this course students will use a combination of classroom, laboratory, and field experiences to analyze, critique, and design alternative energy systems. Class content and activities center on renewability and sustainability for our planet. Topics covered in this course include the following types of alternative energies: solar, wind, geothermal, biomass, and other emerging technologies. Leadership development, supervised agricultural experiences, and career exploration opportunities are explored in this course. **STEM FOCUSED**

BUSINESS & ACCOUNTING

Introduction to Business (INTO BUSS) **4518** **1** **8** **None**

Introduction to Business introduces students to the world of business, including the concepts, functions, and skills required for meeting the challenges of operating a business in the twenty-first century on a local, national, and/or international scale. The course covers business management, entrepreneurship, marketing fundamentals, and business ethics and law. The course develops business vocabulary and provides an overview of business and the role that business plays in economic, social, and political environments.

Principles of Business Management **4562** **2** **9-11** **None**

Principles of Business Management examines business ownership, organization principles and problems, management, control facilities, administration, financial management, and development practices of business enterprises. This course will also emphasize the identification and practice of the appropriate use of technology to communicate and solve business problems and aid in decision making. Attention will be given to developing business communication, problem-solving, and decision-making skills using spreadsheets, word processing, data management, and presentation software.

Marketing Fundamentals **5914** **2** **10-12** **Principles of Business Management** Marketing Fundamentals provides a basic introduction to the scope and importance of marketing in the global economy. Course topics include the seven functions of marketing: promotion, channel management, pricing, product/service management, market planning,
marketing information management, and professional selling skills. Emphasis is marketing content but will involve use of oral and written
communications, mathematical applications, problem-solving, and critical thinking skills through the development of an integrated marketing plan and other projects.

Accounting Fundamentals ACCT FUND **4524** **2** **10-12** **Principles of Business Management**
Accounting Fundamentals 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.

Advanced Accounting **4522** **2** **10-12** **Principles of Business Management**
Advanced Accounting expands on the Generally Accepted Accounting Principles (GAAP) and procedures for various forms of business ownership using double-entry accounting covered in Accounting Fundamentals, including an emphasis on payroll accounting. Topics covered include calculating gross pay, withholdings, net pay, direct deposits, journalizing payroll transactions and preparing individual earnings records and payroll registers. Emphasis is placed on applying Generally Accepted Accounting Principles through hands-on practice with popular commercial accounting software packages that are currently used in business.

Strategic Marketing (STRT MRKT) **5918** **2** **10-12** **Principles of Business Management**
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.

Business Administration Capstone **7256** **2** **10-12** **Principles of Business Management**
BUS ADMIN CAP **Marketing Fundamentals, Accounting Fundamentals**
The Business Administration Capstone course will allow students to explore advanced topics in business leadership including Human Resources and International Business. Additionally, students will have the chance to complete Managerial Accounting. Throughout the course students will develop business communication skills through work on projects, labs, and simulations. All of these courses represent key business competencies required by nearly all postsecondary Business schools.

EDUCATION PROFESSIONS

Principals of Teaching **7161** **2** **9-11** **None**
This course provides a general introduction to the field of teaching. Students will explore educational careers, teaching preparation, and professional expectations as well as requirements for teacher certification. Current trends and issues in education will be examined. A minimum 20 hour classroom observation experience is required for successful completion of this course.

Teaching and Learning (TEACH LRN) **7162** **2** **10-12** **Principles of Teaching**
Teaching and Learning provides students the opportunity to apply many of the concepts that they have learned throughout the Education Professions pathway. In addition to a focus on best practices, this course will provide an introduction to the role that technology plays in the modern classroom. Through hands-on experience with educational software, utility packages, and commonly used microcomputer hardware, students will analyze ways to integrate technology as a tool for instruction, evaluation, and management.

Child and Adolescent Development (CHLD ADL DEV) **7157** **2** **10-12** **Principles of Teaching**

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

INFORMATION TECHNOLOGY

Principles of Computing (PRIN COMP INFO) **7183** **2** **9-11** **None**

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

Topics in Computer Science TOP COMP SCI **7351** **2** **10-12** **Principles of Computing**

Topics in Computer Science is designed for students to investigate emerging disciplines within the field of computer science. Students will use foundational knowledge from 7183 Principles of Computing to study the areas of data science, artificial intelligence, app/game development, and security. Students will utilize knowledge related to these areas and programming skills to develop solutions to authentic problems. **STEM FOCUSED CREDIT**

Computer Science COMP SCI **7352** **2** **10-12** **Principles of Computing**

Computer Science introduces the fundamental concepts of procedural programming. Topics include data types, control structures, functions, arrays, files, and the mechanics of running, testing, and debugging. The course also offers an introduction to the historical and social context
of computing and an overview of computer science as a discipline. **STEM FOCUSED CREDIT**

Computing Foundations for a Digital Age (COMPFOUND) **4565** **1** **9-12** **None**

Computers and the internet have revolutionized the way we access and disseminate information. As technology continues to change at an ever-increasing pace, the need for students to gain a foundational understanding of computer science is clear. Computing Foundations for a Digital Age is designed to introduce students to five major topics within computer science including computing systems, networks and the internet, data and analysis, algorithms and planning, and impacts of computing. The course introduces foundational computing concepts while exploring current events and building critical thinking, collaboration, problem solving, and other important skills that are invaluable for life in a global and technologically advancing society. ***Course is required starting with Class of 2029***

Introduction to Computer Science and Digital Technology (INTRO CS IT) **4803** **1** **8** **None**

Introduction to Computer Science allows students to explore the world of computer science and digital technology. Students will gain a broad understanding of the areas composing computer science and digital technology fields. Specifically, there is a focus on the areas of computer
programming, gaming/mobile development, and artificial intelligence/ robotics.

HOSPITATLITY, EVENTS, & TOURISM

PRINCIPLES OF CULINARY and HOSPITALITY (PRIN HOSP) **7173** **2** **9-11** **None**

Principles of Hospitality is designed to develop an understanding of the hospitality industry and career opportunities, and responsibilities in the food service and lodging industry. Introduces procedures for decision making which affects operation

management, products, labor, and revenue. Additionally, this course will help students learn basic principles of sanitation and safety to maintain a safe and healthy food service environment. It presents laws and regulations related to safety, fire, and sanitation and how to adhere to them in the food service operation.

Nutrition (NUTR) 7171 2 10-12 Principles of Culinary
Nutrition students will learn the characteristics, functions and food sources of the major nutrient groups and how to maximize nutrient retention in food preparation and storage. Students will be made aware of nutrient needs throughout the life cycle and apply those principles to menu planning and food preparation. This course will engage students in hands-on learning of nutritional concepts such as preparing nutrient dense meals or examining nutritional needs of student athletes.

Culinary Arts (CUL ARTS) 7169 2 10-12 Principles of Culinary
Culinary Arts teaches students how to prepare the four major stocks, the five mother sauces (in addition to smaller sauces) and various soups. Additional emphasis is placed on the further development of the classical cooking methods. This course will also present the fundamentals of baking science including terminology, ingredients, weights and measures, and proper use and care of equipment. Students will produce yeast goods, pies, cakes, cookies, and quick breads.

HEALTH & HUMAN SERVICES

Introduction to Health Science Careers 5272 1 8-9 None
Introduction to Health Science Careers is an exploratory course designed to provide students with an opportunity to investigate all aspects of the health science industry. Students will receive an introduction to healthcare systems and examine a variety of pathways in health science, and reflect on their own knowledge, skills, and interests, to begin to narrow the areas within health science they want to continue exploring, in preparation for further study in a health science principles course.

PRINCIPLES OF HEALTHCARE (PRIN HLCR) 7168 2 9-11 None
Principles of Healthcare content includes skills common to specific health career topics such as patient nursing care, dental care, animal care, medical laboratory, public health, and an introduction to healthcare systems. Lab experiences are organized and planned around the activities associated with the student's career objectives.

Healthcare Fundamentals HEALTH FUND 5274 2 10-12 Principles of Healthcare
Healthcare Fundamentals prepares students with language skills necessary for effective, independent use of health and medical reference materials. It includes the study of health and medical abbreviations, symbols, and Greek and Latin word part meanings, all taught within the context of body systems. Introduces cells, tissues, and human anatomy highlighting essential physiological principles through a systemic approach. Additionally, the course provides a general overview of basic concepts and terminology used in anatomy and physiology as applicable to health sciences and healthcare occupations. This course builds skills in pronouncing, spelling, and defining new words encountered in verbal and written information in the healthcare industry. Students have the opportunity to acquire essential skills for accurate and logical communication, and interpretation of medical records. Emphasis is on forming a foundation of a medical vocabulary including appropriate and accurate meaning, spelling, and pronunciation of medical terms, abbreviations, signs, and symbols.

Healthcare Specialist: CNA HC SPEC CNA 7166 2 11-12 Principles of Healthcare, Healthcare Fundamentals
The Healthcare Specialist: CNA course prepares individuals desiring to work as nursing assistants with the knowledge, skills, and attitudes essential for providing basic care in extended care facilities, hospitals, and home health agencies under the direction of licensed nurses. The course will introduce students to the disease process and aspects of caring for a long-term care resident with dementia. Individuals who successfully complete this course are eligible to apply to sit for the Indiana State Department of Health (ISDH) certification exam for nursing assistants. This course meets the minimum standards set forth by the ISDH for Certified Nursing Assistant (CNA) training and for health care workers in long-term care facilities.

Preparing for College and Careers (PCC) 7218 1 8-9 None
Preparing for College and Careers addresses the knowledge, skills, and behaviors all students need to be prepared for success in college, career, and life. The focus of the course is the impact of today's choices on tomorrow's possibilities. Topics to be addressed include twenty- first century life and career skills; higher order thinking, communication, leadership, and management processes; exploration of personal aptitudes, interests, values, and goals; examining multiple life roles and responsibilities as individuals and family members; planning and building employability skills; transferring school skills to life and work; and managing personal resources. This course includes reviewing the national career clusters and Indiana's College and Career Pathways, in-depth investigation of one or more pathways, reviewing graduation plans, exploring postsecondary options and making career plans, and developing personal and career portfolios. A project based approach, including computer and technology applications, cooperative ventures between school and community, simulations, and real world experiences is recommended.

Work Based Learning (WBL) 5974 1-3 12 APPLICATION
WBL Capstone is a stand-alone course that provides students the opportunity to gain expertise in a specific occupation aligned to the student's CTE pathway. This course occurs in real or simulated workplace settings and involves an employer assigning a student meaningful job tasks to develop his or her skills, knowledge, and readiness for work. A clear partnership agreement and training plan is developed by the student, parent or guardian, school, and employer partner to guide the student's work-based experiences and assist in evaluating achievement and performance. Related instruction shall be organized and planned around the activities associated with the student's individual job and career objectives in a pathway and shall be taught either on-the-job or in a classroom setting during the same semester the student is participating in the work-based experience. The related instruction should cover: (a) employability skills, and (b) specific occupational competencies to help prepare the student for further education and training or employment within their career pathway.

Career Exploration Internship 0530 1-3 12 APPLICATION
The Career Exploration Internship (CEI) course consists of a paid or unpaid work experience that provides for workplace learning aligned to a student's career interests. Unlike the Work-Based Learning Capstone course in which students participate in a WBL experience aligned to a specific occupation, CEI is intended to expose students to broad aspects of a particular industry or career cluster area. This can include rotating through a variety of work sites or departments. In addition to their workplace learning activities, students participate in (1) regularly scheduled meetings with their classroom teacher, or (2) a regularly scheduled seminar with the teacher for the purpose of helping students make the connection between academic learning and their work-related experiences.

A clear partnership agreement and training plan is developed by the student, parent or guardian, school, and employer partner to guide the student's work-based experiences and assist in evaluating achievement and performance. Specific instructional standards tied to the career cluster or pathway and learning objectives for the internship must be written to clarify the expectations of all parties.

ENGLISH/LANGUAGE ARTS

ENGLISH COURSE SEQUENCING			
9th	10th	11th	12th
English 9	Speech (Semester) & English 10 (Semester)	Short Stories/Novels **OR** Composition B/ Speech	Short Stories/Novels **OR** Composition B/ Speech
Honors English 9	Speech (semester) & H. English 10 (semester)	Composition B (Semester) Advanced Composition B (Semester)	PNW English 104 (Semester) PNW English 231 (Semester)

Beginning in 11th grade, students will select a balance of available speech, literature and composition courses to account for the remaining four English credits.

English 9 1002 2 9 None
English 9, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 9-10, is a study

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

Honors English 9 1002 2 9 Criteria Determined by Department
English 9, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 9-10, is a study of language, literature, composition, and oral communication, focusing on literature within an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write responses to literature, expository (informative), narrative, and argumentative/persuasive compositions, and sustained research assignments. Students deliver grade-appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information. Course depth and rigor will be further explored in this course.

English 10 1004 2 10 English 9
English 10, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 9-10, is a study of language, literature, composition, and oral communication, focusing on literature with an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students
write responses to literature, expository (informative) and argumentative/persuasive compositions, and sustained research assignments. Students deliver grade-appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information.

Honors English 10 1004 2 10 Criteria Determined by Department
Honors English 10, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 9- 10, is a study of language, literature, composition, and oral communication, focusing on literature with an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write responses to literature, expository (informative) and argumentative/persuasive compositions, and sustained research assignments. Students deliver grade-appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information. Course depth and rigor will be further explored in this course.

SHORT STORIES (SHORT STRS) 1046 1 11-12 English 9, English 10
Short Stories, a course based on the Indiana Academic Standards for English/Language Arts, is a study of the distinct features of the short story. The course may be organized by historical periods, themes, or authors. Students examine short stories with modernist and contemporary themes by a variety of authors from the perspective of audience, purpose, and historical development. Students analyze what distinguishes the short story genre from other literary genres, such as novels, epics, romances, biographies, etc. This course can be offered in conjunction with a composition course, or schools may embed Indiana Academic Standards for English/Language Arts writing standards within curriculum.

Novels (NOVELS) 1042 1 11-12 English 9, English 10
Novels, a course based on the Indiana Academic Standards for English/Language Arts, is a study of the distinct features of the novel, such as narrative and fictional elements of setting, conflict, climax, and resolution, and may be organized by historical periods, themes, or authors. Students examine novels of a given period, such as Victorian, the Modern Period, or Contemporary Literature, and what distinguishes novels from short stories, epics, romances, biographies, science fiction, and others. Students analyze novels by various important authors from the past and present or sets of novels from a specific era or across several eras. Courses can be offered in conjunction with a composition course, or schools may embed Indiana Academic Standards for English/Language Arts writing standards within the curriculum.

COMPOSITION (COMP) Composition A and B 1090 1 11-12 English 9, English 10
Composition, a course based on the Indiana Academic Standards for English/Language Arts, is a study and application of the

rhetorical writing strategies of narration, description, exposition, and persuasion. Using the writing process, students demonstrate a command of vocabulary, English language conventions, research and organizational skills, an awareness of the audience, the purpose for writing, and style. Students read classic and contemporary literature or articles and use appropriate works as models for writing. Students write a variety of types of compositions with a focus on fictional narratives, reflective compositions, academic essays, and responses to literature. Course can be offered in conjunction with a literature course, or schools may embed Indiana Academic Standards for English/Language Arts reading standards within curriculum.

ADVANCED COMPOSITION B (ADV COMP) 1098 1 11-12 English 9, English 10
Advanced Composition B Advanced Composition, a course based on the Indiana Academic Standards for English/Language Arts, is a study and application of the rhetorical writing strategies of exposition and persuasion. Students write expository critiques of nonfiction selections, literary criticism of fiction selections, persuasive compositions, and research reports in addition to other appropriate writing tasks. Course can be offered in conjunction with a literature course, or schools may embed Indiana Academic Standards for English/Language Arts reading standards within curriculum.

Speech 1076 1 10-12 English 9
Speech, a course based on the Indiana Academic Standards for English/Language Arts, is the study and application of the basic principles and techniques of effective oral communication. Students deliver focused and coherent speeches that convey clear messages, using gestures, tone, and vocabulary appropriate to the audience and purpose. Students deliver different types of oral and multimedia presentations, including viewpoint, instructional, demonstration, informative, persuasive, and impromptu. Students use the same Standard English conventions for oral speech that they use in their writing. ***Course is required starting with Class of 2029***

ENGLISH 11 (ENG 11) 1006 2 11-12 Admin Recommendation
English 11, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 11-12, is a study of language, literature, composition, and oral communication focusing on literature with an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate in classic and contemporary literature balanced with nonfiction. Students write narratives, responses to literature, academic essays (e.g. analytical, persuasive, expository, summary), and more sustained research assignments incorporating visual information in the form of pictures, graphs, charts and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

ENGLISH 12 (ENG 12) 1008 2 11-12 Admin Recommendation
English 12, an integrated English course based on the Indiana Academic Standards for English/Language Arts for Grades 11- 12, is a study of language, literature, composition, and oral communication focusing on an exploration of point of view or perspective across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write narratives, responses to literature, academic essays (e.g. analytical, persuasive, expository, summary), and more sustained research assignments incorporating visual information in the form of pictures, graphs, charts and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

English 104 (PNW Dual Credit) 0056 1 12 Comp B & Adv Comp B
Emphasis on the organization of the expository theme. Directed writings of themes based on personal experience, on the relationship between experience and language, and on the relationship between experience and ideas.

English 105 (PNW Dual Credit) 1124 1 12 English 104 (PNW)
The second half of the basic composition sequence. Extensive practice in writing clear and effective prose. Instruction in logic, structure, and style.

English 231 (PNW Dual Credit) 0057 1 12 English 104 (PNW)
Reading and discussion of English, U.S. and international literature to develop a basic understanding of ideas, forms, genres, and styles associated with diverse literary traditions. Writing about literature to foster skill in critical analysis.

FINE ARTS

Only these courses fulfill the Fine Art requirements for the Academic Honors Diploma (Class of 2027 & 2028).

Beginning Concert Band **4160** **2** **9-10** **8th grade Concert Band**
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. Ensemble and solo activities are designed to develop elements musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature, and integration of other applicable disciplines. Experiences include improvising, conducting, playing by ear, and sight reading. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and music goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

Intermediate Concert Band **4168** **2** **10-12** **Beginning Concert Band**
Intermediate Concert Band is based on the Indiana Academic Standards for High School Instrumental Music. This course includes a balanced comprehensive study of music that develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature, and integration of other applicable disciplines. Students study a varied repertoire of developmentally appropriate concert band literature and develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

Advanced Concert Band **4170** **2** **11-12** **Beginning Band, Intermediate Band**
The band seeks to respond to the needs of the community with a variety of quality music. Students will continue to refine their musical skills with the following musical elements: tone production, technical skills, intonation, music reading skills, listening skills, musical analysis, and certain historical components of style. Each student is encouraged to increase individual accomplishment, but at the same time, be aware of the total group. Activities include concerts, playing for basketball games, parades and state contests. Students may also participate in improvisation, conducting, and sight reading.

Beginning Chorus **4182** **2** **9-12** **8th grade Choir**
Non-audition performance group offered to interested students grades 9 through 12. The class covers a wide variety of repertoire, ranging from classical to pop music. Students develop musicianship and specific performance skills through ensemble and solo singing. Students will be expected to perform with expression and technical accuracy. The evaluation of music and music performances is included.

Intermediate Chorus **4186** **2** **10-12** **Beginning Chorus**
Intermediate Chorus will provide opportunities for performing, creating, and responding to music. Students develop the ability to understand and convey the composer's intent in performance of music.

Advanced Chorus **4188** **2** **11-12** **Beginning Chorus, Intermediate**
Students taking Advanced Chorus must demonstrate musicianship through an audition. The chorus is composed of male and female members. Chorus classes provide instruction in creating, performing, conducting, and listening to and analyzing. Students will be involved in live performances both in and outside the school. Musical performance will include: classical, popular, jazz, country, gospel and Broadway idioms. Students will practice sight-reading and acappella singing, and choreography.

Introduction to 2-D Art **4000** **1** **10-12** **None**
Students taking this course engage in sequential learning experiences that encompass art history, art criticism, aesthetics,

production, and integrated studies and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create two-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support museums, galleries, studios, and community resources.

Advanced 2-D Art **4004** **1** **10-12** **Intro to 2-D Art**
Students in this course build on the sequential learning experiences of Introduction to Two-Dimensional Art that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create two-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources.

Introduction to 3-D Art **4002** **1** **10-12** **None**
Students taking this course engage in sequential learning experiences that encompass art history, art criticism, aesthetics, production, and integrated studies and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create three-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support museums, galleries, studios, and community resources.

Advanced 3-D Art **4006** **1** **10-12** **Intro to 3-D Art**
Students in this course build on the sequential learning experiences of Introduction to Three-Dimensional Art that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create three-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources.

Ceramics (L) **4040** **2** **10-12** **None**
Ceramics is a course based on the Indiana Academic Standards for Visual Art. Students in ceramics engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create works of art in clay utilizing the processes of hand building, molds, wheel throwing, slip and glaze techniques, and the firing processes. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about
artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

Drawing (L) **4060** **1** **10-12** **None**
Drawing is a course based on the Indiana Academic Standards for Visual Art. Students in drawing engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create drawings utilizing processes such as sketching, rendering, contour, gesture, and perspective drawing and use a variety of media such as pencil, chalk, pastels, charcoal, and pen and ink. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

Painting (L) **4064** **2** **10-12** **None**
Painting is a course based on the Indiana Academic Standards for Visual Art. Students taking painting engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production that lead to the creation of portfolio quality works. Students create abstract and realistic paintings, using a variety of materials such as mixed media, watercolor, oil, and acrylics as well as techniques such as stippling, gouache, wash, and impasto. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art- related careers.

MATHEMATICS

MATHEMATICS COURSE SEQUENCING				
8th	9th	10th	11th	12th
Pre-Algebra	Algebra 1	Geometry	Algebra 2	**Math Electives:**
Algebra 1	Honors Geometry	Honors Algebra 2	Precalculus & Trigonometry	Calculus

Algebra 1 **2520** **2** **9-12** **None**
Algebra I formalizes and extends the mathematics students learned in the middle grades. Algebra I is made up of six strands: Real Numbers and Expressions; Functions; Linear Equations, Inequalities, and Functions; Systems of Equations and Inequalities; Quadratic and Exponential Equations and Functions; and Data Analysis and Statistics. These critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. Students will also engage in methods for analyzing, solving, and using quadratic functions. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Geometry **2532** **2** **9-12** **Algebra 1**
Geometry formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Seven critical areas comprise the Geometry course: Logic and Proofs; Points, Lines, Angles, and Planes; Triangles; Quadrilaterals and Other Polygons; Circles; Transformations; and Three-dimensional Solids. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Honors Geometry **2532** **2** **9-10** **Criteria Determined by Department**
Geometry formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Seven critical areas comprise the Geometry course: Logic and Proofs; Points, Lines, Angles, and Planes; Triangles; Quadrilaterals and Other Polygons; Circles; Transformations; and Three-dimensional Solids. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Course depth and rigor will be further explored in this course.

Algebra 2 **2522** **2** **10-12** **Algebra 1, Geometry**
Algebra II builds on work with linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Algebra II is made up of seven strands: Complex Numbers and Expressions; Functions; Systems of Equations; Quadratic Equations and Functions; Exponential & Logarithmic Equations and Functions; Polynomial, Rational, and Other Equations and Functions; and Data Analysis, Statistics, and Probability. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. A scientific calculator is required.

Honors Algebra 2 **2522** **2** **10-12** **Criteria Determined by Department**
Algebra II builds on work with linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Algebra II is made up of seven strands: Complex Numbers and Expressions; Functions; Systems of Equations; Quadratic Equations and Functions; Exponential & Logarithmic Equations and Functions; Polynomial, Rational, and Other Equations and Functions; and Data Analysis, Statistics, and Probability. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. A scientific calculator is required. Course depth and rigor will be further explored in this course.

Pre-Calculus/Trigonometry **2564/2566** **2** **11-12** **Algebra 1, Geometry, Algebra 2**
Pre-Calculus extends the foundations of algebra and functions developed in previous courses to new functions, including exponential and logarithmic functions, and to higher-level sequences and series. The course provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Pre-Calculus is made up of five strands: Polar Coordinates and Complex Numbers; Functions; Quadratic, Polynomial, and Rational Equations and Functions; Exponential and Logarithmic Equations and Functions; and Parametric Equations. Students will also advance their understanding of imaginary numbers through an investigation of complex numbers and polar coordinates. The course is designed for students who expect math to be a major component of their future college and career experiences, and as such it is designed to provide students with strong foundations for calculus and other higher-level math courses.

Calculus **2527** **2** **12** **Pre-Calculus**
Calculus expands a student's knowledge of topics like functions, graphs, limits, derivatives, and integrals. Additionally, students will review algebra and functions, modeling, trigonometry, etc. Calculus is made up of five strands: Limits and Continuity; Differentiation; Applications of Derivatives; Integrals; and Applications of Integrals. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Analytical Algebra II **2524** **2** **11-12** **Algebra 1, Geometry**
Analytical Algebra II builds on previous work with linear, quadratic and exponential functions and extends to include polynomial, rational, radical, logarithmic, and other functions. Data analysis, statistics, and probability content should be included throughout the course, as students collect and use univariate and bivariate data to create and interpret mathematical models. Additionally, Analytical Algebra II should focus on the application of mathematics in various disciplines including business, finance, science, CTE, and social sciences using technology to model real-world problems with various functions, using and translating between multiple representations. This course is not recommended for students interested in pursuing a STEM degree at a four-year institution; this course does not prepare students for Precalculus: Algebra / Precalculus Trigonometry.

Personal Finance **4540** **1** **11-12** **None**
Personal Financial Responsibility addresses the identification and management of personal financial resources to meet the financial needs and wants of individuals and families, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. This course helps students build skills in financial responsibility and decision making; analyze personal standards, needs, wants, and goals, identify sources of income, savings, and investing; understand banking, budgeting, record-keeping and manage risk, insurance and credit card debt. A project-based approach and applications through authentic settings such as work based observations and service learning experiences are appropriate. Direct, concrete applications of mathematics proficiencies in projects are encouraged.

PHYSICAL EDUCATION/HEALTH

Alternative Physical Education Waiver (only for Class of 2027 and 2028)

Health and Wellness Education **3506** **S** **9-12** **None**
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. Physical, mental, and emotional wellness, alcohol, tobacco, and other drugs, injuries and first aid, organ donation, and disease prevention will be topics discussed in health education.

Physical Education **3542** **1** **9-12** **None**
Physical Education I focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provides students with opportunities to actively participate in at least four of the following: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all of which are within the framework of the skills, knowledge and confidence needed by the student for a lifetime of healthful physical activity and fitness. Ongoing assessment includes both written and performance-based skill evaluation.

Elective Physical Education –
Strength & Conditioning **3560** **1** **10-12** **Required PE Credit(s), Teacher Rec**
This course is specifically designed for strength training with the purpose of improving athletic performance. The important elements of athletic development; muscular strength, muscular endurance, flexibility and body composition will be the major emphasis of this course. The student in this course, males or females, will be able to develop these physical attributes and incorporate them into their practices and competitions.

SCIENCE

SCIENCE COURSE SEQUENCING			
9th	10th	11th	12th
Biology	Integrated Chemistry/Physics -or- Chemistry -or- Environmental	**Science Electives:** Chemistry, Anatomy & Physiology Environmental Science, **Honors**: Chemistry II	**Honors**: Chemistry II *No 12th grade science requirement, but a 4th year of science is recommended for a 4-year college/university*

Biology **3024** **1** **9** **None**
Biology I is a course based on the following core topics: cellular structure and function, matter cycles and energy transfer; interdependence; inheritance and variation in traits; evolution. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation, by designing and conducting investigations guided by theory, and by evaluating and communicating the results of those investigations according to accepted procedures.

Integrated Chemistry & Physics (ICP) **3108** **2** **10-12** **Below C average in Algebra 1**
Integrated Chemistry-Physics is a course focused on the following core topics: constant velocity; uniform acceleration; Newton's Laws of motion (one dimension); energy; particle theory of matter; describing substances; representing chemical change; electricity
and magnetism; waves; nuclear energy. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.
Quantitative Reasoning Course

Chemistry **3064** **2** **10-12** **C average or better in Algebra 1** Chemistry I is a course based on the following core topics: properties and states of matter; atomic structure and

the Periodic Table; bonding and molecular structure; reactions and stoichiometry; behavior of gases; thermochemistry; solutions; acids and bases.
Students enrolled in Chemistry I compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation, by designing and conducting investigations guided by theory, and by evaluating and communicating the results of those investigations according to accepted procedures.
Quantitative Reasoning Course

Anatomy and Physiology 5276 2 11-12 Biology
Anatomy & Physiology is a course in which students investigate concepts related to Health Science, with emphasis on interdependence of systems and contributions of each system to the maintenance of a healthy body. It introduces students to the cell, which is the basic structural and functional unit of all organisms, and covers tissues, integumentary, skeletal, muscular, and nervous systems as an integrated unit. Through instruction, including laboratory activities, students apply concepts associated with Human Anatomy & Physiology. Students will understand the structure, organization and function of the various components of the healthy body in order to apply this knowledge in all health-related fields.

Environmental Science 3010 2 11-12 Biology
Environmental Science is an interdisciplinary course that integrates biology, earth science, chemistry, and other disciplines. Students enrolled in this course integrate Science and Engineering Practices and Crosscutting Concepts to conduct in-depth scientific studies of environmental systems, flow of matter and energy, natural disasters, environmental policies, biodiversity, population, pollution, and natural and anthropogenic resource cycles. Students formulate, design, and carry out laboratory and field investigations as an essential course component. Students completing Environmental Science acquire the essential tools for understanding the complexities of national and global environmental systems.

Chemistry II (L) (CHEM II) 3066 2 11-12 Biology, Chemistry, Teacher Rec
Chemistry II is an extended laboratory, field, and literature investigations-based course. Students enrolled in Chemistry II examine the chemical reactions of matter in living and nonliving materials. Based on the unifying themes of chemistry and the application of physical and mathematical models of interactions of matter, students use the methods of scientific inquiry to answer chemical questions and solve problems concerning personal needs and community issues related to chemistry.

SOCIAL STUDIES

SOCIAL STUDIES COURSE SEQUENCING			
9th	10th	11th	12th
No 9th grade requirement	World History	US History/ Dual Credit US History	Government & Economics

World History and Civilization 1548 2 9-11 None
World History and Civilization emphasizes events and developments in the past that greatly affected large numbers of people across broad areas and that significantly influenced peoples and places in subsequent eras. Key events related to people and places as well as transcultural interaction and exchanges are examined in this course. Students are expected to compare and contrast events and developments involving diverse peoples and civilizations in different regions of the world. They will examine examples of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present. Students are also expected to practice and process skills of historical thinking and research and apply content knowledge to the practice of thinking and inquiry skills and processes. There will be continuous and pervasive interactions of processes and content, skills and substance, in the teaching and learning of history.

US History 1542 2 11 None
United States History is a two-semester course that builds upon concepts developed in previous studies of U.S. History and

emphasizes national development from the late nineteenth century into the 21st century. After reviewing fundamental themes in the early development of the nation, students are expected to identify and review significant events, persons, and movements in the early development of the nation. The course then gives major emphasis to the interaction of key events, people, and political, economic, social, and cultural influences in national developments from the late nineteenth century through the present as they relate to life in Indiana and the United States. Students are expected to trace and analyze chronological periods and examine the significant themes and concepts in U.S. History. Students develop historical thinking and research skills and use primary and secondary sources to explore topical issues and to understand the cause for changes in the nation over time..

US History 151 (PNW Dual Credit) 1 11-12 Teacher Recommendation

A study of the development of American political, economic, and social institutions from the early explorations and colonial settlements through Reconstruction. American History to 1877

US History 152 (PNW Dual Credit) 1 11-12 Teacher Recommendation

A study of the growth of the United States from 1877 to the present. The new industrialism, agrarian problems, depression, the New Deal, the two world wars, the Cold War, and similar topics are analyzed. United States Since 1877

Economics 1514 2 12 None

Economics is the social studies course that examines the allocation of scarce resources and their alternative uses for satisfying human wants. This course analyzes the economic reasoning used as consumers, producers, savers, investors, workers, voters, and government agencies make decisions. Key elements of the course include a study of scarcity and economic reasoning, supply and demand, market structures, the role of government, national income determination, money and the role of financial institutions, economic stabilization, and trade. **Quantitative Reasoning Course**

U.S. Government 1540 2 12 None

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

WORLD LANGUAGE

Spanish 1 2120 2 9-12 None

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

Spanish II 2122 2 10-12 Spanish I

The primary work of Spanish I is reviewed. The course progresses through all the major structures of the language. Vocabulary is stressed. Speaking and understanding are further developed through regular conversational situations.

Students will concentrate on, and study in depth, the culture of Mexico and Spain, history, music, and art.

Spanish III **2124** **2** **11-12** **Spanish II & III**
All structural areas of the language are completed and refined. Students must respond in Spanish and be able to participate at a conversational level in all areas. Reading and writing are further developed with the introduction of selected pieces of Spanish literature, newspapers, and magazines. The history and culture of Spain and Mexico will be highlighted with in depth studies of music, art, and literature.

Spanish IV (SPAN IV) **2126** **2** **11-12** **Spanish I, II, III**
Spanish IV, a course based on Indiana's Academic Standards for World Languages, provides a context for integration of the continued development of language skills and cultural understanding with other content areas and the community beyond the classroom. The skill sets that apply to the exchange of written and oral information are expanded through emphasis on practicing speaking and listening strategies that facilitate communication, such as the use of circumlocution, guessing meaning in familiar and unfamiliar contexts, and using elements of word formation to expand vocabulary and derive meaning. Additionally, students will continue to develop an understanding of Spanish-speaking culture through explaining factors that influence the practices, products, and perspectives of the target culture; reflecting on cultural practices of the target culture; and comparing systems of the target culture and the student's own culture. This course further emphasizes making connections across content areas through the design of activities and materials that integrate the target language and culture with concepts and skills from other content areas. The use and influence of the Spanish language and culture in the community beyond the classroom is explored through the identification and evaluation of resources intended for native Spanish speakers.

WORK BASED LEARNING

Work-Based Learning (WBL) is an educational approach that connects classroom instruction with real-world work experiences. Its purpose is to help learners develop practical skills, explore career options, and understand workplace expectations by participating in activities that take place in professional settings.

Key Features of Work-Based Learning

- **Hands-on Experience:** Students apply what they learn in school to real job tasks.
- **Employer Involvement:** Businesses or organizations actively collaborate with schools to provide learning experiences.
- **Skill Development:** Learners build both technical skills (specific to a job) and employability skills (communication, teamwork, problem-solving).
- **Career Exploration:** Participants gain insight into different occupations and industries before committing to a career path.
- **Reflection and Assessment:** Students reflect on their experiences and often receive feedback

from both teachers and employers.

Why It Matters

Work-Based Learning helps bridge the gap between school and employment by preparing learners to enter the workforce with confidence and relevant experience. It's beneficial for students, schools, and employers looking to develop a skilled future workforce.

Eligibility

To be eligible for work-based learning, students must:

- Be a senior
- Have the majority of their credits earned for graduation
- Complete an application and turn it in to Guidance by the specified time
- Have a secured job by August 1, 2026

DUAL CREDIT COURSES

Ivy Tech

North Newton Jr/Sr High School is partnering with Ivy Tech to allow students to take college courses for both high school and college credit. There is no tuition fee for these classes, however, students may need to meet specific criteria to earn the college credit. Criteria is determined by Ivy Tech and may vary from year to year. The dual credit status of courses offered for dual credit are subject to change. The following high school courses are being offered as dual credit. In parentheses are their corresponding Ivy Tech courses and potential number of college credits a student can earn.

Agriscience – Plants or Animals

Principles of Agriculture (AGRI 102 - 3 credits)
Animal Science (AGRI 103 - 3 credits)
Food Science (AGRI 104 - 3 credits)

Ag Mechanical & Engineering

Principles of Agriculture (AGRI 102 - 3 credits)
Agriculture Power, Structure, and Technology (AGRI 106 - 3 credits)
Agriculture Structures: Fabrication & Design

Landscaping

Principles of Agriculture (AGRI 102 - 3 credits)

Horticultural Science (AGRI 116 - 3 credits)
Landscape Turf and Management (AGRI 164 - 3 credits)

Pre-Nursing (CNA)
Principles of Healthcare (HLHS 100 - 3 credits)
Healthcare Fundamentals (HLHS 101 - 3 credits)
Healthcare Specialist: CNA (HLHS 107 - 3 credits)

Calculus - *PENDING*

PURDUE UNIVERSITY NORTHWEST

North Newton will have the opportunity to attain dual credit through Purdue University Northwest while completing courses at North Newton. Within a select set of classes, North Newton students will have the opportunity to receive college credit. Students must fulfill two of the following three requirements to enroll in a dual credit course through Purdue University Northwest:

- Rank in the upper one third of their class.
- Cumulative grade point average of 3.0 or better or
- Combined SAT score of 1500 or a combined ACT score of 21.

- **English 104 (3 credits per semester)**
- **English 105 (3 credits per semester)**
- **English 231 (3 credits semester)**
- **US History 151 (3 credits per semester)**
- **US History 152 (3 credits per semester)**

WEIGHTED COURSES

- Calculus
- English Language and Composition - Dual Credit
- Chemistry II
- Pre-Calculus/Trigonometry
- Spanish III
- Spanish IV
- United States History - Dual Credit

Indiana New Diploma SAMPLE 4 YEAR PLAN								
	9th Grade		**10th Grade**		**11th Grade**		**12th Grade**	
	1st Sem	**2nd Sem**	**1st Sem**	**2nd Sem**	**1st Sem**	**2nd Sem**	**1st Sem**	**2nd Sem**
Core Classes								
English:	English 9 A	English 9 B	Speech	English 10 A	Short Stories/Novels **OR** Comp B	Short Stories/Novels **OR** Comp B	Short Stories/Novels **OR** ADV Speech/Comp B	Short Stories/Novels **OR** ADV Speech/Comp B
Math:	Algebra I A	Algebra I B	Geometry A	Geometry B	Algebra II A	Algebra II B		
Science:	Biology A	Biology B	ICP A or Chem A	ICP B or Chem B	3rd Science STEM	3rd Science STEM		
Social Studies:			World History A	World History B	US History A	US History B	US Government	Economics
Electives								
Additional Requirements/ Electives:	PCC (credit may have been earned in 8th grade)							
Additional Requirements/ Electives:	PE	Health			Computing Foundations for a Digital Age	Personal Finance		
Additional Requirements/ Electives:								
Additional Requirements/ Electives:	Recommended: CTE Principles course		Recommended: CTE Concentrator A course		Recommended: CTE Concentrator B course		Recommended: CTE Capstone/WBL	
Summer/Alternative Classes								
Summer School:								
Online Classes:								
Total Credits Earned:								

Withdraw/Fail Policy and Schedule Changes

Voluntary Student Withdrawal from a Class

A student may request a change to his or her schedule by contacting his or her counselor after the first 5 days of a semester. Changes to student schedules will be contingent upon the following:

1. There is a demonstrated need for the change:
    a. The student has changed diploma/career pathways and requires a different elective course.
    b. The student has struggled with prerequisites for a course and both the teacher and student do not feel continuing on is in the best interest of the student.
    c. Medical or other factors that would prevent the student from completing the requirements of the course.
    d. Exceptional circumstances presented to and approved by the principal.
2. An acceptable academic alternative is available.
3. The change does not cause the course to fall below minimum enrollment.

Note: All voluntary changes to the schedule are subject to review and approval by the Director of Guidance and the building principal.

Withdraw/Fail

After the first 5 days of a semester a student may be withdrawn and assigned a grade of W/F for the following reasons:

1. Student voluntarily seeks to withdraw from an elective course (not required or needed for graduation).
2. Student has a history of truancy, excessive tardiness, or other attendance issues that will prevent him / her from passing the course.
3. Student exhibits a pervasive pattern of disruptive behavior that substantially interferes with a teacher's ability to conduct class.
4. Student exhibits a pervasive pattern of non-participation in classroom activities (classwork/homework/activities/tests) that will result in a failing grade whether or not the student remains in the course and there is no academic benefit for the student to remain in the course.
5. As an alternative to expulsion for offenses related to gross disrespect to staff, threats made against the teacher, or other such issues, a student may be assigned a W/F and placed into study hall**.**

Counselor or Administration-Initiated Withdraw/Fail

A teacher may request a student be withdrawn from his or her class and assign a grade of W/F. Such a request must be made in writing to the building principal detailing the following:

1. Why the teacher wishes to have the student withdrawn.
2. Why it is not feasible for the student to remain in the class.
3. Appropriate documentation/evidence to indicate a pattern of pervasive behavioral, attendance, or academic issues in the classroom.

Student-Initiated Withdraw/Fail

After the first 5 days of a semester, a student may request to be withdrawn from a course and assigned a grade of W/F by notifying his or her guidance counselor and requesting a W/F form. This form will need to be signed by the student, parent or guardian, teacher, counselor and building principal before the student will be withdrawn from the class. The building principal reserves the right to refuse to permit any student to voluntarily withdraw from a class.

Withdraw/No grade Issued

After the first 5 days of the semester, a student may request to be withdrawn and receive no grade other than "W" which will not count against his or her GPA. This will be permitted only in extreme circumstances that include, but are not limited to, the following:

1. Medical conditions, trauma, or loss that result in long-term absence from courses that are experiential or laboratory based.

2. Extraordinary circumstances not otherwise accounted for in the W/F policy.
3. The well-being of the student is adversely affected by the course.

Process: To request a W as opposed to a W/F, the student must:

1. Produce substantial evidence to support his or her need to be withdrawn.
2. Receive the approval of the principal.

Note: The withdrawal of a student without receiving a failing grade is a highly unusual situation. When a student enrolls in a course, the expectation is that he or she embraces the challenge of the course and sees it through to the end. However, no one can foresee and account for every scenario. This provision is included solely to address highly irregular or unusual circumstances.

Opt-Out Process for Indiana's Core 40 Graduation Requirements (Class of 2027 & 2028 ONLY)

Indiana's Core 40 curriculum provides the academic foundation all students need to succeed in college and the workforce.

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

- The student, the student's parent/guardian, and the student's counselor (or another staff member who assists students in course selection) meet to discuss the student's progress.
- The student's career and course plan are reviewed.
- The student's parent/guardian determines whether the student will achieve greater educational benefits by completing the general curriculum or the Core 40 curriculum.
- The student and parent/guardian will be informed of the likely consequences to the student's future if graduating without Core 40,
- The student and parent/guardian will sign a formal consent form attesting to the above,
- The student will complete the courses/credits required for the state minimum diploma/North Newton Jr.-Sr. High School diploma requirements AND
- The student will determine the Career Academic Sequence the student will pursue.

If the decision is made to opt-out of Core 40, the student is required to complete the course and credit requirements for a general diploma and the career/academic sequence the student will pursue is determined. In each case, the student's parent and the student's counselor (or another staff member who assists students in course selection) shall meet to discuss the student's progress.

NOTICE OF RIGHT TO AMEND OFFERED COURSES

While this Course Catalog is intended to encompass all courses that are currently offered or may be offered throughout the course of the year, the administration reserves the right to add any course that may be needed to assist students in meeting Graduation Requirements.

With the continued evolution of Graduation Pathways, it has become common for prerequisites for CTE and other courses to change, as well as what courses constitute a Pathway. To meet the needs of our students, it is important that we continue to adjust our curriculum to comply with DOE expectations. For the most up to date information regarding graduation requirements and Graduation Pathways, please consult the DOE website.

Alternative Physical Education - Rules and Guidelines

For Class of 2027 and 2028 ONLY!!!

The Indiana State Board of Education has provided flexibility to adapt the high school physical education requirements for students who demonstrate proficiency through other means.

Activities that qualify for the Physical Education waiver:

Baseball
Basketball
Cheerleading
Cross Country
Track and Field
Football
Golf
Softball
Tennis
Volleyball
Wrestling
Swimming

Guidelines:

- One complete season of the above activity is required to earn one semester of physical education credit. A student is allowed only ONE waiver for alternative Physical Education credit.
- A complete season is defined as the first practice to the final event. The students must remain on the active roster the entire season or the duration of the activity.
- Credit will NOT be granted for any activities from previous school years.
- Credit will NOT be granted to move-ins for participation in activities from previous school.
- PE Waiver will be a one-time opportunity. It may not be repeated in different seasons or years.
- It is the **STUDENT'S** responsibility to provide all completed documentation to the Guidance Office as required.
- ***If the Guidance Office does NOT receive the required forms by the specific deadline dates, no PE credit will be awarded.***

Requirements:

- Prior approval (signature) from parents, students, and coach/sponsor to participate in the waiver.
- Successfully complete the season or activity in good standing.
- Completion is defined as:
    - Participation from the start date to end date of the season.
    - The student may be removed from the team/group participation as a result of one or more of the following, therefore forfeiting their opportunity to earn Physical Education credit:
        - Academic ineligibility as determined by IHSAA requirements or activity leaders
        - Discipline (either team/group or school) resulting in removal from activity. Prolonged injury or illness that results in a loss of more than 1/3 of the season. However, if the athlete/team member remains in good standing with the team/group, maintains attendance with team/group, and actively participates in rehabilitation under the direction of a physician or school's athletic trainer, the athlete/team member may still receive credit
        - Any other reason as agreed upon by both the coach/director and high school administration.
- At the conclusion of the season/activity, the coach or sponsor will validate completion on the Final Credit Form.

North Newton Jr/Sr High School
Alternative Physical Education - Final Credit Form

Students are responsible for providing this form to their coach/sponsor to complete the performance evaluation on the back of this form. After the coach/sponsor completes the performance evaluation, ***the* student will turn in this form to the Guidance Office. The Guidance Office will provide this form to the PE teacher for final grade awarded.** *Please see the back side of the Rules and Guidelines Form for specific deadline dates.*

Student Name: _____

Grade: _____

Please check one sport or activity that qualifies you for the PE Waiver:

_____Baseball
_____Basketball
_____Cheerleading
_____Cross Country
_____Football
_____Golf
_____Softball
_____Tennis
_____Track and Field
_____Volleyball
_____Wrestling

Performance Evaluation

Please see the rubric on the back of this form for more information regarding the evaluation process.

Student Signature: _____Date: _____

Parent Signature: _____Date: _____

Coach/Sponsor Signature: _____Date: _____

----------FOR OFFICE USE ONLY----------

A licensed PE Instructor must determine the grade based upon the coach/sponsor recommendation.

Grade issued on transcript: A B C no credit

PE Teacher Signature: _____Date: _____

Received on: _____

North Newton Jr/Sr High School
Alternative Physical Education - Rubric

This form must be completed and signed by the COACH/SPONSOR.

Coach/Sponsor Instructions: *Please evaluate the student using the rubric below. You should indicate a point value for each component and then total the number points.*

Student Name: _____

Coach/Sponsor Name: _____

Sport/Activity: _____

Evaluation Rubric

	3 Points	2 Points	1 point
Attendance/Punctuality	**Always in attendance and on time.**	**Almost always in attendance and on time.**	**Inconsistently in attendance or on time.**
Sportsmanship	**Demonstrates outstanding sportsmanship and responsible personal and social behavior. Student has a positive attitude with peers and coach/sponsor.**	**Frequently demonstrates sportsmanship and responsible personal and social behavior. Student has a positive attitude with peers and coach/sponsor.**	**Occasionally demonstrates sportsmanship and responsible personal and social behavior. Student is occasionally negative or uncooperative.**
Ability	**Demonstrates excellent skills at a competitive level.**	**Demonstrates proficient skills and growth at a competitive level.**	**Demonstrates skills at a non-competitive level.**

Scoring:

Attendance/Punctuality _____

Sportsmanship _____

Ability _____

TOTAL _____

Coach/Sponsor Signature: _____ **Date:** _____