

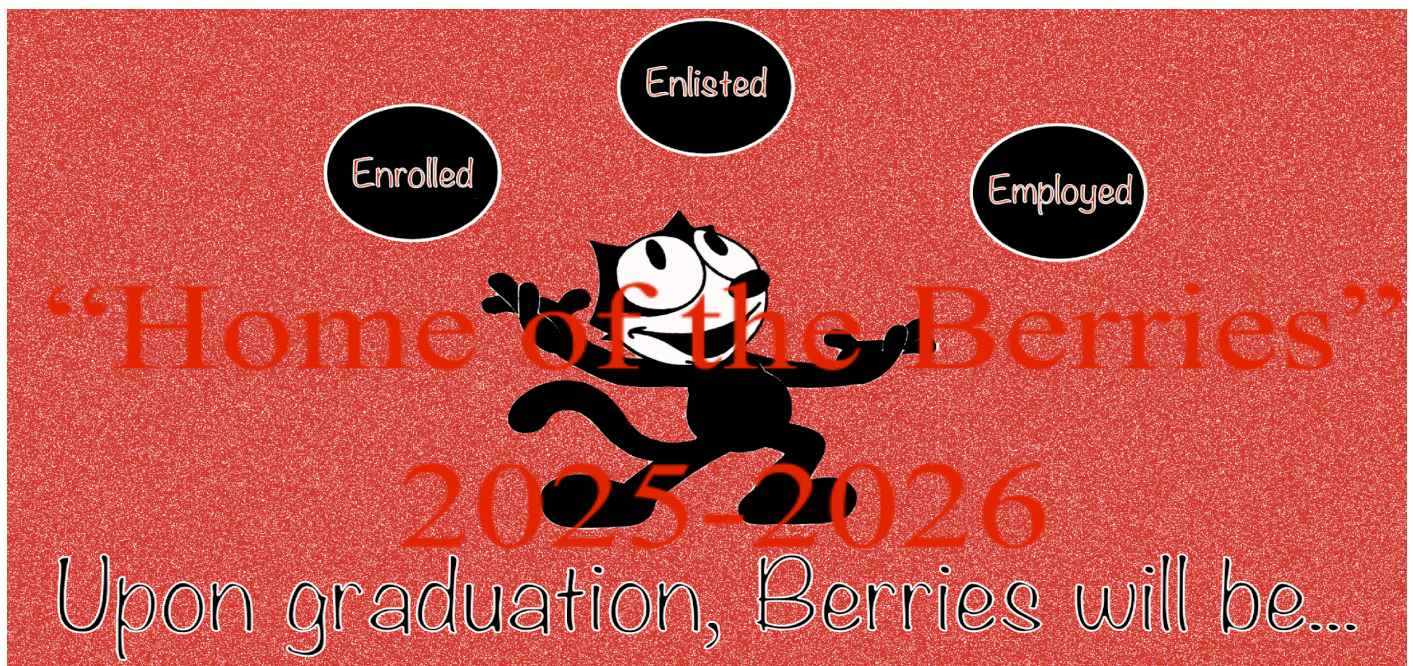
Logansport High School

Program of Studies



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Diploma Requirements below apply to Class of 2026, 2027, 2028 (Class of 2028 Personal Finance is Required).



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

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

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

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

**SAT scores updated September, 2017

***WorkKeys assessment titles updated, 2018

CORE40 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 transcribed college credits in dual credit courses from the approved dual credit list.
 - C. Earn two of the following:
 1. A minimum of 3 verifiable transcribed college credits from the approved dual credit list,
 2. 2 credits in AP courses and corresponding AP exams,
 3. 2 credits in IB standard level courses and corresponding IB exams.
 - 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
 - F. Earn 4 credits in IB courses and take corresponding IB exams.

CORE40 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 transcribed college credits
- Earn a grade of "C" or better in courses that will count toward the diploma.
- Have a grade point average of a "B" or better.
- Complete one of the following,
 - A. Any one of the options (A - F) 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.



Indiana GRADUATION PATHWAYS

The path to graduation is not one-size-fits-all. Indiana provides many pathways for students to earn a high school diploma.

OVERVIEW

Students starting with the Class of 2023 must meet all of the following:

- 1 Credits
- 2 Learn & Demonstrate Employability Skills
- 3 Postsecondary-Ready Competencies

DIPLOMA REQUIREMENTS

- 1 Credits**
 Earn credits toward a diploma with designation.
 - Core 40 - minimum 40 credits
 - Academic Honors - minimum 47 credits
 - Technical Honors - minimum 47 credits
 - General
- 2 Learn & Demonstrate Employability Skills**
 Produce defined outcome(s) based on experience.
Defined Outcome Options
 - Videos
 - Papers
 - Resume
 - Dual Credit
 - Certifications
 - Portfolio
 - Projects
 - Slideshows
 - Presentation
 - Five Year Goal Plan
 - Reflection of Experience
 - Letters of Recommendation
 - Letter of Employment Verification
 - Postsecondary-related Experiences
 - Co-Curricular Participation
 - Extra-Curricular Participation
 - Locally Defined Outcome
- 3 Postsecondary-Ready Competencies**
 Meet *at least one* of these competencies.
 - **Honors Diploma**
academic or technical
 - **SAT**
reading/writing = 480, math = 530
 - **ACT**
english = 18, reading = 22, math = 22, science = 23 (2 out of 4 needed with at least one in English/Reading and one in Math/Science)
 - **ASVAB**
minimum of 31
 - **Industry Certification**
certification from approved DWD list
 - **Apprenticeship**
federally recognized
 - **CTE Concentrator**
C average or higher in at least 2 advanced HS courses in a state-approved CTE Pathway
 - **AP/IB/Dual Credit/Cambridge International/CLEP**
C average or higher in 3 courses (1 of the 3 courses must be in core content area or all three must be part of a CTE pathway)
 - **Locally Created Pathway**
approved by SBOE
 - **Waiver**
see listed web link

TRACKING

- 1 Transcript with Completed Courses**
Project-Based Experience
 Allows students to gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question.
- 2 Work Toward Completion of One of the Experiences *Below***
Service-Based Experience
 Integrates academic study with service experience, reflects larger social, economic, and societal issues, and collaborative efforts between students, schools, and community partners.
- 3 Course Selection, Graduation Plan, & Testing Opportunities**
Work-Based Experience
 Activities that occur in a workplace while developing the student's skills, knowledge, and readiness for work.



Please Visit: <https://www.doe.in.gov/graduation-pathways>
 Questions: DOEGradpathway@doe.in.gov

GENERAL CURRICULUM INFORMATION

ACADEMIC HONORS DIPLOMA

- The purpose of the Academic Honors diploma is to encourage and reward students who pursue a rigorous, advanced course of study. Earning this diploma requires students to complete a curriculum of specific courses that will prepare students for the rigor of college coursework. It encompasses a wide variety of study and is intended to be available to a broad range of students. The awarding of the Academic Honors Diploma must be noted on the student's transcript. Students cannot take APEX courses and earn the Academic or Technical Honors Diploma unless approved by the principal.

Technical Honors Diploma

A technical honors diploma has a strong focus on technical skills. By earning a Core 40 with Technical Honors Diploma, students leave high school with strong academic and technical skills that give students multiple pathways to success. This diploma requires dual credit in a pathway for completion.

ADVANCED PLACEMENT COURSES

The **Advanced Placement (AP) Program** is a cooperative educational endeavor of secondary schools, colleges and the College Board. Highly motivated students enjoy the intellectual challenge experienced in these courses. Teachers of AP courses find that the courses greatly enhance the students' confidence and academic orientation. Research shows that students enrolling in challenging academic courses are far better prepared for serious academic work when entering college. Most colleges and universities grant credit and/or advanced placement to students who perform satisfactorily on AP examinations. Exams are given in May and cost \$98. Math, English and science exams are often subsidized by the state of Indiana. Students taking AP exams in subject areas not covered by state assistance must pay the full exam fee. The test fee is subject to change. Students who sign up and fail to take the test shall be charged a \$40.00 cancellation fee. Offerings below fluctuate based on enrollment.

AP Language and Composition	AP Literature and Composition	AP Calculus	AP Biology
AP Studio Art	AP Statistics		

ADVANCED PLACEMENT AND DUAL CREDIT COURSES

Should a student elect an Advanced Placement or Dual Credit Course and determine that the course exceeds his or her academic needs, he or she may drop the course within the first two weeks of the semester. No audits shall be permitted for Advanced Placement or Dual Credit Courses.

Dual Credit Courses are classes taught in high school, at local colleges, and through distance education (online classes), that meet both high school and college requirements and often provide both high school and college credit. These courses are available to students at Logansport High School and the Century Career Center. Students who meet each of the colleges' criteria may earn college credit from the following institutions on the chart:

DUAL CREDITS AT LOGANSPOUT HIGH SCHOOL

LOGANSPOUT HIGH SCHOOL COURSE TITLE	COLLEGE /UNIVERSITY COURSE TITLE	INDIANA CORE TRANSFER LIBRARY	CREDITED FOR ACADEMIC HONORS DIPLOMA	CREDITED FOR TECHNICAL HONORS DIPLOMA	LENGTH OF COURSE	NUMBER OF COLLEGE CREDITS
Chemistry II	Ivy Tech CHEM101	Yes	Yes	Yes	Year	3
Advanced Eng. Composition I (11th)	Ivy Tech ENGL 111	Yes	Yes	Yes	Semester	3
Advanced Eng. Composition II (12th)	Ivy Tech ENGL 215	Yes	Yes	Yes	Semester	3
Advanced Literature (12th)	Ivy Tech ENGL 206	Yes	Yes	Yes	Semester	3
Quantitative Reasoning	IVY TECH M123	Yes	Yes	Yes	Semester	3
Algebra II Honors	IVY TECH M136	Yes	Yes	Yes	Semester	3
Advanced Pre-Calculus	IVY TECH M137	Yes	Yes	Yes	Semester	3
Advanced Economics	IVY TECH ECON 101	Yes	Yes	Yes	Semester	3
Sociology	IVY TECH SOC 111	Yes	Yes	Yes	Semester	3
Psychology	IVY TECH PYSCH 101	Yes	Yes	Yes	Semester	3
Advanced Speech	IVY Tech Comm 101	Yes	Yes	Yes	Semester	3
Political Science	Ivy Tech POLS 101	Yes	Yes	Yes	Semester	3
Art Appreciation	IVY TECH ARTH 110	Yes	Yes	Yes	Semester	3
Student Success	Ivy Tech 111	No	No	NO	Semester	1
Advanced Spanish III	IVY TECH 101/102	Yes	Yes	Yes	Year	8
Advanced Spanish IV	IVY TECH 201/202	Yes	Yes	Yes	Year	6
Advanced Chinese III	BSU CHIN 101/102	No	Yes	Yes	Year	8
Advanced Chinese IV	BSU CHIN 201/202	No	Yes	Yes	Year	8
Advanced French III	Ivy Tech	Yes	Yes	Yes	Year	8
Education Professions I	IUK-Tomorrow's Teachers	*	*	*	Semester	6
Education Professions II	IUK-Tomorrow's Teachers	*	*	*	Semester	6

AUDITS

Situations regarding the auditing of a course will be reviewed as necessary. A conference will be held with parents/guardians, students, teachers, and the student's counselor to determine if the audit is appropriate. A student athlete who elects to audit a class must understand that he or she still must be passing in five solid subjects, and the "audit" does not count towards his or her eligibility. Audits will not replace the former grade or credit.

AUDITS FOR ACADEMIC HONORS DIPLOMA

Audits will apply only to required courses in the Academic Honors Diploma (not Advanced Placement or Dual Credit Courses) in which a student earns a letter grade of D. The student must retake the course and show a minimum grade of C. Grade replacement exists for AHD Audits only.

CAREER TECHNICAL EDUCATION CONCENTRATOR

The CTE Concentrator is an option for students to satisfy the PostSecondary Readiness Competency.

CERTIFICATE OF COMPLETION/ALTERNATE DIPLOMA

The Board shall award a certificate of completion OR Alternate Diploma to a student who is on a non-diploma track as determined by that student's Individualized Education Program (**IEP**).

COLLEGE ENTRANCE REQUIREMENT INFORMATION

Students are advised that enrolling in challenging, strong college preparatory courses in all four years of high school is the best plan in preparing for college. While college admissions committees act differently each year according to the quantity and quality of applicants and according to other special circumstances, the uniform expectation is to emphasize academic subjects — English, social studies, world language, math, and science. Most schools will evaluate a student's application and high school transcript not only on the grades presented, but also on the strength of the courses the student has taken, SAT/ACT/PSAT scores, leadership positions, extra-curricular involvement, etc. Indiana schools have varying GPA requirements. Students interested in being considered for admission to highly competitive colleges and universities are encouraged to take advantage of available honors, Advanced Placement, and dual credit courses.

COLLEGE VISITATION

Juniors and seniors who wish to visit colleges during the school day may do so by completing the necessary form available in the Dean's Office. Juniors are allowed one day per year and seniors are allowed two days. These absences are validated with documentation from the college visited.

COMMENCEMENT

Diplomas shall be awarded at Commencement Exercises to all students who have met graduation requirements as prescribed by the Board of Education of the LCSC and the General Commission of the State Board of Education. These graduation requirements must have been completed within the twelve-month period immediately preceding the Commencement Exercises. Beginning with the class of 2001, a student must have completed all requirements for graduation in order to participate in the commencement exercises.

OTHER REQUIREMENTS AND CONDITIONS FOR GRADUATION:

- Diplomas shall be awarded only at the conclusion of the school year.

- Students, who complete graduation requirements after their eighth semester through summer school, will receive their diploma upon successful completion of these requirements and proper notification of the completion of these requirements.
 - Foreign exchange students shall be permitted to participate in the Commencement exercises; however, they will receive only an Honorary Diploma.
- A student may be denied participation in Commencement Exercises when personal conduct warrants.*

CORE TRANSFER LIBRARY

The Indiana Core Transfer Library (CTL) was developed in Indiana to enable students to transfer college credits. A list of courses that will transfer among all Indiana public college and university campuses is within this website. Please access this website, <http://www.transferin.net> and become familiar with this process.

DROP/ADD PERIOD

Ordinarily, no changes shall be made **after the end of the spring semester**. All random course changes shall be denied. Second semester class changes may be discussed with your counselor and appropriate changes made by Christmas vacation if alternative classes are available. A student's class schedule will not be changed for the purpose of changing teachers. Student requests may not be granted due to the unavailability of certain classes or other scheduling problems.

EARLY GRADUATION

Students may elect to graduate from LHS before the end of the 8th semester provided the following conditions and requirements for graduation are met:

- The student must complete all graduation pathway requirements and has met the school academic requirements for the Core 40 diploma, and has earned the total number of minimum credits. In doing so, the student has met all graduation requirements as prescribed by the Board and the General Commission of the State Board of Education.
- The student must be enrolled as a full-time student.
- All credits must be completed prior to exiting Logansport High School- Whether a student graduates after 6 or 7 semesters, all credits must be earned or they will need to return to LHS.
- The student will receive a diploma during Commencement Exercises at the conclusion of the Spring Semester.
- If a student graduates in three years they must participate in commencement the current year.

NCAA ELIGIBILITY REQUIREMENTS

Prospective student-athletes should register with the eligibility center by their junior year of high school. Registration is completed on the eligibility center website at www.eligibilitycenter.org.

SCHEDULE CHANGES

Logansport High School students are encouraged to invest quality time in planning their schedules for the coming school year. Such planning should consist of consultation with parents, school personnel, fellow students, college personnel, and anyone who might provide insight in helping students make wise decisions in planning their academic programs.

The administration and counseling staff of Logansport High School allow ample time for students and parents to make a firm decision regarding the student's program plan for the following year. Each student is given the time from the initial scheduling meeting until **the end of the school year (June 1st)** to make revisions to the schedule as desired.

After the end of the school year, changes in a student's schedule will be made for either semester for the following reasons only:

- Errors made by the school in developing the schedule.
- The school's need to balance class sizes.
- Medical reasons with documentation.
- Change in program placement for students with learning problems, such as adjustments in or assignments to special services or resource classes.
- Request to take courses to qualify for the Academic Honors Diploma or Core 40.
- Failure of a course required for graduation.
- Failure of a prerequisite; i.e., anything that would prevent a student from going on to a requisite course as published in the Program of Studies.
- Failure of a course required for entrance into post-secondary education.
- Request to add a course required for college (with documentation from the college).
- Adding a seventh course to replace a study hall.
- A student has failed with a teacher previously in a course, and he/she gets the same teacher for exactly the same course.
- A student requests to attend the full year rather than be a mid-year graduate.
- Move-in students who may need a second or third study hall because we are unable to match courses.
- Adding a class to continue the sequence of a year-long course.
- Adding a required course in lieu of an elective class.

The rationale for adhering to only the above stated reasons for a schedule change is based upon: i) maintaining the academic rigor of the student's schedule; ii) the expectation that the parent and student carefully studied the Program of Studies in choosing the best curricular preparation; iii) the imbalance that occurs in the elective departments' enrollments; iv) the fact that staffing decisions are based upon student course selections and course changes could affect the balance of our staffing efforts. Occasionally, there will be individual situations that will be reviewed by school personnel to determine whether or not a schedule change is needed. These situations will be considered by the student's teacher, parents, counselor, etc., and a recommendation will be made to the principal who will make the final decision.

WEIGHTED CLASSES

The grade weighting policy for Logansport High School is intended to provide an incentive for students to accept the challenge of advanced coursework. Students in Advanced Placement (AP) and College Dual Credit classes at LHS receive full weight (1). Beginning with the Class of 2017, honors courses in core academic areas will receive partial weight (.5). For more information, see the guidance section in the student handbook.

WITHDRAWALS (COURSE)

A withdrawal after 10 school days in a semester course: • Becomes a “WF” if a student withdraws after the 10 day limit.” A “WF” counts the same as an “F” when computing the grade point average. Loss of credits will accrue to the student who has withdrawn from school due to dropping out completely or expulsion. It is the school's position that schedule changes after the school year begins disrupts instructional time. Since staffing and the master schedule are determined by student course selection, students are expected to honor the commitment they make when selecting courses and the spring deadline for making schedule changes.

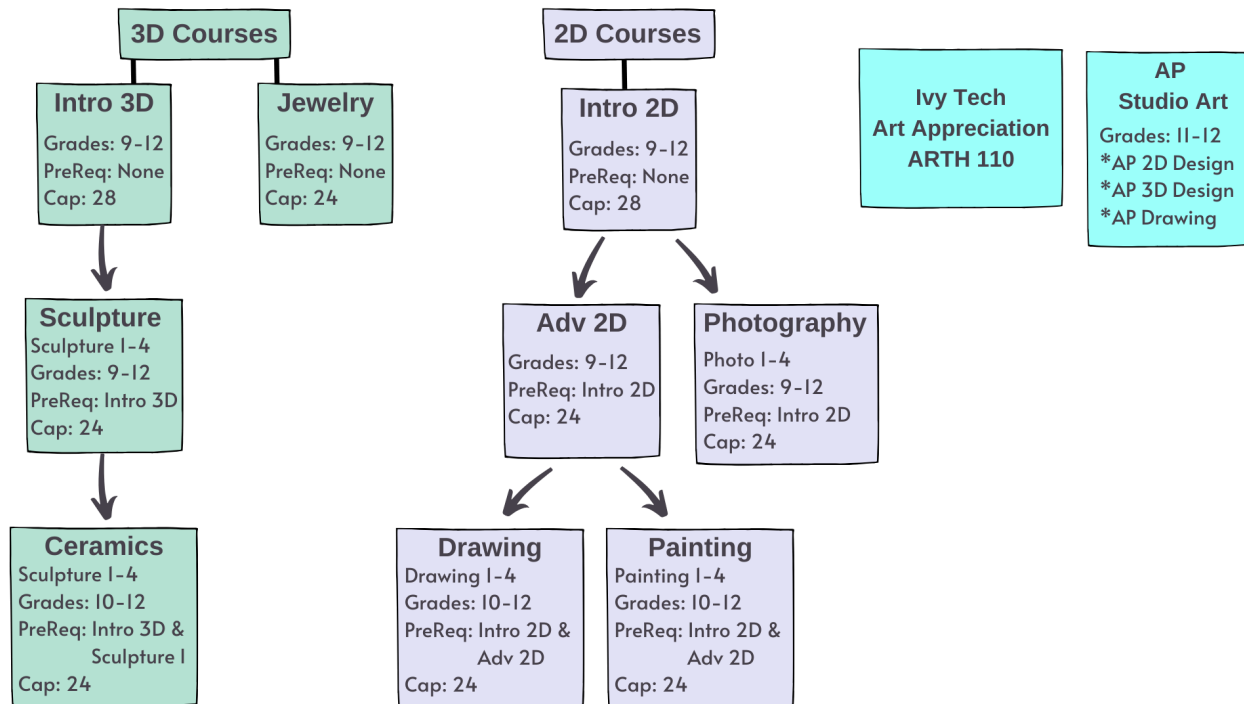
Grading Scale

Percentage	Letter Grade	4-pt Conversion	4.5 Conversion	5.0 Conversion
100-92%	A	4.0	4.5	5.0
91-90%	A-	3.7	4.2	4.7
89-88%	B+	3.3	3.8	4.3
87-82%	B	3.0	3.5	4.0
81-80%	B-	2.7	3.2	3.7
79-78%	C+	2.3	2.8	3.3
77-72%	C	2.0	2.5	3.0
71-70%	C-	1.7	2.2	2.7
69-68%	D+	1.3	1.8	2.3
67-62%	D	1.0	1.5	2.0
61-60%	D-	0.7	1.2	1.7
59-0%	F	0.0	0.0	0.0

COURSE DESCRIPTIONS



LHS Visual Arts Course Offerings



INTRO 2-D ART

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

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

INTRO 3-D ART

Introduction to Three-Dimensional Art is a course based on the Indiana Academic Standards for Visual Art. Students taking this course engage in sequential learning experiences that encompass art history, art criticism, aesthetics, production, and integrated studies and lead to 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.

- Recommended Grade Level: 9-12
- Required Prerequisites: none
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- Credits: 1 semester course, 1 credit per semester
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

ADVANCED 2-D ART

Advanced Two-Dimensional Art is a course based on the Indiana Academic Standards for Visual Art. Students in this course build on the sequential learning experiences of Introduction to Two-Dimensional Art that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create two-dimensional works of art, reflect upon the outcomes, 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.

- Recommended Grade: 9, 10, 11, 12

- Required Prerequisites: none
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

PHOTOGRAPHY I - II

Photography is a course based on the Indiana Academic Standards for Visual Art. Students in photography engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works, creating photographs, films, and videos utilizing a variety of digital tools and darkroom 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.

- Recommended Grade: 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

CERAMICS I - IV

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.

- Recommended Grade: 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L), Introduction to Three-Dimensional Art (L)
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

DRAWING I - IV

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.

- Recommended Grade: 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

PAINTING I - IV

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.

- Recommended Grade Level: 10-12
- Recommended Prerequisites: Intro to 2-D Art
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

SCULPTURE I - IV

Sculpture is a course based on the Indiana Academic Standards for Visual Art. Students in sculpture engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production. Using materials such as plaster, clay, metal, paper, wax, and plastic, students create portfolio quality works. Students at this level produce works for their portfolios that demonstrate a

sincere desire to explore a variety of ideas and problems. They create realistic and abstract sculptures utilizing subtractive and additive processes of carving, modeling, construction, and assembling. 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.

- Recommended Grade: 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L), Introduction to Three-Dimensional Art (L)
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

JEWELRY I - IV

Jewelry is a course based on the Indiana Academic Standards for Visual Art. Students in Jewelry 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 jewelry design and fabrication techniques including, sawing, piercing, filing, and soldering. 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.

- Recommended Grade Level: 10-12
- Recommended Prerequisites: None
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

AP STUDIO ART (3D Design Portfolio)

AP 3-D Design is a course established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Art Program consists of three portfolio exams—2-D Design, 3-D Design, and Drawing—corresponding to the college foundation courses. Portfolios allow flexibility of coursework while guiding students to produce college-level quality, artistic investigation, and breadth of work. The 3-D Design portfolio involves decision making about how to use the elements and principles of art as they relate to the integration of depth, space, volume,

and surface, either actual or virtual. Students' portfolios demonstrate skills and ideas developed, refined, and applied throughout the course to produce visual compositions.

Students may choose to submit any or all of the portfolios. Portfolios are evaluated based on standardized scoring descriptors aligned with skills and understanding developed in college foundation courses. The portfolio will have two sections: Sustained Investigation and Selected works.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Advanced laboratory 3-D visual arts courses, ***Special Permission and Recommendations***
- Credits: 2 semester course, 1 credit per semester
- Counts as a directed elective or elective for all diplomas
- Supplemental Fee: \$91 Exam

AP STUDIO ART (Drawing Portfolio)

AP Drawing is a course established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Studio Art Program consists of three portfolio exams—2-D Design, 3-D Design, and Drawing—corresponding to the college foundation courses. Portfolios allow flexibility of coursework while guiding students to produce college-level quality, artistic investigation, and breadth of work. The Drawing portfolio addresses issues such as line quality, light and shade, rendering of form, composition, surface manipulation, the illusion of depth, and mark-making. Students' portfolios demonstrate skills and ideas developed, refined, and applied throughout the course to produce visual compositions.

Students may choose to submit any or all of the portfolios. Portfolios are evaluated based on standardized scoring descriptors aligned with skills and understanding developed in college foundation courses. The portfolio will have two sections: sustained investigation and selected works.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Advanced laboratory visual arts courses, ***Special Permission and Recommendations***
- Credits: 2 semester course, 1 credit per semester
- Counts as a directed elective or elective for all diplomas
- Fulfills the fine arts requirement for the Core 40 with Academic Honors Diploma
- Supplemental Fee: \$91 Exam

AP STUDIO ART Advanced Placement (2D Design Portfolio)

AP 2-D Design is a course established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Program offers three studio art courses and portfolios: 2-Dimensional Design, 3-Dimensional Design, and Drawing. The AP Art portfolios are designed for students who are seriously interested in the practical experience of art. The portfolios

correspond to most college foundation courses. Students submit portfolios for evaluation at the end of the school year. Students may choose to submit any or all of the Drawing, 2-Dimensional Design, or 3-Dimensional design portfolios. AP Art students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions. The portfolio will have two sections: Sustained Investigation and Selected works.

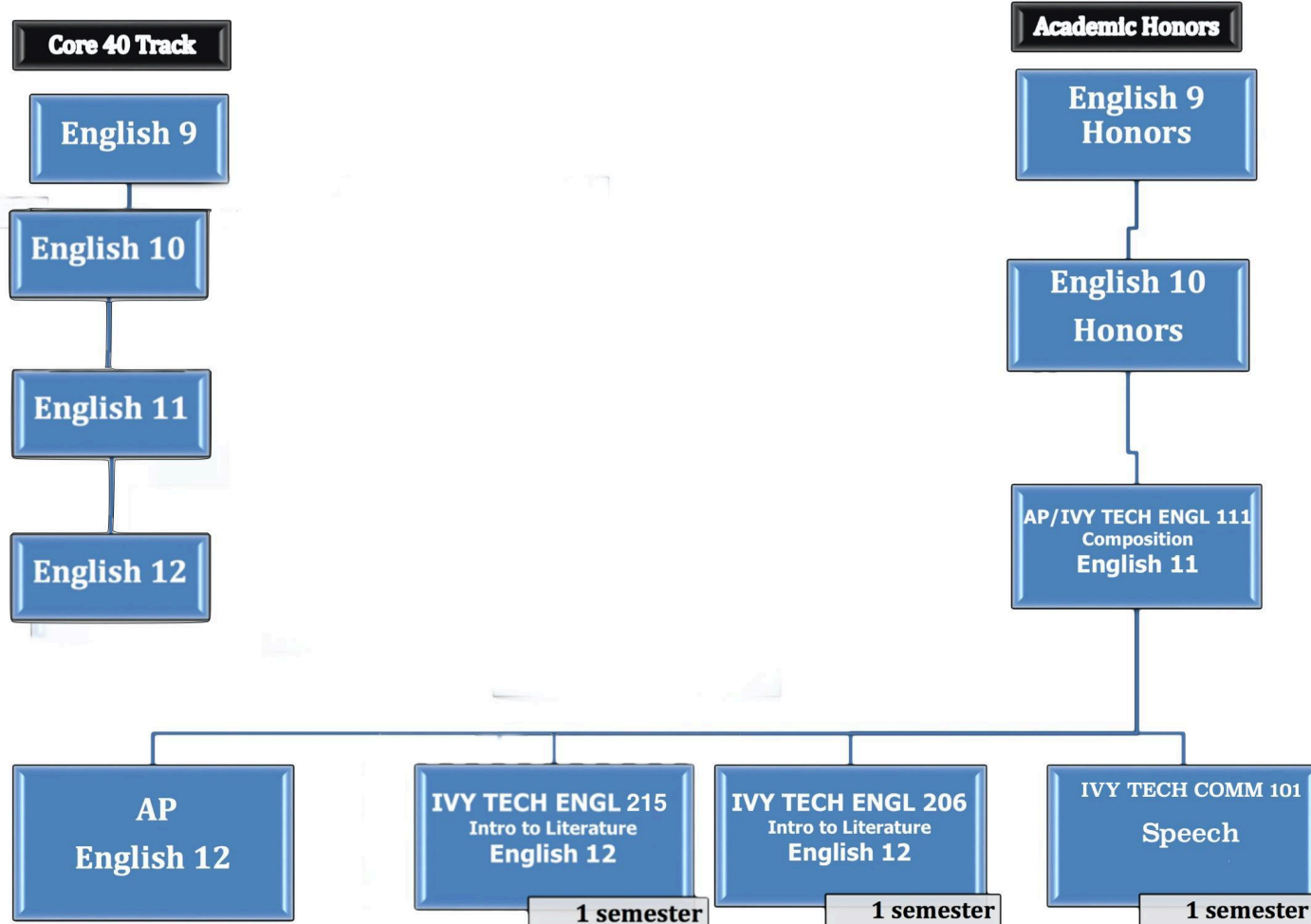
- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Advanced laboratory 2-D visual arts courses, ***Special Permission and Recommendations***
- Credits: 2 semester course, 1 credit per semester
- Counts as a directed elective or elective for all diplomas
- Fulfills the fine arts requirement for the Core 40 with Academic Honors Diploma
- Supplemental Fee: \$91 Exam

IVY TECH ARTH 110 Art Appreciation

Prerequisites: Demonstrated competency through appropriate assessment or earning a grade of “C” or better in (ENGL 093 and ENGL 083) or ENGL 095. An introductory course in art which explores the creative processes of humankind, its usage of specific traditional and contemporary media for communication and the study of periods and styles in art as they relate to the human condition. The course will explore the nature of art, the evaluation of art, and the processes and materials of art. The students will examine the formal elements of design and look at a wide variety of both two and three-dimensional artworks and will learn about the processes and tools involved in their creation.

- Recommended Grade Level: 10-12
- Recommended Prerequisites: ***Special Permission and Recommendations***
- Credits: 1 High School (Full Weight)/3 College Credits, a one-semester course

English Course Map



Electives:

Journalism 9-12 (1 sem), Advanced Writing 9-12 (1 sem), Magpie 9-12 (1 sem), Beg/Adv Theatre Arts 9-12 (1 sem each)

ENGLISH 9

English 9, an integrated English course based on *Indiana's Academic Standards for English/ Language Arts in Grade 9*, is a study of language, literature, composition, and oral communication with a focus on exploring a wide-variety of genres and their elements. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 9 in classic and contemporary literature balanced with nonfiction. Students write short stories, responses to literature, expository and persuasive compositions, research reports, business letters, and technical documents. Students deliver grade-appropriate oral presentations and access, analyze, and evaluate online information.

- Recommended Grade Level: 9
- Recommended Prerequisites: None
- Credits: 2 credits, a two-semester course with 1 credit per semester
- Fulfills an English/Language Arts requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ENGLISH 9 HONORS

This course is designed for the highly motivated student who has demonstrated a high reading level and a reasonable mastery of written and spoken English. The focus of this course is to increase student understanding of our common humanity through literature and to continue communication and skill development. A synthesis of all the components of language arts is emphasized: literature, composition, research, grammar, usage, mechanics, public speaking, and vocabulary. Assessments include narrative writing, summary writing, thesis-based essays, and journal writing. Students will study novels, short stories, poetry, drama and informational texts. Students will be expected to complete independent reading and writing, both in the summer and during the school year. English 9 Honors students will complete multiple writing requirements which will be placed in their permanent writing portfolios.

- Recommended Grade Level: 9
- Recommended Prerequisites: ***Above average ILEARN Scores, an A or B in your current classes, and recommendations***
- Credits: 2 credits (Partial Weight), a two-semester course with 1 credit per semester
- Fulfills an English/Language Arts requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ENGLISH 10

English 10, an integrated English course based on *Indiana's Academic Standards English Language Arts* in Grade 10, is a study of language, literature, composition, and oral communication with a focus on exploring universal themes across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 10 in classic and contemporary literature balanced with nonfiction. Students write short stories, responses to literature, expository and argumentative/persuasive compositions, research reports, business letters, and technical documents. Students deliver grade-appropriate oral presentations and access, analyze, and evaluate online information.

- Recommended Grade Level: 10
- Recommended Prerequisites: English 9
- Credits: 2 credits, a two-semester course with 1 credit per semester
- Fulfills an English Language Arts requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

ENGLISH 10 HONORS

English 10 honors is designed for those **highly motivated** sophomores who demonstrate advanced skills in vocabulary, reading, writing and critical thinking. By progressing through a differentiated, more advanced curriculum, the students will have mastered the basic skills in the language arts program (See English 10) as well as the skills in honors curriculum. Major literary themes concerning leadership and utopian societies will be explored.

- Recommended Grade Level: 10
- Recommended Prerequisites: English 9 Honors, ***Special Permission and Recommendations***
- Credits: 2 credits (Partial Weight), a two-semester course with 1 credit per semester
- Fulfills an English Language Arts requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

ENGLISH 11

English 11, an integrated English course based on *Indiana's Academic Standards for English Language Arts* in Grade 11, is a study of language, literature, composition, and oral communication with a focus on exploring characterization across universal themes in a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 11 in classic and contemporary literature balanced with nonfiction. Students write narratives, responses to literature, academic essays (e.g. analytical, persuasive, expository, summary), reflective compositions, historical investigation reports, resumes, and technical documents incorporating visual information in the form of pictures, graphs, and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

- Recommended Grade Level: 11
- Recommended Prerequisites: English 10
- Credits: 2 credits, a two-semester course with 1 credit per semester
- Fulfills an English Language Arts requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ENGLISH LANGUAGE AND COMPOSITION, AP

This course is for those juniors who demonstrate superior ability and curiosity about the world and their relationship to it. These students will pursue a course of study that is differentiated by the complexity of content, process and product. Students will think critically and use problem-solving skills that will enable them to translate their potential into performance. They will also participate in activities that will enhance their leadership potential. Writing assignments will be frequent, including weekly in-class essays and periodic research papers. Students will also be expected to participate fully in class discussions and make presentations. Students should make use of technological resources both in researching and in producing their papers. The course curriculum is aligned with College Board guidelines.

- Recommended Grade Level: 11
- Recommended Prerequisites: English 10 Honors, ***Special Permission and Recommendations***
- Credits: 2 credits (Full Weight), a two-semester course with 1 credit per semester
- Fulfills an English/Language Arts requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Textbook Rental: See Dual Credit

ENGLISH 12

English 12, an integrated English course based on Indiana's Academic Standards for English Language Arts for Grade 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 for Grade 12 in classic and contemporary literature balanced with nonfiction. Students write narratives, responses to literature, academic essays (e.g. analytical, persuasive, expository, summary), reflective compositions, historical investigation reports, resumes and technical documents incorporating visual information in the form of pictures, graphs, and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

- Recommended Grade Level: 12
- Recommended Prerequisites: English 11
- Credits: 2 credits, a two-semester course with 1 credit per semester
- Fulfills an English/Language Arts requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ENGLISH LITERATURE AND COMPOSITION, AP

This course offers a rigorous approach to the study of American literature. This year-long Advanced Placement course is aligned with College Board guidelines and will prepare students to take the AP English Literature and composition exam in May. Students will explore the literary perspectives of American culture from colonization to the present, through a variety of intensive reading and writing, as well as creative and critical thinking experiences. Students should possess a strong interest in literature and be willing to be academically challenged. Students will read from college level texts and supplemental materials and major literary works including non-fiction, novels, short stories, poems, plays and essays. This course includes group work and group grades will be given as well.

- Recommended Grade Level: 12
- Recommended Prerequisites: English 11AP, ***Special Permission and Recommendations***
- Credits: 2 credits (Full Weight), a two-semester course with 1 credit per semester
- Fulfills an English/Language Arts requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Textbook Rental: See Dual Credit

Ivy Tech Speech COMM101

Comm 101 is a course in college-level public speaking, and will focus on research and oral presentation through the study of formal speaking, listening skills, information literacy, and critical reading through in depth research and detailed analysis. This course will examine the two main purposes of presentation, persuasive and informative. In addition to providing instruction in writing clear, coherent, and organized arguments, this course will teach strategies for collecting and transforming data for use in individual student presentations and using criteria to evaluate the validity of the arguments presented by others.

- Recommended Grade Level: 11-12
- Recommended Prerequisites: English Honors, ***Special Permission and Recommendations***
- Credits: 1 High School (Full Weight)/3 College Credits, a one-semester course

- Fulfills an English/Language Arts requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Textbook Rental: See Dual Credit

IVY TECH ENGL 111 English Composition I

English Composition I is designed to develop students' abilities to think, organize, and express their ideas clearly and effectively in writing. This course incorporates reading, research, and critical thinking. Emphasis is placed on the various forms of expository writing such as process, description, narration, comparison, analysis, persuasion, and argumentation. A research paper is required. Numerous in-class writing activities are required in addition to extended essays written outside of class.

- Recommended Grade Level: 11/12
- Recommended Prerequisites: English 10 Honors, *Special Permission and Recommendations*
- Credits: 1 High School (Full Weight)/3 College Credits, a one-semester course
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Textbook Rental: See Dual Credit

IVY TECH ENGL 215 English Composition II

This advanced composition course emphasizes an inquiry-driven approach to research-based analytic and argumentative writing. Students will develop advanced analytical, researching, and writing skills by completing an extensive argumentative project.

- Recommended Grade Level: 12
- Recommended Prerequisites: English 111, *Special Permission and Recommendations*
- Credits: 1 High School (Full Weight)/3 College Credits, a one-semester course
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Textbook Rental: See Dual Credit

IVY TECH ENGL 206 Introduction to Literature

Introduction to Literature Development of basic strategies for critically reading and interpreting poetry, fiction, and drama; introduction to the premises and motives of literary analysis and critical methods associated with various literary concerns through class discussion and focused writing assignments.

- Recommended Grade Level: 12
- Recommended Prerequisites: English 11 AP/ENGL 111, ENGL 112, *Special Permission and Recommendations*
- Credits: 1 High School (Full Weight)/3 College Credits, a one-semester course
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Textbook Rental: See Dual Credit

JOURNALISM

Journalism, a course based on *Indiana's Academic Standards for English/Language Arts*, is a study of communications history including the legal boundaries and the ethical principles that guide journalistic writing. It includes a comparison study of journalistic writing to other types of writing. Students prepare for a career path in journalism by working on high school publications or media staffs.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: Interest in writing
- Credits: a 1-semester course for 1 credit
- Counts as an Elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diploma

NOTE: This is not a student publications course. The designated school newspaper or yearbook course is Student Publications.

STUDENT PUBLICATIONS

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

- Recommended Grade Level: 9-12
- Recommended Prerequisites: Journalism
- Credits: 1-8 credits. The nature of this course allows for successive semesters of instruction at advanced levels. May be offered over three- or four-years by titling the course Beginning, Intermediate, or Advanced.
- Counts as an Elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

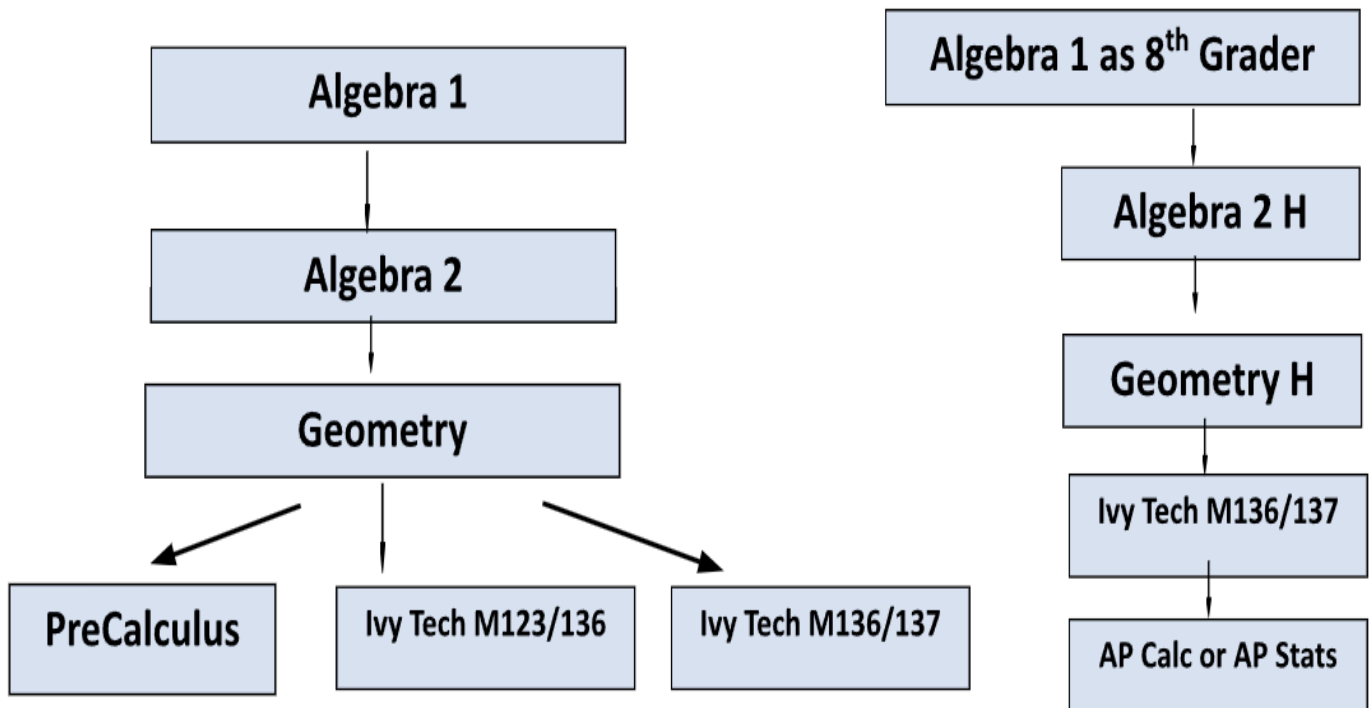
NOTE: This is the designated school newspaper Magpie or yearbook course Tattler.

1034 FILM LITERATURE (FILM LIT)

Film Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of how literature is adapted for film or media and includes role playing as film directors for selected screen scenes. Students read about the history of film, the reflection or influence of film on the culture, and issues of interpretation, production and adaptation. Students examine the visual interpretation of literary techniques and auditory language in film and the limitations or special capacities of film versus text to present a literary work. Students analyze how films portray the human condition and the roles of men and women and the various ethnic or cultural minorities in the past and present. Courses can be offered in conjunction with a composition course, or schools may embed 62 Indiana Department of Education High School Course Titles and Descriptions: 2024-2025 Indiana Academic Standards for English/Language Arts writing standards within the curriculum.

- Recommended Grade: 11, 12
- Required Prerequisites: none ● Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

Math Course Map



ALGEBRA I

This course provides the formal development of the algebraic skills. Topics include: properties of real numbers, solving and evaluating equations and inequalities, graphing linear equations and inequalities, performing basic operations with polynomials, solving quadratic equations and systems of equations, use of exponents and radicals.

- Recommended Grade Level: 9
- Recommended Prerequisites: None
- Credits: 2 credits, a two-semester course with 1 credit per semester
- Fulfills the Algebra I/Integrated Mathematics I requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Students pursuing Core 40, Core 40 with Academic Honors, or Core 40 with Technical Honors diploma should receive credit for Algebra I by the end of Grade 9

2554 INTEGRATED MATHEMATICS I

(INT MATH I) Integrated Mathematics I formalizes and extends the mathematics students learned in the middle grades.

The critical areas deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Integrated Mathematics I uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. 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.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- 2 semester course, 1 credit per semester
- Fulfills a Mathematics course requirement for all diplomas
- Fulfills the Algebra I/Integrated Mathematics I requirement for all diplomas

ALGEBRA II

Algebra II builds on work with linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Recommended Grade Level: 10-11
- Recommended Prerequisite: Algebra I
- Credits: 2 credits, a two-semester course with 1 credit per semester
- Fulfills the Geometry/Integrated Mathematics II requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

GEOMETRY

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. Six critical areas comprise the *Geometry* course: Congruency and Similarity; Measurement; Analytic Geometry; Circles; and Polyhedra. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school INCC The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Recommended Grade Level: 10
- Recommended Prerequisite: Algebra I, Algebra II
- Credits: 2 credits, a two-semester course with 1 credit per semester
- Fulfills the Geometry/Integrated Mathematics II requirement for the Core 40, Core 40 with Academic Honors

GEOMETRY HONORS

This class is the honors alternative to Geometry. **It is designed for the highly motivated student.** This course is designed to introduce the student to the vocabulary and concepts of plane geometry and to apply those concepts using the processes of logical reasoning to attain a better understanding of the world around them. The development of theorems will necessitate a working knowledge of measurement, congruence, similarity, parallelism, perpendicularity, transformations, probability, perimeter, area, volume, trigonometry, and application of algebra concepts of geometry. The scope of Honors Geometry extends beyond the study of geometry with more emphasis on higher order thinking and additional trigonometry, triangle and probability applications.

- Recommended Grade Level: 9-10
- Recommended Prerequisite: Algebra I, Algebra II Honors and ***an A or B in your current classes, and recommendations***
- Credits: 2 credits (Partial Weight), a two-semester course with 1 credit per semester
- Fulfills the Geometry/Integrated Mathematics II requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

IVY TECH MATH 123, QUANTITATIVE REASONING

Introduces students to the mathematics required for informed citizenship, decision making, reasoning from evidence, working with real world data, and effective communication. Students will solve problems using proportional reasoning, percentages, rates of change, linear and exponential models with applications from statistics and finance.

- Recommended Grade Level: 11-12
- Recommended Prerequisite: Contact Counselor
- Credits: 2 credits (Full Weight), a two-semester course with 1 credit per semester

Pre-Calculus/College Algebra, IVY TECH M136

This course is offered to students recommended as most able in mathematics. It is designed for highly motivated students. Presents an in- depth study of functions, quadratic, polynomial, radical, and rational equations, radicals, complex numbers, systems of equations, rational fractions and exponential and logarithmic functions.

- Recommended Grade Level: 10
- Recommended Prerequisite: Geometry Honors and ***A or B in your current classes, and recommendations***
- Credits: 2 credits (Full Weight), a two-semester course with 1 credit per semester
- Fulfills the Geometry/Integrated Mathematics II requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

TRIGONOMETRY, IVY TECH M137

Presents an in-depth study of right triangle trigonometry, oblique triangles, vectors, graphs of trigonometric functions, trigonometric identities and equations and complex numbers in rectangular and polar/ trigonometric forms, rectangular and polar coordinates and conics.

- Recommended Grade Level: 11-12
- Recommended Prerequisite: Algebra II Honors, ***Special Permission and Recommendations***
- Credits: 2 High School (Full Weight)/3 College Credits, a two-semester course
- Fulfills the Geometry/Integrated Mathematics II requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

STATISTICS

AP

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

<http://apcentral.collegeboard.com/apc/public/repository/ap-statistics-course-description.pdf>

- Recommended Grade Level: 11-12
- Recommended Prerequisite: Pre-Calc Ivy Tech M137
- Credits: 2 semester course. 1 credit per semester. Due to the level of rigor, it is recommended that AP Statistics be offered as a 2 semester, 2 credit course. (Full Weight)
- Counts as a Mathematics Course for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Supplemental Fee: \$98 Exam

CALCULUS

AP

Calculus AB, Advanced Placement is a course based on content established by the College Board. *Calculus AB* is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations also are important. Topics include: (1) functions, graphs, and limits; (2) derivatives; and (3) integrals. Technology should be used regularly by students and teachers to reinforce the relationships among the

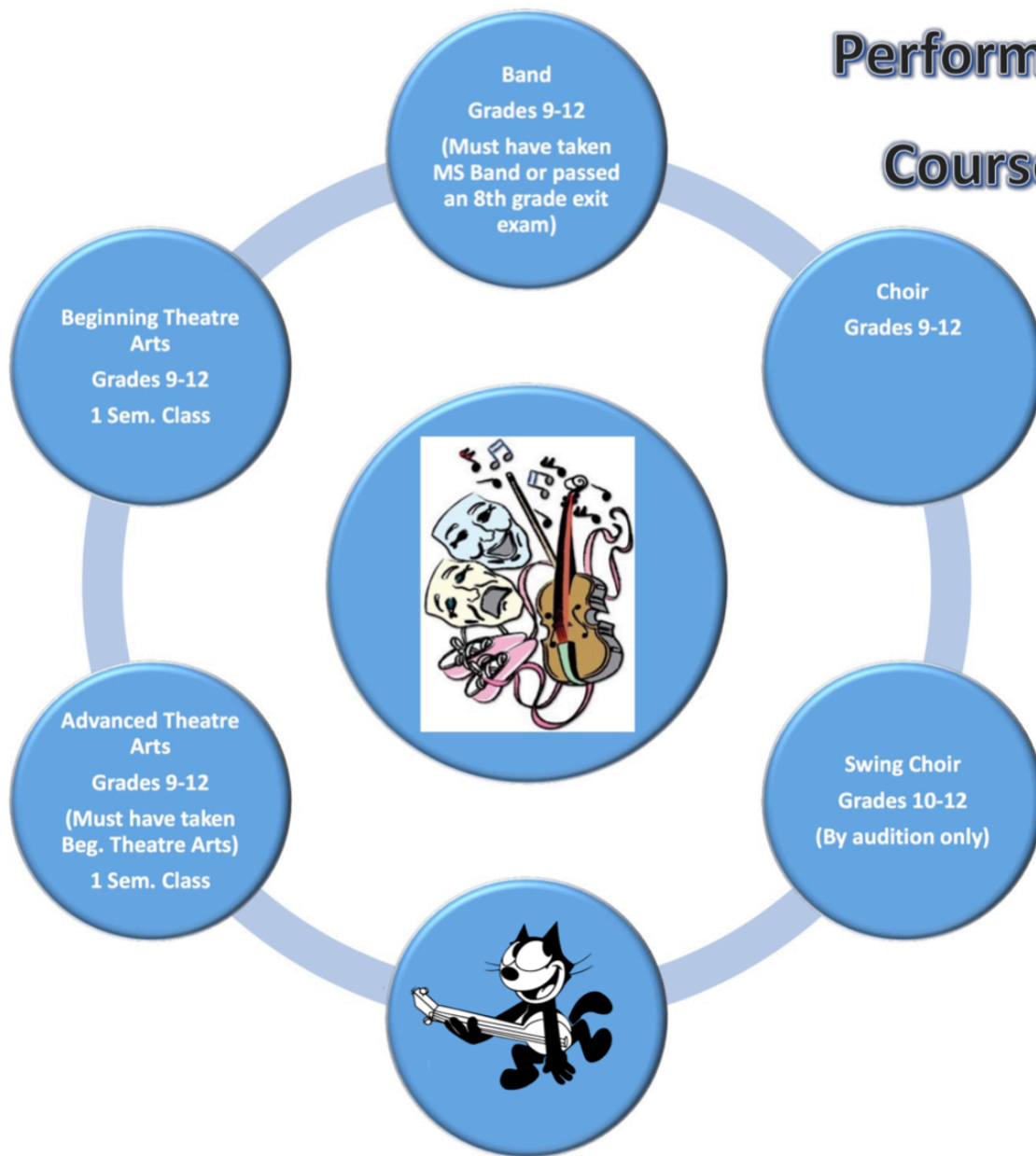
multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:

<http://apcentral.collegeboard.com/apc/public/repository/ap-calculus-course-description.pdf>.

- Recommended Grade Level: 12
- Recommended Prerequisite: Pre-Calc Ivy Tech M137 or AP Stats
- Credits: A two credit course, 1 credit per semester (Full Weight)
- Counts as a Mathematics Course for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Qualifies as a quantitative reasoning course
- Supplemental Fee: \$98 Exam

Performing Arts

Course Map



CHORAL MUSIC

The LHS Concert Choir is a diverse group, with students ranging from beginning vocalists to those with tremendous amounts of experience. This group, which can be a fairly large group, is the cornerstone of the LHS choral music program. Real excellence in choral singing will be the goal for this choir, along with more advanced music reading and an amount of basic music theory. The group will perform both alone and with the other LHS chorus. **Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.**

- Recommended Grade Level: 9-12
- Recommended Prerequisites: Interest in singing with a choral group.
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

SWING CHOIR

The LHS Swing Choir is the most advanced ensemble in the choir program. It will remain a smaller ensemble, with balanced numbers of men and women a goal. Some of the music performed by this group will involve choreography and movement. Jazz, swing, and the best of American Popular Music will be the core of the group's repertoire, along with other music suitable for a small ("Chamber") ensemble. Members of this group will be expected to attend more performances than the other LHS choirs. Members of this group, especially in the older grades, when schedules are more flexible, are encouraged to participate in Concert Choir as well. **All who wish to take this course must audition, and these auditions are generally scheduled in the spring of each year for the next fall's participants.**

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

- Recommended Grade Level: 10-12
- Recommended Prerequisites: **Audition required**
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

CONCERT BAND

The goals of the Logansport Music Program are to promote musicianship, pride of accomplishments, and self-discipline. Public performances including concerts, contests, and parades, will serve as a culmination of daily rehearsal and musical goals. The nature of this course can allow for successive semesters of instruction at an advanced level. **Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.**

- Recommended Grade Level: 9-12

- Recommended Prerequisites: **By audition and with Band Director permission, only. Must be able to pass the 8th grade exit exam.**
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

BEGINNING THEATRE ARTS

Beginning Theatre Arts is based on the Indiana Academic Standards for Theatre. Students enrolled in Beginning Theatre Arts read and analyze plays and apply criteria to make informed judgments. They draw on events and experiences to create scripted monologues and scenes, create scenic designs for existing plays, and build characters through observation, improvisation and script analysis.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: **Must have a great interest in theater.**
- Credits: a 1-semester course for 1 credit.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ADVANCED THEATRE ARTS

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

- Recommended Grade Level: 9-12
- Recommended Prerequisites: Beginning Theatre Arts and **must have a great interest in theatre.**
- Credits: a 1-semester course for 1 credit.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

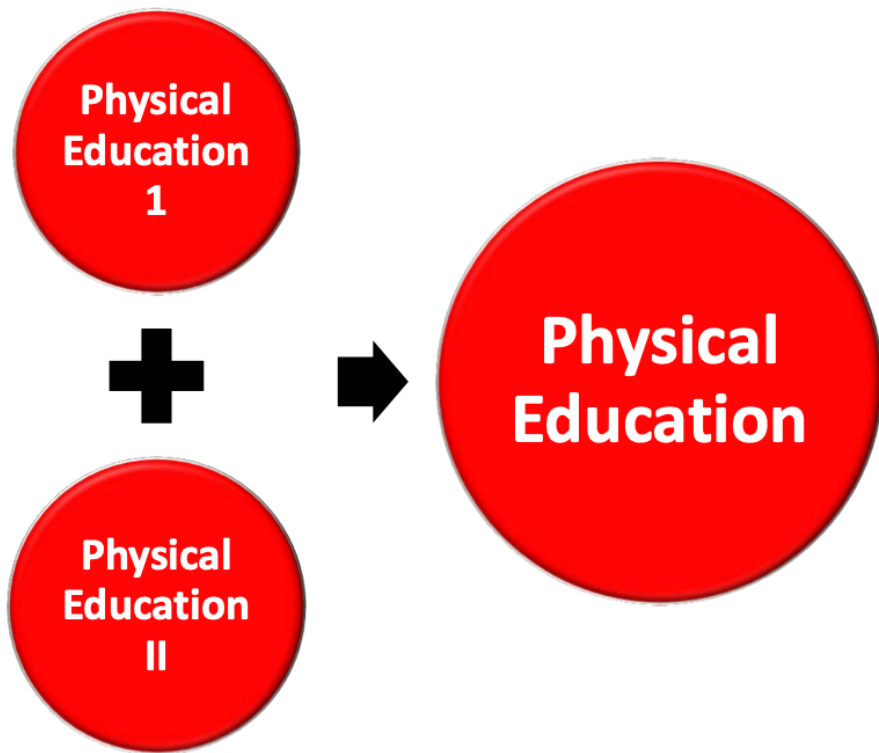
GUITAR CLASS

4200.Applied Music is based on the Indiana Academic Standards for High School Choral or Instrumental Music. Applied Music offers high school students the opportunity to receive small group or private instruction designed to develop and refine performance skills. A variety of music methods and repertoire is utilized to refine students' abilities in performing, creating, and responding to music.

- Recommended Grade: 9,10, 11, 12
- Required Prerequisites: none

- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory course

Physical Education Course Map



Electives:

- Advanced Physical Conditioning
- Weights & Adaptive PE

PHYSICAL EDUCATION I

Physical Education I focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provide 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 which are within the framework of lifetime physical activities and fitness. Ongoing assessment includes both written and performance-based skill evaluation.

- Recommended Grade Level: 9
- Recommended Prerequisites: None
- Credits: 1 credit per semester
- Fulfills part of the Physical Education requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Recommended: Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender.

PHYSICAL EDUCATION II

Physical Education II focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provide students with opportunities to actively participate in four of the following that were not in Physical Education I: team sports; dual sport activities; individual physical activities; outdoor pursuits; all which are within the framework of lifetime physical activities and fitness. Ongoing assessment includes both written and performance-based skill evaluation. Recommended Grade Level: 9

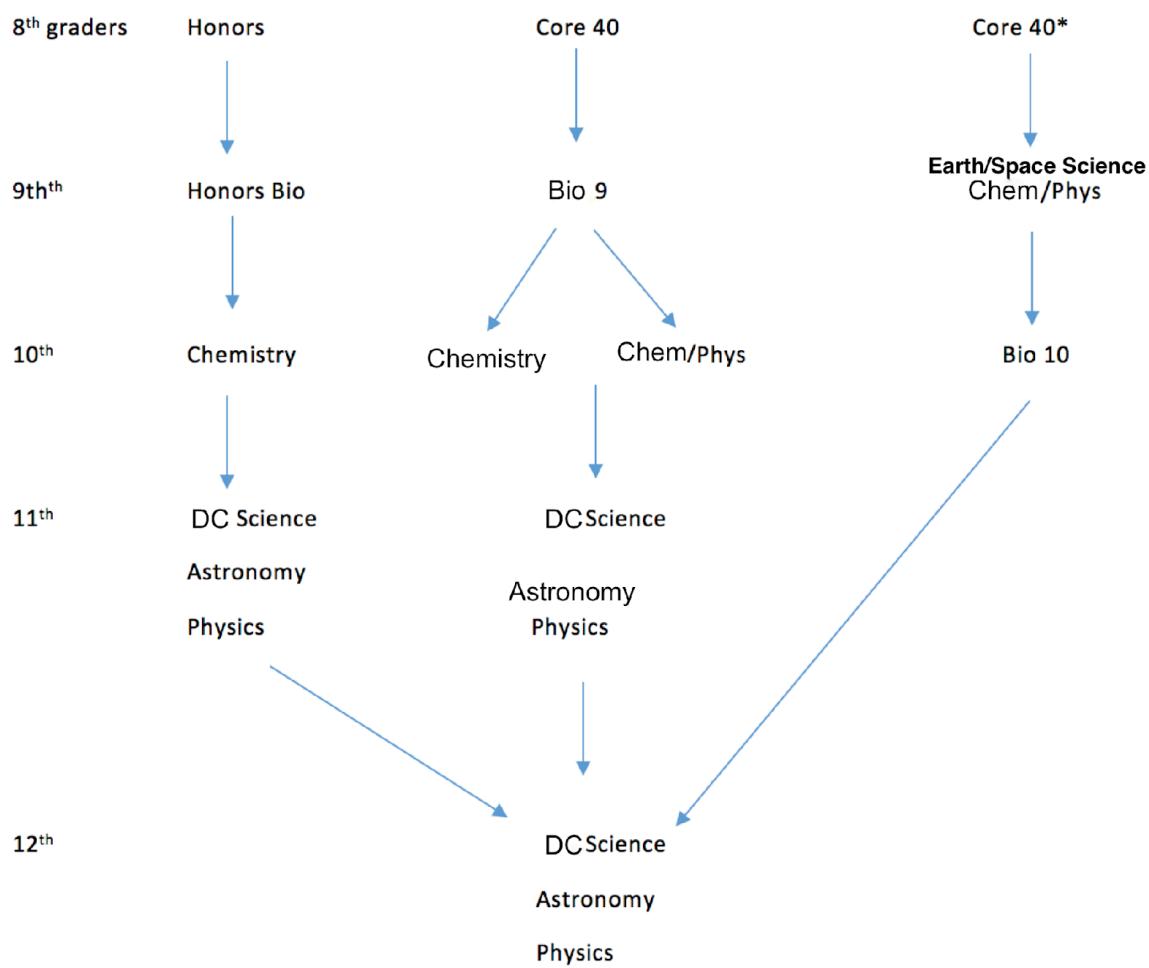
- Recommended Prerequisites: Physical Education I
- Credits: 1 credit per semester
- Fulfills part of the Physical Education requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Recommended: Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender.

ELECTIVE PHYSICAL EDUCATION,WEIGHT TRAINING,FEMALE WEIGHTS ONLY,YOGA,ADVANCED PHYSICAL EDUCATION

Elective Physical Education, a course based on selected standards from *Indiana's Academic Standards for Physical Education*, identifies what a student should know and be able to do as a result of a quality physical education program. The goal of a physically educated student is to maintain appropriate levels of cardio- respiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life. Elective Physical Education promotes lifetime sport and recreational activities and provides an opportunity for an in-depth study in one or more specific areas. A minimum of two of the following activities should be included: team sports; dual sports activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance. It includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. Students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness. Ongoing assessment includes both written and performance-based skill evaluation.

- Recommended Grade Level: 10-12
- Recommended Prerequisites: Physical Education I and II
- Credits: 1 credit per semester, trimester or upon mastery of course standards. There is no maximum amount of credits that may be earned provided that there is no course or skill level duplication.
- Counts as an Elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

Science



Dual Credit (DC) Classes- Astronomy, Physics, Earth Science

*This Core 40 pathway option will be determined by staff recommendations.

BIOLOGY I

Biology I is a course based on the following core topics: cellular chemistry, structure and reproduction; matter cycles and energy transfer; interdependence of organisms; molecular basis of heredity; genetics and 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.

- Recommended Grade Level: 9-10
- Recommended Prerequisites: For 9th Grade: Students who have earned Earth Space Science credits in 8th grade with a C or higher
- Credits: 2 credits, a two-semester course with 1 credit per semester
- Fulfills the life science requirement for the Fulfills Biology credit for Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

BIOLOGY I HONORS

This class is the honors alternative to Biology. **It is designed for the highly motivated student.**

Biology I Honors is a course based on the following core topics: cellular chemistry, structure and reproduction; matter cycles and energy transfer; interdependence of organisms; molecular basis of heredity; genetics and 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.

- Recommended Grade Level: 9
- Recommended Prerequisites: ***Above average ILEARN Scores, an A or B in your current classes, and recommendations***
- Credits: 2 credits (Partial Weight), a two-semester course with 1 credit per semester
- Fulfills the life science requirement for Biology credit for Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

BIOLOGY AP

Biology, Advanced Placement is a course based on the content established by the College Board. The major themes of the course include: The process of evolution drives the diversity and unity of life, Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis, Living systems store, retrieve, transmit and respond to information essential to life processes, Biological systems interact, and these systems and their interactions possess complex properties. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:

<http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

- Recommended Grade Level: 11-12
- Recommended Prerequisites: Biology Honors and Chemistry, ***Special Permission and Recommendations***
- Credits: 2 credits (Full Weight), a two-semester course with 1 credit per semester
- Fulfills the life science requirement for Biology credit for Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

- Qualifies as a quantitative reasoning course
- Supplemental Fee: \$91 Exam

CHEMISTRY

Chemistry I is a course based on the following core topics: properties and states of matter; atomic structure; bonding; chemical reactions; solution chemistry; behavior of gases, and organic chemistry. 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.

- Recommended Grade Level: 10-12
- Recommended Prerequisite: Biology I Honors, Algebra II (can be taken concurrently)
- Credits: A two credit course
- Fulfills the requirement for physical science for the Chemistry credit for Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Qualifies as a quantitative reasoning course

PHYSICS

Physics I is a course focused on the following core topics: motion and forces; energy and momentum; temperature and thermal energy transfer; electricity and magnetism; vibrations and waves; light and optics. 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.

- Recommended Grade Level: 11-12
- Recommended Prerequisite: Algebra II
- Credits: A two credit course
- Fulfills the physical science requirement for the 2 credit requirement for Chemistry I, Physics I, or Integrated Chemistry and Physics towards the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Qualifies as a quantitative reasoning course

4803 Introduction to Computer Science (INTO CS) (Taken at the Century Career Center)

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

- Recommended Grade: 9, 10
- Required Prerequisites: none
- Credits: 1 to 2 semester course, 1 credit per semester, 2 credits maximum

Counts as a directed elective or elective for all diplomas

4801 Computer Science I (COM SCI I)

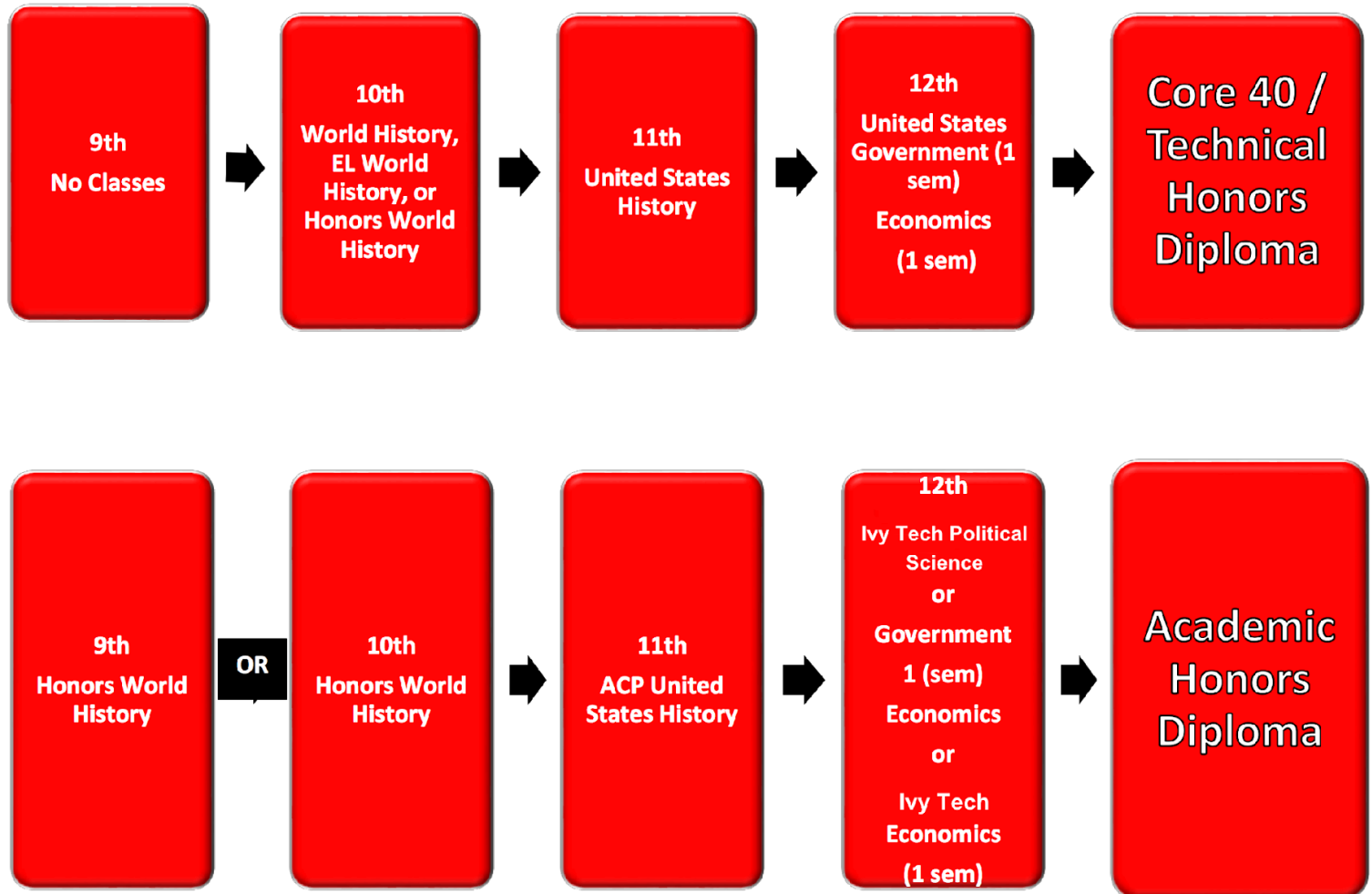
(Taken at the Century Career Center)

Computer Science I introduces the structured techniques necessary for the efficient solution of business-related computer programming logic problems and coding solutions into a high-level language. The fundamental concepts of programming are provided through explanations and effects of commands and hands-on utilization of lab equipment to produce accurate outputs. Topics include

program flow-charting, pseudo coding, and hierarchy charts as a means of solving problems. The course covers creating file layouts, print charts, program narratives, user documentation, and system flowcharts for business problems; algorithm development and review, flowcharting, input/output techniques, looping, modules, selection structures, file handling, control breaks, and offers students an opportunity to apply skills in a laboratory environment.

- Recommended Grade: 10, 11, 12
- Recommended Prerequisites: Introduction to Computer Science
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a directed elective or elective for all diplomas
- Fulfills a science course requirement for all diplomas
- Qualifies as a quantitative reasoning course

Social Studies Course Map



Electives:

Ivy Tech Psychology- 1 Semester (11-12)
Ivy Tech Sociology 1 Semester (11-12)
Ethnic Studies (10-12)
Indiana Studies (10-12)

ECONOMICS

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

- Recommended Grade Level: None
- Recommended Prerequisites: None
- Credits: 1 semester course, 1 credit
- Fulfills the Economics requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors, a Social Studies requirement as an Elective for any diploma
- Qualifies as a quantitative reasoning course

IVY TECH ECON 101

This is an advanced and college-level Economics class. Provides a survey of microeconomics, macroeconomics, international economics, comparative economic systems, historical development of economic thought, and their application to current economic problems. An introductory course intended primarily for students who need only one semester of economics.

- Recommended Grade Level: 12
 - Recommended Prerequisites: **Special Permission**
 - Credits: 1 semester course (Full Weight), 1 credit/3 college credits
 - Fulfills the Economics requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors, a Social Studies requirement as an Elective for any diploma
 - Qualifies as a quantitative reasoning course
 - Textbook Rental: See Dual Credit

ETHNIC STUDIES

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

- Recommended Grade Level: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit
- Counts as an Elective for all diplomas

GOVERNMENT

United States Government provides a framework for understanding the purposes, principles, and practices of constitutional representative democracy in the United States. Responsible and effective participation of citizens is stressed. Students understand the nature of citizenship, politics, and

governments and understand the rights and responsibilities of citizens and how these are part of local, state, and national government. Students examine how the United States Constitution protects rights and provides the structure and functions of various levels of government. How the United States interacts with other nations and the government's role in world affairs will be included. 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.

- Recommended Grade Level: 12
Recommended Prerequisites: None
Credits: 1 semester, 1 credit
Fulfills the Government requirement for the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas or counts as an Elective for any diploma

INDIANA STUDIES

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

- Recommended Grade Level: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester
- Counts as an Elective for all diplomas

GEOGRAPHY AND HISTORY OF THE WORLD

Geography and History of the World is designed to enable students to use geographical tools, skills and historical concepts to deepen their understanding of major global themes including the origin and spread of world religions; exploration; conquest, and imperialism; urbanization; and innovations and revolutions. Geographical and historical skills include forming research questions, acquiring information by investigating a variety of primary and secondary sources, organizing information by creating graphic representations, analyzing information to determine and explain patterns and trends, planning for the future, and documenting and presenting findings orally or in writing. The historical geography concepts used to explore global themes include change over time, origin, diffusion, physical systems, cultural landscapes, and spatial distribution/patterns and interaction/relationships. Students use the knowledge, tools, and skills obtained from this course in order to analyze, evaluate, and make predictions about major global developments. This course is designed to nurture perceptive and responsible citizenship, to encourage and support the development of critical thinking skills and lifelong learning, and to help prepare Indiana students for the 21st Century.

- Recommended Grade Level: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester
- Counts as an Elective for all diplomas

WORLD HISTORY AND CIVILIZATION

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.

- Recommended Grade Level: 10
- Recommended Prerequisites: None
- Credits: 2 semester course, 1 credit per semester
- Fulfills a Social Studies requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective for any diploma

WORLD HISTORY AND CIVILIZATION HONORS

World History and Civilization Honors is designed for the highly motivated student. The course emphasizes events and developments in the past that greatly affected large numbers of people across broad areas and that significantly influenced peoples and places in subsequent eras. Key events related to people and places as well as transcultural interaction and exchanges are examined in this course. Students are expected to compare and contrast events and developments involving diverse peoples and civilizations in different regions of the world. They will examine examples of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present. Students are also expected to practice skills and process of historical thinking and research and apply content knowledge to the practice of thinking and inquiry skills and processes. There will be continuous and pervasive interactions of processes and content, skills and substance, in the teaching and learning of history.

- Recommended Grade Level: 9-10
- Recommended Prerequisites: ***Above average ILearn (9th) Scores, an A or B in your current classes, and recommendations***
- Credits: 2 credits (Partial Weight), a two-semester course with 1 credit per semester
- Fulfills a Social Studies requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective for any diploma

UNITED STATES HISTORY

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

secondary sources to explore topical issues and to understand the cause for changes in the nation over time.

- Recommended Grade Level: 11
- Recommended Prerequisites: None
- Credits: 2 semester course, 1 credit each semester
- Fulfills the US History requirement of the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

IVY TECH Dual Credit, AMERICAN HISTORY I (H101)

Evolution of American society from English Colonization through Civil War: political, economic, social structure; racial and ethnic groups; sex roles; Native American, inter-American and world diplomacy of United States; evolution of ideology, war, territorial expansion, industrialization, urbanization, international events, and their impact on American history.

- Recommended Grade Level: 11
- Recommended Prerequisites: Special Permission, Recommendations
- Credits: First semester course/3 college dual credits (Full Weight)
- Fulfills the US History requirement of the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

IVY TECH Dual Credit, AMERICAN HISTORY II (H102)

Evolution of American society from 1865 - present: political, economic, social structure; racial and ethnic groups; sex roles; Native American, inter-American and world diplomacy of the United States; evolution of ideology, war, territorial expansion, industrialization, urbanization, international events, and their impact on American history.

- Recommended Grade Level: 11
- Recommended Prerequisites: Special Permission, Recommendations
- Credits: Second semester course/3 college dual credits (Full Weight)
- Fulfills the US History requirement of the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

IVY TECH, SOCI 111, INTRODUCTION TO SOCIOLOGY

Introduces students to the major theoretical paradigms of the science of human society, including fundamental concepts, descriptions, and analyses of society, culture, socialization processes, social institutions, social change, social stratification and the application of this understanding to everyday living.

- Recommended Grade Level: 11-12
- Recommended Prerequisites: **Special Permission and Recommendations**
- Credits: 1 credit (Full Weight)/3 College Credits.
 - Fulfills elective social studies credit for Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

IVY TECH, INTRO TO PSYCHOLOGY (PSY 101)

Introduction to the scientific study of human and animal behavior. Course covers all of the major areas within psychology, including development, learning, intelligence, personality, attitudes, altered states of consciousness, abnormal behavior, and psychotherapy.

- Recommended Grade Level: 11-12
- Recommended Prerequisites: ***Special Permission and Recommendations***
- Credits: 1 credit (Full Weight)/3 College Credits.
- Fulfills elective social studies credit for Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

IVY TECH, POLS 101 - Introduction to American Government and Politics

Studies federalism, theories of the origins and purposes of government and other aspects of the American government including interest groups, political parties, and the electoral process. Emphasis is placed on constitutional backgrounds and the organization and functions of the executive, legislative, and judicial segments of the national government, civil liberties and civil rights, public opinion, media, bureaucracies, and domestic and foreign policy.

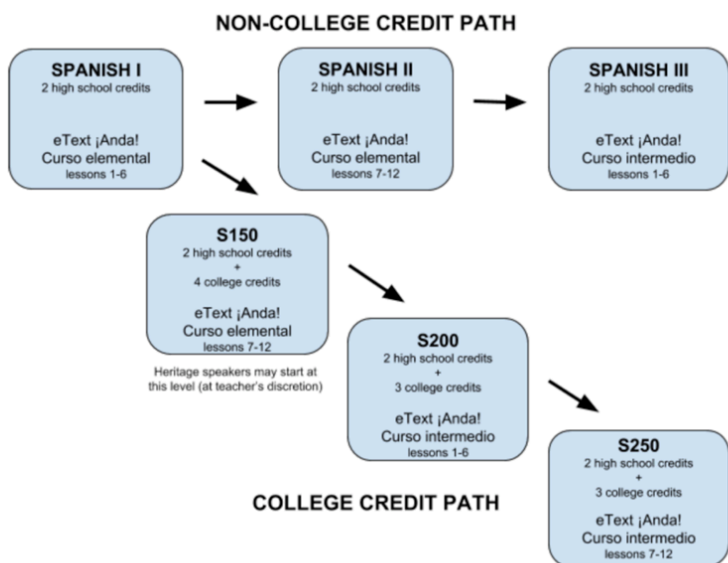
- Recommended Grade Level: 12
- Recommended Prerequisites: ***Special Permission and Recommendations***
- Credits: 1 credit (Full Weight)/3 College Credits.
- Fulfills elective social studies credit for Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

1512 Current Problems, Issues, and Events

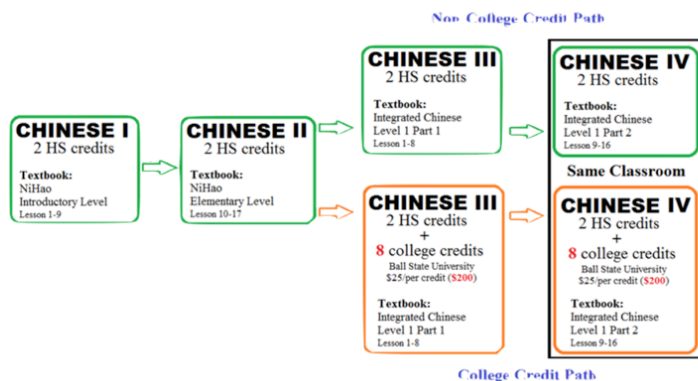
(CPIE) Current Problems, Issues, and Events gives students the opportunity to apply investigative and inquiry techniques to the study of significant problems or issues. Students develop competence in (1) recognizing cause and effect relationships, (2) recognizing fallacies in reasoning and propaganda devices, (3) synthesizing knowledge into useful patterns, (4) stating and testing hypotheses, and (5) generalizing based on evidence. Problems or issues selected will have contemporary historical significance and will be studied from the viewpoint of the social science disciplines. Community service programs and internships within the community may be included.

- Recommended Grade: none
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester. Course may be repeated for credit if the content of the course changes.
- Counts as an elective for all diplomas
- Fulfills social studies requirement for General Diploma.

SPANISH



CHINESE



FRENCH

French I



French II



French III

Note:

French I being added will be based on enrollment.

Dual Credit French options are still being determined.

World Languages

Note: Chinese III and IV can earn dual credits with Ball State University with \$25/per credit, which will be \$200/8 credits/per school year. Spanish II, III and IV also offer the opportunity to earn dual credits with Indiana University at \$25/per credit, which will be \$100/4 credits/per school year for Spanish I, and \$75/3 credits/per school year for Spanish III-IV. French dual credit options are TBD.

World language is only a requirement for the Academic Honors Diploma. Only strong freshmen Honors students should take a World Language in 9th grade. Note: World Language is optional for the Core 40. Only dedicated Core 40 students who want to learn a new language and are willing to practice outside of class should enroll.

CHINESE I

Chinese I, a course based on *Indiana's Academic Standards for World Languages*, introduces students to effective strategies for beginning Chinese language learning, and to various aspects of Chinese-speaking culture. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics, and write simple sentences using characters. This course also emphasizes the development of reading and listening comprehension skills, such as recognizing letters and sounds of familiar words and comprehending brief oral directions. Additionally, students will examine the practices, products and perspectives of Chinese-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 Chinese language and culture outside of the classroom.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: See Above
- Credits: 2 credits, a two-semester course with 1 credit per semester (See note above about dual credit)
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

CHINESE II

Chinese II, a course based on *Indiana's Academic Standards for World Languages*, builds upon effective strategies for Chinese language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics, and write sentences and descriptions using characters. This course also emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and recognizing words and characters through stroke order and stroke count. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation. Additionally, students will describe the practices, products and perspectives of Chinese-speaking culture; report on basic family and social practices of the target culture; and describe contributions from the target culture. This course further emphasizes making

connections across content areas and the application of understanding Chinese language and culture outside of the classroom.

- Recommended Grade Level: 10-12
- Recommended Prerequisites: Chinese I
- Credits: 2 credits, a two-semester course with 1 credit per semester (See note above about dual credit)
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

CHINESE III

Chinese III, a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for Chinese language learning by facilitating the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to initiate, sustain and close conversations; exchange detailed information in oral and written form; and write simple paragraphs using characters. This course also emphasizes the continued development of reading and listening comprehension skills, such as using radicals, stroke order, and stroke count to guess meaning. Students will address the presentational mode by presenting student-created material on a variety of topics, as well as reading aloud to practice appropriate pronunciation. Additionally, students will continue to develop understanding of Chinese-speaking culture through recognition of the interrelations among the practices, products and perspectives of the target culture; discussion of significant events in the target culture; and investigation of elements that shape cultural identity in the target culture. This course further emphasizes making connections across content areas as well the application of understanding Chinese language and culture outside of the classroom.

- Recommended Grade Level: 11-12
- Recommended Prerequisites: Chinese II
- Credits: 2 credits, a two-semester course with 1 credit per semester (See note above about dual credit)
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

CHINESE IV

Chinese 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 understanding of Chinese-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 Chinese language and culture in the community beyond the classroom is explored through the identification and evaluation of resources intended for native Chinese speakers.

- Recommended Grade Level: 12
- Recommended Prerequisites: Chinese III
- Credits: 2 credits, a two-semester course with 1 credit per semester (See note above about dual credit)
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

FRENCH I

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

- Recommended Grade: 9, 10, 11, 12
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester Counts as a directed elective or elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma

FRENCH II

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

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: French I
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester

- Counts as a directed elective or elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma 2024

FRENCH III

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

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: French I and II
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Counts as a directed elective or elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma

SPANISH I

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

- Recommended Grade Level: 9-12
- Recommended Prerequisites: None
- Credits: 2 credits, a two-semester course with 1 credit per semester (See note above about dual credit)
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

SPANISH II

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

- Recommended Grade Level: 10-12
- Prerequisites: Spanish I

At teacher's discretion, Heritage Learners may be placed directly in this level without meeting the prerequisites

- Credits: 2 credits, a two-semester course with 1 credit per semester (See note above about dual credit)
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

SPANISH III

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

- Recommended Grade Level: 11-12,
- Prerequisites: Spanish II
- Credits: 2 credits, a two-semester course with 1 credit per semester (See note above about dual credit)

- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

SPANISH IV

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 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.

- Recommended Grade Level: 12
- Prerequisites: Spanish III
- Credits: 2 credits, a two-semester course with 1 credit per semester (See note above about dual credit)
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

Special Programs

EDUCATION PROFESSIONS I

Education Professions I provides the foundation for employment in education and related careers and prepares students for study in higher education. An active learning approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of education and related careers. The course of study includes, but is not limited to: the teaching profession, the learner and the learning process, planning instruction, learning environment, and instructional and assessment strategies. Exploratory field experiences in classroom settings and career portfolios are required components. A standards-based plan guides the students' field experiences. Students are monitored in their field experiences by the *Education Professionals I* teacher. Articulation with postsecondary programs is encouraged.

- Recommended Grade Level: 11-12
- Recommended Prerequisites: ***Special Permission and Recommendations***
- Credits: 1 credit (Full Weight)/3 College Credits.
- Fulfills elective social studies credit for Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Textbook Rental: See Dual Credit

EDUCATION PROFESSIONS II

Education Professions II prepares students for employment in education and related careers and provides the foundation for study in higher education in these career areas. An active learning approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of education and related careers. The course of study includes, but is not limited to: the teaching profession, the learner and the learning process, planning instruction, learning environment, and instructional and assessment strategies. Extensive field experiences in one or more classroom settings, resumes, and career portfolios are required components. A standards-based plan guides the students' field experiences. Students are monitored in their field experiences by the *Education Professions II* teacher. Articulation with postsecondary programs is encouraged.

- Recommended Grade Level: 12
- Recommended Prerequisites: Education Professions I
- Credits: 1 credit (Full Weight)/3 College Credits.
- Fulfills elective social studies credit for Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Textbook Rental: See Dual Credit

JAG (JOBS FOR AMERICA'S GRADUATES)

JAG-Indiana (Jobs for America's Graduates) is a national curriculum that is designed to support students' steps toward graduation based on developing employability skills. The curriculum is centered in core competencies that assure success in the labor market. Course activities provide

opportunities for students to practice the skills needed to enter the job market. Career counseling, mentoring, and classroom instruction is provided by the JAG specialist.

- Recommended Grade Level: 11-12
- Recommended Prerequisites: Interview by Panel and JAG Requirements
- Credits: One credit per semester up to 2 credits Counts as an Elective for all diplomas

PHYSICAL EDUCATION FLEX CREDIT

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. Logansport High School students are required to take two semesters of Physical Education to graduate. Both credits may be earned through non-traditional PE. A student can receive one (1) credit for participation in each qualifying activity. Each activity can only be used once to obtain a PE credit. The maximum number of credits that can be earned through non-traditional PE is two (2) which will meet the graduation requirement.

For more information, please see PE Flex Credit information at the end of this Program of Studies.

STUDENT OFFICE ASSISTANT

Students in good standing with the Dean's Office and earning at least a 3.0 cumulative GPA are permitted to assist in the LHS offices and Departments.

- Recommended Grade Level: 10-12
- Recommended Prerequisites: Counselor and Office/Department Recommendation Only and C- or higher for the semester
- Credits: None

TEACHER ASSISTANT

At the teacher's request, students will be assigned to serve in various clerical and tutoring tasks. Students interested in this alternative should get an application form from the counselor and administrative approval.

- Recommended Grade Level: 10-12
- Recommended Prerequisites: Teacher Recommendation Only with Administrative Approval and C- or higher for the semester
- Credits: None

STUDY HALL

Study Hall allows students to work on their assignments during the school day. Students should work with their counselor to see if this option benefits overall educational success.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: Counselor Recommendation Only
- Credits: None



There are a vast offering of dual credit opportunities at LHS. Dual Credit courses allow high school students to earn high school and college credits simultaneously. LHS is proud of our extensive dual credit partnerships with Indiana University, Ivy Tech Community College, Trine University, and Ball State University. LHS offers 112 dual credits, including AP classes, over 250 when including our attached Century Career Center. Some recent graduates have been transferring well over 30 credits into Indiana colleges and universities at a huge savings to our students and families.

Having so many dual credits within our program of studies has allowed LHS to become part of the Rural Early College Network (RECN) through the University of Indianapolis and the Center of Excellence in Leadership of Learning (CELL). This year, LHS received a federal grant for \$150,000 over the next five years to help with this initiative. RECN will assist LHS to quickly implement the Early College (EC) high school model and become fully endorsed as we partner with Ivy Tech Community College. EC targets underserved students and allows them to earn both high school diplomas and a potential of two years of credits toward bachelor or associate degrees through rigorous dual credit classes supported by wrap-around services.

Here are some of the added benefits for students in EC:

- Students are grouped together with the same homeroom teacher all four years
- Students are grouped in Math and English and additional core classes as allowed in schedules
- Increased point of emphasis with school-to-home communication
- After school tutoring option three times a week
- College field trips

For more information about EC, please visit the LHS website at

"<http://lhs.lcsc.k12.in.us/>" "<http://lhs.lcsc.k12.in.us/>" under Explore> For Students> Early College.





PTECH stands for Pathways in Technology Early College High School. This is a 9-12 school within a school option for students with a specific focus on project-based learning, workplace learning, and employment skills geared towards the advanced manufacturing pathways. PTECH will start its first cohorts in Indiana in 2023 with one of the four locations in Logansport, Indiana. As part of the program, students can choose a career pathway and take courses that provide the academic, technical, and workplace skills that are attractive to employers. Students have the potential to earn up to 60 credit hours or an associate degree in four years, along with industry certificates for their selected career pathway - opportunities that can lead to paid internships and job placement after graduation, all while pursuing their high school diploma. Best of all, this opportunity comes tuition-free.

PTECH is designed to serve incoming ninth-grade students who have a determination to attend college, are first-generation college students and have been historically underrepresented in higher education. Each PTECH cohort will be made up of twenty-five students.

Students will be nominated for PTECH and complete an online application, sit for a student/parent interview, and then receive notice of their application status.

PTECH was first started in New York City with a heavy emphasis on project based learning, strong connections with industry partners, including mentorships and internships, and earning college credit.

Logansport High School PTECH offers three pathways for students to pursue. Applied Associate of Machine Tool Technology, Industrial Technology with a welding concentration, or Construction Technology.

For more information, contact the PTECH principal, Miss Christy Diehl, at diehlc@lcsc.k12.in.us.

General Pointers

- To have a high Grade Point Average (GPA), you must take as many weighted classes as possible.
- To attend a 4-year college or university, you should be on the Academic Honors Diploma and be in honors classes to be better prepared for dual credit/AP courses.
- If you earn a B+ in regular classes and do not work hard at it, you should be in honors classes.
- Only Academic Honors Diplomas require a foreign language. It is not a requirement for the Core 40. Only take a foreign language if you are interested in working hard on learning the language.
- Begin to read about the PSAT, SAT, and ACT tests. Getting the highest score on those tests could be the difference between getting into college or being accepted into your first few choices.
- Be well rounded...get involved! Colleges/Universities are looking at the total student, which includes, but is not limited to, leadership positions/clubs/sports/community service/volunteering efforts.
- Down the Road...Applying to Colleges/Universities (**It starts now!**)
 - **Safety School-** A safety school is one where it is almost certain your application for admission will be accepted. The college will most likely accept you if your high school grades and test scores are well above the average.
 - **Target School-** A target school will probably accept your application for admission. Your high school grades and test scores will fall into the middle range when looking at the school's profile. There are no guarantees, but it's not unreasonable to be accepted to several of your target schools.
 - **Reach School-** A reach school is a college that you might have a chance of getting into, but something in your academic profile is on the low side when looking at the school's profile. Reach schools are long-shots, but they could still be possible.
- Do your homework! Zeros on homework often lead to low quiz and test scores. The majority of failed classes are due to zeros in the grade book.
- Take classes that interest you to be College and Career Ready.
- If you are a serious athlete, you should be in Advanced Physical Conditioning all four years, take advantage of the PE Flex credit, or get a PE credit out of the way in summer school. PE Flex credit (earn PE credits by participating in qualifying activities, including sports) information may be found on the website under Students and Parents.
- As an athlete, get your physical before summer and take summer weight conditioning.

Study Hints to be Successful

- Control your study time
- Control your study space
- Schedule study periods
- Create a study environment without distractions, including those found online
- Have note-taking materials computer ready at the beginning of class
- Listen and take notes in class
- Listen to your teacher and classmates
- Revise and review notes soon after taking them
- Read with attention and without distractions
- Adjust your reading style to the text, course, and type of material you are reading
- Read and reread
- Use varied reading techniques: survey, question, read, recite, and review your text.
- Review class material at the end of each week
- Take accountability...Be responsible for you
- Use your resources
- Be in contact with teachers: email, Schoology
- Understand that learning happens outside the school day, too
- Know WHERE to find the agenda/syllabus for each class and visit it often
- Find a study partner/group
- Adding visuals to vocabulary really helps
- Study time is greatly reduced if you are an active learner and listener during class time
- Eyes up and focused on the speaker
- Answering questions in class out loud or in your head
- Asking questions to clarify material covered in class
- Be an active participant in group activities
- Rewriting notes and making note of potential test questions
- Prepare daily; review weekly



Logansport High School Non-Traditional Physical Education Waiver Enrollment Form



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. Logansport High School students are required to take two semesters of Physical Education to graduate. Both credits may be earned through non-traditional PE. A student can receive one (1) credit for participation in each qualifying activity. Each activity can only be used once to obtain a PE credit. The maximum number of credits that can be earned through non-traditional PE is two (2) which will meet the graduation requirement. A student must participate in one of the activities listed below and receive a grade of "A".

Please note: These credits DO NOT count towards IHSAA athletic eligibility. Students must be enrolled and passing 5 courses each semester for athletic eligibility. Student managers do not qualify for the waiver.

Qualifying Activities

Cross Country	Track and Field	Logan Dance Team (LDT)
Basketball	Cheerleading	
Volleyball	Softball	Swing Choir
Football	Baseball	
Golf	Tennis	
Summer Marching Band	Gymnastics	
Wrestling	Berryettes	
Soccer	Swimming and Diving	

Through the completion of this form, you are requesting that your child be allowed to fulfill the PE requirement for one (1) credit by completing one of the activities listed above. An additional credit may be earned through participation in another qualifying activity. The same activity cannot be used for both PE credits needed.

Student's Name _____ Grade _____

List the activity _____

Check appropriate line:

(Check which semester of PE you want this activity to replace): PE I _____ PE II _____

Name of Coach/Teacher _____

Your child must successfully complete the requirements or he/she will not receive the required credit for PE. They will have to either take PE in the traditional manner or be successful the next time in an activity listed above.

Requirements:

The student must finish the season in "Good Standing".

If injured, the student is still expected to attend the activities and participate/help as needed.

Rehabilitation with the school trainer counts toward attendance.

If the student finishes in "Good Standing", then the rubric below will be used to determine the grade:

Performance Evaluation (Rubric)

Attendance (Season)	Practice, Competitions		Points Earned
	100% attendance x 5 points	500	_____
Citizenship	Spirit, Attitude & Leadership	200	_____
Ability	Commitment, Skill Improvement	50	_____
Total		750 pts	_____

$$650 - 750 = A$$

Below 650 points – failed to meet requirement

I have read and understand the conditions above.

Student Name: _____
PRINT

Student Signature: _____

Parent/Guardian Name: _____
PRINT

Parent/Guardian Signature _____

Coach/Teacher Name: _____
PRINT

Coach/Teacher Signature: _____

Date: _____



Mr. Bob Iles, Director
ilesr@lsc.k12.in.us

Mr. Matt Lange, Assistant Director
langem@lsc.k12.in.us

Mrs. Allison Chambers, Director of Guidance
chambersa@lsc.k12.in.us

<http://ccc.lsc.k12.in.us>"<http://ccc.lsc.k12.in.us>

LHS and the Century Career Center work together to build a dynamic comprehensive high school campus to provide for our diverse student body. In having an attached Career Center, LHS students have convenient access to a wide array of career readiness courses. LHS and CCC combine for over 250 Dual Credit opportunities.



CCC Mission

Providing knowledge, skills, and opportunities for everyone to be successful!

Century Career Center programs provide outstanding opportunities for high school students in grades 9-12 to explore multiple college and career pathways.

Students can earn college credits, state and national certifications, and participate in business and industry internships while in high school.

DISTINGUISH

Academic Honors
Approximately 30 stu
3% will be
7% will be

ACADEMIC		SERVICE/L
GPA	Value	Activity
4.2 +	100	Student Govern
4.1	95	(40 points max)
4.0	90	
3.9	80	Student Council
3.8	70	President
3.7	60	Student Council
3.6	50	President
3.5	40	Student Council
3.4	30	Member
3.3	20	
3.2	10	Class President Class Officer
National Merit OR National Achievement OR National Hispanic Semi-Finalist	20	
Commended	10	NHS NHS Officer (service hours re (15 points max)
SAT Score 1400 +	20	CCC Tech Hon. (10 points max)
SAT Score 1200-1399	10	
ACT Score 34 +	20	Co-Curricular O (15 points max)
ACT Score 30-33	10	Yearbook Editor Newspaper Edito
AP Scholar with Distinction or State/ National Scholars	10	Clubs (Actively involve points max)
AP Scholar or AP Scholar with Honors	5	Club President
<i>Only includes class taken through junior year (10 points max)</i>		
10 or more Dual Credit/AP Classes Passed (After 7th semester)	10	
7 or more Dual Credit/AP Classes Passed (After 7th semester)	5	
Technical Honors Diploma	5	

