

JENNINGS COUNTY HIGH SCHOOL



2020-2021 SCHOOL IMPROVEMENT PLAN

Jennings County High School School Improvement Plan



Table of Contents

School Improvement Committee	2
Introduction	3
 Plan Components	
Plan Available to Public.....	3
Waivers.....	4
Description and Location of Curriculum.....	5
Assessment Instruments.....	6
Parent and Community Involvement	7
A Safe and Disciplined Learning Environment.....	10
Technology as a Learning Tool.....	12
Cultural Competency Component.....	16
English as Second Language (ESL) and/or	
Limited English Proficient (LEP) Policy.....	16
Action Plan.....	17
Professional Development Plan.....	30
 Additional Information	
Narrative.....	34
Jennings County Schools Strategic Plan.....	36
High Ability.....	39
Wellness Policy.....	44
Co-Curricular Activities and Extra-Curricular Activities.....	48
 Data.....	 50
 Appendix A – Digital Curriculum Guide	
Appendix B – Fine Arts Academy	
Appendix C – Graduation Waiver Remediation Plan	
Appendix D – Healthy Panthers Prepare and Care Plan	

**JENNINGS COUNTY HIGH SCHOOL
SCHOOL IMPROVEMENT COMMITTEE
2020-2021**

<u>ROLE</u>	<u>MEMBER</u>	<u>TERM</u>	<u>PROXY</u>
Co-Chair Educator	Dustin Roller	3	Johnny Bright
Co-Chair Educator	Ed Ertel	2	Nikki Cardinal
Educator	Teresa Helton	1	Cam Cockerham
Educator	Molly Jones	8	Josh Creech
Educator	Anne Poore	8	Ryan Cummings
Educator	Jeff Green	1	Nick Nixon
Educator	Brad Morris	8	Marilyn Wathen
Educator	Barry Hovious	1	Brad Briggs
Educator	Neil Snyder	6	Megan Buchanan
Business	BJ Sigler	1	Rob Kent
Community	Adam Young	1	Matt Staples
Classified	Cheryl Ward	5	Annette Sims
Parent	Carrie Manowitz	8	Lisa Vogel
Student	Addyson Kent	2	
At-Large	Seth Hulse	8	

Introduction

Jennings County High School's Improvement Plan was developed to document the changes and progress our school has made while working to continuously improve everything we do. The plan provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability. The components used in this plan are based upon the Indiana Academic Standards required in Public Law 221.

This plan is a living document that describes JCHS and includes actual evidence of our work. It describes who we are, our vision for the school, goals, plans, progress, and achievements in the context of client demographics and needs and school partnerships. The plan also describes how we intend to increase student learning, our ultimate outcome. The School Improvement Committee was involved in developing the narrative for our plan based on representation from the entire staff.

Please enjoy this comprehensive report as it provides documentation of who we are and how we work together to continuously improve what we do to prepare our students to become successful citizens and participants in the future world!

Copies of the JCHS School Improvement Plan are available in the main office at the school and at the district office located at 34 Main Street, North Vernon, Indiana. The plan may be viewed or printed from the school's website at <http://jchs.jcsc.org/>.

The Staff of JCHS

Plan Components

WAIVERS

Jennings County High School's School Improvement Plan is addressing all the requirements of PL221 and, therefore, is requesting that no statutes or rules be waived.

Description and Location of Curriculum

The curriculum of Jennings County High School is continuously being reviewed and updated by the school's administration, School Improvement Team, and staff. The Jennings County High School curriculum is compliant with the standards established by the Indiana Department of Education.

Jennings County High School students are offered a variety of educational opportunities. They may earn a diploma with the following distinctions: Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors. A general education diploma is available to students who opt out of the Indiana diploma with Core 40 distinction after their sophomore year.

Course descriptions have been submitted to the State for Academic Honors and Core 40 approval. Students are made aware of the Academic Honors and Core 40 through meetings, the student handbook, and the student curriculum guide. Tutorial help is made available to students needing additional assistance on any level through the Panther Days and The Hub Student Support Center. Jennings County Schools encourages students to achieve the Academic Honors Diploma.

Special information concerning schedules, credits, required and elective courses, college and trade school information and vocational guidance may be secured from the guidance office. Information concerning test results and their applications are also available from the counselors. Students are encouraged to make use of the available guidance services and to secure as much information as possible before making decisions that affect not only the present but also the future. Each student is required to complete a four-year plan, which includes participation in a career-planning course. Jennings County High School is also implementing the use of the program Naviance to help track our students' four-year plans, college and career readiness, along with improving their connections to real world employment.

In the guidance office students may find college catalogs, brochures, books on vocations, military information, job opportunities, professional vocational opportunities, college loans, scholarships and work study programs. Our students were awarded nearly \$500,000 in scholarships last year.

Articulation agreements are in place with various post-secondary institutions allowing students to earn dual credits and early college credits in more than 49 different courses. Students may participate in internships, apprenticeships, co-op programs, as well as other job shadowing experiences. 12 advanced placement courses are offered in English, mathematics, science, social studies, and art.

The curriculum for Jennings County High School is available at the school and at the district office located at 34 Main Street, North Vernon, Indiana. Each year, the school reviews and updates the student curriculum guide. Appropriate parts of the curriculum are routinely distributed to parents and students including career clusters and pathways.

The following information may be found in Appendix A:

- *Updated JCHS Curriculum Guide*
- Curriculum Guide includes listing of the institutions and courses with articulation agreements

Assessment Instruments

The following are types of assessments used in addition to the state mandated ISTEP+ at Jennings County High School:

- ISTEP+ – These comprehensive assessments are designed to determine how well students have mastered the content of a given course as defined by the Core 40 Standards. Core 40 End of Course Assessments (ISTEP+) will be administered in English 10, Biology, and math (for all sophomores) per the state testing schedule. The results of these assessments will aid in determining areas of strength and areas needing improvement in skills work for students.
- Advanced Placement – A grade of “3” or above will earn college credit at any state-supported college or university as stated in House Bill 1135. The Advanced Placement assessments are given at the end of the school year. These results are used by post-secondary institutions.
- PSAT – This is a preliminary SAT which also serves as a route of entry for the National Merit Scholarship competitions. The PSAT is given to sophomores and juniors in October.
- SAT – This is a college entrance examination that assesses English and mathematics. The SAT is given at Jennings County High School in August, October, November, December, March, and May. The students have the opportunity to take the test at other sites in November, December, March, and/or June.
- The Accuplacer exam is given to those students not taking the PSAT to determine their level of college and career readiness.
- SAT II – These are specific subject tests for college admission or placement. The SAT II is given the same dates as SAT I.
- ACT – This is a college entrance examination that assesses English, mathematics, reading, and science reasoning. The students have the opportunity to take the ACT each month.
- PIVOT – This is an online-benchmark assessment and RTI program. Students take part in benchmark assessments three times per year and the online activities are then used extensively in our mandatory remediation/enrichment programs.
- ASVAB – We utilize ASVAB to offer our students another pathway to graduation.
- Naviance College and Career Assessments – We will utilize the Naviance assessments for students to connect to possible colleges and careers.
- All classes at JCHS are required to administer final exams.

Parent and Community Involvement

The collaboration among students, parents and the community is a vital and integral part of the JCHS family. They volunteer an estimated 15,000 hours per year to make our students' educational experience a positive one. The following are examples of their participation:

Parents in School

1. Parent organizations (band, choir, orchestra, FFA, athletics)
2. Parent/Teacher Conferences (2053 in October 2019)
3. Attendance at yearly transitional planning meetings
4. Organization of After Prom
5. Chaperones for field trips
6. Work in concession stands
7. Volunteer coaches and help at sporting events
8. Presenters at academic and athletic awards banquets
9. Parental participation on textbook adoption committee
10. Business and community participation in Career Day
11. Parent involvement in Core Planning Team
12. Access to student grades and information via the Skyward software system

Community in School

1. Business and college partnerships
2. Career Day
3. Mock Interviews
4. Manufacturing Day
5. Career Planning Class
6. EDC-College and Career Fairs
7. The Hub tutors and mentors

Students in Community

1. Internships
2. "Take Your Child to Work Day" (parents allow their children to job shadow their work experience)
3. Business and community participation on various school improvement-related committees
4. Marketing
5. Youth Leadership Academy
6. JAG
7. PVE

Public Relations

1. Recipients of approximately 2,500 Panther Paws (positive notes) per year
2. Website
3. Comcast Cable Channel 96 and Cinergy-Metronet Channel 2
4. Engineer/Bio Med Social Dinners – To create connections between students and community leaders in the chosen fields.
5. *The Plain Dealer and Sun* newspapers
6. Jennings Sunday section of the *Columbus Republic*
7. The Jennings County Athletics App and Website
8. WJCP Radio
9. JCHS has over 5,000 followers on Facebook
10. JCHS has over 2,000 followers on Twitter
11. JCHS sent a survey to alumni in September 2018 to review how prepared former students felt in their post-secondary path. (Enroll, Enlist, Employ)
12. JCHS was spotlighted on PBS as a rural-school success story, October 2015.
13. JCHS is also spotlighted in a two-page color-feature in *The Plain Dealer and Sun*, each March
14. JCHS will also look to promote the use of Naviance to both students and parents to help the transition to their Post-Secondary Choices.

Access to Learning Aides and School Resources

1. On-line Library Catalog. JCHS has a complete catalog of books and movies housed in its library available on the web so that students may reserve books, check account status, and obtain bibliographical information via the internet.
2. Virtual Library. JCHS has a collection of over thirty e-book reference resources that are accessible via the school website. In addition, the school has four other databases that contain on-line encyclopedias, reference resources, newspapers, academic journals, videos, and podcasts that are accessible to students, parents, and the general public.
3. Textbook Companion Websites and several open-source textbooks are utilized for instruction.
4. Homework Helpline. JCHS also promotes the utilization of the Rose-Hulman University Math and Science Homework Hotline available to students and parents at 1-877-ASK-ROSE.
5. Many JCHS students have been able to recover credits via the internet using the online Edgenuity learning system.

6. Access to student academic performance. Parents have 24-hour access to their student's academic performance through Skyward, our student-information system. This may be accessed through the school website with the student's/parent's username and password.
7. On-line educational support resources. Students and parents may access a plethora of online curricular support that the teaching staff introduces them to.
8. All JCHS students have a Google Chromebook for the 2020-2021 schoolyear. The devices will be incorporated into all aspects of instruction through the implementation of Google Classroom. In addition, the devices will be used for ISTEP+ Assessments.

A Safe and Disciplined Learning Environment

To provide safe educational environments for all students in Indiana, the Indiana State Board of Education has adopted administrative rule (511 IAC 6.1-2-2.5) and the Indiana General Assembly has passed law (IC 5-2-10.1-9) to improve school safety. The new law requires every Indiana school corporation to designate a school safety specialist. The school safety specialist will coordinate the safety plans of each school in the corporation and act as a resource for other individuals in the school corporation on issues related to school discipline, safety and security.

Jennings County School district has not only a designated specialist, but also eleven other safety specialists. Two of the four of the high school administrators, one high school teacher, and the district SRO are school safety specialists certified through the Indiana School Safety Specialist Academy and the Indiana Criminal Justice Institute. The four building level specialists, in conjunction with the Crisis Response Team (nine faculty members of different expertise), are prepared to respond quickly, efficiently, and appropriately if and when an emergency arises. The Crisis Response Team meets once a semester to keep updated on any changes or updates in the crisis intervention plan.

Again, during the 2020-2021 school year, JCSC will have a dedicated school resource officer. The district SRO is housed at JCHS and is a vital part of not only the safety and security of the school but is also a vital part of the admin team at JCHS.

Jennings County High School believes the safety of the students and staff must be of the utmost importance. The crisis preparedness plan, the Crisis Response Team and the school safety specialist believe the focus of school safety should be:

1. Preventing a crisis
2. Responding to a crisis
3. Containing a crisis
4. Providing support during and after a crisis
5. Helping to avoid a future crisis
6. A copy of the School Emergency Preparedness Plan, all monthly fire/emergency drills and severe weather emergency drills may be obtained in the main office of the high school.

Jennings County High School makes every effort to insure a non-threatening learning environment. Visitor access is limited with an additional set of security doors. Visitors are to report to the main office to sign in and are issued visitors' badges utilizing the Raptor scan system. All outside doors are locked during the school day. In case of an emergency the entire school maintains a "lock down" procedure in which, not only are all outside doors locked, but students must remain in classrooms and classroom doors are locked. Intruder drills are conducted each semester to practice the lock down procedure. On-going communication with faculty and staff takes place via memos and e-mail.

Students are expected to adhere to the Jennings County High School Code of Conduct. Student handbooks are available on the high school website. Copies of student handbooks may be obtained in the main office and guidance office of the high school.

In response to the 2020 COVID-19 pandemic, Jennings County Schools developed the Healthy Panthers Care Plan. This plan can be found in Appendix D.

Technology as a Learning Tool – 2020-2021

Jennings County High School's technology program is based on the corporation's on-going technology development plan. The technology program's objective is to provide support to teachers in planning and presenting quality, engaging, work-oriented instruction and assist students in accomplishing tasks.

Jennings County High School provides students and teachers with the opportunity to develop skills through the JCSC's 1:1 initiative. Rather, teachers and students are encouraged to explore and develop the skills they need to accomplish the goals they have set for themselves. The technology department is continually updating all hardware and software.

Current Status: All JCHS students have a Dell Chromebook. The technology staff has electronic tracking of repairs and monitors the necessary replacement of equipment. There are two full-time computer technicians and one full time assistant for technology in the high school. All computer labs have been phased out as a part of the District's 1:1 initiative. The Media Center can accommodate two classes and has several open computer stations.

Internet Connectivity: During the spring of 2014 a new server and updated wireless network was installed in JCHS which provides improved internet access throughout the building. Additionally, our ingress/egress ratio was corrected allowing for smoother connectivity throughout the District especially during spring testing-windows our most vulnerable time. Previously, the district was upgraded to a fractional T3 Internet connection (Above 5.0 million bits/second) allowing the entire district to connect at five times the previous T1's speed. Each school is now connected to the Internet backbone at a T1 speed (1.5 million bits/second). Overall the school interactivity has been increased from at least five fold to ten fold in the last several years.

Project Lead the Way: Project Lead the Way Inc. (PLTW) is a national program forming partnerships among public schools, higher education institutions and the private sector to increase the quantity and quality of engineers and engineering technologists graduating from our educational system. PLTW has developed a four year sequence of courses which, when combined with college preparatory mathematics and science courses in high school, introduces students to the scope, rigor and discipline of engineering and engineering technology prior to entering college. PLTW courses offered at JCHS include: Introduction to Engineering Design, Digital Electronics, Principles of Engineering, Computer Integrated Manufacturing, Civil Engineering and Architecture, and Engineering Design and Development. The PLTW Bio-Medical Science Program was initiated during the 2008-2009 school year with the introduction of the Principles of Bio-medical Science course. The second course in the sequence, Human Body Systems, was implemented during the 2009-2010 school-year and the third course, Medical Interventions, in 2010-2011. Biomedical Innovations, the final course in the sequence, was offered during the 2011-2012 school year completing the series of PLTW Biomedical courses. During the 2019-2020 school year we started implementation of the PLTW Computer Science curriculum.

Community Interaction through Technology: In a recent poll, 60% of the community said they rely on either the district web pages, the school channel available on cable television and internet streaming, to stay in tune with their schools. The web page offers unlimited access to teacher email, relays to the community the daily status of school closure/delay or simple information like the lunch menu. The school's cable channels/Internet presence offers 24/7/365 display of school news, non-profit community news, humane society, community plays and movies, church events, United Way, birthdays, school delays/closings, recycling center, school events, live broadcasts of sporting events, live broadcast of graduation and playing other school broadcast news programs keeps our community in touch with schools, and allows, the display of students' use of technology. This is streamed to the Internet and many events are watched live anywhere in our country or in the world.

JCHS Facebook/Twitter Pages: In an attempt to efficiently communicate with our public, JCHS is now utilizing Facebook and Twitter as an informational tool posting up-to-date messages to over 4,000 Facebook friends and 2,000 Twitter followers.

The Webpage: The Webpage is one of the primary outreaches between the schools and the public. The webpage also shows school schedules, current job openings, teacher email and phone contacts, food menus, school news, and common curriculum links. The web page was designed and created for student, teacher and community use. During the summer of 2018 the JCHS website was updated and reworked to be more user friendly. The website is now designed by School Webmasters.

Cable Television: In 2001, Comcast Cable began to offer our school channel 24/7/365. In 2009, CinergyMetro Net began to televise our school channel to their customers. Jennings County School's programming is now seen in three counties and 38,000 homes. Programming includes live sporting events, orchestras, choir concerts, dramas, and graduation shown live. The channels have allowed schools to be a servant to the community by displaying "boil water advisories", school delays and closings. The channel is a valuable tool for staying in touch with our local public.

Skylert: Parents are able to be notified of school cancellations, school delays, or other important information by cell phone, text-message, or email through this program.

Library Automation: The school district, including the high school uses the Follett library software package and keeps track of the high school 15,500 item inventory.

Creative Programming: Students using the new Adobe Creative Suite CS5 have now won 39 national video awards and ten state awards for non-broadcast video. Jennings County is the only school in Indiana to have the national Telly award, many of our national awards exists only here in Jennings County High School.

Using Internships in Newspapers: Jennings County High School has two seniors writing for the Columbus Republic newspaper. Thanks to the Internet, it is now possible for a JCHS student to

complete an internship at an “out of county” place of employment. Reaching our community through the cable and newspapers has been a highly effective way to broadcast to not only our students, but the community in general. Technology makes that happen. Over the past two school years JCHS student interns have had over 100 articles published in the Columbus Republic.

Web Page Design Class: JCHS offers a web design class that teaches the basics of Internet Webpage design and allows the students to acquire “real world” experiences in updating the school’s webpage and designing their own webpage. Photoshop and HTML editing software is taught.

Yearbook: The high school yearbook is designed and saved at the company that prints the yearbook. This external movement has allowed for faster creation and increased the volume of data being saved and archived.

Technology Outreach: Digital camera, projector, laptop and large screen television support is provided in our media area in assistance to technology learning. These materials are available for checkout to supplement teaching resources.

Interwrite Mobi Devices: In conjunction with the installation of the LCD projectors, the same classrooms have been equipped with Interwrite Mobi devices. The Interwrite Mobi and Interwrite Mobi System is the industry's first multi-user interface designed specifically to support student-centered, collaborative learning. The teacher and student can concurrently interact with and contribute to the same digital content - ideal for team activities, learning simulations, student exploration, and more!

Online Courses: The staff continues to develop and use on-line curriculum and courses through programs Google Drive, Google Classroom, and e-Textbooks

One to One Computer Initiative: Throughout the 2017-18 school year, all JCHS staff and students implemented e-learning days during inclement weather situations. Policies and Procedures were reviewed, discussed, and adjusted to best serve our students. Our staff will continue with training and PD to more effectively incorporate the laptop into instruction throughout the 2018-2019 school year and beyond.

Online Textbooks: JCHS is also exploring the utilization of on-line open source textbooks for classroom use. Social Studies, Business, Science, AP Music Theory, among others have recently adopted e-texts as a part of the 1:1 Initiative.

Online Learning: During the summer of 2020, JCSC developed essential technology skills for all teachers. Teachers were given time and support to work through these skills and reach proficiency to prepare for a possible move to all online learning due to the COVID-19 Pandemic.

Cultural Competency Component

The ethnic make-up of Jennings County High School is predominantly Caucasian (91.2%). The remainder of the student population is 0.2% American Indian, 0.1% Black, 0.1% Asian, 5.7% Hispanic, and 2.8% Multiracial. 57% of the JCHS student population meets the requirements for free and reduced lunch. Despite a lack of diversity in our school population, promoting and educating our students about cultural diversity is important to us. Listed below you will find many ways in which cultural diversity and cultural responsiveness is incorporated into the daily working of our school.

1. A corporation and school language counselor evaluate and properly places students with limited English language proficiency.
2. Language and culture are being taught in French, Spanish, German, and Chinese classes.
3. World languages class informs and compares a variety of world cultures.
4. Saturday Classics - This program is planned and ran by high school foreign language students that introduce elementary-aged students to the Spanish, German, and French culture and language.
5. Foreign language clubs.
6. Hosting foreign-exchange students.
7. German Honor Society
8. Variation of cafeteria lunch menus to showcase the cultural cuisine of different countries.
9. Many of our staff have been trained in Ruby Payne's "Understanding Poverty" and participated in "Bridges out of Poverty" training during the 2012-2013 and 2015-2016 school years.

English as Second Language (ESL) And/or Limited English Proficient (LEP) Policy

Jennings County Schools will follow and adhere to the guidelines and laws set fourth by the Federal Title III program and the Division of Language Minority and Migrant Programs within the Indiana Department of Education for the identification, testing and development of Individual Education Plans for ESL/LEP students. The district has developed a set of procedures and a program that guides JCS staff when enrolling and providing educational opportunities for ESL/LEP students. At least one staff person in every building in addition to the JCSC and JCHS ELL Coordinators is provided per student population ratios. (See the JCS English as a Second Language (ESL) Policy /Program)

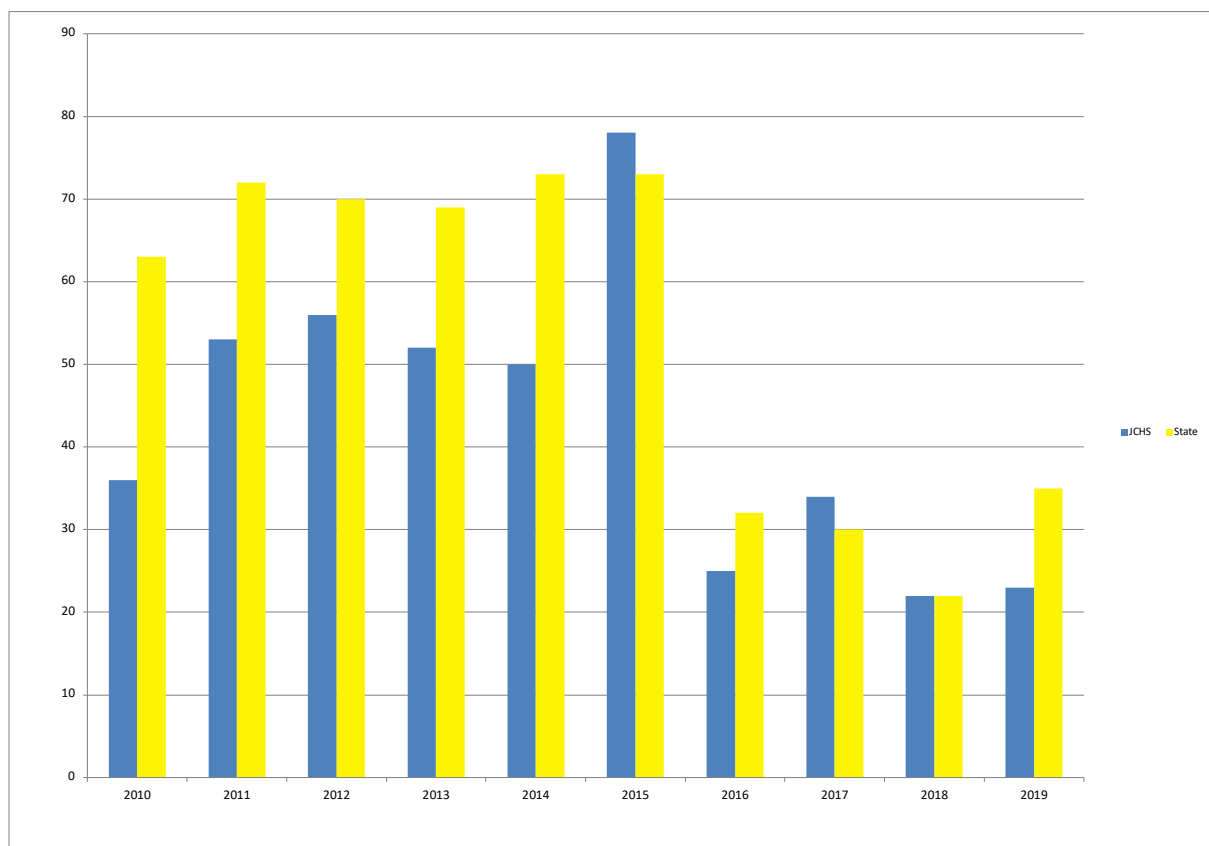
Action Plan

The main goals that we will be working towards are:

1. Improvement in student performance on the Algebra I ECA/ISTEP+.
2. Improvement in student performance on the English 10 ECA/ISTEP+.
3. Reducing the number of graduation diploma waivers needed by JCHS students.
4. Improvement on the school graduation rate.
5. Improvement in the school attendance rate.

Goal #1: Student performance on the Algebra I ECA/ISTEP+ for the Junior cohort group will be at or above the state average for the 2020-2021 schoolyear. There is no data from the 2019-2020 test due to the interruption caused by the COVID-19 shutdown. This is also why we will be testing our Junior Cohort during 2020-2021.

Algebra 1 ECA/Math ISTEP



Strategy

- **General Data Collection**

A list of high priority websites are as follows:

Pearson Access <http://indiana.pearsonaccessnext.com/pearsonaccessnext/>

Learning Connection <https://learningconnection.doe.in.gov/Login.aspx?ret=%2fDefault.aspx>

INview <https://inview.doe.in.gov/>

Then we will move to the actual teaching blueprints.

http://www.doe.in.gov/sites/default/files/assessment/grade-10-math-blueprint_final.pdf

Administration/Data Team will gather Sophomore Cohort members current pass rate on entry.

Administration/Data Team will gather Sophomore Cohort members who still need to pass in the current year.

Administration/Data Team will gather 11-12 students who still need to pass by senior year.

Teachers/Data Team will develop Scope and Sequence of materials to be taught.

Teachers will develop common assessments at corresponding dates to ensure consistency.

Teachers will administer Algebra 1 PIVOT Exam. (Digital data-wall will be tracked and shared via Google Docs)

Administration/Data Team will adjust data walls based on students' results from PIVOT Assessment, ISTEP+, and other benchmarks.

Teachers will progress-monitor in the classroom by establishing and updating student data binders.

- **Digital Data Wall Assembly**

Students will be included on a digital data wall in one of two categories. (Sophomore Cohort & 11/12 Cohort)

Students who have passed by cohort will be represented by a pass rate and overall number only.

Categories will be established by cut score deficiency in multiple ranges. (Ranges may vary depending on student population meeting each category.)

Algebra I students will be placed in one of 5 categories based on their ISTEP+ results from their 8th grade year. A = Pass+, B Pass more than 25 points above cut score, C = 0-25 points above cut score, D = -1 to -25 points below cut score, F = More than -25 points below cut.

The passing cut score will be noted on the Data Wall for all to see and use as a motivator for students.

- **Classroom Data**

Teachers will have overarching daily objective listed and will also post the objective to google classroom.

Teachers will use formative/entry tests below 90% in correlation with summative/exit test (Finals) to establish classroom growth and remediation needs. Data Team will monitor and remediate students in this process.

Teachers will re-teach, organize bell ringers, share in RTI information, and best practices to maximize overall impact on teaching of concepts. (Collaboration is key.)

Grades will be tracked along with entry/exit exams, as well as, Pivot results. At the end of the year there SHOULD be a positive correlation between classroom grades and ECA results.

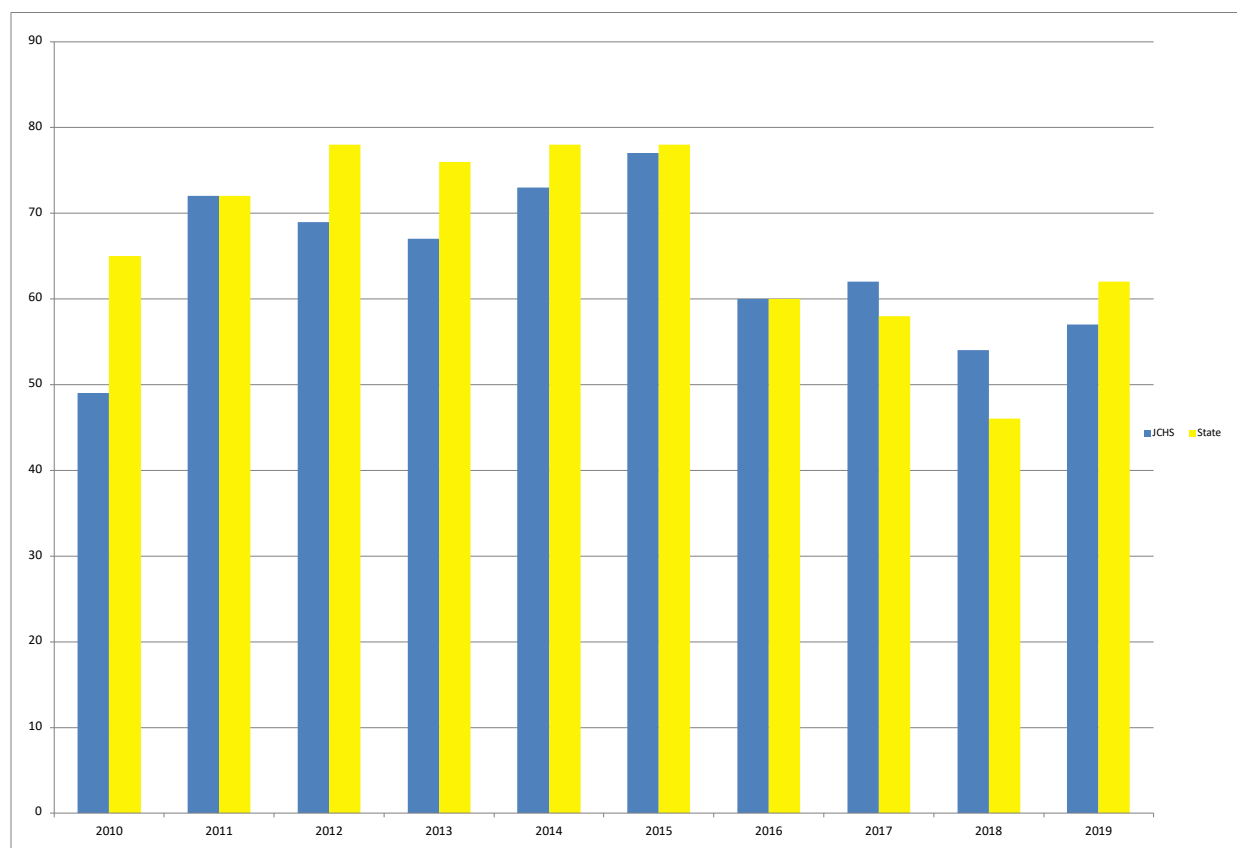
- **Student Owned Data**

Students' Pivot scores and other benchmark assessments are tracked and shared as a part of our school-wide remediation/enrichment initiative.

Students will utilize a combination of Pivot and teacher-directed activities to show mastery in specific skill-areas particularly in the area of Power Standards.

Goal #2: Student performance on the English 10 ECA/ISTEP+ will be at or above the state average for the 2020-21. There is no data from the 2019-2020 test due to the interruption caused by the COVID-19 shutdown. This is also why we will be testing our Junior Cohort during 2020-2021.

English 10 ECA/ISTEP



Strategy:

- **General Data Collection**

A list of high priority websites are as follows:

Pearson Access <http://indiana.pearsonaccessnext.com/pearsonaccessnext/>

LearningConnection <https://learningconnection.doe.in.gov/Login.aspx?ret=%2fDefault.aspx>

INview <https://inview.doe.in.gov/>

Then we will move to the actual teaching blueprints.

http://www.doe.in.gov/sites/default/files/assessment/grade-10-ela-blueprint_final.pdf

Administration/Data Team will gather Sophomore Cohort current pass rate on entry.

Administration/Data Team will gather 11-12 grade student numbers who still need to pass the ECA.

Teachers/Data Team will develop Scope and Sequence of materials to be taught. Using CMA Aligned Blueprints provided by the IDOE

Teachers (ENG9 and ENG10) will develop common assessments at corresponding dates to ensure consistency.

Teachers will administer English 10 Pivot. (Student data will be tracked and collected and shared through Google Docs)

Administration/Data Team will adjust digital data walls based on students results from Pivot exams, ISTEP+, and benchmarks.

Teachers will progress monitor in the classroom by establishing and updating student data binders.

- **Digital Data Wall Assembly**

Students will be placed on data wall in one of two categories. (Sophomore Cohort & 11/12 Cohort)

Students who have passed by cohort will be represented by a pass rate and overall number only.

(English this will be your 11-12 graders only)

English students will be placed in one of 5 categories based on their ISTEP+ results from their 8th grade year. A = Pass+, B Pass more than 25 points above cut score, C = 0-25 points above cut score, D = -1 to -25 points below cut score, F = More than -25 points below cut.

The passing cut score will be noted on the Data Wall for all to see and use as a motivator for students.

- **Classroom Data**

Teachers will have overarching daily objective listed and will also post the objective to google classroom.

Teachers will use formative/entry tests below 90% in correlation with summative/exit test (Finals) to establish classroom growth and remediation needs.

Teachers will re-teach, organize bell ringers, share in RTI information, and best practices to maximize overall impact on teaching of concepts. (Collaboration is key)

Grades will be tracked along with entry/exit exams, as well as, Pivot results. At the end of the year there SHOULD be a positive correlation between classroom grades and ECA results.

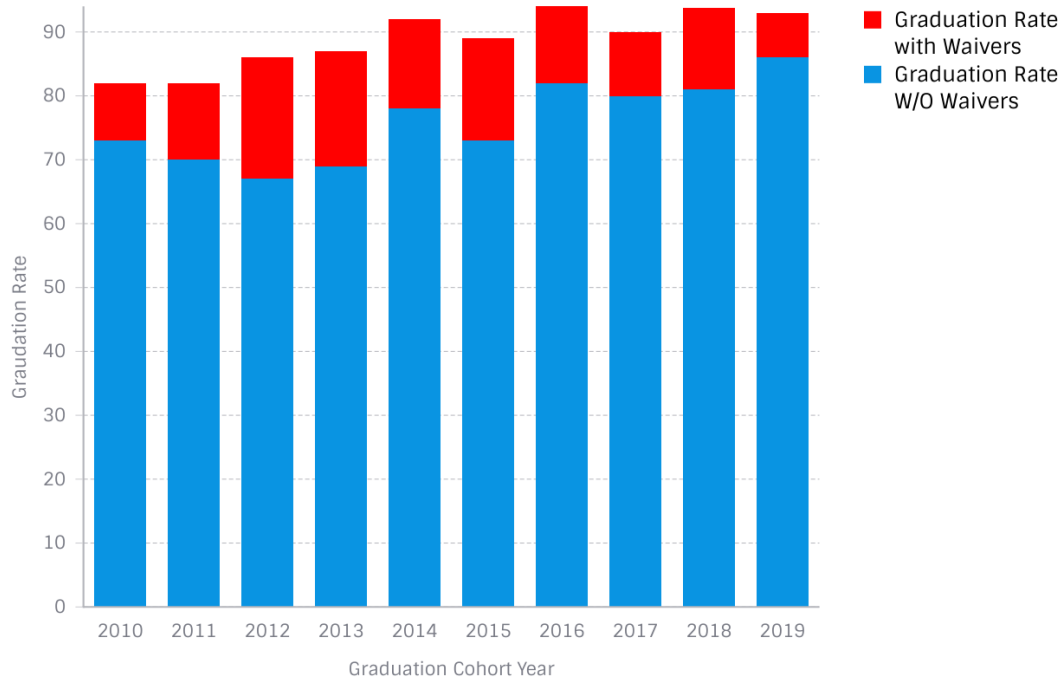
- **Student Owned Data**

Students' Pivot scores and other benchmark assessments are tracked and shared as a part of our school-wide remediation/enrichment initiative.

Students will utilize a combination of Pivot and teacher-directed activities to show mastery in specific skill-areas particularly in the area of Power Standards.

Goal #3: Reduce Graduation Waivers presented to JCHS Students to less than 8% for the 2020-2021 cohort and to reduce it 1% each additional cohort. The 2020 Graduation Rate is not accurate due to the additional flexibility given to students in the 2020 cohort in response to the COVID -19 pandemic.

JCHS Graduation Rate



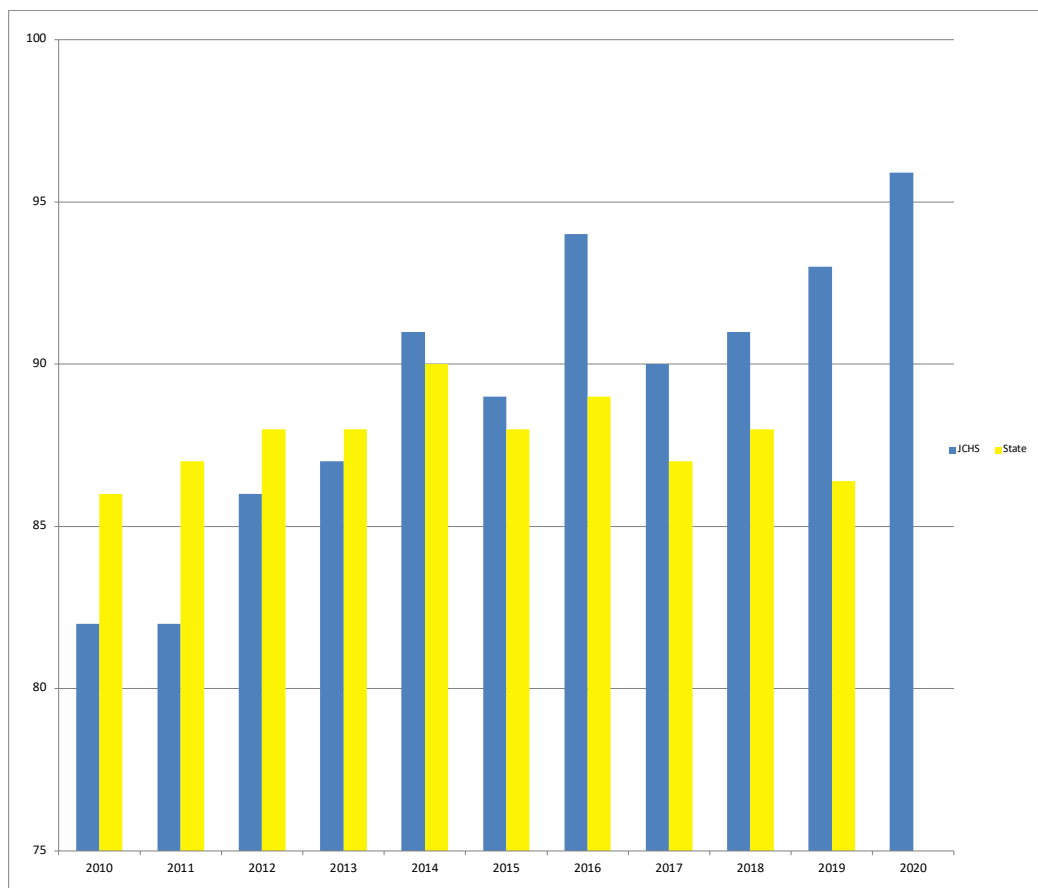
Strategy:

Strategies/Interventions	Rationale*	Person(s) Responsible	Timeline(s)	Evaluation
ISTEP+ Remediation (Math/English)	Students are remediated by licensed teachers for approximately 90 minutes per week Math and/or English, depending on their needs.	English and Math Department Chairs, Remediation Teachers	ISTEP results were provided to teachers in late August 2018. Using this data, students are currently being transitioned from regular study halls and/or courses not required for graduation to remediation.	Remediation teachers will keep attendance and participation records. Formative assessments will also occur and be tracked. The percentage of waivers granted to students should decrease.
Graduation Pathways	Students who would otherwise receive graduation waivers will have options through graduation pathways. Student interests and potential CTE pathways will be identified for students.	TORs/Guidance Counselors/School Administration	Students will meet individually with counselors in order to map out alternative graduation pathways throughout the 2018-2019 school year.	Guidance counselors will track students using a graduation pathway to graduate. This opportunity should also decrease the number of waivers granted to students.
Special Programs Study Halls and Remediation (Special Education/ELL)	Students who are qualified for special services are scheduled into study halls with licensed special education teachers and receive specialized instruction in their area of need.	Special Education Department Chair, Study Hall Supervisors	Each student's Teacher of Record reviews data and makes a recommendation about the student's study hall placement. This was done in Spring 2018 for the 2018-2019 school year.	Special education teachers and study hall supervisors will continually review student attendance, grades, and progress. Overall student performance, including ISTEP+ scores, should improve.

Corporation-Wide Focus on Educating the “Whole Child”	During the 2018-2019 school year, JCSC will be focusing on educating the whole child. This will educate and inform staff about intricacies of educating students from poverty and other adverse situations. A major focus will be social-emotional health.	Led by Corporation and Building Level Administration, Implemented by all staff.	Training opportunities and strategies will be shared throughout the 2018-2019 school year.	While data from this specific strategy will be difficult to track, it adds more intervention opportunities to remove learning barriers from students. Combined with other strategies, this should assist with improving ISTEP+ scores and lowering the number of graduation waivers granted.
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Goal #4: The school graduation rate will remain at or above 90%. The 2019-2020 graduation rate includes the flexibility given to students in the 2020 cohort in response to the COVID-19 pandemic.

Graduation Rate



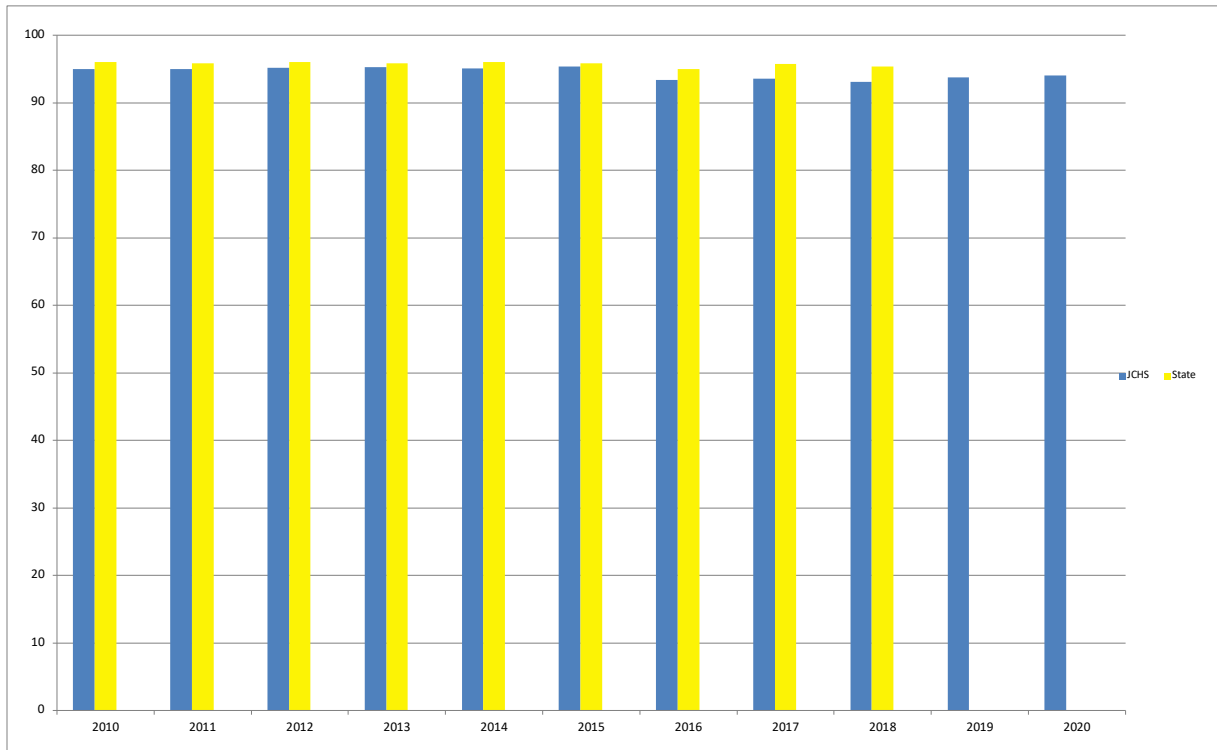
Strategy:

The class of 2016 will be the second to experience the reduction of mandatory credits for graduation from 48 to 42. This alone should provide a boost to the graduation rate. Innovative programming such as IMPACT and online credit recovery courses should also lead to an increase. Additionally, the Board approved summer extension program (IDOE October 1 completion) will aid in this effort as well. A push to increase the number of students passing the ECAs and, thus, not need a waiver to graduate through data tracking and remediation should also help. The new requirements surrounding the ESSA will most certainly provide some new challenges, but we hope to meet them with the same kinds of success that we have come to expect in recent years.

We will also utilize the optional graduation pathways to offer students other options to meet graduation requirements without the use of a waiver.

Goal #5: The school attendance rate will improve to 96.5% and increase by .2 in each following year.

Attendance Rate



Strategy:

The administration and attendance officer will research and explore innovative methods to improve student attendance. During the 2019-2020 school year we have implemented a Student Support Team and have a Secondary Intervention Coordinator who is tracking at-risk students and implementing interventions.

Professional Development Plan

2017–2018

1. Continue the development of data-based approach to the Algebra I ECA/ISTEP as described in the Action Plan.
2. Continue the development of data-based approach to the English 10 ECA/ISTEP as described in the Action Plan.
3. Continue staff training on the ACE method as our Writing-Across-Curriculum model.
4. Continue the implementation of the Westfield model into our Biology I Curriculum to improve ECA/ISTEP+ results. This includes a change in sequence with Biology becoming a sophomore-level course and the continued use of common assessments.
5. Continue implementation of Professional Learning Communities.
6. Adopted and attend training for NWEA as a tool with Pearson still serving as the testing company.
7. Continue progress-monitor implementation of Teacher-led Remediation program for Algebra I and English 10 within the school day utilizing certified staff in conjunction with Data Team.
8. Continue to analyze best practices in all areas of the curriculum.
9. Revisiting Core Values, Measurable Goals.
10. Research ways to limit classroom interruptions.
11. Teacher training on Laptops/Google Classroom and associated software programs and websites. Assistance from 5-Star
12. Continue horizontal and vertical alignment of curriculum with the middle school.

The committee verifies that our Professional Development Plan complies with the State Board's Core Principles for Professional Development.

2018-2019

1. Continue the development of data-based approach to the Algebra I ECA/ISTEP as described in the Action Plan.
2. Continue the development of data-based approach to the English 10 ECA/ISTEP as described in the Action Plan.
3. Teacher and Staff training on implementing Smekens writing principles in classrooms
4. Teacher and Staff training on implementing authentic literacy into classrooms.
5. Continue the implementation of the Westfield model into our Biology I Curriculum to improve ECA/ISTEP+ results. This includes a change in sequence with Biology becoming a sophomore-level course and the continued use of common assessments.
6. Continue implementation of Professional Learning Communities.
7. Implementation of Pivot as a tool with Pearson still serving as the testing company.
8. Continue progress-monitor implementation of Teacher-led Remediation program for Algebra I and English 10 within the school day utilizing certified staff in conjunction with Data Team. JCHS will also implement a Monday remediation program for our career center students to be sure they receive valuable remediation as well.
9. Continue to analyze best practices in all areas of the curriculum.
10. Revisiting Core Values, Measurable Goals.
11. Research ways to limit classroom interruptions.
12. Research the best practice for our daily school schedule. We will look into 7 period, block schedule, modified block, and trimester examples.
13. Teacher training on Laptops/Google Classroom and associated software programs and websites. Assistance from 5-Star.
14. Continue horizontal and vertical alignment of curriculum with the middle school.

2019-2020

1. Continue the development of data-based approach to the Algebra I ECA/ISTEP as described in the Action Plan.
2. Continue the development of data-based approach to the English 10 ECA/ISTEP as described in the Action Plan.
3. Teacher and Staff training on Trust Based Relational Interventions along with Social Emotional Learning Professional Development.
4. Teacher and Staff training on implementing authentic literacy into classrooms.
5. Continue the implementation of the Westfield model into our Biology I Curriculum to improve ECA/ISTEP+ results. This includes a change in sequence with Biology becoming a sophomore-level course and the continued use of common assessments.
6. Continue implementation of Professional Learning Communities.
7. Continue progress-monitor implementation of Teacher-led Remediation program for Algebra I and English 10 within the school day utilizing certified staff in conjunction with Data Team.
8. Continue to analyze best practices in all areas of the curriculum.
9. Revisiting Core Values, Measurable Goals.
10. Research ways to limit classroom interruptions.
11. Research the best practice for our daily school schedule. We will look into 7 period, block schedule, modified block, and trimester examples.
12. Teacher training on Laptops/Google Classroom and associated software programs and websites. Assistance from 5-Star.
13. Continue horizontal and vertical alignment of curriculum with the middle school.

The committee verifies that our Professional Development Plan complies with the State Board's Core Principles for Professional Development.

2019-2020

1. Continue the development of data-based approach to the Algebra I ECA/ISTEP as described in the Action Plan.
2. Continue the development of data-based approach to the English 10 ECA/ISTEP as described in the Action Plan.
3. Teacher and Staff training on Trust Based Relational Interventions along with Social Emotional Learning Professional Development.
4. Teacher and Staff training on implementing authentic literacy into classrooms.
5. Continue the implementation of the Westfield model into our Biology I Curriculum to improve ECA/ISTEP+ results. This includes a change in sequence with Biology becoming a sophomore-level course and the continued use of common assessments.
6. Continue implementation of Professional Learning Communities.
7. Continue progress-monitor implementation of Teacher-led Remediation program for Algebra I and English 10 within the school day utilizing certified staff in conjunction with Data Team.
8. Continue to analyze best practices in all areas of the curriculum.
9. Revisiting Core Values, Measurable Goals.
10. Research ways to limit classroom interruptions.
11. Research the best practice for our daily school schedule. We will look into 7 period, block schedule, modified block, and trimester examples.
12. Teacher training on Laptops/Google Classroom and associated software programs and websites. Assistance from 5-Star. Focus on creating engaging and impactful remote/online lessons.
13. Continue horizontal and vertical alignment of curriculum with the middle school.

The committee verifies that our Professional Development Plan complies with the State Board's Core Principles for Professional Development.

Additional Information

Narrative

Community Demographic Data

Population: In 1990 the population of Jennings County was 23,661, in 2013 the population was 28,241, and the projected population for 2020 is 29,415. In 2013 the school age population was 5,289. Census information from 2013 states that there are 1346 nonwhite or persons of mixed race in Jennings County and that there are 1,178 single parent households.

Education: In 2014, 237 of the 326 Jennings County High School graduates went on to higher education. Of those, 140 went to a 4-year school, 80 went to a 2-year school and 17 went to vocational/technical training. 16 graduates entered military service, while 67 planned to enter the workforce. In Jennings County, 85.2 percent of the adults over 25 have a high school diploma or higher. 8.9% of these adults have a B.A. or higher degree.

Income: The per capita income in 2012 was \$35,048 annually and the median income was \$46,023. The poverty rate that year was 15.7% with the poverty rate among children under 18 at 22.6%. In May 2013 it was reported that Jennings County Schools provides 2,800 children received free or reduced fee lunches.

Birthrate: In 2008 the teen birth rate per 1,000 females age 15-17 (Rate per 1,000) was 31.0.

Employment: Despite a small drop in the unemployment rate, it is still a huge concern for our community. 1,172 people were in unemployed in July 2013 down from 1,662 people in 2011, the unemployment rate is now 8.8% down from 11.0%. The 13,287 member workforce makes up the manufacturing base for the community. Over the years the community has suffered a blow with the closing of several major employers. However, the Muscatatuck Urban Training Center on the State Developmental grounds, the Honda plant in neighboring Greensburg and GT Industries have brought some new employment opportunities.

Concerns: The business community is concerned with the apparent lack of communication skills, problem solving skills, math and English skills, attendance rates, and the perceived low graduation rate of the students in Jennings County who do not seek post secondary training. Like students across the state and country, Jennings County students are not always prepared to enter the work force after graduation. The lack of professional and highly skilled job opportunities available locally prevents many of our college graduates from returning to the area.

Hopes: In March of 2011, North Vernon was named as one of two Indiana cities chosen as pilot communities for the Indiana Stellar Communities Grants. The grant should provide approximately 16 million dollars to improve the city.

Other education/training opportunities: In the fall of 2011, The Jennings County Academy of Learning (JCAL) opened offering alternative instruction to approximately 105 students from grades 6-12 who have struggled in the traditional educational environment. The high school portion of this program was relocated to JCHS at the beginning of the 2014-2015 school year. Two teachers and one assistant maintain two classrooms that utilize the Edgenuity system to deliver and monitor online curriculum. Students were a part of the general population in order to take classes not available through Edgenuity. In addition, students from the general student population were able to attend this program for credit recovery purposes. The name of the program was

changed from JCAL to IMPACT. At the beginning of the 2015-16 school year the IMPACT program adopted a philosophy/curriculum more in-line with the IDOE alternative education initiative <http://www.doe.in.gov/cte/alternative-education>. The second classroom will continue as a credit recovery program utilizing the Edgenuity program.

School Data

There are approximately 1,200 students in Jennings County High School. Approximately 300 students graduate each year and an average of 70% each year claim to have plans to pursue a post-secondary education. Jennings County High School has added over 70 new courses since changing to a modified-Block 8 schedule format. Students have remediation and assistance opportunities in the school such as: Math/English Remediation/Enrichment, Panther Academic lab, Basic Skills Development classes for freshman who failed the 8th grade ISTEP+ exam as well as a required Study Hall, and a Core 40 remediation labs which utilize MathXL, NoRedInk, Edgenuity software among others coupled with teacher support. Students with discipline or attendance concerns are served through: Saturday School, ACEP, RESTART, ALSO, and IMPACT. These programs aid students with decision making skills and enable them to remain in school in order to graduate.

Jennings County Schools Strategic Plan

Our Core Values

We believe that....

- An open and positive environment promotes respect, honesty and trust;
- Lifelong learning encourages innovation, creativity, responsibility and productivity;
- The partnership among schools, families and the community is essential to the complete educational experience;
- Each person is unique and has value;
- When each person contributes, the individual and community thrive;
- Understanding diversity enhances our lives and community;
- Challenging students through goal setting and high expectations lead to resilience and success;
- Everyone can learn in an ever-changing environment.

Our Mission

Our mission is to inspire and empower our students to reach their full potential as lifelong learners and productive members of a global community.

Our Strategic Objectives

By 2021, we will....

Keeping Kids Enrolled in JCSC

Create a strategic marketing plan to keep kids in (bring kids to) JCSC. Measurable by increasing enrollment 19-20, 20-21 school years.

Keeping Kids Enrolled in JCSC

Increase/Implement creative programming measures (STEM, CTE, etc.) Measurable through staff/student/community surveys, classroom walk-throughs etc.

Academics and Student Growth

By August 2019, curriculum will be fully aligned to the Indiana Academic Standards to provide teachers with a clear map to guide successful classroom instruction as determined by district level data.

Academics and Student Growth

By August 2019, extended learning opportunities will be offered to students in order to work towards equitable learning experiences for all students.

Taking Care of the Whole Child

All JCSC students have their physical needs (food, water, shelter, clothing) addressed on a weekly basis by May of each school year, as measured by a report from school counselors.

Taking Care of the Whole Child

All JCSC teachers have professional development in both STEM implementation and technology integration centered around the 4Cs (Communication, Creativity, Critical Thinking, and Collaboration) by April of 2019 as measured by a report from principals.

Taking Care of the Whole Child

By May 2020, All students in JCSC graduate high school with a minimum of 30 community service hours from grades 7-12 as measured by student records.

Our Strategies

We will....

- Ensure all employees understand, engage in and commit to our mission and strategic objectives;
- Ensure our community understands, supports and contributes to our mission;
- Align all curricula, programs, services, policies, procedures and resources to achieve our mission and strategic objectives;
- Collaboratively develop partnerships within our community to accomplish our goals.

Our Strategic Delimiters

We will not adopt any new program or service unless it....

- Aligns with and contributes to our mission and/or
- Aligns with or reduces current practices.

We will not allow....

- “old stories”, perceptions or excuses to limit us or our mission.

High Ability: Formally Gifted and Talented

The state of Indiana defines a high ability learner as:

A student who: (1) performs at, or shows the potential for performing at, an outstanding level of accomplishment in at least one domain when compared to other students of the same age, experience, or environment; and (2) is characterized by exceptional gifts, talents, motivation, or interests.

Our task as defined by the State of Indiana

School corporations will meet the educational needs of identified high ability students through differentiated curriculum, instruction, and programming options such as cluster grouping, ability grouping (between classes or within class), honors classes, and/or self-contained classes.

In order to accomplish the task as defined by the State of Indiana the following specific tasks must be completed:

1. Professional development

- A. The building coordinators will make substantive progress towards becoming certified in High Ability education
- B. The faculty as whole will be encouraged to assist the coordinators with identifying students of high ability.
- C. The faculty will be informed of terminology and the state standards concerning high ability education.
- D. The faculty will be informed about the characteristics of a student of high ability and the characteristics of a good student who may not be of high ability. This will help our faculty assist the building coordinators create an initial pool of candidates for the program.
- E. The faculty will be assisted in learning how improve differentiated instruction so that when honors or AP classes are not available the needs of high ability students can still be met.
- F. The faculty will also need to be informed concerning the ways in which to engage a student of high ability.
- G. The faculty will need to address the difficult issue of equal assessment is not fair. Students of high ability should be allowed to not do “busy work” even when their classmates need to do so. The differentiated classroom training will help with this issue.

2. Creation of an advisory council

- A. The council must have members from the community and from within the school.
- B. The council will assist the coordinators with the creation and implementation of the High Ability program.
- C. The council will be an invaluable asset during the yearly evaluation of the program.

3. The Selection of students for the program

- A. Create a list of initial candidates using ISTEP results and include all students that have passes with a PASS+ score.
- B. Additional students can be added to the initial pool through teacher nomination of students that may not score well on the ISTEP. Special attention will need to be given to students whose primary language is not English and students who have learning disabilities.
- C. Narrowing of the initial candidate list will occur through gathering information from the teachers, students, parents, and assessments.
- D. Assessments must include at least one of the following tests: NNAT, OLSAT, Raven's progressive matrices, Stanford Binet Intelligence Scale, or WISC III.
- E. Oral interviews must occur with each student prior to elimination from the candidate list. Careful attention must be given to students whose primary language is not English, and students who have a learning disability. The interview forms will be created by the building coordinators using the state standards as a guide.
- F. Classification each student into one of the following domains:
 - i) General Intellectual
 - ii) General Creative
 - iii) Language Arts
 - iv) Mathematics
 - v) Specific Academic
 - vi) Technical or Practical arts
 - vii) Visual or performing arts
 - viii) Interpersonal
- G. Invite the students on the narrowed list to join the program.
- H. The process of selection must be clear and documented with a compelling method for excluding students from the invitation list.
- I. All documentation must be made available upon parent request.

4. The High Ability Program

- A. Students are required to do the following things to maintain membership in the high ability program prior to their senior year:
 - i) Complete a nine week long project once a semester working with a mentor teacher or approved mentor outside of the school. A rubric for the projects will be developed by the building coordinators and approved by the advisory council.
 - ii) Maintain a GPA of 8.0 or above.
 - iii) Enroll into at least two honors or AP classes each year.
- B. In During their senior year, the students must do the following things:

- iv) Complete a year long portfolio or project. A rubric for the project and portfolio will be developed by the building coordinators and approved by the advisory council.
- v) Maintain a GPA of 8.0 or above
- vi) Enroll into at least two honors or AP classes.
- vii) Requirements for invitation
- viii) Requirements to maintain membership
- ix) Requirements for graduation

5. Program Evaluation

- A. Collection of student, parent, and teacher feedback on a yearly basis.
- B. Creation of a feedback database to collect and analyze this data.
- C. Collection of demographic data must occur each year to assess the diversity of the students within the program.
- D. Student feedback will collect specific information concerning the complexity of the work they are being asked to do and the level of satisfaction with the work they are asked to complete.
- E. Student feedback will also include information about the projects and whether the project was meaningful on many levels.
- F. Teacher feedback will help demonstrate the level of complexity of the curriculum being offered to our students of high ability.
- G. The building coordinators will be given opportunities to observe the students in the program during their honors classes to help with this evaluation process.
- H. Student achievement will be measured by grades in their classes, the performances of their projects, and standardized tests specifically designed for students of high ability.
- I. All the results from this evaluation plan will be collated and presented to the school on a yearly basis. This report must describe each component of the program.
- J. Once every five years, and outside agency will be asked to conduct an external evaluation of the program.

6. Additional Issues to be dealt with

- A. There are very few honors classes being offered. There needs to be a distinction between college prep and honors classes.
- B. Some students may be ready to graduate early or skip a grade or two. The ways in which this can happen must be delineated.
- C. Many students attain a significant number of dual credits through Indiana University, Vincennes University, and Ivy Tech Columbus, but do not know the proper pathways to ensuring these credits are accepted and utilized

JCHS High Ability Initial Plan*Amy Jones – Coordinator***2007 – 2008** - select coordinators**2008 – summer** – coordinators begin matriculation toward certification in HA

2008 – 2009 school year – coordinators meet with other coordinators across the school system to coordinate efforts, student identification process begins, coordinators evaluate current HA efforts by faculty and system, coordinators provide support to the faculty in their work with HA students, coordinators continue work toward certification, specific and measurable goals are set for the HA programming, and a process to evaluate progress is determined.

2009 – 2010 – committee is formed to assist the school in meeting the needs of HA students, coordinators provide support to the faculty in their work with HA students, coordinators continue to work toward certification, student identification is ongoing, progress is measured and adjustments in goals are made.

2010 - 2011 – committee looks at fiscal issues and makes recommendations for budgetary support of the HA programs, coordinators provide support to the faculty in their work with HA students, coordinators should be fully certified by the end of 2011, student identification is ongoing. Progress is measured and adjustments in goals are made as needed.

2011 - 2012 – recommendations regarding budget issues are implemented, committee continues to meet, coordinators continue to support the faculty in their work with HA students, student identification is ongoing, progress is measured and adjustments to goals are made as needed.

2012 - 2015 – JCSC hired a permanent staff position (secondary) in 2013 and added a second position in 2014 (elementary) as directors of HA. These directors have implemented annual conferences, better student-tracking, vertical HA articulation, and improved programming.

High Ability Curriculum and Instruction Plan

The purpose of this School High Ability Curriculum and Instruction Plan is to ensure that each JCSC school has a plan in place to meet the needs of its high ability learners. The information provided on this plan will be reported to the IDOE on the yearly high ability final report. Plans are to be completed no later than September 1 of the new school year. The original copy of the plan is to be kept on file with the school high ability contact. Copies will also be kept with the Elementary High Ability Coordinator and online in the High Ability Contact Google Classroom.

The school high ability contact should encourage the principal, assistant principal, classroom teachers, and special services staff to give input for the development of the plan. Meeting the needs of high ability students requires all faculty and staff working together to provide appropriately challenging educational opportunities.

Students at JCHS come to us with identification in place from the elementary level. There are occasionally some students that have not been identified, and we find those through PSAT scores and teacher recommendation. Students that have been missed are most often coming to us from out of the district or through the local parochial school. We have been working with the parochial school to find these students at a younger age.

At the high school level, JCSC has enriched/accelerated classes for both English and mathematics, as well as a myriad of other AP/ACP courses. By beginning algebra in 8th grade (or sooner as appropriate for specific identified students) and finishing with Advanced Placement Calculus as seniors, students can receive five years of high school math as well as an opportunity to qualify for college credit through the AP exam. In English, students have an opportunity to take a more challenging curriculum through honors/advanced English classes culminating with the Advanced Placement English courses. AP courses are also available in biology, history, visual art, and chemistry. Dual credit is available for several classes in our schools and students also have the option to travel to nearby college campuses to take classes. Two years ago one of our HA students graduated with over 50 college credits; entering Butler University essentially as a junior level college student as a freshman.

The high school/middle school coordinator has an activity list of High Ability students in the grade book program and contacts the students regularly about opportunities for them. Students often meet with the coordinator to ask about scheduling, college, and for other advisement. Freshman students are invited to meet individually with the coordinator in the first grading period. Other grade levels are invited to meet at times of their needs. Seniors are given a school/course load/college survey near the end of their senior year. The coordinator also records data of graduating seniors and their earned scholarships, post high school plans.

The opportunities for academic competition include Academic Team, Spell Bowl, Scholastic Art and Writing Awards, and local essay competitions. 2016-17 was the inaugural year for the JCHS Academy of Fine Arts which has a component of choosing either a music or visual arts path, creating a senior showcase, and community service project, as well as holding an exemplary grade point average. Talented visual arts students are also invited to participate in the National Art Honor Society.

Jennings County School Corporation Bylaws & Policies

8510 - WELLNESS

As required by law, the School Board establishes the following wellness policy for the School Corporation as a part of a comprehensive wellness initiative.

The Board recognizes that good nutrition and regular physical activity affect the health and well-being of the Corporation's students. Furthermore, research suggests that there is a positive correlation between a student's health and well-being and his/her ability to learn. Moreover, schools can play an important role in the developmental process by which students establish their health and nutrition habits by providing nutritious meals and snacks through the schools' meal programs, by supporting the development of good eating habits, and by promoting increased physical activity both in and out of school.

Schools alone, however, cannot develop in students healthy behaviors and habits with regard to eating and exercise. It will be necessary for not only the staff but also parents and the public at large to be involved in a community-wide effort to promote, support, and model such healthy behaviors and habits.

The Board sets the following goals in an effort to enable students to establish good health and nutrition habits:

A. With regard to nutrition education:

1. Nutrition education shall be included in the health curriculum so that instruction is sequential and standards-based and provides students with the knowledge, attitudes, and skills necessary to lead healthy lives.
2. Nutrition and healthy living skills shall be taught as part of the regular instructional program and provides the opportunity for all students to understand and practice concepts and skills related to nutrition, health promotion and disease prevention

B. With regard to physical activity:

1. Physical Education

- a. A sequential, comprehensive physical education program shall be provided for students in K-12 in accordance with the physical education academic content standards and benchmarks adopted by the State.
- b. The physical education curriculum shall provide sequential instruction related to the knowledge, attitudes, and skills necessary to participate in lifelong, health-enhancing physical activity.
- c. The K-12 program shall include instruction in physical education as well as opportunities to participate in competitive and non-competitive team sports to encourage lifelong physical activity.

2. Physical Activity

- a. Physical activity and movement shall be integrated, when possible, across the curricula and throughout the school day.
- b. The school shall encourage families and community organizations to help develop and institute programs that support physical activity of all sorts.

- c. In addition to planned physical education, the school shall provide age-appropriate physical activities (e.g., recess during the school day, intramurals, and clubs before and after school, and interscholastic sports) that meet the needs of all students, including males, females, students with disabilities, and students with special health care needs.
- d. Schools shall offer a wide range of physical activities outside the regular school day that meet the needs, interests, and abilities of all students, including males, females, students with disabilities, and students with special healthcare needs.

C. With regard to other school-based activities:

- 1. The schools shall schedule mealtimes so there is minimum disruption by bus schedules, recess, and other special programs or events.
- 2. The school shall provide attractive, clean environments in which the students eat.
- 3. Activities, such as tutoring or club meetings, shall not be scheduled during mealtimes, unless students may eat during those meetings.
- 4. Students, parents, and other community members shall have access to, and be encouraged to use, the school's outdoor physical activity facilities outside the normal school day.
- 5. An organized wellness program shall be available to all staff.
- 6. Schools in our system utilize electronic identification and payment systems, therefore, eliminating any stigma or identification of students eligible to receive free and/or reduced meals.
- 7. Students are discouraged from sharing their foods or beverages with one another during meal times, given concerns about allergies and other restrictions on some students' diets.

D. With regard to nutrition promotion, any foods and beverages marketed or promoted to students on the school campus, during the school day, will meet or exceed the USDA Smart Snacks in School nutrition standards.

Additionally, the Corporation shall:

- 1. encourage students to increase their consumption of healthful foods during the school day;
- 2. provide opportunities for students to develop the knowledge and skills for consuming healthful foods.

Furthermore, with the objectives of enhancing student health and well being, and reducing childhood obesity, the following guidelines are established:

- A. In accordance with Policy 8500, entitled Food Service, the food service program shall comply with Federal and State regulations pertaining to the selection, preparation, consumption, and disposal of food and beverages as well as to the fiscal management of the program.
- B. The sale of foods of minimal nutritional value in the food service area during the lunch period is prohibited.
- C. As set forth in Policy 8531, entitled Free and Reduced Price Meals, the guidelines for reimbursable school meals are not less restrictive than the guidelines issued by the U.S. Department of Agriculture (USDA).

- D. The sale to students of foods and beverages that do not meet the USDA Dietary Guidelines for Americans and the USDA Smart Snacks in School nutrition standards to be consumed on the school campus during the school day is prohibited. Competitive foods available for purchase by students à la carte in the dining area, foods, or beverages sold from vending machines.
- E. All foods that are provided, not sold, on the school campus during the school day, including foods and beverages provided for classroom parties or holiday celebrations shall comply with the food and beverage standards approved by the Superintendent.
- F. All food items and beverages available for sale to students for consumption on campus between midnight and thirty (30) minutes after the close of the regular school day shall comply with the current USDA Dietary Guidelines for Americans, including, but not limited to, competitive foods that are available to students à la carte in the dining area, as well as food items and beverages from vending machines, school stores, or fund- raisers by student clubs and organizations, parent groups, or boosters clubs.
- G. Any food items sold for consumption on campus from thirty (30) minutes after the end of the last lunch period until thirty (30) minutes after the school day ends in a fundraiser by approved student clubs and organizations and Corporation support organizations shall meet the current USDA Dietary Guidelines for Americans.
- H. The food service program shall be administered by a qualified nutrition professional.
- I. The food service program shall be administered by a director who is properly qualified, certificated, licensed, or credentialed, according to current professional standards.
- J. All food service personnel shall receive pre-service training in food service operations.
- K. Continuing professional development shall be provided for all staff of the food service program.

The Board designates the Superintendent as the individual(s) charged with operational responsibility for measuring and evaluating the Corporation's implementation and progress under this policy.

The Superintendent shall appoint a Corporation wellness committee that includes parents, students, representatives of the school food authority, nutritionists or certified dieticians, educational staff (including health and physical education teachers), mental health and social services staff, school health professionals, the School Board, school administrators, and members of the public to oversee the development, implementation, evaluation, and periodic update, if necessary, of the wellness policy.

The wellness committee shall be an ad hoc committee of the Board with members recruited and appointed annually. The wellness committee shall:

- A. assess the current environment in each of the Corporation's schools;
- B. measure the implementation of the Corporation's wellness policy in each of the Corporation's schools;
- C. review the Corporation's current wellness policy;
- D. recommend revision of the policy, as appropriate; and
- E. present the wellness policy, with any recommended revisions, to the Board for approval or re-adoption if revisions are recommended.

Before the end of each school year the wellness committee shall submit to the Superintendent and Board their report in which they describe the environment in each of the Corporation's schools and the implementation of the wellness policy in each school, and identify any revisions to the policy the committee deems necessary. In its review, the Wellness Committee shall consider evidence- based strategies in determining its recommendations.

The Superintendent shall report annually to the Board on the work of the wellness committee, including their assessment of the environment in the Corporation, their evaluation of wellness policy implementation Corporation-wide, and the areas for improvement, if any, that the committee identified. The committee also shall report on the status of compliance by individual schools and progress made in attaining goals established in the policy.

The Superintendent also shall be responsible for informing the public, including parents, students and community members, on the content and implementation of this policy. In order to inform the public, the Superintendent shall include information in the student handbook and post the wellness policy on the Corporation's website, including the assessment of the implementation of the policy prepared by the Corporation.

The Corporation shall assess the Wellness Policy at least once every three (3) years on the extent to which schools in the Corporation are in compliance with the Corporation policy, the extent to which the Corporation policy compares to model wellness policies, and the progress made in attaining the goals of the Corporation Wellness Policy. To ensure continuing progress, the Corporation will evaluate implementation efforts and their impact on students and staff.

The assessment shall be made available to the public on the School Corporation's website.

Food and beverage marketing that allow marketing and advertising on only those foods and beverages that meet the Smart Snacks in School nutrition standards.

Revised 7/26/10
Revised 7/8/13
Revised 7/28/14
Revised 10/26/15
Revised 6/27/16
Revised 6/26/17
Revised 4/23/18

Co-Curricular Activities and Extra-Curricular Activities

A philosophy of Jennings County High School is that co-curricular activities are an extension of the academic curriculum. Statistics indicate that students who are involved in co-curricular activities perform at high academic levels and remain in school.

Jennings County High School offers a variety of clubs/organizations and twenty athletic activities. Approximately seventy percent of the student body participates in one or more co-curricular activities.

Students participating in extra-curricular activities are expected to adhere to Indiana High School Athletic Association and Jennings County High School board approved co-curricular and extra-curricular codes of conduct. These may be obtained in the Jennings County High School main office and the athletic office.

JENNINGS COUNTY HIGH SCHOOL EXTRA-CURRICULAR CLUBS

Academic Team	German Club
Asian Culture Club	Key Club
Archery Team	National Art Honor Society
Strategens	National Honor Society
Book club	Partners-In Education
Comic Book Club	Spanish Club
Drama Club	Spell Bowl
Fellowship of Christian Athletes	Student Council
French Club	SADD
FFA	Teens for Life
Game Club	Jennings County Youth Leadership
Gay/Straight Alliance	

JENNINGS COUNTY HIGH SCHOOL EXTRA-CURRICULAR SPORTS

<u>Boys Sports</u>	<u>Girls Sports</u>
Baseball	Basketball
Basketball	Cross Country
Cross Country	Golf
Football	Soccer
Golf	Cheerleading
Soccer	Softball
Swimming	Swimming
Tennis	Tennis
Track	Track
Wrestling	Volleyball

JENNINGS COUNTY HIGH SCHOOL EXTRA-CURRICULAR ACTIVITIES

Bands
Bugle
Choirs
Honor Guard
Dance Team

Drama
Drill Team
Orchestras
Yearbook

Data

School data available at: <https://inview.doe.in.gov/schools/1040153345>

JENNINGS COUNTY HIGH SCHOOL APENDIX A – CURRICULUM GUIDE



2020-2021 SCHOOL IMPROVEMENT PLAN

JENNINGS COUNTY HIGH SCHOOL

JENNINGS COUNTY HIGH SCHOOL COURSE CATALOG 2020-2021

COURSE CATALOG 2020-2021

This Course Catalog contains as much information as possible about the courses being offered for next year, the various graduation requirements, and any other pertinent information. It is intended as a planning tool that can assist students as they set goals and make informed plans for the future. JCHS is dedicated to providing a quality educational experience through high expectations, and we are devoted to the success of all students.

Jennings County High School is committed to equal opportunity and does not discriminate on the basis of age, race, color, religion, sex, handicapping conditions, or national origin including limited English proficiency, in any educational opportunity. No person is excluded from participation in, denied the benefits of, or otherwise subjected to unlawful discrimination on such basis under any educational program or student activity.

HOW ARE STUDENTS SCHEDULED?

There will be grade level class meetings in which counselors will present curriculum and details for the next year and students will input their course selections online at that time. Later, counselors will meet with students individually to go over course selections and review their chosen pathway and 4-year plan.

Students will plan their schedule for the entire following year. During the course selection time, students should plan a course load that will best prepare them to meet graduation requirements and post high school plans. Students should select courses appropriate to their diploma goal, career goal, and academic abilities. Recommendations from the students' current teachers will be very helpful in making the appropriate course selections.

The course selection process encompasses several weeks to allow for thoughtful, informed decision making. After all schedules are collected from students, the program of courses to be offered in the coming year is finalized, teachers are hired and assigned to courses, and books/materials are ordered.

SCHEDULE CONFLICTS AND CHANGES

On occasion, a course will not be available to a student based on a variety of reasons: i.e. a course conflict, not enough enrollment for there to be a class, class is overloaded. It is imperative that alternative courses have been placed where requested on Course Selection Sheets.

No schedule changes will be permitted unless one of the following situations exists: the student has been misplaced, a scheduling error has occurred, a change is needed to ensure timely graduation, or other extenuating circumstance exists. Requests for schedule changes will be accepted during the first 5 days of the semester.

RETAKING A COURSE

Students wishing to retake a course for grade improvement must have the permission of their counselor. Credit for a course will be given only once, but both courses will appear on the transcript, and both grades will be calculated for the GPA. The repeat grade will be recognized as the official grade for the course. A student must have an initial grade of (82%) or lower to re-take a course.

COURSE INFORMATION AND FEES

Every attempt has been made to include an accurate and clearly defined description of each course offered at Jennings County High School in this Course Catalog. However, there are circumstances in which course descriptions, prerequisites, and etc. may be adjusted throughout the school year. Additionally, course fees will be determined next summer and will be available at student registration.

INCOMING FRESHMEN

The transition from middle school to high school can be both very exciting and sometimes scary for both the students and their parents. Middle school teachers and counselors have worked hard at informing students about information such as credits, graduation requirements, and diploma requirements.

JCHS counselors will visit the middle school and present all the necessary information and materials for 8th graders and their families to make choices about what courses should be taken next year. There will also be an Eighth Grade Parent Night in the evening at JCHS for families to not only acquire general information, but also to ask any questions specific to their student.

Freshman Induction Night is intended to serve as an introduction to Jennings County High School for all incoming freshmen and their parents. It is held the night before school begins. Students are invited to come to JCHS, get their schedule along with their locker number and combination, "walk" their schedule, meet their teachers, and become more acquainted with the building. Parents are invited to attend this evening as well, meet with teachers, counselors, and administrators.

IMPORTANT CONTACTS:

For up-to-date information, visit the JCHS website:
jchs.jcsc.org

Main Office • 346-5588

The Main Office coordinates personnel and services, implementing laws, policies and practices to support students, faculty and staff.

Guidance Office • 346-5625

The Counseling Center focuses on the academic, career, personal and social development of students.

Attendance Office • 346-4081

The Attendance Office focuses on all matters related to student attendance.

Athletic Office • 346-8068

The Athletic Office focuses on athletic contests and student athletes.

Email Addresses

Most JCHS staff members can be contacted by email. The address is usually the person's first initial and last name, followed by @jcsc.org. Example:
jsmith@jcsc.org

SKYWARD

Through this website parents can see their student's grades and attendance. Parents can easily e-mail teachers.

Three Steps to Access Parent Portal:

STEP 1 Go to the Main Office for your Username and Password.

STEP 2 Click on the following URL to access the Skyward portal. [Skyward Parent Portal](#)

STEP 3 Log in to SKYWARD using the Username and Password you received from your child's school.



Contents

- Academic Information
- 2021-2022 Grad Pathways
- 2023-2024 Grad Pathways
- 2023-2024 HS Language
- Athletic Eligibility
- Core 40 Diplomas
- Educational Opportunities
- Weighted & AP Courses
- Dual Credit Courses
- English
- Mathematics
- Science
- Social Studies
- Health & Physical Education
- World Languages
- Visual Arts
- Music
- Business
- Agriculture
- Engineering/Tech Ed
- FACS
- Multidisciplinary Education
- Southeastern Career Center
- Academy of Fine Arts
- Career Pathways

ACADEMIC INFORMATION

GRADE POINT AVERAGE & CLASS RANK

At the end of each semester, each student is ranked according to the 12.0 grade point average. Grade points are assigned for each grade according to the following scale:

Letter	12 Point	12 Wt
A+	12	15
A	11	14
A-	10	13
B+	9	12
B	8	11
B-	7	10
C+	6	9
C	5	8
C-	4	7
D+	3	6
D	2	5
D-	1	4
P* (passing)	1	1
F (failure)	0	0.00

* A grade of “P” does not count towards a required class for a diploma.

The grade point average is determined by dividing the total number of points earned by the credits attempted. All subjects for which a student receives a grade are used in figuring grade point average. GPA and Class Rank are refigured at the end of each semester. For the purpose of determining certain scholarship recipients, valedictorian, salutatorian, etc., the 7th semester 12.0 grade point average and the length of the student’s attendance at JCHS are taken into consideration. The official ranking of the graduating class is done at the close of the eighth semester.

HONOR ROLL

Jennings County High School uses a weighted grading scale in calculating the student’s average for qualifying for the Honor and Honorable Mention rolls.

To qualify for the Honor Roll published at the close of each grading period, a student must be taking at least six classes for credit and have an average of 11 or higher. Students qualify for Honorable Mention by meeting the above criteria with their average falling between 9.0 and 10.999.

HIGH HONORS and HONORS

The recognition of valedictorian and salutatorian will coincide with the recognition of High Honors (G.P.A. of 11.50 and above) and Honors (G.P.A. of 11.00 to 11.49). We have followed and will continue to follow the practice of using .05 as the margin for determining what is considered a tie for valedictorian and salutatorian.

High Honors (G.P.A. of 11.50 and above)

Honors (G.P.A. of 11.00 to 11.49)

The High Honors students will be recognized with a plaque displaying their names and pictures. The plaque would be placed on the wall beside the current valedictorian plaques. High Honors and Honors students would wear stoles or honor cords during graduation ceremonies to recognize their academic achievement.

HIGH SCHOOL GRADUATION EXAMS

The purpose of the Indiana Statewide Testing for Educational Progress Plus (ISTEP+) program is to measure student achievement in the subject areas of English/ Language Arts, and Mathematics. In particular, ISTEP+ reports student achievement levels according to the Indiana Academic Standards. The ISTEP+ End-of-Course Assessments (ECAs) are criterion-referenced assessments developed specifically for students completing their instruction in Algebra I, and English 10. Graduation Qualifying Exam web site at <http://ideanet.doe.state.in.us/istep>

EARLY GRADUATION: Six/Seven Semester Graduates

It is advisable for students to complete eight semesters of high school. In some cases, graduation may be achieved after six or seven semesters if all forty-two required credits have been completed. This must be planned when classes are being selected for the student’s senior year. A form requesting early graduation must be filed with the student’s counselor. This form must be signed by both student and parent in the spring of their junior year. The principal will have the final determination. An early graduate may participate in end-of-the-year school activities. Participation in graduation exercises requires attendance at the scheduled graduation practice.

Under special circumstances six semester graduation is possible. The student and their parents are to contact the student’s school counselor, preferably a searly as their freshman year. Additionally, a letter of intent explaining the importance of early graduation must be written and submitted to the Principal, and acceptance into a post graduate program is required.

Students in the Class of 2021-2022

These students will continue to graduate under the ISTEP+ requirements for graduation. JCHS may utilize the Graduation Pathway option if the student does not complete with the ISTEP+ requirement. This is a decision that will be made on an individual basis with the guidance counselor based on individual needs.



Jennings County High School
Graduation Pathways Checklist

Student Name: _____ Cohort: _____

Students must complete all three Graduation Pathway Requirements

Graduation Requirements	Graduation Pathway Options/Descriptions
<div>1</div> <div>High School Diploma</div>	<p>Meet the State of Indiana requirements for a high school diploma:</p> <div><input type="checkbox"/> General <input type="checkbox"/> Core 40 <input type="checkbox"/> Academic Honors <input type="checkbox"/> Technical Honors</div>
<div>2</div> <div>Learn and Demonstrate Employability Skills</div> <div>(Students must complete <u>at least one</u> of the following:)</div>	<p>Student must complete one of the following:</p> <div><input type="checkbox"/> Project-Based Learning: Working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge. Students engage in a rigorous, extended process of asking questions, finding resources, and applying information. Students often make work public by explaining, displaying, and/or presenting it to people beyond the classroom. This can include completion of a research project, completion of a course capstone, an AP Capstone Assessment, or another experience as approved by the State Board of Education.</div> <div>Description: _____</div> <div>Verification Product: _____</div> <div><input type="checkbox"/> Service-Based Learning: Integrates meaningful service to enrich and apply academic knowledge, teach civic and personal responsibility, and strengthen communities. This can include participation in a meaningful volunteer or civic engagement experience, engagement in a school-based activity, such as a co-curricular or extracurricular activity or sport for at least one academic year, or another experience as approved by the State Board of Education.</div> <div>Description: _____</div> <div>Verification Product: _____</div> <div><input type="checkbox"/> Work-Based Learning: Reinforces academic, technical, and social skills learned in the classroom through collaborative activities with employer partners, allowing students to apply classroom theories to practical problems, explore career options, and pursue personal and professional goals. This can include completion of a course capstone, completion of an internship, obtaining the Governor's Work Ethic Certificate, employment outside of the school day, or another experience as approved by the State Board of Education.</div> <div>Description: _____</div> <div>Verification Product: _____</div>
<div>3</div> <div>Postsecondary-Ready Competencies</div> <div>(Students must complete <u>at least one</u> of the following:)</div>	<div><input type="checkbox"/> Honors Diploma: <input type="checkbox"/> AHD <input type="checkbox"/> THD</div> <div><input type="checkbox"/> ACT College Ready Benchmarks (18 in English or 22 in Reading and 22 in Math or 23 in Science) English _____ or Reading _____ and Math _____ or Science _____</div> <div><input type="checkbox"/> SAT College Ready Benchmarks (480 in EBRW, 530 in Math) EBRW _____ Math _____</div> <div><input type="checkbox"/> ASVAB (minimum score of 31) AFQT score _____</div> <div><input type="checkbox"/> State and Industry Recognized Credential or Certification Certification _____</div> <div><input type="checkbox"/> CTE Concentrator (earn "C" average in at least 6 high school credits in career sequence) CTE1 _____ CTE2 _____ CTE3 _____ CTE4 _____ CTE5 _____ CTE6 _____ CTE Course GPA _____</div> <div><input type="checkbox"/> AP/IB/Dual Credit/Cambridge International/CLEP Exam (earn "C" average in at least three course - at least one in core) AP/DC1 _____ AP/DC2 _____ AP/DC3 _____ AP/DC GPA _____</div> <div><input type="checkbox"/> CLEP Exams (minimum score of 50 on at least 3 subject area exams - at least one in core)</div> <div><input type="checkbox"/> Locally Created Pathway (SBOE approved) LCP: _____</div>

Counselor Signature: _____ Date: _____

Administrator Signature: _____ Date: _____

Class of 2023-2024 Graduation Pathway Information

You need to do three (3) things to earn a high school diploma:

#1

Complete the required and elective credits to meet diploma requirements for the following diploma types:

- Core 40 Diploma
- Core 40 with Academic Honors Diploma
- Core 40 with Technical Honors Diploma
- General Diploma

WHY? The courses you complete will prepare you for your future career, college, or enlistment to military service.

#2

Demonstrate Employability Skills

What does this mean? It is important that while you are in high school you learn and develop skills that will help you succeed in a job or career you are interested in doing. These skills are things like being able to communicate and work with others, being on time and having good attendance, being responsible, learning to plan, schedule, and find solutions to problems along with many other social and learning skills.

WHY? Having good employability skills will make you successful at anything you do after leaving high school. These skills ensure you are ready for the workplace. JCHS will give you a number of options for meeting this requirement.

Department of Workforce Development defines employability skills into five categories: Career Mindset, Self-Management Skills, Learning Strategies, Social Skills, and Workplace Skills.

#3

Meet Postsecondary Ready Competencies

What does this mean? Postsecondary refers to the additional education or training options that you can select from after high school, such as, apprenticeship training, military, entering a career training program, earning certification required for a specific career, attending a two or four-year college, or other options.

WHY? High school is that time period that you learn about and prepare for a specific career area through the classes you take and the activities you participate in to develop your employability skills so that you can select a postsecondary option that is right for you.

HOW? The Postsecondary Ready Competencies requires that you demonstrate you are ready for the next level of training after graduating by demonstrating your preparedness through one of the following methods: Earning an Academic Honors Diploma, taking a college entrance examination like SAT or ACT, earning industry certification, taking the ASVAB for entering the military, completing specific career and technical education classes at JCHS, and/or earning credit in advanced placement or dual credit courses.

Class of 2023-2024: Learn the Language of High School

1.	<p>Credit means satisfactory completion of a class with a grade of “D” or better.</p> <p>Required Credits are classes that every student must complete, such as, English, Math, Social Studies, Science, Health, etc.</p> <p>Elective Credits are classes that an individual student selects to take due to interest or career preparation.</p>
2.	<p>Core 40 is a high school curriculum that helps prepare students for postsecondary education. It includes a series of academically challenging courses in English, mathematics, science, and social studies.</p>
3.	<p>Core 40 with Academic Honors has the Core 40 requirements as the base with additional requirements in mathematics, world languages, fine arts and other rigorous requirements above and beyond those required for the Core 40 diploma.</p>
4.	<p>Core 40 with Technical Honors has the traditional Core 40 requirements as the base with additional requirements in career and technical education classes focused on a specific career field.</p>
5.	<p>Career & Technical Education (CTE) Pathway is a <i>series of classes focused on a specific career field</i>. A CTE Pathway may also include opportunities for the student to earn dual credits, participate in an internship or work-based learning experience, and possible earn industry certification.</p>
6.	<p>Employability Skills are a set of skills and behaviors that are necessary for every job or career. They are sometimes called soft skills, foundational skills, or work-readiness skills. It is important that students practice developing these skills while in high school through a variety of activities. The Indiana Department of Workforce Development’s Employability Skills Benchmarks are Career Mindset, Self-Management Skills, Learning Strategies, Social Skills, and Workplace Skills.</p>
7.	<p>Service-Based Learning (SBL) is the integration of academic study with service experience to address a social or economic issue and requires collaboration between the student, school, and the local community. It is about providing a service to others using what you have learned in school. Examples at JCHS that do this are Key Club, Student Council, Athletic Teams, and other clubs or teams.</p>
8.	<p>Work-Based Learning (WBL) provides students with real-life work experiences where they can apply academic and technical skills while developing their employability skills. These activities generally occur outside of the school where the student works with an employer who assigns them job tasks while training them about a specific career and workplace skills and behaviors.</p>
9.	<p>Problem-Based Learning (PBL) 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. Students make their work public by displaying, explaining, and/or presenting it to people beyond the classroom.</p>
10.	<p>Work Product is a document of some type or form that serves as proof that a student has completed a set of experiences to develop employability skills while in high school.</p>
11.	<p>Postsecondary Ready Competencies are the knowledge, skills, and academic preparation needed to enroll and succeed in some form of postsecondary education, such as, apprenticeship training, military, entering a career training program, earning certification required for a specific career, attending a two or four-year college, or other options.</p>
12.	<p>Dual Credit is when high school students have the opportunity to earn both high school and college credits by completing a single course. Dual credit courses can be taught by high school faculty, adjunct college faculty or college faculty either at the high school, at the college or university, or sometimes through online courses or distance education.</p>
13.	<p>Advanced Placement Classes is a program run by the College Board (the makers of the SAT) that allows you to take <i>courses</i> at your high school, which can earn you college credit and/or qualify you for more <i>advanced classes</i> when you begin college.</p>

ATHLETIC ELIGIBILITY

HIGH SCHOOL ATHLETIC ELIGIBILITY

Students must be passing 6 classes in both the preceding and current quarters to be eligible for interscholastic athletics. Grades are evaluated on a 9-week grading period basis. Also, a current athletic physical must be on file in the Athletic Office as well as other required paperwork: Panther Code, Concussion Testing, etc.

COLLEGE ATHLETIC ELIGIBILITY

NCAA - Division I & II & Clearinghouse

For complete NCAA Clearinghouse information visit www.eligibilitycenter.org.

If you plan to participate in athletics in college you will need to present core courses in the following breakdown: and achieve the minimum grade point average and SAT/ACT scores on the NCAA sliding scale.

Division I (32 credits)

- 8 semesters of English
- 6 semesters of mathematics (Algebra 1 or higher)
- 4 semesters of natural/physical science (one must be a lab science)
- 2 semesters of additional English, math or science
- 4 semesters of social studies
- 8 semesters of additional core courses (from any area listed above, or world languages)

Division II (28 credits)

- 6 semesters of English
- 4 semesters of Math (Algebra 1 or higher)
- 4 semesters of natural/physical science
- 4 additional semesters of English, math or science
- 4 semesters of social science
- 6 semesters of additional courses (from any of the above areas, or world languages)

A high school student must be academically strong to be eligible to participate in athletics at the college level. Each grade that one earns of “C” or less decreases one’s chance to being eligible at the college level. A student athlete’s grade point average in the 32 semesters of core courses will determine the score he/she must earn on the ACT or SAT in order to be eligible to participate and/or receive funds at the college level. It is recommended that all students take the ACT or SAT at least three times before December of the student’s senior year.

(NOTE: NCAA will not accept all on-line classes)

Students may contact the Athletic Department for the specific eligibility requirements to attend Division I or Division II NCAA member institutions/colleges. It is the student’s responsibility to make sure he/she meets the eligibility requirements at the Division I or II level.

There are also colleges with athletic divisions such as NCAA Division III or NAIA. Though less restrictive, these athletic divisions still have minimum requirements.

NAIA ELIGIBILITY

For complete NAIA information visit www.naia.org

High school graduation, plus two out of three of these requirements:

1. Achieve a minimum of 18 on the ACT or 860 the SAT (Critical Reading and Math Sections)
2. Achieve a minimum overall high school GPA of 2.0 on a 4.0 scale
3. Graduate in the top half of your high school class

INDIANA CORE 40 DIPLOMA REQUIREMENTS

The Core 40 Diploma will be referred to as “Core 40” throughout the Course Catalog. Students must meet the Core 40 standard to be considered for admission to an Indiana four-year college or university. Therefore, all college-bound students are advised to select from the following as a minimum preparation for college. In addition to these requirements, many four-year colleges require students complete two years of World Language. Refer to the college’s website for specific admission requirements.

ENGLISH: 8 credits

- ___ English 9-1st Sem
- ___ English 9-2nd Sem
- ___ English 10-1st Sem
- ___ English 10-2nd Sem
- ___ English 11-1st Sem
- ___ English 11-2nd Sem
- ___ English 12-1st Sem
- ___ English 12-2nd Sem

MATHEMATICS: 6 credits

- ___ Algebra I-1st Sem
- ___ Algebra I-2nd Sem
- ___ Geometry-1st Sem
- ___ Geometry-2nd Sem
- ___ Algebra II-1st Sem
- ___ Algebra II-2nd Sem
- ___ *Economics (although Econ is a Social Studies Requirement, it also satisfies the Quantitative Reasoning requirement)*

All students are required to take a math or Quantitative Reasoning course during each year of high school.

SCIENCE: 6 credits

- ___ Integrated Chemistry/Physics-1st Sem
- ___ Integrated Chemistry/Physics-1st Sem
- ___ Biology-1st Sem
- ___ Biology-2nd Sem
- ___ Chemistry-1st Sem or Physics 1st Sem
- ___ Chemistry-2nd Sem or Physics 2nd Sem
- ___ or (two additional Core 40 science credits)

SOCIAL STUDIES: 6 credits

- ___ World History or Geography/History of World-1st Sem
- ___ World History or Geography/History of World-2nd Sem
- ___ US History-1st Sem
- ___ US History-2nd Sem
- ___ Economics-1 Sem
- ___ US Government-1 Sem

HEALTH/P.E.: 3 credits

- ___ P.E. -1st Sem
- ___ P.E. -2nd Sem
- ___ Health 1 Sem

PREAPARING FOR COLLEGE AND CAREERS: 2 credits (JCHS requirement)

- ___ Digital Applications and Responsibility
- ___ Preparing for College and Careers

DIRECTELECTIVE: 5 credits

World Languages, Fine Arts, Career-Technical Education

ELECT IVES: 8 credits

TOTAL: 44 CREDITS

CORE 40 DIPLOMA WITH ACADEMIC HONORS REQUIREMENTS

The Academic Honors Diploma will be referred to as "AHD" throughout the Course Catalog.

In addition to completing the CORE 40 requirements a student must also COMPLETE:

2 Fine Arts credits

2 Additional Core 40 Advanced Math credits
_____1st Sem
_____2nd Sem

6 or 8 World Language credits (6 credits in one language OR 4 credits each in two different languages)

HAVE:

___ GPA of at least a B- (7.00)
___ No grade less than a C- in required courses

COMPLETE ONE OF THE FOLLOWING:

___ Two AP courses and corresponding exams
___ Dual high school/college courses resulting in 6 hours of college credits
___ Score 1750 or higher composite score on the SAT Math, Critical Reading and writing with a minimum score of 530 on each section.
___ Score a 26 composite ACT and must include the writing section.

TOTAL: 48 Credits

A student may earn both the Academic and Technical Honors Diplomas.

CORE 40 DIPLOMA WITH TECHNICAL HONORS REQUIREMENTS

The Technical Honors Diploma will be referred to as "THD" throughout the Course Catalog.

In addition to completing the CORE 40 requirements a student must also:

HAVE:

___ GPA of at least a B- (7.00)
___ No grade less than a C- in required courses

COMPLETE:

___ A career-technical program (related sequence of 6 career-technical credits. See SCC website for details) AND One of the following:
1. Pathway designated industry-based certification or credential, or
2. Pathway dual credits from the list of priority courses resulting in 6 transcribed-college credits.

AND complete one of the following:

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

TOTAL: 48 CREDITS

CORE 40 OPT-OUT PROCESS - GENERAL DIPLOMA

To graduate with a General Diploma, this “Opt-Out” process must be completed:

___ The student, parent, and counselor meet to discuss student’s progress
___ The student’s career and course plan is reviewed
___ The student’s parent determines if the student will achieve greater education benefits with the General Diploma or by completing the Core 40
___ If the decision is made to “Opt-Out” of the Core 40, all requirements of the General Diploma must be met

TOTAL: 42 Credits

JCHS EDUCATIONAL OPPORTUNITIES

A variety of opportunities are available to Jennings County High School students that will increase the scope and sequence of a student’s high school curriculum, prepare students with both knowledge and skills for post-high school, and can even earn college credit. In addition to the diploma requirements set forth by the State of Indiana & JCHS (Core 40, Core 40 with Technical Honors, and Core 40 with Academic Honors), students at JCHS may earn certification in a variety of career and postsecondary options. Opportunities are not exclusive and can be used to the benefit of each individual student.

ADVANCED PLACEMENT COURSES

Advanced Placement (AP) courses provide in-depth study in a number of subjects and preparation for national exams administered by the College Board given in May. These exams are scored on a scale of 1 to 5 with 5 being the highest score.

Students who perform well on the AP exam may receive college credit and/or advanced placement in their college course work. Each college determines its own Advanced Placement policy and will specify the score on each exam necessary for credit of advanced standing.

Earning 4 or more AP credits and taking the corresponding exams will satisfy a requirement for earning a Core 40 with Academic Honors Diploma.

Students are expected to take the AP Exam at the end of the course. The exams contain either an essay or problem-solving section and another section consisting of multiple-choice questions. Exams are given at JCHS in May. The exam fee is \$91.00 and the State of Indiana has paid for Math and Science exam in the past. Please check with your school counselor if funding assistance is necessary.

DUAL CREDIT COURSES

Students have a variety of ways to earn college credits while they are still in high school. The terms dual credit, early college, and doubling up all mean about the same thing. The following are brief explanations:

A high school class offered at JCHS earns both high school credit and college hours - JCHS has many of these classes and they are identified in the Course Catalog. Students will need to complete an application for the credit. In most cases, a student is required to have a certain PSAT, SAT, ACT score or an exam given by the college to qualify for the credit. In many cases, the student must earn a minimum grade in the class. Dual Credit opportunities are revised on an annual basis by institutions of higher learning. Therefore, course offerings for dual credit may change from year to year.

A college class offered on a college campus - In North Vernon @ETC, In Columbus @ either Ivy Tech or IUPUC. These are considered Early College Programs. A student needs to set-up an appointment at the college to investigate course possibilities and class time. The student will then complete an Early College application and follow instructions for the placement tests. A student is required to have a certain PSAT, SAT, ACT, ACCUPLACER or an exam given by the college to qualify for credit.

Prior to the beginning of the course, the student will submit the completed documentation of registration in the Early College Course to their high school counselor. The JCHS schedule will be adjusted to accommodate the college course.

Advanced Placement credits - Some colleges give credits for certain classes if a student achieves a certain score on the AP Exam.

Advanced College Project - These are Indiana University courses taught during the school day here at Jennings County High School. ACP Courses at JCHS are currently ACP Chemistry, ACP Biology, and ACP English. Students can earn both high school and college credit. Cost for the class is determined by Indiana University.

Caution: Contact both the university and JCHS Guidance if you are interested in assurance the credit will transfer.

SCC [CTE] PROGRAMS

Southeastern Career Center in Versailles, Indiana prepares students for career exploration, post-secondary studies and immediate employment. In SCC classes, students can begin preparing for the career they know they want or explore a variety of careers they may want to “try on” a career and see if they are truly interested. Some of the many benefits of taking an SCC class are:

- Over 125 course offerings in a variety of career areas
- FREE or greatly reduced college dual credit while taking their SCC classes
- Dual Credit counts towards both the Academic and Technical Honors diplomas
- Career pathway documents assist with post-secondary transition
- Curriculum is project-based
- Curriculum is aligned with state academic standards
- Hands-on activities make learning relevant
- School-to-Work and advanced job placement opportunities are available
- National and/or state certification opportunities
- Professional youth organizations to develop leadership and communication skills
- SCC students graduate at a higher rate than non-SCC students
- SCC students enroll in postsecondary education in greater numbers than non-SCC students
- SCC students earn more money than non-SCC students who enter the workforce

WEIGHTED COURSES

German III, IV, V
French III, IV, V
Spanish III, IV, V
Biblical Literature
Chemistry
Chemistry II
Physics
Botany
Organic Chemistry
Human Genetics
Human Anatomy and Physiology
Zoology Honors
English Composition and Literature
Finite Mathematics
Probability and Statistics
Pre-Calculus
Calculus AB
Calculus BC
Principles of Biomedical Science
Medical Interventions
Biomedical Innovation
Human Body Systems
Principles of Engineering
Computer Integrated Manufacturing
Digital Electronics
Advanced English
ALL AP (Advanced Placement) Courses
ALL ACP (Advanced College Placement) Courses

JCHS AP Credit Courses

AP English Language and Composition

AP Government and Politics: United States Comparative

AP U.S. Government and Politics

AP U.S. History

AP European History

AP Biology

AP Chemistry

AP Physics I

AP Physics II

AP Studio Art

AP Calculus AB

AP Calculus BC

Jennings County High School
Dual Credit Opportunities

General Education Courses:

Ivy Tech Course Number/Title

COMM 101 - Introduction to Public Speaking*
ENGL 111 - English Composition*
ENGL 206 - Introduction to Literature*
FREN 101 - French Level I*
FREN 102 - French Level II*
FREN 201 - French Level III*
FREN 202 - French Level IV*
GERM 101 - German Level I*
GERM 102 - German Level II*
GERM 201- German Level III*
GERM 202- German Level IV*
HIST 101 - Survey of American History I*
HIST 102 - Survey of American History II*
MATH 135 – Finite Math
MATH 136 - College Algebra*
MATH 137 - Trigonometry with Analytic Geometry*
MATH 211 - Calculus I*
PHYS 101 - Physics I *
PHYS 102 - Physics II*
POLS 101 - Introduction to American Government and Politics*
SPAN 101 - Spanish Level I*
SPAN 102 - Spanish Level II*
SPAN 201 - Spanish Level III*
SPAN 202 - Spanish Level IV*

JCHS Course Title

Advanced Speech & Communications
English 11 Honors
Advanced English, College Credit
French III (1st Semester)
French III (2nd Semester)
French IV (1st Semester)
French IV (2nd Semester)
German III (1st Semester)
German III (2nd Semester)
German IV (1st Semester)
German IV (2nd Semester)
AP US History (1st Semester)
AP US History (2nd Semester)
Finite Math
Pre-Calculus (1st Semester)
Pre-Calculus (2nd Semester)
AP Calculus
AP Physics I
AP Physics II
AP US Government
Spanish III (1st Semester)
Spanish III (2nd Semester)
Spanish IV (1st Semester)
Spanish IV (2nd Semester)

Indiana University Course Number/Title

BIOL L100- Humans & The Biological World*
CHEM C101- Elementary Chemistry I*
CHEM C121- Elementary Chemistry Lab I*
ENGL W131- Reading, Writing, & Inquiry I*
ENGL L202- Literary Interpretation*

JCHS Course Title

ACP Biology
ACP Chemistry
ACP Chemistry
ACP English (1st Semester)
ACP English (2nd Semester)

Career & Technical Education Courses:

Ivy Tech Course Number/Title

AGRI 102 - Agribusiness and Farm Management
AGRI 103 - Animal Science
AGRI 105 - Plant & Soil Science
AGRI 106 - Agricultural Mechanization
AGRI 115 - Natural Resources Management
AGRI 116 - Survey of Horticulture
AGRI 164- Landscape Management
BUSN 101- Introduction to Business
BUSN 201- Business Law
CINS 101 - Intro to Microcomputers*
DESN 101 - Introduction to Design Technology
DESN 104 - Mechanical Graphics
DESN 105 - Architectural Design I
DESN 113- 2D Computer Aided Design
DESN 195-Manufacturing Principles and Design
EDUC 101 - Introduction to Education
EDUC 233- Literacy Development in Children’s Lit
EECT 112 - Digital Fundamentals

JCHS Course Title

Agribusiness Management
Animal Science
Plant & Soil Science
Ag Power, Structure, & Technology
Natural Resources
Horticulture Science
Landscape Management I
Principles of Business Management
Business Law and Ethics
Advanced Digital Applications
PLTW Introduction to Engineering Design (IED)
PLTW Principles of Engineering (POE)
PLTW Civil Engineering & Architecture
PLTW Introduction to Engineering Design (IED)
PLTW Computer Integrated Manufacturing (CIM)
Education Professions I
Education Professions II
PLTW Digital Electronics

Vincennes University Course Number/Title

BCST 102- Intro to Audio/Video Production I
BCST 140- Video Production I (Studio Production)

JCHS Course Title

Radio & Television I (TV Productions I)
Radio & Television II (TV Productions II)

Note: Courses marked with an asterisk are approved Core Transfer Library (CTL) courses.

For more information about the CTL and transferability, please visit transferin.net.

Dual credit course offerings are subject to change and may not be offered each school year.

Students will also have access to additional dual credits through programs offered at Southeastern Career Center in Versailles.

Students must fulfill all college/university requirements in order to be awarded college credits.

ENGLISH DEPARTMENT COURSE OFFERINGS

FRESHMAN CURRICULUM DESCRIPTION

The freshman year includes a study of various literary genres: short stories, poems, novellas, plays and novels. Composition instruction includes work with thesis statements, introductions, conclusions, specific support and transitions. Freshmen students study grammar to learn how to use correct structure in writing. Classes meet the state standards and help students gain skills related to future end of course assessments.

English 9
1002H1/1002H2 English 9 Honors
Open to grade 9
2 semesters, 1 credit per semester
Meets requirements: THD, AHD, Core 40, NCAA

Honors course is designed to increase the student's knowledge of the correct way to speak and write. This course will further the college-bound freshman's knowledge of appropriate literature and its elements. Focus will be placed on development of grammar skills alone and through writing. Spelling and vocabulary will be emphasized through writing and composition, as well as vocabulary for standardized tests for the college-bound student. This class will include the material covered in English 9 at a faster pace and in greater depth.
Prerequisite: English 8 Students who have achieved a B- average and passed 8th Grade ISTEP.
Assessments: Major papers, quizzes, tests, projects and presentations

English 9
1002S1/1002S2 English 9
Open to grade 9
2 semesters, 1 credit per semester
Meets requirements: THD, AHD, Core 40, NCAA
Recommendation(s): In general, students who passed the ISTEP as eighth graders should choose this level.
The student will study grammar, vocabulary, poetry, analysis of drama, novel, short stories, and communication.
Assessments: Major papers, quizzes, tests, projects and presentations

SOPHOMORE CURRICULUM DESCRIPTION

The sophomore year includes a thematic study of world literature, composition (expository and creative), grammar and usage, spelling and vocabulary through root words and speech. Students use critical reading skills, listening skills, technology, research and the writing process throughout the year. All classes meet state standards and study much of the same literature. Accelerated classes move at a faster pace, cover more material, go into greater depth, and have more emphasis on style in writing than English 10. Standard classes focus more on basic skills related to the end of course assessment.

English 10
1004H1/1004H2 English 10 Honors
Open to grade 10
2 semesters, 1 credit per semester
Meets requirements: THD, AHD, Core 40, NCAA
Recommendation (s): In general, the grade of A or B in Freshman Honors, or A in Freshmen English and the motivation to work at a high level
The College-Bound English 10 student will build upon the basis of knowledge gained from College-Bound English 9 or English 9. Knowledge and comprehension of literature will increase through the reading and analysis of numerous novels, plays, short stories, and poems. Other areas of focus are grammar, vocabulary, and presentation skills, all of which are designed to prepare the college-bound student for a successful academic future. Vocabulary study will stress words found in classic literature and those used on college entrance examinations in addition to those used in the Sophomore English curriculum. SAT and ACT test preparation and college investigation are included. This class will include the material covered in English 10 at a faster pace and in greater depth.
Prerequisite: A minimum grade of B- (80%) in English 9, Honors or English 9.
Assessments: Major papers (4-8 pages), oral presentations, projects, tests and quizzes

English 10
1004S1/1004S2 English 10
Open to grade 10
2 semesters, 1 credit per semester
Meets requirements: THD, AHD, Core 40, NCAA
This course is designed to teach composition, writing mechanics, grammar, speech, drama, poetry, and develop communication skills.
Assessments: Major papers (4-5 pages), oral presentations, projects, tests, and quizzes

1084 Mass Media
Open to grades 10-12
1 semester, 1 credit
Meets requirements: THD, AHD, Core 40, NCAA
This course is the study of the importance of mass media as pervasive in modern life at the local, national, and global levels. It includes a study of constant and immediate news, entertainment, and persuasive messages on everyday life. Students use course content to become knowledgeable consumers of mass media in preparation for their roles as informed citizens in a democratic society.

JUNIOR CURRICULUM DESCRIPTION

The junior courses include a study of American Literature, composition (expository and creative) and speech. Students use critical reading skills, listening skills, technology, research and the writing process throughout the course. All classes meet state standards but differ in the content, depth, pace, approach and method of grading.

English 11
1006H1/1006H2 English 11 Honors (American Lit)
Open to grade 11
2 semesters, 1 credit per semester
Meets requirements: THD, AHD, Core 40, NCAA

The College-Bound English 11 student will build upon the basis of knowledge gained from College-Bound English 10 or English 10. Knowledge and comprehension of literature will increase through the reading and analysis of numerous novels, plays, short stories, and poems. Other areas of focus are grammar, vocabulary, and presentation skills; all of which are designed to prepare the college-bound student for a successful academic future. Vocabulary study will stress words found in American literature and those used on college entrance examinations in addition to those used in the junior English curriculum. SAT and ACT test preparation and college investigation are included. This class will include the material covered in English 11 at a faster pace and in greater depth. Prerequisite: A minimum grade of B- (80%) in English 10 or Honors English 10
Assessments: Major writing assignments, oral presentations, tests and quizzes

English 11
1006S1/1006S2 English 11 (American Lit.)
Open to grade 11
2 semesters, 1 credit per semester
Meets requirements: THD, AHD, Core 40, NCAA
Recommendation(s): This course is for students reading and writing below grade level. This course is also for those students who will be retaking the 10th grade End of Course Assessment.
This class especially emphasizes American authors and American literature. It stresses composition, grammar, vocabulary, speech, drama, poetry, short stories, non-fiction and paperback novels.
Assessments: Major writing assignments, an oral presentation, tests, and quizzes

English 11 AP
1056S1/1056S2 AP Language & Composition-College
Open to grade 11
2 semesters, 1 credit per semester
Meets requirements: THD, AHD, Core 40, NCAA, GS
Recommendation(s): Preferably a grade of A in Sophomore/Junior English
Note: It is expected that students who take this course will also take the AP Language and Composition Test in May. The AP English Language and Composition course is designed to help students become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts of American literature and to become skilled writers who can compose for a variety of purposes. By their writing and reading in this course, students should become aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way generic conventions and the resources of language contribute to effective writing. Prerequisite: Teacher recommendation for excellent English performance.
Note: It is expected that students who take this course will also take the AP Literature and Composition Test in May.
Assessments: Major papers, the Senior Project Research Paper, rhetorical essays, timed AP Test style writing assignments, projects, tests and quizzes

SENIOR CURRICULUM DESCRIPTION

The senior year includes courses with an overview of British Literature, AP Language and Composition, AP Literature and Composition Creative Writing, ACP English, Biblical Literature, Etymology, Speech, ACP Speech. Composition, vocabulary and speech are also included. Students use critical reading skills, listening skills, technology, research and the writing process throughout the course. All classes meet state standards but differ in the content, depth, speed of coverage, approach and method of grading. Standard level courses, both core and electives, address more basic skills in all areas of English.

1008S1/1008S2 English 12

Open to grade 12
2 semesters, 1 credit per semester
Meets requirements: THD, AHD, Core 40, NCAA
Recommendation(s): This course is for students reading and writing below grade level. This course is also for those students who may still be retaking the 10th grade End of Course Assessment.
Emphasizes a practical, "real world" approach to effectively communicating in today's technologically advanced society. Word processing, job search/interview skills, career awareness, critical thinking/problem solving skills, and successful oral communication will be stressed.
Assessments: Major writing assignments, an oral presentation, tests, and quizzes

1124I1/1124I2 Advanced English Language Arts, College Credit

Open to grade 12
2 semesters, 1 credit per semester
Meets requirements: THD, AHD, Core 40, NCAA
Advanced English/Language Arts, College Credit, is an advanced course based on the Indiana Academic Standards for English/Language Arts in grade 12. This course title covers any English language and composition advanced course offered for credit by an accredited post-secondary institution through an adjunct agreement with a secondary school.
Dual Credit: 3 hrs / ITCC
Assessments: Major writing assignments, an oral presentation, tests, and quizzes

1124S1/1124S2 Advance College Project (ACP) English

Open to grade 12
2 semesters, 1 credit per semester
Meets requirements: THD, AHD, Core 40, NCAA
In ACP English the hardworking students can earn college credit while still in high school. Students in ACP English will follow the same curriculum as Indiana University classes English W131 Elementary Composition and English L202 The Art of Reading. Students will earn credit in English 12 and up to six semester hours of credit from I.U. which may be transferred to most colleges. Entrance requirements must be met and tuition paid to earn college credit. ACP English is a full year course. Because students in this class will qualify for college credit, a commitment to hard work to achieve this goal would be expected.
Dual Credit: 6 hrs / IU
Assessments: Major writing assignments, an oral presentation, tests, and quizzes

ENGLISH ELECTIVES

1030 English Literature

Open to grade 12
1 semester, 1 credit
Meets requirements: THD, AHD, Core 40, NCAA
This is a comprehensive study of English poetry, short stories, plays and essays. Authors and types of literature from around the world are studied.
Assessments: Major papers, an oral presentation, tests and quizzes

1090 English Composition

Open to grade 12
1 semester, 1 credit
Meets requirements: THD, AHD, Core 40, NCAA
Through emphasis on written composition, the goal of this course is to prepare students for college writing and essay tests.
Assessments: Major papers, an oral presentation, tests and quizzes

1060 Etymology

Open to grades 10-12
1 semester, 1 credit
Meets requirements: THD, AHD, Core 40, NCAA
Etymology is a course designed for college bound students. The class will introduce students to extensive Latin vocabulary and limited Greek vocabulary. Students will use prefix lists, root lists, and suffix determinants. They will have to apply the knowledge on frequent vocabulary tests. Prerequisite: B- average in English 9
Assessments: Oral and visual presentations, tests and quizzes

1092S1/1092S2 Creative Writing

Open to grades 11-12
2 semesters, 1 credit per semester
Meets requirements: THD, AHD, Core 40, NCAA
In the first semester, students are taught the fundamentals of style. Units on poetry, drama, and greeting cards are taught. In the second semester, students will build on the previous semester's writing techniques. Units on advanced poetry, essay, film, short story and children's literature are studied. A student must take and pass the first semester of creative writing in order to take the second semester class.
Assessments: Major papers, oral presentation, tests and quizzes

1022 Biblical Literature

Open to grades 10-12
1 semester, 1 credit
Meets requirements: THD, AHD, Core 40, NCAA
This course surveys the Bible as a source of a wide variety of literary patterns, themes, and conventions. This course provides a basis for understanding Biblical references (allusions) in both classical and modern literature. Other topics of discussion may include the formation of a canonical Bible and the inclusion of apocryphal and heretical writings, oral versus literate transmission of sacred history and doctrine, and questions and problems of interpretation. Related literature is included as it pertains to Biblical themes. Writing and discussion opportunities are included in the context of this course. Assessments: Oral and visual presentations, tests and quizzes

1076/1078 Speech/Advanced Speech

Open to grades 11-12
1 semester, 1 credit / Dual Credit
Meets requirements: THD, AHD, Core 40, NCAA
The class provides a theory and practice of public speaking with emphasis upon the preparation and delivery of effective speaking.
Dual Credit (Advanced Speech - 1078): 3 hrs / Ivy Tech
Assessments: Oral and visual presentations, tests and quizzes

1080S1/1080S2 Journalism

Open to grades 10-12
2 semesters, 1 credit per semester
Meets requirements: THD, AHD, Core 40, NCAA
The student is exposed to all aspects of news collecting, writing, editing and publishing. Computer word processing and desktop publishing are included. Students should have above average writing ability.
Assessments: Oral and visual presentations, tests and quizzes

1034 Film Literature

Open to grade 12
1 semester, 1 credit
Meets requirements: Core 40, NCAA
This is a comprehensive study of film, history of film, influences of film, interpretation, production, and adaptation.
Assessments: Projects, essays, tests, and quizzes.

1028 Drama Literature

Open to grade 12
1 semester, 1 credit
Meets requirements: Core 40, NCAA
This is a comprehensive study of drama, history of drama, influences of drama, interpretation, production, and adaptation.
Assessments: Projects, essays, tests, and quizzes.

1042 Novels

Open to grades 11-12
1 semester, 1 credit
Meets requirements: Core 40, NCAA
This course is a study of distinct features of the novel such as narrative and fictional elements of setting, conflict, climax, and resolution. Organized by historical periods, themes, and authors.
Assessments: Projects, essays, tests, and quizzes.

1038 Indiana Literature

Open to grades 11-12
1 semester, 1 credit
Meets requirements: Core 40, NCAA
This course is a study of works produced by those who were born in, raised, or lived most of their lives in Indiana and works about Indiana or its famous persons. Students examine various historical periods, literary movements, and aspects of Indiana culture. Students analyze and evaluate contributions of Indiana literature to specific genres and to the body of American literature or media past and present.
Assessments: Projects, essays, tests, and quizzes.

1036 Genres of Literature

Open to grade 11-12
1 semester, 1 credit
Meets requirements: Core 40, NCAA

MATHEMATICS DEPARTMENT COURSE OFFERINGS

Mathematics

The state of Indiana requires that students take a math class during each year of high school, a requirement that can be satisfied during their senior year with a quantitative reasoning course. College admissions offices strongly recommend that all students take a math class during their senior year of high school.

Credit for Math in Middle School

The purpose of offering Algebra I and Geometry in middle school is to allow students the opportunity to take advanced math courses during their junior and senior years. Students who do not perform well in Algebra I at the eighth grade level are required to retake the course during their freshman year.

Doubling Up Option in Math

In an effort to take full opportunity of the advanced math courses offered, students may take two math courses at the same time. This is an option during the freshman or sophomore years by taking Geometry Honors and Algebra II Honors. This doubling up is only for those students who have high grades in Algebra I, therefore proving their ability to manage challenging coursework. After taking Pre-Calculus any student may double-up by taking two math course electives. Options would include Calculus, Probability and Statistics, Finite Mathematics or a quantitative reasoning elective.

2520S1/2520S2 Algebra I

Open to grades 9,10,11,12
2 semesters, 1 credit each semester
Meets requirements: THD, AHD, Core 40, NCAA
Algebra I formalizes and extends the mathematics students learned in the middle grades. Algebra I is made up of 5 strands: Real Numbers and Expressions; Functions; Linear Equations, Inequalities, and Functions; Systems of Equations and Inequalities; Quadratic and Exponential Equations and Functions; and Data Analysis and Statistics. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions.

2532S1/2532S2 Geometry

Open to grades 9, 10, 11
2 semesters, 1 credit each semester
Meets requirements: THD, AHD, Core 40, NCAA
Prerequisite(s): Successful completion of Algebra 1
Geometry formalizes and extends students’ geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Critical areas comprising the Geometry course are as follows: Points, Lines, Angles, and Planes; Triangles; Quadrilaterals and Other Polygons; Circles; Transformations; and Three- dimensional Solids.

2532HS1/2532HS2 Geometry Honors

Open to grades 9,10,11
2 semesters, 1 credit each semester
Meets requirements: THD, AHD, Core 40, NCAA
2 semesters, 1 credit each semester
Meets requirements: THD, AHD, Core 40, NCAA
Prerequisite(s): Successful completion of Algebra 1
Geometry Honors 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. Five critical areas comprise the Geometry course: Logic and Proofs; Points, Lines, Angles, and Planes; Triangles; Quadrilaterals and Other Polygons; Circles; Transformations; and Three- dimensional Solids.

2546 Probability and Statistics

Open to grades 11, 12
2 semesters, 1 credit each semester
Meets requirements: THD, AHD, Core 40, NCAA
Prerequisite(s): Successful completion of Algebra 2 or Algebra 2 Honors
Probability and Statistics includes the concepts and skills needed to apply statistical techniques in the decision-making process. Probability and Statistics are made up of three strands: Data Analysis, Experimental Design, and Probability. Practical examples based on real experimental data are used throughout. Students plan and conduct experiments or surveys and analyze the resulting data. The use of graphing calculators and computer programs is encouraged. The Process Standards for Mathematics apply throughout and prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course should be of practical use for anyone considering a career in science, engineering, medicine, sociology, economics, education and many other fields.

2522S1/2522S2 Algebra 2

Open to grades 10,11,12
2 semesters, 1 credit each semester
Meets requirements: THD, AHD, Core 40, NCAA
Prerequisite(s): Successful completion of Algebra 1 and Geometry Honors
Algebra II builds on work with linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Algebra II is made up of 7 strands: Complex Numbers and Expressions; Functions; Systems of Equations; Quadratic Equations and Functions; Exponential & Logarithmic Equations and Functions; Polynomial, Rational, and Other Equations and Functions; and Data Analysis, Statistics, and Probability.

2522HS1/2522HS2 Algebra 2-Honors

Open to grades 9,10
2 semesters, 1 credit each semester
Meets requirements: THD, AHD, Core 40, NCAA
Prerequisite(s): Algebra I and Geometry or Geometry Honors (may be taken concurrently with Geometry Honors if the prerequisite grade of an “A” in Algebra I is met)
Algebra II Honors is a course that will prepare students for higher level mathematics courses such as Pre-Calculus and Calculus. It builds on work with linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Algebra II Honors is made up of 7 strands: Complex Numbers and Expressions; Functions; Systems of Equations; Quadratic Equations and Functions; Exponential & Logarithmic Equations and Functions; Polynomial, Rational, and Other Equations and Functions; and Data Analysis, Statistics, and Probability.

2564 Pre-Calculus

Open to grades 10,11,12
2 semesters, 1 credit each semester
Meets requirements: THD, AHD, Core 40, NCAA
Prerequisite(s): Successful completion of Geometry or Geometry Honors and Algebra 2 with an A and a teacher recommendation or Algebra 2 Honors with an C or better
The first semester of Pre-Calculus extends the foundations of algebra and functions developed in previous courses to new functions, including exponential and logarithmic functions, and to higher-level sequences and series. Pre-Calculus (semester one) is made up of five strands: Polar Coordinates and Complex Numbers; Functions; Quadratic, Polynomial, and Rational Equations and Functions; Exponential and Logarithmic Equations and Functions; and Parametric Equations. The second semester of this course is a study of trigonometry. Trigonometry consists of seven strands: Conics, Unit Circle, Geometry, Periodic Functions, Identities, Polar Coordinates, and Vectors. Students will also advance their understanding of imaginary numbers through an investigation of complex numbers and polar coordinates. The course is designed for students who expect math to be a major component of their future college and career experiences, and as such it is designed to provide students with strong foundations for calculus and other higher-level math courses. This course may be offered for 6 semester hours of credit as M136 College Algebra, and M137 Trigonometry with Analytical Geometry through Ivy Tech Community College.

2562 AP Calculus AB

Open to grades 11,12
2 semesters, 1 credit per semester
Meets requirements: THD, AHD, Core 40, NCAA
Prerequisite(s): Successful completion of Pre-Calculus
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. Successful completion of the Advanced Placement Calculus Test in the spring can result in one semester of credit from many colleges and universities.

2572 CalculusBC

Open to grades 11, 12

2 semesters, 1 credit per semester

Meets requirements of: THD, AHD, Core 40, NCAA

Prerequisite(s): Successful completion of Pre-Calculus

Calculus BC 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; (3) integrals; and (4) polynomial approximations and series. 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.

2530 Finite Mathematics

Open to grades 11, 12

2 semesters, 1 credit per semester

Meets requirements of: THD, AHD, Core 40, NCAA

Prerequisite(s): Successful completion of Algebra II

Finite Mathematics is an umbrella of mathematical topics. It is a course designed for students who will undertake higher--level mathematics in college that may not include calculus. Topics include: Sets, Matrices, Networks, Optimization, and Probability. Technology, such as computers and graphing calculators, should be used frequently. The Process Standards for Mathematics apply throughout 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. This course may be offered for 3 semester hours of credit as M135 Finite Mathematics through Ivy Tech Community College.

2531 Math 10

Open to grades 9, 10

2 semesters, 1 credit per semester

Meets requirements of: General Diploma or Elective for Core 40, THD, AHD

Prerequisite(s): Successful completion of Algebra I

Math 10 is a two semester course designed to reinforce and elevate the Algebra 1 and 7th and 8th grade geometry knowledge/skills necessary for students to successfully complete a high school mathematic courses beyond Algebra 1 and prepare them to pass the state’s graduation qualifying exam.

SCIENCE DEPARTMENT COURSE OFFERINGS

*Some post-secondary institutions have specific science entrance requirements. It is important to check with the institution you are interested in attending to make sure you meet all entrance requirements.

*AP Biology, AP Chemistry, Organic Chemistry are available electives although not offered every year

3108S1/3108S2 Integrated Chemistry-Physics (full year)

Opentogrades9,10,11,12

2 semesters, 1 credit per semester

Meets requirements: THD,AHD, Core 40,NCAA

IntegratedChemistry-Physicsisalaboratory-basedcourseinwhichstudents explore fundamentalchemistryandphysicsprinciples.Studentsenrolledinthis courseuse scientificinquirytoexaminethestructureandpropertiesofmatter, chemicalreactions,forces,motion,andtheinteractionsbetweenenergyandmatter. Workingina laboratoryenvironment,andusingtheproblem-basedformat, studentsinvestigate thebasicsofchemistryandphysicsinsolvingreal-world problemsthatmayhave personalorsocialconsequencesbeyondtheclassroom.

Prerequisite: Algebra 1 concurrent

3024S1/3024S2 Biology I (full year)

Opentogrades10,11,12

2 semesters,1credit per semester

Meets requirements: THD,AHD, Core 40,NCAA

BiologyIisthestudyofthenaturalworldandthelivingorganismswithin it.To enable studentsto understandlifeanditsinteractions,the courseexplores the concepts, principles,andtheoriesofbiology,includingcelltheory,evolution, genetheory, energy,andecology. ThecomplexityoflifeonEarthwillbe investigatedviaavariety ofmethodsthatpromoteactive learning,student engagementandcriticalthinking skills.

Prerequisites: ICP

3024HS1/3024HS2 Biology I, Honors (full year)

Opentogrades9,10,11,12

2 semesters, 1 credit per semester

Meets requirements: THD,AHD, Core 40,NCAA

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

Prerequisite: A- in Life Science and Physical Science or in 8th Grade Science; B in GT science in 8th grade

3020S1/3020S2 Advanced Biology (AP) (full year)

Opentogrades12

2 semesters, 1 credit per semester

Meets requirements: THD,AHD, Core 40,NCAA

The Advanced Biology (AP) course is designed to be the equivalent of a college introductory course taken by biology majors during their first year in college. Molecules, cells, genetics, evolution, organisms, and populations are the major topics covered. This course also requires summer readings and assignments, and is geared for seniors who are motivated, independent, and willing to spend two to three hours every night studying.

Prerequisites: 8.0 cumulative GPA, biology with an A- or higher average in both semesters, maintained B or higher in Chemistry 1 for both semesters and have achieved “C” or better in Algebra II for both semesters.

3090B1/3090B2 Advance College Project (ACP) Biology L100 (full year)

Opentograde 11,12

2 Semesters, 1 credit per semester

Meets requirements: THD,AHD, Core 40,NCAA

In ACP Biology, hardworking students can earn college credit while still in high school. Students in ACP Biology will follow the same curriculum as Indiana University. Students will earn credit in Biology and semester credit hours from IU which may be transferred to most colleges. Entrance requirements must be met and tuition paid to earn college credit.

Biology — BIOL L100 Humans and the Biological World (5 cr). Principles of biological organization, from molecules through cells and organisms to populations. Emphasis on processes common to all organisms, with special reference to humans.

Prerequisites: Chemistry, Algebra II, and IU/ACP acceptance

3064S1/3064S2 Chemistry I (full year)

Opentograde10,11,12

2 semesters, 1 credit per semester

Meets requirements: THD,AHD, Core 40,NCAA

Thisisalaboratorybasedcoursethat is concerned with the composition, behavior, structure,andpropertiesofmatter.Thiscourseexploresthereactionsbetween substances,theperiodictrends in the chemical reactivity,energyexchanges,and thelaws that unite these events into a unified and comprehensive system. Because chemistryprovides and important understanding of how the world around us works, ithasalargeimpactonourdailyliving. Understandingchemistryhelps students better understand many matters of both private and public concern.

Prerequisite: Algebra I and Biology.

3066S1/3066S2 Chemistry II, General (full year)

Opentograde11,12

2 semesters, 1 credit per semester

Meets requirements: THD,AHD, Core 40,NCAA

A more in-depth study of the major topics covered in Chemistry I plus an introduction into quantitative analysis. This will include the use of the analytical balance, the ph meter, and acid-base titrations.

Prerequisite: Algebra I, Biology, Geometry, and Chemistry I; Algebra II may be concurrent

3090A1/3090A2 Advance College Project (ACP) Chemistry (full year)

Opentograde 11,12

3090 CHEM C105/125 Principles of Chemistry I

2 semesters, 1 credit per semester

Meets requirements: THD,AHD, Core 40,NCAA

C105: Basic principles including stoichiometry, thermochemistry, atomic and molecular structure, gases, solutions, and selected topics in descriptive chemistry.

C125: Introduction to laboratory experimentation with emphasis on the collection and use of experimental data, some properties of solutions, stoichiometry, thermochemistry, and synthesis

In ACP chemistry, hardworking students can earn college credit while still in high school. Students in ACP Chemistry will follow the same curriculum as Indiana University. Students will earn credit in Chemistry and semester credit hours from IU which may be transferred to most colleges. Entrance requirements must be met and tuition paid to earn college credit.

Prerequisite: Chemistry I and IU/ACP acceptance

3090C1/3090C2 Advance College Project Chemistry (ACP) (full year)

Opentograde 12

3090 CHEM C106/126 Principles of Chemistry II

2 semesters, 1 credit per semester

Meets requirements: THD,AHD, Core 40,NCAA

C106: Chemical equilibria, with emphasis on acids, bases, solubility, and electrochemistry, elementary thermodynamics, chemical kinetics, and selected topics in descriptive chemistry. C126: A continuation of C125 with emphasis on equilibria, qualitative analysis, acids and bases, oxidation-reduction including electrochemistry, chemical kinetics, and synthesis. In ACP chemistry, hardworking students can earn college credit while still in high school. Students in ACP Chemistry will follow the same curriculum as Indiana University. Students will earn credit in Chemistry and semester credit hours from IU which may be transferred to most colleges. Entrance requirements must be met and tuition paid to earn college credit.

Prerequisite: Chemistry C105/C125 and IU/ACP acceptance

3060S1/3060S2 Chemistry Advanced Placement (AP) (full year)

Opentograde 12

2 semesters, 1 credit per semester

Meets requirements: THD,AHD, Core 40,NCAA

Chemistry, Advanced Placement or College Bound Credit, is a title covering any of these courses: (1) a course which follows College Board Entrance Exam Guidelines for AP Chemistry, (2) any chemistry course offered for credit by an accredited postsecondary institution through an adjunct agreement with a secondary school, or (3) any other postsecondary chemistry course offered for dual credit. It is offered for the college bound student who needs a rigorous treatment of college level Freshman Chemistry. Students may elect to take the Advanced Placement test at the end of the year for possible college credit.

Prerequisite(s): Chemistry I; Pre-Calculus may be concurrent.

3084S1/3084S2 Physics I (full year)

Opentogrades10, 11, 12
2 semesters, 1 credit per semester
Meets requirements: THD, AHD, Core 40, NCAA
Firstsemesterphysicstopicsincludelinearmotion, Newton’sfirstlaw, Newton’ssecondlaw, Newton’s3rdlaw, energy, buoyancy, gravitation, and the history of physics. Physics is a very labintensive, hands-on course. A boat project and an energy or vehicle construction project is completed during the year. Second semester physics topics are projectile motion, momentum, circular motion, rotational mechanics, light and sound, electricity and magnetism, and center of gravity. This course is intended to be a survey course in Physics rather than a mastery course.
Prerequisite(s): Geometry; Algebra II (may be concurrent)

3080S1/3080S2 AP Physics 1 (full year)

Opentogrades10, 11, 12
2 semesters, 1 credit per semester
Meets requirements: THD, AHD, Core 40, NCAA
Students can elect to take the AP Physics 1 exam credit. It is more mathematical in nature than Physics 1 and the class moves at a faster pace. First semester topics include linear motion, Newton’s first law, Newton’s second law, Newton’s 3rd law, work and energy, circular and rotational motion, gravitation, momentum and vectors. An egg drop project and a mousetrap vehicle construction project will be completed during the year. Second semester includes statics, waves and sound, and electricity and magnetism. Laboratory experimentation and demonstrations is emphasized. Students will become skilled at modeling physics using graphical and mathematical means.
Prerequisite(s): Concurrent enrollment in Algebra 2 or higher math class.

3081S1/3081S2 AP Physics 2 (full year)

Opentogrades11, 12
2 semesters, 1 credit per semester
Meets requirements: THD, AHD, Core 40, NCAA
Course content and technical applications will be explored through group work and laboratory experiments. This class will help students become competent in utilizing math concepts to support the study of advanced physics topics. Topics include: temperature and heat, thermodynamics, fluids, pressure, electricity and magnetism, and atomic and nuclear physics).
Prerequisite(s): AP Physics 1

5276AN Human Anatomy (semester)

Opentogrades11, 12
1 semester, 1 credit per semester
Meets requirements: THD, AHD, Core 40, NCAA
This is a semester long investigation of the structures and functions of the human body. It is a demanding course requiring extensive anatomy memorization and detailed laboratory dissections. Students need good study habits and sufficient time for study beyond the class period. Students will develop laboratory reading and note-taking skills. Some activities include use of computers, research on current medical development, and guest speakers.
Prerequisite(s): Biology 1 (C or better)

3092HE Human Genetics (semester)

Opentogrades11, 12
1 semester, 1 credit per semester
Meets requirements: THD, AHD, Core 40, NCAA
This is a course for those who want to learn about human genetics. This course has been designed to give students an opportunity to begin to comprehend and interpret new advances in areas such as recombinant DNA research, gene therapy, and mapping of the human genome. Topics covered will include: the genetic code, DNA, RNA, mutations, human chromosome aberrations, Mendelian principles applied to human genetics, pedigrees, probability, genetic screening, and biotechnology. The social, ethical and legal implications of recent advancement in human genetics will also be discussed.
Prerequisite(s): Biology 1 (C or better)

3092BO Botany (semester)

Opentogrades10, 11, 12
1 semester, 1 credit per semester
Meets requirements: THD, AHD, Core 40, NCAA
This course deals with the physiological and structural aspects of the plant kingdom, with emphasis on roots, stems, leaves, flowers, fruits, and seeds. It also includes the study of biomes, soil pests, and medicinal plants. Microscope and greenhouse labs will be used primarily.
Prerequisite: Biology I (C or better)

3092ZOS1/3092ZOS2 Zoology (full year)

Opentogrades10, 11, 12
2 semesters, 1 credit per semester
Meets requirements: THD, AHD, Core 40, NCAA
Zoology is an in-depth study of the classification, anatomy, and physiology of animals through comparative analysis. Topics include evolution, development, and various body systems and their organs. Structure and function will be emphasized. Students will spend some time learning about varying degrees of tissue specialization and the level of organization of invertebrate animals such as sponges, starfish, earth- worms, snails, mussels, crayfish, and grasshoppers. The majority of the course will be devoted to expanding these concepts of tissue structure and function to vertebrate animals. Students in the course will participate in extensive laboratory dissections of both vertebrates and invertebrates.
Prerequisite: Biology I

3092HS1/3092HS2 Zoology Honors (full year)

Opentogrades10, 11, 12
2 semesters, 1 credit per semester
Meets requirements: THD, AHD, Core 40, NCAA
This course deals with the anatomical survey of vertebrate and invertebrate animals with special emphasis on physiology, dissection, and the study of fresh and preserved specimens
Prerequisite: Biology (suggested grade of a B average)

3010S1/3010S2 Environmental Science (full year)

Opentogrades11, 12
2 semesters, 1 credit per semester
Meets requirements: THD, AHD, Core 40, NCAA
Environmental science is an interdisciplinary course that integrates biology, chemistry, and other disciplines. Students enrolled in this course conduct in-depth scientific studies of ecosystems, population dynamics, resource management, and environmental consequences of natural and anthropogenic processes. Students formulate, design, and carry out laboratory and field investigations as an essential course component. Students completing Environmental Science, acquire the essential tools for understanding the complexities of national and global environmental systems.

3090O1/3090O2 Organic Chemistry (full year)

Open to grade 12
2 semesters, 1 credit per semester
Meets requirements: THD, AHD, Core 40, NCAA
Science Research, independent study, is a course that provides students with unique opportunities for independent, in-depth study of one or more specific scientific problems. Students develop a familiarity with lab procedures use in a given educational, research, or industrial setting or a variety of setting. Students enrolled in this course will complete a science fair project to be exhibited at a regional science fair and/or state science symposium, and end-of-course project, such as a scientific research paper or some suitable presentation of their findings.
Recommended Prerequisite: ACP Chemistry

3044S1/3044S2 Earth & Space Science

Open to grades 11-12
2 semesters, 1 credit per semester
Meets requirements: THD, AHD, Core 40, NCAA
Earth and Space Science I is a course focused on the following core topics: study of the earth’s layers; atmosphere and hydrosphere; structure and scale of the universe; the solar system and earth processes. Students analyze and describe earth’s interconnected systems and examine how earth’s materials, landforms, and continents are modified across geological time. 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.

SOCIAL STUDIES DEPARTMENT COURSE OFFERINGS

1518 Indiana Studies

Grades 9-12 1 semester/ 1 credit

The course will compare and contrast Indiana and the nation’s development in the areas of politics, economics, and history including people and events in Jennings County.

1512 Current Events

Grades 9-12 year / 1 credit per semester

This class will provide opportunities to apply techniques of investigation to the study of current problems or issues in the world. Students should develop competence in recognizing cause and effect relationships, fallacies in reasoning, propaganda devices, stating and testing hypotheses, and generalizing based on evidence.

1548S1/1548S2 World History and Civilization

Grades 10-12 year/1 credit per semester

Meets requirements: AHD, THD, Core 40, NCAA,

Students will study turning points in history that have affected a large amount of people around the globe. In this college prep class, students will be expected to practice a historical way of thinking such as understanding chronology, critical thinking and cause and effect. Students will source, corroborate, and contextualize a variety of primary sources and be asked to make applications of historical learning to modern day issues. Common topics studied include world religions, types of government, war and peace, and the rise and fall of societies since early times. This course will focus on early civilizations, classical civilizations, and the development of modern nations.

1570S1/1570S2 Geography and History of the World & Honors GHW

Open to grades 9, 10

2 semesters, 1 credit per semester

Meets requirements: THD, AHD, Core 40, NCAA, GS

Students will learn how to use a geographic way of looking at the world. Students will be able to source, corroborate and contextualize a variety of primary sources and be asked to make applications to modern day issues. Major themes include the study of world religions and exploration and conquest. Imperialism, innovations, and revolutions will also be taught. Geography themes that will be explored include change over time, culture, and locations.

1542S1/1542S2 United States History

Open to grade 11

2 semesters, 1 credit per semester

Meets requirements of: THD, AHD, Core 40, NCAA

This course builds upon concepts developed in previous studies of American History and emphasizes a detailed study of the development of our nation from the Civil War to the present. Students study the key events, people, groups, and movements in the late 19th –21st centuries, as they relate to life in the United States. Students are expected to develop skills of historical thinking that involve chronological thinking, comprehension, analysis, and interpretation, and research. Students will think like junior historians by being able to correctly source, corroborate and contextualize primary sources.

1540 United States Government

Open to grade 12

1 semester, 1 credit per semester

Meets requirements: THD, AHD, Core 40, NCAA

This course provides a framework for understanding the purposes, principles and practices of American government. Students are expected to understand their rights and responsibilities as citizens. Students learn to identify the roles of individuals and groups in the political process by discussing, evaluating, and defending positions on political issues using sound logic and evidence.

1552 AP Government and Politics: United States Comparative

Open to grade 12

2 semesters, 1 credit per semester

Meets requirements: THD, AHD, Core 40, NCAA

The AP Government and Politics: United States Comparative course will follow the College Board Entrance Examination guidelines and is offered for the college bound student who needs a rigorous treatment equivalent to a college freshman level U.S. Government class. Topics covered will include the constitutional underpinnings of American government, political beliefs and behaviors, political parties, interest groups and the mass media. The in-depth study of the 3 branches of government, public policy, and the understanding of our civil rights and liberties will be included. Students will be expected to take the Advanced Placement U.S. Government and Politics: United States Comparative exam at the end of the school year for possible college credit.

1556 AP European History

Grade 10 2 semesters/2 credits

Meets requirements: THD, AHD, Core 40, NCAA

Recommended Prerequisites: This course is intended for high ability students or English 9 Honors students in good standing.

This sophomore level, year long course surveys European History from 1450 to present. The intent of the course is to provide students an opportunity to investigate the significant events, individuals, developments, and processes in four historical periods in European history and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians.

1538 Topics in History

Grades 9-12 1 semester/ 1 credit

This class will provide students with studies of specific historical eras, events, or concepts. The development of historical research skills will be emphasized along with other basic social studies skills.

1562S1/1562S2 AP United States History

Open to grade 11

2 semesters, 1 credit per semester

Meets requirements: THD, AHD, Core 40, NCAA

Recommended Prerequisites: The course is intended for high ability students or English 10 Honors students in good standing (A or B).

The Advanced Placement U.S. History course will provide students with the equivalent of a full-year college level introductory course in U.S. History. The goal of the class is to teach students both analytical and factual knowledge so that they can think and write historically about U.S. History in preparation for the AP U.S. History Exam by the College Board. It is an expectation of JCHS that students will take the College Board’s AP US History exam in the spring.

SENIORS

(One semester of Economics and one semester of U.S. Government are required.)

1514 Economics

Open to grade 12

1 semester, 1 credit per semester

Meets requirements: THD, AHD, Core 40, NCAA

This course examines the allocation of scarce resources and the economic reasoning used by people as consumers, producers, savers, investors, workers, voters, and as government agencies. It also examines economy as a whole, including investment, stock markets, the role of unions, and the national economy measure by the GDP.

1514H Economics Honors

Grade 12 1 semester/ 1 credit Qualifies as a quantitative reasoning class. This course takes a more in depth approach to the allocation of scarce resources and the economic reasoning used by people as consumers, producers, savers, investors, workers, voters, and as government agencies. It is a more challenging study into the economy as a whole, including investment, stock markets, the role of unions, and the national economy measured by the GDP.

1560 AP United States Government

Grade 12 1 semester/1 credit

Meets requirements: THD, AHD, Core 40, NCAA

Recommended Prerequisites: The course is intended for high ability students or English 11 Honors students in good standing.

AP U.S. Government and Politics is a college-level one semester course that not only seeks to prepare students for success on the AP Exam in May, but also provide students with the political knowledge and reasoning processes to participate meaningfully and thoughtfully in discussions and debates that are currently shaping American politics and society. It is important to note that this course is not a history course; it is a political science course that studies the interconnectedness of the different parts of the American political system and the behaviors and attitudes that shape this system and are the byproduct of this system. AP U.S. Government and Politics accomplishes these goals by framing the acquisition of political knowledge around enduring understandings and big ideas about American government and politics that can be applied to a set of disciplinary practices through the use of a set of reasoning processes. Through the development of this set of political knowledge, disciplinary practices, and reasoning processes, by the end of the course, students will be able to analyze current and historical political events like a political scientist and develop factually accurate, well-reasoned, thoughtful arguments and opinions that acknowledge and grapple with alternative political perspectives.

1534 Sociology

Open to grades 11, 12

1 semester, 1 credit per semester

Meets requirements: NCAA,

Sociology provides students with the opportunity to study human social behavior from a group perspective. Topics of study include socialization, values and norms, deviance, stratification, families, education, and religion. Social problems such as poverty and discrimination are also explored.

1532 Psychology

Open to grades 11, 12

1 semester, 1 credit per semester

Meets requirements: NCAA

Psychology provides students the opportunity to explore the behaviors of individuals and groups. Areas of study include the scientific method, lifespan development, cognition, personality, assessment and mental health, and socio-cultural and bio- logical bases of behavior. Major psychological theories and their methods will be researched. This course is “project” oriented.

HEALTH & PHYSICAL EDUCATION DEPARTMENT COURSE OFFERINGS

3506 Health and Wellness

Open to grades 9,10,11,12
1 semester, 1 credit per semester
Meets requirements: AHD, Core 40
Health Education is a one-semester course that focuses on developing knowledge, concepts, skills, behaviors, and attitudes related to student health and well- being. Topics of learning and discussion are: (1) Growth and Development; (2) Mental Health and Emotional Health; (3) Community and Environmental Health; (4) Nutrition; (5) Family Life; (6) Consumer Health; (7) Personal Health; (8) Alcohol, Tobacco and Other Drugs; (9) Intentional and Unintentional Injury; and (10) Health Promotion and Disease Prevention.

3542GSI/3542GIS2 Girls Physical Education

3542BOS1/3542BOS2 Boys Physical Education

Year/ 1 credit per semester
Meets requirements AHD, THD, Core 40
This class is an introduction to various sports and physical activities such as speedball, soccer, flag football, volleyball, basketball, tennis, gymnastics, softball, floor hockey, weight lifting, aerobics, badminton, archery, wrestling, pickle-ball, and dancing. The class will include physical assessment tests, supervised activities and games along with the development of individual skills and team concepts. Coordination, flexibility, agility, muscular strength, and cardiovascular fitness will be emphasized throughout the program.

3500S1/3508S2 Sports Medicine

Grades 10-12
Prerequisites: Health and Biology I
This course is to provide students with information on how to prevent, recognize, and treat injuries that commonly occur in sports and physical activity. As students gain this practical experience, they will be laying foundation for continued study in athletic training or other health related fields, such as nursing, physical therapy, paramedics, and medicine. The topics covered in the course are based on skills recommended by the National Athletic Training Association, the regulatory body for Athletic Trainers in the United States.

3560A1/3560A2 Advanced Physical Education

Grades 10-12
Year/ 1 credit per semester
Prerequisite: Completion of 2 semesters of Physical Education
This course is designed for the student who is interested in daily conditioning, advanced level of skill playing, and officiating. Sports knowledge and skills will be tested.

3560S1 /3560S2 Strength and Conditioning

Grades 10-12
Year/1 credit per semester
Prerequisites: Completion of 2 semester of Physical Education and An IHSAA physical form on file prior to participation
This course is designed to enhance muscular strength and cardiovascular conditioning. The class is provided for those students who participate in interscholastic athletics and/or students who are serious about improving their physical abilities. Students will gain a basic knowledge of various workouts, cardiovascular conditioning and nutrition strategies through participation. Assessment will be based on physical testing, cardiovascular endurance and improvement in body strength.

WORLD LANGUAGES DEPARTMENT COURSE OFFERINGS

CREDIT FOR 8TH GRADE

World Language grades at 8th grade go with the student to high school transcript. These grades will count in their GPA. Students with lower grades may elect to repeat the course in grade 9.

2020S1/2020S2 French I

Open to grades 9,10,11,12

Year/ 1 credit per semester

Meets requirements: THD Direct Elective, AHD, Core 40, NCAA

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.

2022S1/2022S2 French II

Open to grades 9,10,11,12

Year/ 1 credit per semester

Meets requirements: THD Direct Elective, AHD, Core 40, NCAA

Prerequisite: French I

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.

2024S1/2024S2 French III

Open to grades 9,10,11,12

Year/ 1 credit per semester

Meets requirements: THD Direct Elective, AHD, Core 40, NCAA

Prerequisite(s): French II

DC: (8 cred) ITCC, FREN 101,102

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 an 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.

2026S1/2026S2 French IV

Open to grades 10,11,12

Year/ 1 credit per semester

Prerequisite(s): French III

DC: (6 cred) ITCC, FREN 201,202

French IV, a course based on Indiana’s Academic Standards for World Languages, provides a context for integration of the continued development of language skills and cultural understanding with other content areas and the community beyond the classroom. The skill sets that apply to the exchange of written and oral information are expanded through emphasis on practicing speaking and listening strategies that facilitate communication, such as the use of circumlocution, guessing meaning in familiar and unfamiliar contexts, and using elements of word formation to expand vocabulary and derive meaning. Additionally, students will continue to develop an understanding of French-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 French language and culture in the community beyond the classroom is explored through the identification and evaluation of resources intended for native French speakers.

2028S1/2028S2 French V

Open to grades 9-12

Year/ 1 credit per semester

French V, a course based on Indiana’s Academic Standards for World Languages, provides opportunities for students to interact and exchange information in culturally and socially authentic and/or simulated situations to demonstrate integration of language skills with understanding of French-speaking culture. This course emphasizes the use of appropriate formats, varied vocabulary and complex language structures within student communication, both oral and written, as well as the opportunity to produce and present creative material using the language. Additionally, students will continue to develop an understanding of French-speaking culture through investigating the origin and impact of significant events and contributions unique to the target culture, comparing and contrasting elements that shape cultural identity in the target culture and the student’s own culture, and explaining how the target language and culture have impacted other communities. This course further emphasizes the integration of concepts and skills from other content areas with the target language and cultural understanding, as well as the exploration of community resources intended for native French speakers.

2040S1/2040S2 German I

Open to grades 9,10,11,12

Year/ 1 credit per semester

Meets requirements: THD Direct Elective, AHD, Core 40, NCAA

German I, a course based on Indiana’s Academic Standards for World Languages, introduces students to effective strategies for beginning German language learning, and to various aspects of German-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 German-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 German language and culture outside of the classroom.

2042S12042S2 German II

Open to grades 9,10,11,12

Year/ 1 credit per semester

Meets requirements: THD Direct Elective, AHD, Core 40, NCAA

Prerequisite(s): German I

German II, a course based on Indiana’s Academic Standards for World Languages, builds upon effective strategies for German 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 German-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 German language and culture outside of the classroom.

2044S1/2044S2 German III

Open to grades 10,11,12

Year/ 1 credit per semester

Meets requirements: THD Direct Elective, AHD, Core 40, NCAA

Prerequisite(s) German II

DC: (8 cred) ITCC, GER 101,102

German III, a course based on Indiana’s Academic Standards for World Languages, builds upon effective strategies for German language learning by facilitating the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to initiate, sustain and close conversations; exchange detailed information in oral and written form; and write cohesive information with greater detail. This course also emphasizes the continued development of reading and listening comprehension skills, such as using cognates, synonyms and antonyms to derive meaning from written and oral information, as well as comprehending detailed written or oral directions. Students will address the presentational mode by presenting student-created material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will continue to develop an understanding of German- 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 German language and culture outside of the classroom.

2046S1/2046S2 German IV

Open to grades 11,12
Year/ 1 credit per semester
Meets requirements: THD Direct Elective, AHD, Core 40, NCAA
Prerequisite(s): German III
DC: (6 cred) ITCC, GER 201,202
German IV, a course based on Indiana’s Academic Standards for World Languages, provides a context for integration of the continued development of language skills and cultural understanding with other content areas and the community beyond the classroom. The skill sets that apply to the exchange of written and oral information are expanded through emphasis on practicing speaking and listening strategies that facilitate communication, such as the use of circumlocution, guessing meaning in familiar and unfamiliar contexts, and using elements of word formation to expand vocabulary and derive meaning. Additionally, students will continue to develop an understanding of German-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 German language and culture in the community beyond the classroom is explored through the identification and evaluation of resources intended for native German speakers.

2048S1/2048S2 German V

Open to grades 11, 12
Year / 1 credit per semester
Prerequisite: German IV
German V, a course based on Indiana’s Academic Standards for World Languages, provides opportunities for students to interact and exchange information in culturally and socially authentic and/or simulated situations to demonstrate integration of language skills with understanding of German-speaking culture. This course emphasizes the use of appropriate formats, varied vocabulary and complex language structures within student communication, both oral and written, as well as the opportunity to produce and present creative material using the language. Additionally, students will continue to develop an understanding of German-speaking culture through investigating the origin and impact of significant events and contributions unique to the target culture, comparing and contrasting elements that shape cultural identity in the target culture and the student’s own culture, and explaining how the target language and culture have impacted other communities. This course further emphasizes the integration of concepts and skills from other content areas with the target language and cultural understanding, as well as the exploration of community resources intended for native German speakers.

2120S1/2120S2 Spanish I

Open to grades 9,10,11,12
Year/ 1 credit per semester
Meets requirements: THD Direct Elective, AHD, Core 40, NCAA
Spanish I, a course based on Indiana’s Academic Standards for World Languages, introduces students to effective strategies for beginning Spanish language learning, and to various aspects of Spanish-speaking cultures. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics, and write short passages with guidance. This course also emphasizes the development of reading and listening comprehension skills, such as reading isolated words and phrases in a situational context and comprehending brief written or oral directions. Additionally, students will examine the practices, products and perspectives of Spanish-speaking culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding Spanish language and culture outside of the classroom.

2122S1/2122S2 Spanish II

Open to grades 9,10,11,12
Year/ 1 credit per semester
Meets requirements: THD Direct Elective, AHD, Core 40, NCAA
Prerequisite: Spanish I (passing both semesters)
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.

2124S1/2124S2 Spanish III

Open to grades 9,10,11,12
Year/ 1 credit per semester
Meets requirements: THD Direct Elective, AHD, Core 40, NCAA
Prerequisite(s): Spanish II
DC: (8 cred) ITCC, SPAN 101,102
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.

2126S1/2126S2 Spanish IV

Open to grades 10,11,12
Year/ 1 credit per semester
Prerequisite: Spanish III
DC: (6 cred) ITCC, SPAN 201,202
Spanish IV, a course based on Indiana’s Academic Standards for World Languages, provides a context for integration of the continued development of language skills and cultural understanding with other content areas and the community beyond the classroom. The skill sets that apply to the exchange of written and oral information are expanded through emphasis on practicing speaking and listening strategies that facilitate communication, such as the use of circumlocution, guessing meaning in familiar and unfamiliar contexts, and using elements of word formation to expand vocabulary and derive meaning. Additionally, students will continue to develop an understanding of Spanish-speaking cultures 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.

2128S1/2128S2 Spanish V

Open to grades 10-12
Prerequisite: Spanish IV
Spanish V, a course based on Indiana’s Academic Standards for World Languages, provides opportunities for students to interact and exchange information in culturally and socially authentic and/or simulated situations to demonstrate integration of language skills with understanding of Spanish-speaking culture. This course emphasizes the use of appropriate formats, varied vocabulary and complex language structures within student communication, both oral and written, as well as the opportunity to produce and present creative material using the language. Additionally, students will continue to develop an understanding of Spanish-speaking cultures through investigating the origin and impact of significant events and contributions unique to the target culture, comparing and contrasting elements that shape cultural identity in the target culture and the student’s own culture, and explaining how the target language and culture have impacted other communities. This course further emphasizes the integration of concepts and skills from other content areas with the target language and cultural understanding, as well as the exploration of community resources intended for native Spanish speakers.

VISUAL ARTS DEPARTMENT COURSE OFFERINGS

40002D Introduction to Two Dimensional Art

Grades 9-12 (1 credit)
Meets requirements for 1 of 2 fine arts credits for AHD
Counts as a directed elective
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.

40003D Introduction to Three Dimensional Art

Grades 9-12 (1 credit)
Meets requirement for 1 of 2 fine arts credits for AHD
Counts as a directed elective
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.

4060D1/4060D2 Drawing I(sem) Drawing II(sem) Drawing III (sem) Drawing IV (sem)

Grades 10-12 (1 credit per semester)
Meets requirement for 1 or 2 fine arts credits AHD
Counts as a directed elective
Recommended prerequisite: Intro 2D and 3D Art (Drawing 1 and 2)
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, 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.

4064P1/4064P2 Painting I(semester) Painting II(semester)

Grades 10-12 (1 credit per semester)
Meets requirement for 1 or 2 fine arts credits for AHD
Counts as a directed elective
Prerequisite: Drawing I
Painting I is a semester course for students that have taken Introduction to 2d and 3d Art as well as Advanced 2d and 3d art. This is a study of painting, both the creation of works and the study of painters' works throughout history. A variety of painting mediums, composition and construction of painting will be studied. Art vocabulary will be expanded as it pertains specifically to painting. Painting II is a continuation of beginning painting in which students will work on skills of materials handling and composition. Larger work surfaces and more complex works are expected from students

4040C1/4040C2 Ceramics I (sem) Ceramics II (sem) Ceramics III (sem) Ceramics IV (sem)

Grades 10-12 (1 credit per semester)
Meets requirement for 1 or 2 fine arts credits for AHD
Counts as directed elective
Prerequisite: Intro 2D and 3D Art (Ceramics 1 and 2)
The students will construct art projects of clay from different periods of art history. A variety of pieces will be created using the elements and principles of design. Students will judge their own work as well as learn to differentiate between good and poor quality works of art. Ceramics 2 students build upon knowledge from ceramics 1 and build more elaborate pieces and use the wheel.

4044S1/4044S2 Sculpture I(semester) Sculpture II(semester)

Grades 10-12 (1 Credit per semester)
Meets requirement for 1 or 2 fine arts credits for AHD
Counts as directed elective
Prerequisite: Intro 2D and 3D Art
Sculpture I students will study sculptures of the masters and modern works. A variety of materials such as clay, wood, will be used to develop the skills necessary to create 3D projects. Students will use art criticism skills to judge their own works and the works of others. Sculpture II students will continue to work with a variety of materials and will study the aesthetic qualities of sculpture. More complex sculptures in various mediums will be created. Creativity and individual styles are encouraged while studying the sculptures of artists throughout history.

4062 Photography

Grades 11-12
Meets requirement for 1 credit of fine arts for AHD
Counts as directed elective
Prerequisite: Intro 2D Art
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 dark room 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.

4052S1/4052S2 Advanced Placement Studio Art

Grade 12
Counts as directed elective
Prerequisites: Previous art courses (Recommended: Completion of Drawing I and II, and at least 2 semesters of photography, Painting I. Painting II, Ceramics and/or sculpture)
This is an Advanced Placement course that is promoted by the College Board. Students in this class would be seniors who have already completed Drawing I and Drawing II as well as at least two semesters of either Photography, Painting I, Painting II, Ceramics I, Ceramics II, Sculpture I, or Sculpture II. Students would have a minimum of a "B" average in all Art classes taken to be considered for this class. In this course, students will artistically answer an essential question in 15 portfolio quality artworks to submit to the College Board. This portfolio will be evaluated and given a score of 1 to 5. A score of 3 or higher would automatically count for dual credit at any state-supported college or university. Juniors may complete a portfolio with permission of instructors.

MUSIC DEPARTMENT COURSE OFFERINGS

Chorus will provide students the opportunity to develop their music skills for successful choral singing. Students will sing a variety of musical styles at an appropriate level of difficulty for their particular ensemble. Daily rehearsals will include physical and vocal warm-ups, sight singing, ear-training, music theory, and vocal technique. Periodic vocal testing will take place over part-singing and sight-singing abilities, as well as written exams. All students are required to perform in scheduled concerts throughout the school year. Currently, there are 5 choirs.

4182S1/4182S2 Beginning Choir

Grade 9
Year/ 1 credit per semester
Fulfills 1 or 2 credits of fine arts for AHD
Beginning Choir is a non-auditioned mixed choir of freshmen. It will provide students with the basic music skills that they will need to continue and develop with the music program. They will sing a variety of musical styles at a medium level of difficulty. They will be required to perform at 3 concerts during the school year.

4186S1/4186S2 JC Singers

Grades 10-12
Year/ 1 credit per semester
Fulfills 1 or 2 credits of fine arts for AHD
JC Singers is a mixed choir of sophomores, juniors, and seniors. It will provide students with the basic music skills that they will need to maintain or further their abilities with the music program. They will sing a variety of musical styles at a medium level of difficulty. They will be required to perform at 3 concerts during the school year.

4170FL JCHS Guard

Open to grades 9, 10, 11, 12
Prerequisite: By audition only
The JCHS Guard is a choreography-based group that performs/travels in tandem with the Marching Pride of Jennings County. This course is focused on developing semi-weekly marching arts shows for home sporting events and nearby parades. The shows will feature diverse choreography and equipment work. The performance opportunities continue into second semester highlighted by JCHS home basketball games, the Kentucky Derby Festival Pegasus Parade, and potential Spring Break Trips to places like Chicago, Disney World, and Dollywood. Payment of membership fees required. Membership in this group is by audition only.

**4170S1/4170S2 Advanced Concert Band
(Marching/Pep)**

Grades 9, 10, 11, 12
Year/ 1 credit per semester **Meets requirements: AHD**
Prerequisite(s): Previous instrumental instruction
This is a focused music ensemble that performs in many capacities throughout the school year. In the fall, this group is known as the Marching Pride of Jennings County, where they perform as a marching arts ensemble for home sporting events and nearby parades. As the year progresses, this becomes a musicality and technique based concert ensemble for winter and spring concerts. This group also doubles as the Basketball Pep Band for the winter sports season. The year is peppered with high-caliber performances such as ISSMA Organizational Contest, State-wide parades and festivals, the Kentucky Derby Pegasus Parade, and potential spring break trips to places like Chicago, Disney World, and Dollywood. Wind and Percussion performers welcome. Payment of membership fees required. Membership in this group must be confirmed by Director, Ms. Kibbler. Performs/travels in tandem with the JCHS Guard.

4164S1/4164S2 Jazz Band

Grades 9-12
Year/ 1 credit per semester Meets requirement: AHD
Prerequisite: By audition only
The JCHS Jazz Band is an audition-only group that focuses on the musical genres of jazz, swing, funk, rock, and big-band music. It is comprised of Saxophones, Trumpets, Low Brass, and Rhythm section instruments, including Piano, Guitar, and Bass. It will focus on performance most heavily, but will also be exposed to basic music theory as well as jazz-specific music theory. This group performs in a handful of local and state-wide performances highlighted by potential spring-break trips to places like New Orleans, New York, Chicago, and Disneyworld. Membership in this group is by audition only.

4186S1/4186S2 Dominiques

Grades 10-12
Year/ 1 credit per semester
Fulfills 1 or 2 credits of fine arts for AHD
Prerequisite: By audition only
Dominiques is an auditioned choir of ladies that are sophomore, juniors, and seniors. It will provide students the opportunity to develop their music skills for successful choral singing. Students will sing a variety of musical styles at a medium to medium-high level of difficulty. They will be required to perform in at least 3 concerts during the school year.

4188S1/4188S2 Concert Choir

Grades 10-12
Year/ 1 credit per semester
Fulfills 1 or 2 credits of fine arts for AHD
Prerequisite: By audition only
Concert Choir is an auditioned mixed choir of sophomores, juniors, and seniors. It will provide students the opportunity to develop their musical skills for successful choral singing. Students will sing a variety of musical styles at an advanced level of difficulty. They will be required to perform at multiple concerts during the school year as well as performing as a featured group in our community. Time may also be spent outside of the school day for mandatory dress rehearsals.

4188S1/4188S2 A Touch of Class

Grades 10-12
Year/ 1 credit per semester
Fulfills 1 or 2 credits of fine arts for AHD
Prerequisite: By audition only
A Touch of Class is an auditioned show choir of sophomores, juniors, and seniors that serve as ambassadors of the community and school. This show choir will provide students the opportunity to develop their music skills for successful choral singing. After an extensive vocal and dance audition, students will sing and dance to a variety of musical styles at an advanced level of difficulty. They will be required to perform at multiple concerts during the school year and out in the community as well. Time will be spent outside of the school day for dress rehearsals and performances and are required.

4162S1/4162S2 Symphonic Band

Grades 9-12
Year/ 1 credit per semester meets requirement: AHD
Prerequisite: Students must own their own band instruments.
Symphonic Band is a music ensemble for students who are looking for an opportunity to play their instrument with few requirements outside of class. Most instruments are welcome, including Wind, Percussion, Piano, Guitar, and Bass players. General concert band and pop pieces will be played, and supplemental instruction regarding music theory basics and music reading will be incorporated throughout the year. This is a good course for beginning musicians/musicians who are wanting to learn a secondary instrument/musicians who cannot commit to the Advanced Concert Band's marching schedule.

4172S1/4172S2 String Orchestra

Grades 9-12
Prerequisite: Prior student of an orchestra instrument. One piano and one percussion position by audition only. Instrument study may be begun with private lessons. Contact the instructor.
String Orchestra includes violin, viola, cello, double bass, piano, and percussion. Players perform a wide variety of musical styles. The individual musician's role in artistic performance is emphasized. School and community performances are scheduled throughout the year. Small ensemble experience is available.

4174S1/4174S2 Advanced Chamber Orchestra

Grades 9-12
Prerequisite: By audition only
The Chamber Orchestra class is made up of 8-10 violins, 2-3 violas, 2 celli, and 1 string bass. It will follow the approved advanced orchestra curriculum. Participation in I.S.S.M.A. Solo & Ensemble Contest is a required component of this course.

4206S1/4206S2 Music History and Appreciation

Grades 10-12
This is a course revolving around the fusion of pop culture, current events and the evolution of music throughout time. Equal emphasis is placed on analysis of historical music and issues and the ties from this history of music to the current events of today. Grading is based upon general participation, discussion, musical analysis, detailed projects and exams covering content spanning from the Civil War era to the music of today.

**4208S1/4208S2 Music Theory (Intro)
Grades 10-12**

Meets requirement for two fine arts credits for AHD
Counts as directed elective
Music Theory is a course based on the content by the College Board. This is course focuses on fundamental music theory, writing, reading and composition.

BUSINESS DEPARTMENT COURSE OFFERINGS

4518 Introduction to Business

Grades 9-10
Semester/ 1 credit
Dual Credit
This course introduces students to the world of business, including the concepts, functions, and skills required for meeting the challenges of operating a business in the twenty-first century on a local, national, and/or international scale. The course covers business management, entrepreneurship, marketing fundamentals, and business ethics and law and serves as a foundation course in business and for college students majoring in business.

4528 Digital Applications and Responsibility

Grade 9
Semester/ 1 credit
This course prepares students to use technology in an effective and appropriate manner in school, in a job, or everyday life. Students develop skills related to word processing, spreadsheets, presentations, and communications software. Students learn what it means to be a good digital citizen and how to use technology, including social media, responsibly. Students expand their knowledge of how to use digital devices and software to build decision-making and problem-solving skills.

4528 AD Digital Applications and Responsibility Advanced

Grades 10-12
Semester/ 1 credit
Prerequisite: Digital Applications and Responsibility
Dual Credit
This is a comprehensive course designed for advanced users allowing them to become more proficient in Microsoft Office: Word, Excel, PowerPoint, and Access. This program allows for greater understanding and allows students to learn more advanced skills expected by college programs and employers. Students will be provided with the opportunity to seek Industry Certification.

4574 Web Design

Grades 10-12
Semester/ 1 credit
Prerequisite: Digital Applications and Responsibility & Digital Applications and Responsibility Advanced
Web design provides instruction in the principles of web design using HTML and other software programs. Areas of instruction include audience analysis, hierarchy layout and design techniques, and software integration.

4524S1/4524S2 Introduction to Accounting

Grades 11-12
Year/ 1 credit per semester
This course introduces the language of business using Generally Accepted Accounting Principles (GAAP) and procedures for proprietorships and partnerships using double-entry accounting. Emphasis is placed on accounting principles as they relate to both manual and automated financial systems. This course involves understanding, analyzing, and recording business transactions and preparing, analyzing, and interpreting financial reports as a basis for decision-making.

4560S1/4560S2 Business Law and Ethics

Grades 11-12
Year/ 1 credit per semester
This course provides an overview of the legal system in the business setting. Topics covered include: basics of the judicial system, contract, personal, employment and property law. Application of legal principles and ethical decision-making techniques are presented through problem-solving methods and situation analyses.
DC: (3 cred) ITCC, BUSN 201

4562S1/4562S2 Principles of Business Management

Grades 11-12
Year/1 Credit per Semester
PRINCIPLES OF BUSINESS MANAGEMENT 4562 (BUS MGMT) Principles of Business Management focuses on the roles and responsibilities of managers as well as opportunities and challenges of ethically managing a business in the free-enterprise system. Students will attain an understanding of management, team building, leadership, problem-solving steps and processes that contribute to the achievement of organizational goals. The management of human and financial resources is emphasized.

5914S1/5914S2 Principles of Marketing

Grade 11
Year/ 1 credit per semester
Dual Credit
This course provides a basic introduction to the scope and importance of marketing in the global economy. Emphasis is placed on oral and written communications, mathematical applications, problem solving, and critical thinking skills as they relate to advertising/promotion/selling, distribution, financing, marketing information management, pricing, and product/service management

5974S1/5974S2 Work Based Learning (Work Release)

Grade 12
Year/ 3 credits per semester
Required Prerequisites: Complete at least one advanced career and technical education course from a program or program of study. Student's worksite placement must align to the student pathway.

5394 Preparing for College and Careers

Grade10
Semester/ 1 credit
Addresses the knowledge, skills, and behaviors all students need to be prepared for success in college, career, and life. The focus of the course is the impact of today’s choices on tomorrow’s possibilities. Topics to be addressed include twenty-first century life and career skills; higher order thinking, communication, leadership, and management processes; exploration of personal aptitudes, interests, values, and goals; examining multiple life roles and responsibilities as individuals and family members; planning and building employability skills; transferring school skills to life and work; and managing personal finances (saving & investing, credit & debt, financial responsibility & money management).

5967 Introduction to Entrepreneurship

Grades 9-10
Semester/ 1 credit
Introduces entrepreneurship, and develops skills and tools critical for starting and succeeding in a new business. Students learn about starting and operating a business, marketing products and services, and how to find resources to help. This course goes hand in hand with the Maverick Challenge.

5966 Entrepreneurship and New Ventures Capstone

Grades 12
Year/ 1 credit per semester
Prerequisite: At least 4 credits from the following introductory Business/Marketing courses: Introduction to Business, Introduction to Entrepreneurship, Principles of Business Management, Principles of Marketing, Introduction to Accounting, Business Law and Ethics, or Digital Applications and Introduction to Entrepreneurship.
Entrepreneurship and New Ventures Capstone introduces entrepreneurship, and develop the skills and tools critical for starting and succeeding in a new venture. The entrepreneurial process of opportunity recognition, innovation, value proposition, competitive advantage, venture concept, feasibility analysis, and “go to” market strategies will be explored through mini-case studies of successful and unsuccessful entrepreneurial start-ups. Additionally, topics of government and legal restrictions, intellectual property, franchising location, basic business accounting, raising startup funding, sales and revenue forecasting, and business plan development will be presented through extensive use of word processing, spreadsheet and presentation software.

4512S1/4512S2 Business Math

Grades 10-12
Year/ 1 credit per semester
A business course designed to prepare students for roles as entrepreneurs, producers, and business leaders by developing abilities and skills that are part of any business environment. Problem solving applications will be used. This course covers taxation, saving & investment, payroll, cash management, financial statements, purchases, sales, inventory & depreciation.

0530S1/ 0530S2 Professional Career Internship

Grade 12
Year/ 1 credit per semester
The Internship program is designed to give students the opportunities to sample the careers they have chosen for the future. This paid or non-paid program is designed for students planning on furthering their education at a higher level or for students who want a solid career after high school. The student will do his/her internship every other day for 2 blocks each day depending on the student's schedule.

AGRICULTURE DEPARTMENT COURSE OFFERINGS

Membership in the Jennings County FFA is strongly encouraged

5056S1/5056S2 Introduction to Agriculture, Food, and Natural Resources

Grades 9-12
Year/ 1 credit per semester

This course will provide students with an applicable understanding of the Agricultural Industry. This course is a foundation for all other Agricultural Science courses and will expose students to the many facets of agriculture. Topics that will be included in this course are: leadership development in the FFA, participation in FFA activities, supervised agricultural experience programs, plant horticulture and design, food science as well as other course topics which will enhance a student's understanding of Indiana's largest industry. Hands-on activities will be utilized to enhance classroom Instruction.

5170S1/5170S2 Plant and Soil Science

Grades 10-12
Year/ 1 credit per semester
Prerequisite: Introduction to Agriculture, Food, and Natural Resources

This course will give students a look at the areas of plant and soil science. Knowledge gained in this course can be applied to other agricultural science courses. Topics to be covered in this course consist of the following areas: types and uses of soils, soil conservation, environmental-issues related to plant and soil science, plant components and function, plant growth, plant reproduction, pest management, career opportunities in plant and soil science and many other areas deemed necessary by the instructor. Hands on activities will be utilized in order to enhance classroom instruction.

5008S1/5008S2 Animal Science

Grades 10-12
Year/ 1 credit per semester
Prerequisite: Introduction to Agriculture, Food, and Natural Resources
This course will provide the student with a broad range of knowledge of the field of animal science. All areas which are studied in this course can be applied to small and large animals. Topics that will be addressed in this course are animal care and management, alternative (exotic) animal agriculture, animal anatomy and physiology, animal genetics, animal reproduction, animal health, animal behavior, careers in the animal science industry, animal judging and evaluation as well as other topic areas. Hands on activities will be included in order to enhance classroom instruction

5180S1/5180S2 Natural Resources

Grades 11-12
Year/ 1 credit per semester
Prerequisite: Introduction to Agriculture, Food, and Natural Resources

In this course students will develop a solid understanding of our natural resources, their uses and their management. Students will be introduced to career opportunities in natural resources and in the environmental sciences. Topics to be introduced in this course include the following: the history of conservation, land-use planning, water pollution, waste management, waste reduction, forest and woodland management, fish and wild life management, hunter safety, energy resources and many other topics that the instructor deems necessary. Hands on experience will be included in order to enhance classroom instruction.

5132S1/5132S2 Horticultural Science

Grades 11-12
Year/ 1 credit per semester
Prerequisite: Introduction to Agriculture, Food, and Natural Resources or with instructor approval.

This class is designed to give students a background in the horticulture industry. This course addresses the biology and technology involved in the production, processing and marketing of horticultural plants and products. Topics that will be covered in the course include the following: reproduction and propagation of plants, plant growth, growth media, management practices for field and greenhouse production, bedding plant production and management, nursery crop production and management, marketing of horticultural products, pest management, careers in the horticulture industry and many other topics that the instructor deems necessary. Hands on experiences will enhance the classroom learning environment.

5136S1/5236S2 Landscape Management

Grades 11-12
Year/ 1 credit per semester
Prerequisite: Introduction to Agriculture, Food, and Natural Resources

This course will provide students with an applicable overview of the widely diverse field of landscape architecture as well as the construction and management of landscapes. Students will be introduced to the procedures used in the planning and implementation of the landscape, the principles involved in landscape construction, and the management and business skills utilized by landscape architects and designers.

5088S1/5088S2 Agricultural, Power, Structure, and Tech.

Grades 11-12
Year/ 1 credit per semester
Prerequisite: Introduction to Agriculture, Food, and Natural Resources or with instructor approval.

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

5002S1/5002S2 Agribusiness Management

Grade 12
Year/ 1 credit per semester
Prerequisite: Ag Power, Horticulture, Landscape, or with instructor approval
Agribusiness Management provides foundation concepts in agricultural business. It is a two semester course that introduces students to the principles of business organization and management from a local and global perspective, with the utilization of technology. Concepts covered in the course include; accounting and record keeping, business planning and management, food and fiber, forms of business, finance, management, sales and marketing, careers, leadership development. Students will demonstrate principles and techniques for planning, development, application and management of agribusiness systems through a supervised agriculture experience (work based learning) programs

ENGINEERING/TECH EDUCATION DEPARTMENT COURSE OFFERINGS

4800S1/4800S2 Computers in Design and Production

Grades 9-12
Year/ 1 credit per semester
Computers in Design and Production is a course that specializes in using modern technological processes, computers, design, and production systems in the production of products and structures through the use of automated production systems. Emphasis is placed on using modern technologies and on developing career related skills for electronics, manufacturing, precision machining, welding, and architecture career pathways.

4796S1/4796S2 Introduction to Advanced Manufacturing & Logistics

Grades 10-12
Year / 1 credit per semester
A broad course that explores the application of tools, materials, and energy in developing, producing, using and assessing manufactured products. Students will explore techniques used to apply technology in obtaining resources and in changing them into industrial materials and finished products. After gaining a working knowledge of these materials, students are introduced to advanced manufacturing, logistics, and business principles that are utilized in today’s advanced manufacturing industry.

5608S1/ 5608S2 Advanced Manufacturing I

Grades 11-12
Year / 1 credit per semester
Advanced Manufacturing I is a course that includes classroom and laboratory experiences in two broad areas: Industrial Technology/Software Controls and Manufacturing Trends. Domains include safety and impact, electricity, manufacturing essentials, fluid power principles, mechanical principles, lean manufacturing, and careers in advanced manufacturing. Hands-on projects and team activities will allow students to apply learning on the latest industry technologies. Students take this course with the goal of being a skilled machine operator, repair technician, or working in management at any company that produces goods and services using advanced manufacturing techniques.

4798S1/ 4798S2 Introduction to Transportation

Grades 10-12
Year / 1 credit per semester
Perquisite: Computers in Design and Production
Introduction to Transportation is an introductory course designed to help students become familiar with fundamental principles in modes of land, sea, air, and space transportation, including basic mechanical skills and processes involved in transportation of people, cargo, and goods.

4792S1/ 4792S2 Introduction to Construction

Grades 10-12
Year/ 1 credit per semester
Introduction to Construction is a course that will offer hands-on activities and real world experiences related to the skills essential in residential, commercial and civil building construction. During the course students will be introduced to the history and traditions of construction trades. The student will also learn and apply knowledge of the care and safe use of hand and power tools as related to each trade. In addition, students are introduced to blueprint reading, applied math, basic tools and equipment, and safety. Students will demonstrate building construction techniques, including concrete and masonry, framing, electrical, plumbing, dry walling, HVAC, and painting as developed locally in accordance with available space and technologies.

4728S1/4728S2 Robotics Design

Grades 10-12 (9th Grade with Instructor Permission Only)
Year / 1 credit per semester
This course allows students to design, program, and test innovative technological designs related to robotic systems. Topics involve mechanics, pneumatics, control technologies, computer fundamentals, and programmable control technologies. Students design, build, and optimize robots to perform a variety of predesignated tasks. Through this course, students will investigate exciting career and collegiate programs of study.

Project Lead the Way

PLTW has developed a four-year sequence of courses which, when combined with college preparatory mathematics and science courses in high school, introduces students to the scope, rigor and discipline of engineering and engineering technology prior to entering college. The courses are:

4802S1/4802S2 PLTW Introduction to Engineering Design

Grades 9-12
Year / 1 credit per semester
A course that teaches problem solving skills using a design development process for products. Models of product solutions are created, analyzed and communicated using solid modeling computer design software.

5644S1/5644S2 PLTW Principles of Engineering

Grades 10-12
Year / 1 credit per semester
Prerequisite: Introduction to Engineering
Principles of Engineering is a broad-based survey course designed to help students understand the field of engineering and engineering technology and its career possibilities. Students will develop engineering problem solving skills that are involved in post-secondary education programs and engineering careers. They will explore various engineering systems and manufacturing processes. The main purpose of this course is to experience through theory and hands-on problem-solving activities what engineering is all about and to answer the question, "Is a career in engineering or engineering technology for me?"

5538S1/ 5538S2 PLTW Digital Electronics

Grades 11-12
Year / 1 credit per semester
Prerequisite: Algebra I, Algebra II
Digital Electronics is a course of study in applied digital logic. The course is patterned after the first semester course in Digital Electronics taught in two and four year colleges. Students will study the application of electronic logic circuits and devices and apply Boolean logic to the solution of problems. Such circuits are found in watches, calculators, video games, computers and thousands of other devices. Using circuit maker, the industry standard, and students will test and analyze simple and complex digital circuitry. Students will design circuits using Circuit Maker, export their de- signs to a printed circuit auto-routing program that generates printed circuit boards, and construct the design using chips and other components.

5534S1/ 5534S2 PLTW Computer Integrated Manufacturing

Grades 11-12
Year/ 1 credit per semester
Prerequisite: Intro to Engineering (IED), Principles of Engineering (POE).
CIM is a course that applies principles of robotics and automation. The course builds on computer solid modeling skills developed in Introduction to Engineering Design, and Design and Drawing for Production. Students use CNC equipment to produce actual models of their three-dimensional designs. Fundamental concepts of robotics used in automated manufacturing, and design analysis are included.

5650S1/5650S2 PLTW Civil Engineering and Architecture

Grades 11-12
Year / 1 credit per semester
This course provides an overview of the fields of civil engineering and architecture, while emphasizing the interrelationship and dependence of both fields on each other. Students use state of the art software to solve real world problems and communicate solutions to hands-on projects and activities. The course covers topics such as: the roles of civil engineers and architects, project planning, site planning, building design, project documentation, and project presentation.

5698S1/ 5698S2 PLTW Engineering Design and Development

Grade 12
Year / 1 credit per semester
Prerequisites: IOE and POE
EDD is an engineering research course in which students work in teams to research, design, and construct a solution to an open-ended engineering problem. Students may apply principles developed in the four preceding courses and are guided by a community mentor. They must present progress reports, submit a final written report and defend their solutions to a panel of outside reviewers at the end of the school year.

FACS

Coursework in Family and Consumer Sciences (FACS) prepares students for post-secondary education in the Human Services career cluster as well as the Personal and Commercial Services pathway at the Southeastern Career Center. With concentrations on relationships, communication, leadership, resource management, and essential living skills, courses will support all career paths as well as help to build a foundation for living independently and sustaining healthy families.

Completion of Preparing for College and Careers and ANY 2 of the following FACS courses (Nutrition and Wellness, Interpersonal Relationships, Child Development, Adult Roles and Responsibilities) will satisfy the Health and Safety credit required for graduation.

5364 Interpersonal Relationships

Grades 9-11
Semester/ 1 credit

Get to know yourself better and learn to get along with others in relationships at home, school, community, and work. Students will identify values and goals and relate these to decision-making. Relationship skills including communication, conflict resolution, identifying abusive relationships, and dating will be included in class work and presentations. Students will work on increasing self-awareness and self-esteem and understand how these skills can build better relationships.

5380 Introduction to Fashion and Textiles

Grades 9- 12
Semester / 1 credit

Learn fashion principles, color schemes, clothing care and purchasing clothing. Learn basic sewing skills. Students will make two complete projects. Projects will use donated materials as they are available. Students will need to purchase some sewing tools and fabric. Individual choice of projects may include a minimal cost.

5342 Nutrition and Wellness

Grades 9-12
Semester/ 1 credit

This course is designed to provide students with basic knowledge of human nutrition and cooking methods. Topics to be studied include: influences of food, USDA dietary guidelines, making healthy food choices, food safety, kitchen safety, kitchen utensils, kitchen equipment, consumer skills, etiquette, kitchen math, meal management, basic food preparation, and more.

5340 Advanced Nutrition and Wellness

Grades 9-12
Semester/ 1 credit
Prerequisite: Nutrition and Wellness

This course expands on knowledge gained in Nutrition and Wellness. Students will increase their knowledge of living healthy lifestyles as well as using advanced food preparation techniques. Topics to be studied include: nutrition function, fruits, vegetables, grains, meats, special diets, careers in nutrition, and more.

5438S1 Introduction to Culinary Arts & Hospitality 1

Grade Level 10 - 12
Semester / 1 credit

This course is recommended for all students regardless of their career cluster or pathway. The course expands the knowledge gained in Nutrition & Wellness and Advanced Nutrition & Wellness. Students wanting to build basic culinary arts knowledge and skills will find this class meets those needs and will increase knowledge through hands-on practical lab experiences. Topics include: Safety and Sanitation, Knife Skills, Kitchen Tools and Equipment, Soups, Pasta, and Catering.

5438S2 Introduction to Culinary Arts & Hospitality 2

Grade Level 10-12
Semester / 1 credit
Prerequisite: Introduction to Culinary Arts & Hospitality 1

This course is recommended for all students regardless of their career cluster or pathway. The course expands skills gained in level 1 in order to continue to build basic culinary arts and hospitality knowledge and skills. It is especially appropriate for students with an interest in careers related to Hospitality, Tourism and Culinary Arts. Students will increase knowledge through hands-on practical lab experience. Topics included: Culinary Skills, Hospitality Skills, Customer Relations, and Career Investigation.

5366 Human Development & Wellness

Grades 10-12
Semester/ 1 credit

Major topics include principles of human development and wellness; impacts of family on human development and wellness; factors that affect human development and wellness; practices that promote human development and wellness; managing resources and services related to human development and wellness; and career exploration in human development and wellness. Learn about the development of children from conception through the first year in life. Discussion of readiness for parenthood and prenatal development are also emphasized. Included in this course is a simulated project with students caring for a Baby-Think-It-Over newborn computerized model for a minimum of forty-eight hours.

5360 Advanced Child Development

Grades 10-12
Semester/ 1 credit
Prerequisite: Human Development & Wellness

Learn about the development of children from age one to five. This class includes practice in parenting skills necessary for these ages as well as knowledge of day care procedures. Students will be presenting and observing in a local day care or preschool. Students will need to provide transportation to the sites for these sessions.

5330 Adult Roles and Responsibilities

Grades 11-12 Only
Semester/ 1 credit

This class is designed for those students getting ready to move out on their own. Students will explore life skills necessary to function as responsible adults. Topics of family types and functions, dating, marriage, financial and home management, divorce, effective time management, community involvement, and relationship building will be presented. Students are expected to participate in two community service learning projects.

5350 Introduction to Housing and Interior Design

Grades 10-12
Semester/ 1 credit

Explore the history of housing, architecture styles, and costs of housing and housing alternatives. Understand concepts of buying and renting homes, securing a mortgage, principles of design and color, and home design. Learning how to draw simple rooms and furniture to scale allows for creative projects. Students will relate these areas to current housing available and the future management of their own home.

5408S1/ 5408S2 Education Professions I

Grade 11-12
Dual credit: 3 credits / year Ivy Tech EDUC 101
Year 2 credits per semester
Recommended prerequisite: Advanced Child Development.
Prerequisite: Completion of an application form and consent of instructor
This class provides opportunities to explore careers in elementary and/ or middle school education and provides a foundation for study in higher education that leads to education and related careers. This course provides a hands-on, project-based approach that utilizes higher order thinking, communication, leadership, and management processes in order to integrate careers in education. The course of study includes, but is not limited to: planning, writing and implementing developmentally appropriate lesson plans; completing classroom observations; applying health, safety, and ethical principles when working with children and adolescents; investigating licensing requirements related to careers in education; and enhancing employability skills related to knowledge and dispositions of elementary and secondary teachers. Additional activities such as writing a resume, developing a portfolio and preparing for a Job Interview are used to prepare students for careers in education and/or related settings.

5404S1/ 5404S2 Education Professions II

Dual Credit: 3 credits / year Ivy Tech EDUC 233

Year 2 credits per semester

Prerequisite: Education Professions 1

This course 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. Extensive field-experiences in one or more classroom settings, resumes, and career portfolios are required components. Articulation with post-secondary education programs is encouraged. The course also examines children’s literature in a study of the relationship to literacy development examining the traditional aspects of literacy and other genres of literature. The benefits and rewards to 3literature will be discussed including the development of the love of reading. The role of art will be examined in conjunction with children’s literature throughout the years.

5440S1/5440S2 Culinary Arts & Hospitality I

Grade Level 11-12

Year / 1 credit per semester

Prerequisite: Introduction to Culinary Arts & Hospitality 1 & 2

This course prepares students for occupations and higher education programs of study related to the entire spectrum of careers in the hospitality industry. Major topics include: introduction to the hospitality industry; food safety and personal hygiene; sanitation and safety; regulations, procedures, and emergencies; basic culinary skills; culinary math; and food preparation techniques and applications; principles of purchasing, storage, preparation, and service of food and food products; ; apply basic principles of sanitation and safety in order to maintain safe and healthy food service and hospitality environments; use and maintain related tools and equipment; and apply management principles in food service or hospitality operations. Intensive laboratory experiences with commercial applications are a required component of this course of study.

5336S1/5336S2 Human & Social Services I

Grade Level 11-12

Year/1 credit per semester

Human and Social Services I is an introductory/exploratory course for students interested in careers in human and community services and other helping professions. Areas of exploration include family and social services, youth development, and adult and elder care, and other for- profit and non-profit services. This project-based course will help students integrate higher order thinking, communication, leadership, and management processes to conduct investigations in human and social services at the local, state, national, or global/world level. Research and development, interdisciplinary projects, and/or collaboration with post-secondary faculty, community agencies or organizations, or student organizations are appropriate approaches. Students will be introduced to human and social services professions through presentations from a variety of guest speakers, job shadowing, field trips and introductory and exploratory field experiences. Case studies, role play, and application of professional codes of ethics will be utilized reflecting the challenges of working in diverse communities. Service learning experiences are highly recommended. Achievement of applicable FACS, academic, and employability competencies will be documented through a student portfolio.

5412S1/5412S2 Early Childhood Education I

Grade Level 11-12

Year / 1 credit per semester

Recommended Prerequisite: Advanced Child Development

Early Childhood Education prepares students for employment in early childhood education and related careers that involve working with children from birth to 8 years (3rd grade) and provides the foundations for study in higher education that leads to early childhood education and other child-related careers. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate the study of suggested topics. Major course topics include: career paths in early childhood education; promoting child development and learning; building family and community relationships; observing, documenting, and assessing to support young children and families; using developmentally effective approaches; using content knowledge to build meaningful curriculum, and becoming an early childhood education professional. The course provides an overview of the history, theory, and foundations of early childhood education as well as exposure to types of programs, curricula, and services available to young children. Students examine basic principles of child development, importance of family, licensing, and elements of quality care of young children. The course addresses planning and guiding developmentally appropriate activities for young children in various childcare settings; developmentally appropriate practices of guidance and discipline; application of basic 108 Indiana Department of Education High School Course Titles and Descriptions health, safety, and nutrition principles when working with children; overview of management and operation of licensed child care facilities or educational settings; child care regulations and licensing requirements; and employability skills. Intensive experiences in one or more early childhood settings, resumes, and career portfolios are required components. A standards-based plan for each student guides the laboratory/field experiences. Students are monitored in their laboratory/field experiences by the Early Childhood Education teacher. Student laboratory/field experiences may be either school- based or "on-the-job" in community-based early childhood education centers or in a combination of the two.

MULTIDISCIPLINARY COURSE OFFERINGS

1086S1/1086S2 Bugle

Grades 9-12
Year/ 1 credit per semester
Prerequisite: Completion of an application form and consent of the advisor.
Staff members of the BUGLE work to publish the school newspaper once every three to four weeks. Members are involved in all aspects of publication, including selling and designing ads, writing and editing stories, writing headlines, designing pages, taking pictures, and distributing pa- pers. Course may be taken for more than one year.

1086A1/ 1086A2 Annual

Grades 9-12
Year/ 1 credit per semester
Prerequisite: Completion of an application form and consent of the advisor.
Staff members of the ANNUAL work to publish the yearbook. Work includes taking, selecting, and cropping pictures; writing and editing copy, headlines, and captions; designing layouts and covers; selling and designing ads; and promoting and selling yearbooks. Staff members also work extensively with desktop publishing programs and the publishing company's computer programs.

0500L Leadership

Grades 9-12
Year/ 1 credit per semester
This course will enable the learner to evaluate his, or her, own leadership style and will learn how that style is best utilized in personal, school, or community situations. The learner will develop organizational strategies and project management skills for completing successful self and group and projects within a goal-focused structure. The learner will understand the skills necessary for conflict resolution and consensus building. The learner will identify career-focused practices and habits necessary for effective communication both internal (within our school) and external (within our community). The curriculum content is focused on the humanitarian global topic of modern slavery. Students will learn, research, develop, and build school-wide and community-wide awareness regarding this issue.

4540 Personal Financial Responsibility

Grades 10-12
Semester/1 credit
Personal Financial Responsibility addresses the identification and management of personal financial resources to meet the financial needs and wants of individuals and families, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. This course helps students build skills in financial responsibility and decision making; analyze personal standards, needs, wants, and goals; identify sources of income, saving and investing; understand banking, budgeting, record-keeping and managing risk, insurance and credit card debt. A project based approach and applications through authentic settings such as work based observations and service learning experiences are appropriate. Direct, concrete applications of mathematics proficiencies in projects are encouraged.

Project Lead the Way (Science)

Requisite Courses: Students enrolled in the PLTW Biomedical Sciences courses must also be enrolled in college-preparatory mathematics and science courses. The Biomedical Sciences courses are not designed to replace the traditional science courses; they are designed to enhance them and to focus on the concepts directly related to biomedical sciences.

5218S1/5218S2 PLTW Principles of Biomedical Sciences

Grades 9-12
Year/ 1 credit per semester
This course provides an Introduction to the biomedical sciences through exciting "hands-on" projects and problems. Student work involves the study of human medicine, research processes and an introduction to bio-informatics. Students investigate the human body systems and various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. A theme through the course is to determine the factors that led to the death of a fictional person. After determining the factors responsible for the death, the students investigate lifestyle choices and medical treatments that might have prolonged the person's life. Key biological concepts including: homeostasis, metabolism, Inheritance of traits, feedback systems, and defense against disease are embedded in the curriculum. Engineering principles including: the design process, feedback loops, fluid dynamics, and the relationship of structure to function are incorporated in the curriculum where appropriate. The course is designed to provide an overview of all the courses in the Biomedical Science program and to lay the scientific foundation necessary for student success in the subsequent courses.

5216S1/ 5216S2 PLTW Human Body Systems

Grades 10-12
Year/ 1 credit per semester
Prerequisite: Principles of Biomedical Science
This is the second course in the Project Lead the Way Biomedical Science Sequence. Students examine the processes, structures, and interactions of the human body systems to learn how they work together to maintain homeostasis (Internal balance) and good health. Using real-world cases, students take the role of biomedical professionals and work together to solve medical mysteries. Hands-on projects include designing experiments, investigating the structures and functions of body systems, and using data acquisition software to monitor body functions such as muscle movement, reflex and voluntary actions, and respiratory operation. Important concepts covered in the course are communication, transport of substances, locomotion, metabolic processes, defense, and protection.

5217S1/ 5217S2 PLTW Medical Intervention

Grades 11-12
Year/ 1 credit per semester
Prerequisite: Chemistry I or Chemistry I concurrently.
Recommended Prerequisites: Principals of Biomedical Sciences and Human Body Systems.
Medical Intervention is a course that studies medical practices including interventions to support humans in treating disease and maintaining health. Using a project-based learning approach, students will investigate various medical interventions that extend and improve quality of life, including gene therapy, pharmacology, surgery, prosthetics, rehabilitation, and supportive care.

5219S1/ 5219S2 PLTW Biomedical Innovation

Grade 12
Year/ 1 credit per semester
Prerequisites: Principals of Biomedical Sciences, Human Body Systems, and Medical Intervention
This is the fourth year capstone course of the Project Lead the Way Biomedical sequence of courses that we are contractually obligated to offer. In this course students apply their knowledge and skills to answer questions or solve problems related to the biomedical sciences. Students design innovative solutions for the health challenges of the 21st century as they work through challenging open-ended problems addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. Students have the opportunity to work an independent project and may work with a mentor or advisor from a university, hospital, physician's office, or industry. Throughout the course, students are expected to present their work to an adult audience that may include representatives from the local business and health care community.

5219S1/ 5219S2 PLTW Biomedical Innovation

Grade 12
Year/ 1 credit per semester
Prerequisites: Principals of Biomedical Sciences, Human Body Systems, and Medical Intervention
This is the fourth year capstone course of the Project Lead the Way Biomedical sequence of courses that we are contractually obligated to offer. In this course students apply their knowledge and skills to answer questions or solve problems related to the biomedical sciences. Students design innovative solutions for

Project Lead the Way (Computer Science)

Requisite Courses: Students enrolled in the PLTW Computer Sciences courses must also be enrolled in college-preparatory mathematics and science courses. The Computer Sciences courses are not designed to replace the traditional science courses; they are designed to enhance them and to focus on the concepts directly related to the Computer sciences.

4803S1/4803S2 PLTW Computer Science Essentials (Introduction to Computer Science)

Grade 9-12
Year/ 1 Credit per semester
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.

4801S1/4801S2 PLTW Computer Science Principles (Computer Science I)

Grade 10-12
Year/ 1 Credit per semester
Recommended Prerequisite: Introduction to Computer Science
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.

5236S1/5236S2 PLTW Computer Science A (Computer Science II)

Grade 10-11
Required Prerequisite: PLTW Computer Science Principles
Year/ 1 Credit per semester
Computer Science II: Explores and builds skills in programming and a basic understanding of the fundamentals of procedural program development using structured, modular concepts. Coursework emphasizes logical program design involving user-defined functions and standard structure elements. Discussions will include the role of data types, variables, structures, addressable memory locations, arrays and pointers, and data file access methods. An emphasis on logical program design using a modular approach, which involves task oriented program functions.

5252S1/5252S2 PLTW Computer Science III: Special Topics

Grade 11-12
Required Prerequisite: PLTW Computer Science Principles
Year/ 1 Credit per semester
Computer Science III: Special Topics is an extended experience designed to address the advancement and specialization of computer science careers allowing schools to provide a specialized course for a specific computer science workforce need in the school’s region. It prepares students with the knowledge, skills, and attitudes essential for working in the field of computer science. Course standards and curriculum must be tailored to the specific computer science specialization.

5253S1/5253S2 PLTW Computer Science Cyber Security

Grade 11-12
Required Prerequisite: PLTW Computer Science Principles
Year/ 1 Credit per semester
Computer Science III: Cyber Security introduces the secure software development process including designing secure applications, writing secure code designed to withstand various types of attacks, and security testing and auditing. It focuses on the security issues a developer faces, common security vulnerabilities and flaws, and security threats. The course explains security principles, strategies, coding techniques, and tools that can help make software fault tolerant and resistant to attacks.

0509S1/0509S2 JAG/Career Exploration

Grade 11-12
Year/ 1 credit per semester
America’s Graduates and it is a two-year course designed to help students graduate high school, decide what they want to do when they graduate high school, and teach them how to be successful achieving that goal. The objective of JAG is for students to master 37 core competencies. The competencies fall under six categories: Career Development, Job Attainment, Job Survival, Basic Skills, Leadership and Self-Development, and Personal Skills. Once students have demonstrated appropriate gains in the 37 core competencies, they will have garnered the necessary knowledge to pursue gainful employment, enter post-secondary education, or technical education.

General Electives

1082S1/ 1082S2 Library Media Service

Grades 9-12
Year/ 1 credit per semester
This program is the study and application of procedures based on library science theory. Students examine the role of the library and technology in the current Information Age. Students use electronic resources for specific research needs and use multimedia presentation technology for practical applications. Students will be required to read every day for both pleasure and information, and assist in the routine operations of the library. A semester exam is given.

0506S1/ 0507S2 Study Hall

Grades 9-12
No grades
No credits

5986S1/ 5986S2 Radio and TV 1 (TV Production 1)

Grade 10-12
Year/ 1 credit per semester
Prerequisite: An overall average of "B" or higher with an average of "B" or higher in English. Sophomore standing; application, interview, and

permission of instructor.
DC: (3 Hours) Vincennes University
TV Production is a course based on the Indiana Academic Standards for Digital Visual Arts. Students in visual communication engage in sequential learning experiences that encompass media history and criticism, aesthetics, and production and lead to the creation of portfolio quality works. They create digital media utilizing graphic design, typography, Illustration, and image creation with digital tools and computer technology.

5992T1S1/ 5992T1S2 Radio and TV 2 (TV Production 2)

Grades 11-12
Year/ 1 credit per semester
DC: (3 Hours) Vincennes University
This program is the study and application of procedures based on library science theory. Students examine the role of the library and technology in the current Information Age. Students use electronic resources for specific research needs and use multimedia presentation technology for practical applications. Students will be required to read every day for both pleasure and information, and assist in the routine operations of the library. A semester exam is given.

Prerequisite: An overall average of "B" or higher with an average of "B" or higher in English. Sophomore standing; application; interview, and permission of the instructor.
TV Production II Is a course based on the Indiana Academic Standards for Digital Visual Arts. Students in visual communication engage in sequential learning experiences that encompass media history and criticism, aesthetics, and production and lead to the creation of portfolio quality works. They create digital media utilizing graphic design, typography, illustration, and image creation with digital tools and computer technology. Students reflect upon and refine their work; explore cultural and historical connections; analyze, Interpret, theorize, and make informed judgments; relate art to other disciplines and discover opportunities for integration; and in- corporate literacy and presentational skills

0520HS1/ 0520HS2 Hope Squad

Grades 10-12
Year/ 1 credit per semester
Prerequisite: Peer Nomination
The Hope Squad is a school-based peer-to-peer program and an essential piece of the Circles4Hope community suicide prevention model. The curriculum is divided into lessons called “Phases,” which stands for “Promoting Hope and Student Empowerment.” Phase 1 introduces students to the QPR - Question, Persuade, Refer method of suicide prevention. The other Phases support this model and focus on warning signs of suicide, helping a friend, talking about suicide, setting boundaries, staying grounded, bullying prevention, and stages of grief. Students are peer nominated, which means they are selected by their fellow students and upon approval by a parent/guardian, students remain in the Hope Squad throughout the four years of their high school career.

0520S1/ 0520S2 Peer Tutoring

Grades 10-12
Semester or Year/ 1 credit per semester
Peer Tutoring provides high school students with an organized exploratory experience to assist students in kindergarten through grade twelve (K-12), through a helping relationship, with their studies and personal growth and development. The course provides opportunities for the students taking the course to develop a basic understanding of individual differences and to explore career options in related fields. Peer Tutoring experiences are preplanned by the teacher trainer and any cooperating teacher under whom the tutoring is to be provided. It must be conducted under the supervision of a licensed teacher. The course provides a balance of class work relating to the development of and use of: (1) listening skills, (2) communication skills, (3) facilitation skills, (4) decision-making skills, and (5) teaching strategies.

CAREER & TECHNICAL EDUCATION
COURSES AVAILABLE AT THE SOUTHEASTERN CAREER CENTER
LOCATED IN VERSAILLES, IN

Information Technology

Computer Aided Drafting

Course Number: Year 1: 5640 Year 2: 5652

During the first year, students will learn to do technical drawings. They will start with free-hand sketching and go through 3D Computer Aided drawings of parts. They will finish the first year working in animation software.

During the second year, students will choose between the 3 options of Architecture (drawing and designing houses), Mechanical (drawing and designing parts and assemblies), or Game Design and Animation (using Stop and Cel Animation techniques as a few references). These will be yearlong courses that will extend and expand the knowledge gained during the first year in the area of the students’ interest.

Dual Credits from Vincennes University are available.

Computer Repair and Networking

Course Number: Year 1: 5230 Year 2: 5234

Students in this program start by diving inside the personal computer. From repairing hardware to trouble shooting operating systems, the course covers a wide variety of technical topics. Students get direct experience working with today’s networking technology. From home and small business wireless networks to laree, enterprise-scale routers, student will get direct experience using a wide variety of hardware down to the bare wire. The course also includes exercises in installing, maintaining, and administering servers.

Arts, AV Technology and Communication

Digital Media

Course Number: Year 1: 5232 Year 2: 52322

During the first year, students learn the foundation of building a website, designing and creating images, taking and manipulating photos, creating animation, and designing digital are. The software used in Adobe CS.

During the second year, students continue to grasp a deeper understanding of multi-media while incorporation videography and photography. Students also complete projects from individuals inside and outside the school.

Dual Credits from Ivy Tech are available.

Public Safety

Emergency Services

Course Number: 5820

Students experience hands-on training with firefighting, emergency medical services, and technical rescue operations. This one-year program utilizes the entire school building and grounds, the Versailles Fire Station, and the Versailles Fire Department Training Tower. Students receive the following certifications:

- NFPA Firefighter I & II Certification
- EMS Medical Responder Certification
- CPR Certification
- Indiana State Mandatory Firefighter Certification
- Haz-Mat Awareness and Operation Certification
- FEMA: NIMS 100, 200, 700 and 800 Certifications

Dual Credits from Vincennes University is available.

Criminal Justice

Course Number: Year 1: 5822 Year 2: 5824

This one-year program introduces students to procedures in the legal field such as arrest techniques, self defense, search and seizure, crime scene evaluation, weapon identification, weapon safety, marksmanship, and situational shooting (we now have a weapon simulator). Class time is spent learning about the law, the Bill of Rights and the Constitution, notable crimes and crime scene investigations, and drugs and their effect on the body. PT (physical training) is a required part of the Criminal Justice program.

Dual Credits from Vincennes University are available.

Hospitality and Human Services

Cosmetology

Course Number: Year 1: 5802 Year 2: 5806

Students perform haircuts, hair color, chemical texture services, and spa services (such as facial and scalp massages, waxing, manicures, and pedicures) during their first year in Cosmetology. As they enter their second year they progress and continue to work towards completing their 1500 hours in order to graduate and take the state certification to become a licensed cosmetologist. These students also work in the Career Center’s Salon and Spa and service clients.

****Students must have transportation in order to be enrolled.****

Dual Credits from Vincennes University are available.

Culinary Arts

Course Number: Year 1: 5440 Year 2:5346

Culinary training focuses on lessons that prepare students how to handle food as well as the artwork of food. Topics include cooking and baking techniques, cake decorating, sanitation, nutrition, and much more. As students complete their first year, they continue to Advanced Culinary Arts.

Dual Credits from Vincennes University are available.

Health Science

Health Science

Course Number: Year 1: 5282 Year 2: 5284

During the first year, students are introduced to varied instructional strategies and technologies. They are introduced to medical terminology, anatomy and physiology, career exploration; with emphasis on a healthy lifestyle, wellness, health maintenance, and disease prevention. Various skills will be performed in a lab setting. Health Science II is designed to help students gain further insight into the health care industry by introducing them to a number of health disciplines. They will also be instructed in the knowledge, attitude and skills needed to make the transition from high school to college or work. The instruction will be lecture, demonstration, laboratory, computer and live work. The student will be expected to work individually as well as on group projects. During the second semester, the students will be placed in a non-paid extended lab setting. Drivers license and transportation is required.

A one year intensive program, Medical Terminology, is available for seniors only.

Dual Credits from Ivy Tech are available.

Dental Careers

Course Number: Year 1: 5203 Year 2: 5204

Course content includes dental anatomy, dental charting, oral hygiene, and identification and utilization of dental instruments. Students also learn various laboratory skills during the program.

During the second year students are taught radiology (x-rays). They also focus on dental specialties which include: orthodontics, endodontics, oral surgery and others.

Students can also earn two six weeks clinical rotations in dental offices as close to their home school as possible.

Dual Credits from Ivy Tech are available.

Architecture and Construction

Transportation

Auto Collision Repair

Course Number: Year 1: 5514 Year 2: 5544

During the first year, students will learn how to straighten metal, grind, sand and smooth areas by the use of fillers for concealment of imperfections.

During the second year, the students will learn how to replace panels, both bolt on and welded on, computerized paint, mixing and tinting. They also introduced scientific principles related to adhesives, color-mixing abrasive materials, metallurgy, and composite materials.

ASE Certification and Dual Credits from Vincennes University are available.

Auto Service Technology

Course Number: Year 1: 5510 Year 2: 5546

Students in this two-year program will develop the basic knowledge in all 8 of the ASE (Automotive Service Excellence) testing areas. These areas of study include: engine repair, electrical & electronics, automatic transmission (general services), brakes & braking systems, steering & suspension systems, manual drive-trains (general service), heating & A/C (general services), and engine performance.

ASE Certification Preparation and Dual Credits from Vincennes University are available.

Diesel Technology

Course Number: Year 1: 5620 Year 2: 5624

During the first year, students disassemble and assemble running engines, measure and diagnose all internal parts for discard or repair. Students will work on a variety of engines and get a a basic understanding of how diesel powered equipment works. Students are alos introduced to basic welding and hydraulic principles hands-on.

During the second year, students are introduced to air and hydraulic braking systems. Students will study the repair and diagnose all parts of the braking system as well as drive train repair. Students will get to run Cummins trailer engines and do diagnostics of engine fault codes and repair.

Dual Credits from Vincennes University are available.

Recreational and Mobile Equipment

Course Number: Year 1: 5842

This one year program introduces students to the role of a motorcycle, ATV, and marine repair service technician. Students receive hands-on experience in multiple areas of training pertaining to motorcycles, ATV's, and watercraft. Students learn about preventative maintenance, engine repair, electrical diagnostics, brakes, carburetion and fuel injection diagnostics, styles, designs, accessories and much more.

Construction Trades

Course Number: Year 1: 5580

Year 2: 5578

During the first year, students complete construction models in the shop as well as small projects on site. They are introduced to construction safety, framing, roofing interior and exterior finish, plumbing, concrete and masonry skills.

Second-year students take on large-scale, real-life building projects (homes, garages, pole barns, light commercial, remodels, etc...)

Dual Credits from Vincennes University are available.

Construction Trades: Electrical Trades

Course Number: Year 1: 4830 Year 2: 4832

The first year students are introduced to the safety of electrical work in addition to residential wiring and blueprint reading.

Second-year students are introduced to commercial and industrial wiring. They also learn about electrical theory, national electrical code and NCCER core curriculum (National Center for Construction Education and Research). During the 2nd year students take on large-scale, real-life building projects (homes, garages, pole barns, light commercial, remodels, etc...)

Dual Credits from Ivy Tech are available.

Heavy Equipment

Course Number: Year 1: 5497

Students will receive training in the operation of backhoes, excavators, bobcats, dump trucks, and forklifts. They are also trained on pipe laying, job estimating and bidding, blue print reading, preventative maintenance (fuel/lubricants), and grade operations.

Students are also prepared to test for their CDL's, for forklift certification, and for OSHA 10-Hour Certification.

Manufacturing

Precision Machining

Course Number: Year 1: 5782 Year 2:5784

First year students will learn about shop safety, measurement, layout and inspection, machine tool processes and operations, tooling identification and uses, metallurgy, heat treatment, shop math, blueprint reading and GB&T, CNC programming and setup fundamentals, & CAD/CAM systems.

During the second year, students will be introduced to advanced measurement, layout, and inspection. They will cover level II machine tool processes and operations, tooling identification and uses. Level II shop math will be applied as well as advanced blueprint reading and GD & T fixture design & build, fasteners & locators, operations sequencing, advanced CNC programming and setup, & CAD/CAM system application.

Dual Credits from Vincennes University are available.

Welding

Course Number: Year 1: 5776 Year 2: 5778

First year students will learn how to Arc Weld (welding rod), Mig Weld (welding wire), Tig Weld (Tungsten), Oxy Weld (welding torch), and operate a cutting torch. They will get to weld in flat, horizontal, vertical and overhead positions.

During the second year, students will get to weld aluminum, weld brass, weld coupons for bend tests, weld pipe, cut metal with a plasma cutter, work in a fabrication shop welding and repairing anything and everything.

Dual credits from Vincennes University are available.

Jennings County Academy of Fine Arts

Jennings County High School is accepting applications for the Academy of Fine Arts.

Students will have special recognition along with their diploma and recognition on their transcript upon completion of all of the requirements.

Those who enroll in the program must choose an area of interest in the fine arts: visual arts, vocal music, or instrumental music. To graduate with a fine arts diploma through the Academy of Fine Arts at JCHS one must:

- Earn a minimum of 10 fine arts credits
- Receive no lower than a B in any fine arts course
- Have an overall GPA of 6.67 or higher
- Perform a minimum of 5 documented service hours each year
- Design and produce a senior project in conjunction with their faculty advisor and complete it by the end of April of the senior year
- Take AP visual art or AP music theory
- Participate in Senior showcase* (visual arts students)
- Each student is expected to work at an advanced pace with commitment and drive.

*Candidates are subject to an advisory-panel review

Jennings County High School
Career Pathways
2020-2021

Students in the graduating classes of 2021 and 2022 will qualify as “concentrators” in a career pathway by earning at least 6 credits from any of the following career areas. Becoming a “concentrator” (with at least a C- average) in a pathway also meets Box 3 requirements for Indiana’s Graduation Pathways. Additionally, students will need to complete at least one Advanced Career & Technical Education course (CTE) in their program of study in order to qualify for the Work Based Learning Capstone. These courses are noted with an asterisk (*).

Pathway Area	Course Options	Credits Available
Agribusiness <i>Career Cluster: Agriculture, Food, & Natural Resources</i>	Preparing for College and Careers	1
	Introduction to Ag, Food, and Natural Resources	2
	Animal Sciences	2
	Agribusiness Management*	2
	Agriculture Power, Structure, and Technology*	2
	Work Based Learning Capstone	6
	Total Credits Available=	15
Horticulture & Landscape <i>Career Cluster: Agriculture, Food, & Natural Resources</i>	Preparing for College and Careers	1
	Introduction to Ag, Food, and Natural Resources	2
	Plant and Soil Science	2
	Horticultural Science*	2
	Landscape Management I*	2
	Work Based Learning Capstone	6
	Total Credits Available=	15
Architectural <i>Career Cluster: Architecture & Construction</i>	Preparing for College and Careers	1
	Computers in Design and Production	2
	Introduction to Engineering Design (PLTW)	2
	Introduction to Housing and Interior Design	1
	Principles of Engineering (PLTW)*	2
	Work Based Learning Capstone	6
	Total Credits Available=	14
Mechanical <i>Career Cluster: Architecture & Construction</i>	Preparing for College and Careers	1
	Computers in Design and Production	2
	Introduction to Engineering Design (PLTW)	2
	Principles of Engineering (PLTW)*	2
	Work Based Learning Capstone	6
	Total Credits Available=	13

Pathway Area	Course Options	Credits Available
Accounting and Finance <i>Career Cluster: Business Management & Administration</i>	Preparing for College and Careers	1
	Digital Applications & Responsibility	1
	Introduction to Business	1
	Introduction to Accounting	2
	Principles of Business Management*	2
	Business Law and Ethics	2
	Entrepreneurship and New Ventures Capstone*	2
	Work Based Learning Capstone	6
	Total Credits Available=	17
Entrepreneurship & Business Management Focus <i>Career Cluster: Business Management & Administration</i>	Preparing for College and Careers	1
	Digital Applications & Responsibility	1
	Introduction to Business	1
	Introduction to Accounting	2
	Principles of Marketing*	2
	Principles of Business Management*	2
	Business Law and Ethics	2
	Entrepreneurship and New Ventures Capstone*	2
	Work Based Learning Capstone	6
	Total Credits Available=	19
Marketing Management <i>Career Cluster: Business Management & Administration</i>	Preparing for College and Careers	1
	Digital Applications & Responsibility	1
	Introduction to Business	1
	Principles of Business Management*	2
	Principles of Marketing*	2
	Business Law and Ethics	2
	Work Based Learning Capstone	6
	Total Credits Available=	15

Pathway Area	Course Options	Credits Available
Early Childhood <i>Career Cluster: Human Services</i>	Preparing for College and Careers	1
	Nutrition and Wellness	1
	Child Development	1
	Advanced Child Development	1
	Interpersonal Relationships	1
	Early Childhood Education I*	2
	Work Based Learning Capstone	6
	Total Credits Available=	13
Education Careers <i>Career Cluster: Education & Training</i>	Preparing for College and Careers	1
	Child Development	1
	Advanced Child Development	1
	Interpersonal Relationships	1
	Education Professions I*	4
	Education Professions II*	4
	Work Based Learning Capstone	6
	Total Credits Available=	12
Radio/TV <i>Career Cluster: Arts, A/V Technology & Communication</i>	Preparing for College and Careers	1
	Radio and Television I*	2
	Radio and Television II*	2
	Work Based Learning Capstone	6
	Total Credits Available=	11
Biomedical <i>Career Cluster: Health Sciences</i>	Preparing for College and Careers	1
	Nutrition and Wellness	1
	PLTW Principles of Biomedical Sciences	2
	PLTW Body Systems*	2
	PLTW Medical Interventions*	2
	PLTW Biomedical Innovation	2
	Work Based Learning Capstone	6
	Total Credits Available=	16

Pathway Area	Course Options	Credits Available
Health Career Specialties <i>Career Cluster: Health Sciences</i>	Preparing for College and Careers	1
	Nutrition and Wellness	1
	Human Development and Wellness	1
	Interpersonal Relationships	1
	Child Development	1
	Anatomy & Physiology	1
	Total Credits Available=	6
Dietetics & Nutrition Science <i>Career Cluster: Health Sciences</i>	Preparing for College and Careers	1
	Nutrition and Wellness	1
	Interpersonal Relationships	1
	Advanced Nutrition & Wellness	1
	Human Development and Wellness	1
	Child Development	1
	Total Credits Available=	6
Culinary Arts <i>Career Cluster: Hospitality & Tourism</i>	Preparing for College and Careers	1
	Nutrition and Wellness	1
	Introduction to Culinary Arts and Hospitality	2
	Advanced Nutrition and Wellness	1
	Interpersonal Relationships	1
	Culinary Arts I*	2
	Work Based Learning Capstone	6
	Total Credits Available=	14
Hospitality Management <i>Career Cluster: Hospitality & Tourism</i>	Preparing for College and Careers	1
	Nutrition and Wellness	1
	Introduction to Culinary Arts and Hospitality	2
	Introduction to Business	1
	Advanced Nutrition and Wellness	1
	Interpersonal Relationships	1
	Culinary Arts I*	2
	Work Based Learning Capstone	6
	Total Credits Available=	15

Pathway Area	Course Options	Credits Available
Human and Social Services <i>Career Cluster: Human Services</i>	Preparing for College and Careers	1
	Nutrition and Wellness	1
	Introduction to Business	1
	Advanced Nutrition and Wellness	1
	Interpersonal Relationships	1
	Child Development	1
	Human Development and Wellness	1
	Adult Roles & Responsibilities	1
	Human Services I*	2
	Work Based Learning Capstone	6
	Total Credits Available=	16
Computer Science <i>Career Cluster: Information Technology</i>	Preparing for College and Careers	1
	Digital Applications & Responsibility	1
	Computer Science Essentials (PLTW)*	2
	Computer Science Principles (PLTW)*	2
	Computer Science III/Special Topics (PLTW)	2
	Computer Science Cyber Security (PLTW)*	2
	Work Based Learning Capstone	6
	Total Credits Available=	16
Advanced Manufacturing <i>Career Cluster: Manufacturing</i>	Preparing for College and Careers	1
	Introduction to Advanced Manufacturing and Logistics	2
	Computers in Design and Production	2
	Introduction to Engineering Design (PLTW)	2
	Introduction to Manufacturing	2
	Principles of Engineering (PLTW)*	2
	Advanced Manufacturing I*	2
	Work Based Learning Capstone	6
	Total Credits Available=	19

Pathway Area	Course Options	Credits Available
Electronics <i>Career Cluster: STEM</i>	Preparing for College and Careers	1
	Introduction to Advanced Manufacturing and Logistics	2
	Introduction to Manufacturing	2
	Computers in Design and Production	2
	Introduction to Engineering Design (PLTW)	2
	Digital Electronics (PLTW)*	2
	Work Based Learning Capstone	6
	Total Credits Available=	17
Engineering <i>Career Cluster: STEM</i>	Preparing for College and Careers	1
	Computers in Design and Production	2
	Introduction to Engineering Design (PLTW)	2
	Principles of Engineering (PLTW)*	2
	Civil Engineering and Architecture (PLTW)*	2
	Computer Integrated Manufacturing (PLTW)*	2
	Digital Electronics (PLTW)*	2
	Engineering Design and Development (PLTW)	2
	Work Based Learning Capstone	6
	Total Credits Available=	21
Logistics & Supply Chain Management <i>Career Cluster: Transportation, Distribution, & Logistics</i>	Preparing for College and Careers	1
	Introduction to Advanced Manufacturing and Logistics	2
	Introduction to Business	2
	Introduction to Manufacturing	2
	Business Law and Ethics	2
	Total Credits Available=	9
Machine Tool <i>Career Cluster: Manufacturing</i>	Preparing for College and Careers	1
	Introduction to Advanced Manufacturing and Logistics	2
	Introduction to Manufacturing	2
	Computers in Design and Production	2
	Computer Integrated Manufacturing (PLTW)*	2
	Work Based Learning Capstone	6
	Total Credits Available=	15

Southeastern Career Center (SCC) Pathway Opportunities Completion of 6 credits within any of the following program offerings at SCC will qualify a student in the graduating classes of 2021 and 2022 as a “concentrator” in a career pathway. Students in the graduating class of 2023 and beyond will need to complete two full years at SCC in order to qualify as a “concentrator” in a career pathway. Additionally, becoming a “concentrator” (with at least a C- average) in a pathway meets Box 3 requirements for Indiana’s Graduation Pathways.		
Building and Facilities Management	Building and Facilities Maintenance	Construction Trades
Construction Trades: Electrical	Construction Trades: Heavy Equipment	Health Science Education
Dental Careers	Cosmetology	Culinary Arts and Hospitality
Precision Machining	Welding Technology	Criminal Justice
Fire and Rescue	Automotive Collision Repair	Automotive Services Technology
Diesel Service Technology	Recreational and Mobile Equipment	

JCHS Career Pathways- Classes of 2023 and 2024

Students in the graduating class of 2023 and after will qualify as “concentrators” in a career pathway by completing both courses listed in the following career areas. Becoming a “concentrator” (with at least a C- average) in a pathway also meets Box 3 requirements for Indiana’s Graduation Pathways. Additionally, students must complete both courses in their pathway in order to participate in Work Based Learning Capstone during their senior year.

Pathway Area	Concentrator Course A	Concentrator Course B
Agriculture Power, Structure and Technology Systems	Agriculture Power, Structure and Technology	Agribusiness Management
Horticulture/Landscape	Horticultural Science	Landscape Management I
Radio/TV	Radio and Television I	Radio and Television II
Business/Marketing	Principles of Marketing <u>or</u> Principles of Business Management	Entrepreneurship and New Ventures Capstone
Early Childhood	Early Childhood Education I	Early Childhood Education II (pending board approval in 2020-2021)
Education Careers	Education Professions I	Education Professions II
Health Sciences	PLTW Human Body Systems	PLTW Medical Interventions
Culinary Arts	Culinary Arts I	Culinary Arts II (pending board approval in 2020-2021)
Human and Social Services	Human and Social Services I	Human and Social Services II (pending board approval in 2020-2021)
Computer Science/Programming	PLTW Computer Science Essentials	PLTW Computer Science Essentials <u>or</u> PLTW Computer Science Cyber Security
Advanced Manufacturing	Advanced Manufacturing I	Advanced Manufacturing II (pending board approval in 2020-2021)
STEM	Principles of Engineering (PLTW)	Civil Engineering and Architecture (PLTW) <u>or</u> Computer Integrated Manufacturing (PLTW) <u>or</u> Digital Electronics (PLTW)

APENDIX B – ACADEMY OF FINE ARTS



2020-2021 SCHOOL IMPROVEMENT PLAN

Jennings County Academy of Fine Arts

Jennings County High School is accepting applications for the the Academy of Fine Arts.

Students will have special recognition along with their diploma and recognition on their transcript upon completion of all of the requirements.

Those who enroll in the program must choose an area of interest in the fine arts: visual arts, vocal music, dance, or instrumental music. To graduate with a fine arts diploma through the Academy of Fine Arts at JCHS one must:

- Earn a minimum of 10 fine arts credits
- Receive no lower than a B in any fine arts course
- Have an overall gpa of 6.67 or higher
- Perform a minimum of 5 documented service hours each year
- Design and produce a senior project in conjunction with their faculty advisor and complete it by the end of April of the senior year
- Take AP visual art or AP music theory
- Participate in Senior showcase* (visual arts students)
- Each student is expected wot work at an advanced pace with commitment and drive.
- Candidates are subject to advisory panel review

JENNINGS COUNTY HIGH SCHOOL
APENDIX C – 2018-2019 GRADUATION WAIVER REMEDIATION PLAN



2020-2021
SCHOOL IMPROVEMENT PLAN



Graduation Waiver School Action Plan

School Year: 2018-2019

School District: Jennings County School Corporation

School Name: Jennings County High School Principal: Mr. Dustin Roller

I. I. Data

Schools must be explicit in the data they are using to identify the areas of concern and particular student subgroups that will be impacted.

A. Data Summary: *Please provide a summary of your graduation and waiver data over the last three years, included but not limited to the number and percentage of graduates and the number and percentage of waivers given, disaggregated by type (Evidence and Work-Readiness).*

Cohort Year	Number in Cohort	Number of Graduates	Graduation Rate	Number of Evidence-Based Waivers	Number of Work-Readiness Waivers	Waiver Rate for Graduates
2014-2015	324	294	90.74%	45	N/A	15.31%
2015-2016	311	295	94.86%	36	N/A	12.20%
2016-2017	306	282	92.16%	30	N/A	10.64%
2017-2018	274	262	95.62%	33	N/A	12.60%

B. Data Analysis: *Further disaggregate the data above by targeted demographics, including gender, race, social-economic status, and special programs (SPED, 504, ELL, etc...).*

Through the last several school years, JCHS has given only Evidence-Based Waivers and has awarded zero Work-Readiness Waivers. Of the 144 waivers granted since 2015, 79 (54.9%) of those were granted Special Education Students. Additionally, 89 (61.8%) of the waivers granted were to students receiving Free or Reduced Lunch. The majority of waivers, 83 (57.6%), were granted to male students. The data for each individual cohort is also aligned with the overall data. In 2017-2018, 7 (21.2%) of the 33 waivers granted were for math only, 9 (27.3%) were for English only, and 17 (51.5%) waivers were granted for both Math and English.

II. Areas of Focus

Remediation plans must include areas of focus and research based strategies/interventions to address the deficits based on the data collected by the school district.

Objective: To decrease the number of graduation waivers granted to students in all demographic areas.				
Strategies/ <u>Activities</u> <u>Interventions</u>	Rationale*	Person(s) Responsible	Timeline(s)	Evaluation (<u>How will you know it's working</u>)
ISTEP+ Remediation (Math/English)	Students are remediated by licensed teachers for approximately 90 minutes per week Math and/or English, depending on their needs.	English and Math Department Chairs, Remediation Teachers	ISTEP results were provided to teachers in late August 2018. Using this data, students are currently being transitioned from regular study halls and/or courses not required for graduation to remediation.	Remediation teachers will keep attendance and participation records. Formative assessments will also occur and be tracked. The percentage of waivers granted to students should decrease.
Graduation Pathways	Students who would otherwise receive graduation waivers will have options through graduation pathways. Student interests and potential CTE pathways will be identified for students.	TORs/Guidance Counselors/School Administration	Students will meet individually with counselors in order to map out alternative graduation pathways throughout the 2018-2019 school year.	Guidance counselors will track students using a graduation pathway to graduate. This opportunity should also decrease the number of waivers granted to students.
Special Programs Study Halls and Remediation (Special Education/ELL)	Students who are qualified for special services are scheduled into study halls with licensed special education teachers and receive specialized instruction in their area of need.	Special Education Department Chair, Study Hall Supervisors	Each student's Teacher of Record reviews data and makes a recommendation about the student's study hall placement. This was done in Spring 2018 for the 2018-2019 school year.	Special education teachers and study hall supervisors will continually review student attendance, grades, and progress. Overall student performance, including ISTEP+ scores, should improve.

Corporation-Wide Focus on Educating the “Whole Child”	During the 2018-2019 school year, JCSC will be focusing on educating the whole child. This will educate and inform staff about intricacies of educating students from poverty and other adverse situations. A major focus will be social-emotional health.	Led by Corporation and Building Level Administration, Implemented by all staff.	Training opportunities and strategies will be shared throughout the 2018-2019 school year.	While data from this specific strategy will be difficult to track, it adds more intervention opportunities to remove learning barriers from students. Combined with other strategies, this should assist with improving ISTEP+ scores and lowering the number of graduation waivers granted.
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**Rationale – Link each strategy/intervention to a specific data piece.*

JENNINGS COUNTY HIGH SCHOOL
APENDIX D – HEALTHY PANTHERS PREPARE AND CARE PLAN



2020-2021
SCHOOL IMPROVEMENT PLAN



Jennings County School Corporation

High School Panther's Prepare & Care

2020-2021

Contents	Page
Introduction	2
School Models	
Traditional School K-12 <ul style="list-style-type: none">• High School	5
Online School K-12	
Logistics of Health and Safety	13
Equity Considerations	16
Social-Emotional Learning Supports	17
Athletics/Extra-Curricular Activities	18

Introduction

The Jennings County School Corporation is committed to providing our students with the best possible learning environment. As we reimagine the 2020-21 school year, we are focused on returning to school safely, while providing our students with the best possible education. We believe it is important for our families to have options to address their concerns. We greatly value community input and have used it to help us design a reentry plan that addresses family needs.

We recently conducted a survey of our parents and received responses for 3,047 students. We have really strong data. We had 58.3% of our families (1,777 students) indicate a traditional model for school is preferred. We had 33.7% prefer the hybrid model (1,028 students) and 7.9% indicate an online only option is preferred (242 students). In addition, we had 774 comments from people who vary greatly on the continuum in what they each would like to see us do this fall. Clearly, there are many strong opinions about what is best for students.

We have been working through many details to ensure we are ready to open school this fall. We had more than 50 people working on reopening plans as we made many decisions. In addition to following guidance from the CDC, Indiana Department of Education, our insurance company and our state and local Health Department, we considered the many concerns raised by our community. Our plan is based on the current guidance provided by the Health Department. **If the guidance becomes less restrictive from health care officials, we will adjust our plans accordingly.** For the 20-21 school year, **after much consideration, we will be offering our families two choices: traditional and online.**

Traditional Model

The traditional model will mean that students return to school five days a week beginning on August 6. Our traditional schools will look different. To meet the guidelines recommended by our health care officials, we will be re-imagining school to provide for extended distancing, smaller classes, larger spaces used for instruction, additional lunch periods with students seated with appropriate spacing and robust cleaning and sanitizing. Classrooms and hallways will be stocked with hand sanitizers, wipes, kleenexes etc. and regular schedules will include hand washing and common surfaces cleaning protocols. All products will be safe for students.

Additionally, we will be requiring students to wear masks when they are not able to socially distance: on the bus, during arrival and dismissal, and when in hallways. During classroom instruction, when students are able to socially distance, they will **not** be required to wear masks. Wearing a mask in common areas demonstrates our commitment to helping protect one another

and limiting the spread of COVID-19. We will share with our students that, “I wear my mask for you and you wear your mask for me.” It is what is recommended by health care officials and we believe it is our responsibility to provide our students with the safest environment possible.

Online Learning Model

For our families who want to limit their students from contact with others, due to medical concerns of students or family members, we are providing an online learning option. Our remote learning option is being redeveloped and will look very different from the spring of 2020. Our expectations will be much higher and requirements will be much more rigorous. Students will be held accountable for the completion of work. Our online learning environment will look much more similar to a traditional classroom. Elementary students will be required to participate in online learning activities approximately 5 hours a day and secondary students will be required to participate in online learning activities for approximately 6 hours a day. These are requirements from the Indiana Department of Education. Our teachers have been participating in extensive professional development to assist with developing our ability to provide exceptional online learning experiences. Grading will also mirror traditional classroom grading, with similar expectations and policies. Students will be expected to actively participate in learning every day of instruction and connect with their teachers as expected.

For students with connectivity or internet access issues, we will work with families to close this gap and identify solutions. It is important for families to communicate this need with us during the registration process.

During registration, families will have the ability to select which option they choose for their students. Both options will be different from past experiences in JCSC. Families will need to understand the requirements and select the option that best fits the needs of their family.

Transportation

We will continue to provide transportation for our students who need that service. Because students are not able to socially distance from one another on buses, we will require students, who ride a bus, to wear a mask. For students who do not wish to wear a mask on the bus, parents can choose to provide transportation. It is important for us to continue to model for our students that we take care of each other by wearing our masks, when we are not able to distance ourselves. We are all in this together. Buses will be cleaned and sanitized between routes.

In Closing

I can assure you our goal is to plan for quality teaching and learning for students in a safe environment that meets the needs of our community. We also understand our plan needs to be fluid and adaptable, since we do not know what will happen during the upcoming school year. One important reminder for everyone for the upcoming school year, if a student or adult is sick, PLEASE stay home. We will be looking at attendance and incentives for attendance much differently this year. It is important for anyone with COVID symptoms to stay home until you are fever free for 72 hours, without any fever reducer, and be screened for COVID. Anyone with a COVID positive test should quarantine for 10 days and be fever free for 72 hours before returning to school. For students living in a home with a positive COVID test, they also need to quarantine for 14 days. **It is critical that any positive or suspected cases of COVID are reported to your child's school.** We want to make sure that we use common sense when addressing this upcoming school year and the challenges of the Pandemic.

We are preparing for many scenarios and will be ready to adjust as needed. We have an extensive plan on how to return to school safely, which will guide our staff as we make plans and prepare for students. We will be sharing with our families the logistics of 2020-21 as we move forward. As always, parents or guardians with questions about our return to school plans, should contact their child's principal.

While navigating a Pandemic is new for all of us, we have been doing our best to take care of our students. As we work through our plans for fall, we will continue to keep our students at the center of our decision making and will keep our community informed as we move forward. We appreciate your support and look forward to working with you as we return to school on August 6, 2020.

Sincerely,

Teresa A. Brown
Superintendent

School Models

Traditional School K-12

High School

Teaching and Learning in Traditional Classrooms Grades 9-12

Introduction/Background:

Students planning to attend traditional classes at Jennings County High School for the 2020-2021 school year will attend school in person as long as the school building is open. While parts of the school day and calendar will look similar to previous years, some new adjustments will be implemented in order to improve teaching and learning for JCHS students during the pandemic.

Alternate Bell Schedule for 2020-2021:

1ST/5TH	8:25-9:43	78 MINUTES
2ND/6TH	9:50-11:08	78 MINUTES
3RD/7TH	11:15-1:30	80 MINUTES INSTRUCTION 25 MINUTES PANTHER TIME (Previously PAWS) 30 MINUTES LUNCH
A LUNCH	11:15-11:45	300 STUDENTS PER LUNCH
B LUNCH	11:50-12:20	300 STUDENTS PER LUNCH
C LUNCH	12:25-12:55	300 STUDENTS PER LUNCH
D LUNCH	1:00-1:30	300 STUDENTS PER LUNCH
4TH/8TH	1:37-3:05	78 MINUTES INSTRUCTION 10 MINUTES ANNOUNCEMENTS Rolling Dismissal will begin at 3:00 PM

Implementation of Panther Days:

- Description:
 - Periodically, during the 2020-2021 school year, JCHS will run scheduled Panther Days, which consist of JCHS students completing all 8 class periods in a digital learning format. Students may be on or off campus depending on their academic stance and/or individual needs.
 - Students, who are passing all classes and have zero missing assignments, will be encouraged to complete their work from home using their devices.
 - Students who need academic support will be encouraged to attend school in order to receive necessary in-person instruction and remediation.

- o The school building will be open to students, lunch will be served, and all staff will report as normal.
- **Panther Day Schedule**
 - o Generally, these days will occur after 10 days (5 Blue Days, 5 White Days) of instruction.
 - Thursday, August 27th
 - Monday, September 14th
 - Tuesday, September 29th
 - Wednesday, October 21st
 - Thursday, November 5th
 - Friday, November 20th
 - Tuesday, December 22nd
 - Wednesday, January 20th
 - Thursday, February 4th
 - Tuesday, March 9th
 - Wednesday, March 31st
 - Friday, April 16th
 - Monday, May 3rd
 - Tuesday, May 18th
- **Student Impact**
 - o Students will receive continuity of instruction through enrichment activities and/or remediation for each course on their schedule.
 - o Students needing academic assistance will have access to JCHS staff for assistance with missing work, currently assigned work, and remedial skills.
 - o By incorporating Panther Days, students will become familiar with their teachers' elearning format/assignments prior to a potential closure.
 - o Panther Days allow for delivery of necessary non-course content such as:
 - Naviance (Stand-alone program)
 - Graduation Pathway Information (Pre-recorded, shared virtually)
 - Scheduling Information (Pre-recorded, shared virtually)
 - Class Meetings (Pre-recorded, shared virtually)
 - Virtual Field Trips (TBD)
 - Virtual College/Career Visits (TBD)
- **Panther Day Logistics**
 - o Students attending school, who do not have missing assignments, will report to a study hall-like area in the building. Specific locations will be determined when the number of students attending is confirmed.
 - This is an option for all students and it could be particularly useful for students who rely on school transportation for sports or after school activities.
 - o Students attending school for remediation/academic assistance will be monitored by staff.

- o In the event of a non-scheduled elearning day, the day would be either Blue or White, as previously determined.

Additional Information for Teaching and Learning in the Traditional Classroom

- **Continuous Learning Opportunities for All Students**
 - o Google Classroom will continue to be our online learning platform for traditional students.
 - o Students who choose a full-time online option will be scheduled into as many online courses taught by JCHS teachers as possible. Courses not available through JCHS teachers will be offered through a vetted online program.
- **Student Transitions Between Traditional and Online Models**
 - o During registration, students will commit to a traditional or online model at JCHS.
 - o If circumstances arise that require a student to transition between models, JCHS guidance staff and administration will work with individual students to determine the best schedule/transition plan as possible.
 - o New teachers will still be assigned a mentor within their subject area and participate in the corporation-wide new teachers mentorship program.
 - o A designated 7-12 “technology” expert will be available upon reasonable request to assist with E-learning questions.

Support for Students with Special Needs

Student progress will be monitored and students will be provided with the support and resources to address individualized needs and goals.

Jennings CountyHigh School Special Education Services will be delivered through:

- Inclusion, consultation, and resource settings
- Lab classes
- OT/PT/Speech has a dedicated room in the building for providing services

Online School K-12

Teaching and Learning in a Remote Learning Environment

Vision

We will create a consistent and rigorous digital classroom for each grade K-12 matching the experience and growth through learning that a student would receive in a traditional classroom. Students enrolled in this classroom will have challenging, differentiated learning opportunities while also building solid relationships with peers and staff.

Foundation of the Classrooms

Grades 7-12

- For the high school, there will be a teacher operating a digital classroom and online teachers will be chosen based on the classes chosen by students who register for online learning.
- Students and parents will be trained on LMS, communication tools, curriculum resources and other learning tools used.

Instructional Model

Grades 7-12

There is a 6 hour instructional requirement for secondary students--this includes instruction and student work time.

- First period teachers will take attendance.
- A daily “To Do” list will be posted each day in Google Classroom --as determined by the school--that has the required lessons, videos, activities for the day.
- A Daily Schedule will be created and shared with students for suggested times for subjects. Teachers will have scheduled “office hours” where they will be available live in a Google Meet for students to join and ask questions about any subject for the day’s work. (Help outside of office hours can be arranged if needed.)
- Lesson Format
 - Mini Lesson - a video presented by the teacher, 5-10 minutes in length (depending on grade level/subject), introducing the learning outcomes and establishing background or connection for students. This could also include or direct students to other videos/sources for direct instruction and modeling.

- Engaging Independent Practice - Using a variety of on screen and off screen activities, experiments, projects and writings to help the student practice the learning outcomes and expand thinking.
- Feedback on Learning - teacher will conduct small group “intervention groups” as needed to give feedback and provide discussion, guided practice, and modeling to students. Teacher will check-in individually with each student a minimum of once a week to provide independent help and relationship building.
- In addition to meeting with students weekly, students are expected to spend a grade level appropriate amount of time on a digital individualized learning platform to provide additional interventions and support.
- Assessment - Daily progress checks (formative assessments) will be used to inform small groups and future instruction. Differentiated summative assessments will be given at the end of the learning cycle to determine student mastery of content.
- Social/Emotional Learning - mini-lessons and additional activities are built in throughout the learning. A strong relationship between student and teacher will be the consistent goal.
- Google Classroom will be the Learning Management System used to give and collect assignments, share resources and communicate as a class.
- A standard communication system will be used with parents; email and Google Classroom will also be used to communicate with students.
- Differentiation and Students with IEPs, ILPs and 504s will continue to take place
 - A teacher of record will be assigned to a student with an IEP and that teacher will be responsible for checking in on the student regularly.

Expectations for Students and Families

Family Roles and Responsibilities:

Grades 7-12

- Help your children manage their online learning by encouraging them to attend all classes and finish all assignments.
- Create a comfortable, distraction-free place for your children to work and attend online classes.
- Do not join your children’s online classes or be visible on your children’s screens during classes.
- Encourage your children to incorporate physical activity and healthy breaks from classes during the day, while practicing responsible social distancing.

- All students and parents should be familiar with Google Classroom, Google Suite and know how they can communicate with teachers and staff.

Student Expectations:

Grades 7-12

When classes are being conducted online via Google Meet, students are expected to follow these guidelines:

- Give your best effort and best online class behavior.
- You are expected to attend your classes unless your parent or guardian notifies your teacher via email or Class Dojo that you are sick.
- Stay in contact (your teachers will be checking their email during the week daily during school days).
- Be dressed appropriately - consider it a casual dress day at school.

Athletics

- Online high school and middle school students will not be permitted to participate in clubs or sports (per IHSAA guidelines).

Device Management and Resource Expectations:

Grades K-12

- Google Meet will be used for video conferencing for each class.
- Students must check their email account several times daily.
- Students must check their Google Classroom each day for live class links.
- Students are expected to be courteous and respectful online and adhere to the technology code of conduct which they agreed to when they signed the handbook at the beginning of the year.
- Students should refrain from experimenting with the Google Meet options during class time, from muting other students' microphones, removing anyone from the Google Meet, or from jumping ahead.
- Students are required to keep the camera on in live sessions and the microphone muted unless speaking.
- Students should take turns, contribute, and ask questions in class discussions.
- Students should use chat appropriately and be mindful that their classes are being recorded.
- School-provided laptops will have all of the apps and technology capable for any needs during distance learning. Students are encouraged to use their school computers during this time for compatibility.

Research-Informed Strategies for Distance Learning

Distance learning is not a new method of teaching. As a result, there are plenty of research-informed strategies that the Center for Transformative Teaching and Learning has compiled to help support parents and students.

Monotask, not multitask

Help your child monotask. This means, no phone, Netflix, video games, or Gchat during class time. They should not have non-academic applications, windows or browser tabs open on their laptop during online class sessions. Encourage your child to set their phone to “do not disturb” and put it in another room while working — they can check it during breaks in the school day.

A good study environment aids good studying

Set up a good study environment. Your child should not do online classes in bed, and ideally not in their bedroom. Try to avoid spaces where there are distractions. Try to avoid spaces with clutter because many students find this distracting. Your child should not listen to music while “doing” an online class. However, music while studying is an interesting question. It seems to help *some* students on *some* tasks (perhaps because it might reduce anxiety), but hurts others. Listening to music is not bad *per se*, but your child needs to find out what works for them.

Strong self-advocacy is always crucial — now even more so

Encourage your child to be a strong self-advocate and communicate with teachers when they have questions or concerns, or even then they just feel they need to check in with their teacher and chat. This can be done by email or by requesting a one-on-one virtual meeting on Google Meet (ask during an online class or by sending them a short email). If at any point they are wondering, “what should I do now?,” just ask.

Everyone benefits from help with scheduling

One thing that might happen in the course of this distance learning experience is that your child may be given more projects and longer tasks that require more independent work. Balancing the demands of several projects at once is something that many students of all ages find challenging. Help your child break down and schedule tasks for asynchronous projects. If necessary, help them monitor their progress, help them decide if switching strategies might aid their progress, or help them determine whether a satisfactory end point has been reached.

Support your child’s metacognition

Metacognition aids learning. You can help by asking questions, such as:

- What are your big learnings or takeaways from the day?

- What’s challenging? / What do you have questions about? / What don’t you understand yet? (and suggest they reach out to the appropriate teacher by email, one-on-one check in, or writing down their question(s) to ask in the chat of their next Google meeting).

Where possible, help your child bring in prior knowledge from experiences they have had in the past. And help them make connections, again where possible, between their work and the things in the real world. We tend to overestimate how automatically students make these connections, so help them.

Emotion and cognition are interlinked

Emotion and learning are intertwined, both in your child’s brain and in their everyday experience of school. Having an emotional well-being check in can help — if they are feeling stressed with school, giving them space to offload those feelings can help them focus on learning. They can talk to you, talk to a friend, or even write or draw.

Relationships help buffer stress, so staying socially connected is an important part of being a successful student during distance learning. But take note of the *monotasking* vs. *multitasking* comment above, and separate out social time from work time.

Exercise, diet, and sleep help reduce stress as well as improve overall health. Going for a walk or run, while practicing responsible social distancing, can be tremendously beneficial for overall well-being and learning.

Research suggests that mindfulness and meditation techniques can benefit students of all ages. There are many free online resources, such as the apps recommended earlier in this plan. Even if your child is a skeptic, attempt to get them to try a few things out and to see if they can find something that works for them.

Play is important for students of all ages. Make time for play.

Do things that aren’t on screens in leisure time.

Stanford University’s Denise Pope, who Dr. Ian Kelleher presented with at SXSW last year argues that every child needs PDF time, as this helps both well-being and learning: Play time; Down time; and Family time.

Logistics of Health and Safety

- Parents are asked to screen their children before sending them to school. Please ensure we keep our children safe by keeping them home if they have a fever over 100 degrees. Our schools will be equipped with a separate clinic for children who are sick during the school day. We will keep these students in a separate location until parents or guardians are able to pick up their child.
 - [Parent Checklist](#)
 - [Symptoms of COVID-19](#)
- Health Protocol for Parents
 - <https://kidshealth.org>
 - <https://www.healthychildren.org>
- Students with a fever of 100 degrees F will be sent home and assume potential positive COVID.

Positive COVID Test

- Parents are required by law to inform their child's school, if a student tests positive for COVID.
- Nurse will complete the state form with a positive COVID-19 case.
 - [IDOE Confirmed COVID-19 Reporting Form](#)
- JCSC will notify the health department whenever there is a confirmed case.
- The decision regarding closing a classroom, building, or district will be made between the superintendent and the local health department.

Isolation and Contact Tracing

- COVID-19 positive person will be sent home.
 - Household contacts will be sent home and recommended to self-quarantine for 14 days.
- JCSC will send out voicemail to the affected location/district regarding a positive test with next steps outlined.
- JCSC will collaborate with the health department to follow their recommendations on closing.
- JCSC will be a liaison with the state and local health departments for contact tracing.
- Document cleaning process and checklists to ensure all areas are sufficiently disinfected.

Symptoms and Positive Tests

- **Untested with symptoms**

- Persons who have not received a test proving or disproving the presence of COVID-19 but experience symptoms may return if the following three conditions are met:
 1. They have not had a fever for at least 72 hours (that is three full days of no fever without the use of medicine that reduces fevers); and
 2. Other symptoms have improved (for example, when your cough or shortness of breath have improved); and
 3. At least 10 calendar days have passed since your symptoms first appeared or a doctor has certified you are treated for another illness and safe to return to school.

- **Tested Positive- Symptomatic**

- Persons who experienced symptoms and have been tested for COVID-19 may return to school if the following conditions are met:
 1. The individual no longer has a fever (without the use medicine that reduces fevers); and
 2. Other symptoms have improved (for example, when your cough or shortness of breath have improved); and
 3. At least 10 calendar days have passed since symptoms first appeared; or
The individual has received two negative tests at least 24 hours apart.

- **Tested Positive- Asymptomatic**

- Persons who have not had symptoms but test positive for COVID-19 may return when they have gone ten calendar days without symptoms and have been released by a healthcare provider. Students may also return if they are approved to do so in writing by the student's health care provider

- **Tested Positive- Impact on School Operations**

- Establish predetermined thresholds for mitigation strategies by following ISDH's recommendation to work with your local health department in following the CDC guidance which can be found here. Reference page three, "When a confirmed case has entered a school, regardless of community transmission."

Handwashing Protocols

- **Grades 7-12**

- Encourage students to wash their hands frequently with reminders from staff
- Hand sanitizer stations for all classrooms

Social Distancing, Masks, and Area of Large Congregation

- JCSC will put in place measures to encourage students to socially distance when appropriate and possible.
 - [Social Distancing](#)
- JCSC will address social distancing by following these measures.
 - Classrooms will have reduced clutter allowing for extra space.
 - Students will have extended spacing between one another in classrooms that have tables.
 - Larger class sizes will be placed in the largest rooms in the building at the secondary level.
 - Secondary areas will adjust classes according to class sizes and class space.
 - Additional sections may be added for large population classes.
 - All students should be forward facing with at least 3-6 ft distancing of desks when possible.
 - Common areas may be utilized for additional classroom settings as needed.
 - If students are in populated areas and unable to appropriately social distance, they will be required to wear masks.
- **Arrival**
 - Masks are required for students and staff.
- **Dismissal**
 - Masks are required to be worn by staff/students
 - Secondary Students
 - Students will have a staggered dismissal to the bus to minimize large groups of students.
- **Lunch/ Cafeteria**
 - Students will have extended spacing at the lunch tables
 - Common areas may be used as needed to extend spacing
 - Students may have staggered dismissal to the lunchroom
 - Additional lunch periods will be added
- **Hallway**
 - Use one way hallways and stairways when possible
 - Hallways will be taped to display current path of the hallways or which side to walk on

- JCMS and JCHS: Requiring masks during passing periods
- **After School Activities**
 - Assigned areas will be utilized to ensure students are contained to one area to limit touch areas and cleaning needs
 - Areas will be disinfected after use
 - Outside groups should be eliminated from meeting in school buildings
- **Office**
 - Number of people in the office will be limited
 - Visitors will wait in the foyer until adequate space in office is available
 - Students sent to the office will be limited, teachers should call for guidance

Disinfecting and Cleaning protocols

- All common touch points in common areas will be cleaned in AM and PM
- Restrooms will be cleaned in AM and PM- or as needed based on circumstances

Drills

- Masks are required for all students and staff during drills.

Transportation

- JCSC is committed to providing safe transportation to and from school. The following steps will be implemented:
 - Corporation routes are being reviewed and adjusted to level bus capacity
 - Contract routes are being reviewed and discussed with drivers to level bus capacity
 - Additional shuttle buses will be added, as needed
 - Assigned seating on the bus
 - Families/Households will sit together
 - 40 students or less per bus (when possible)
 - Students will be seated on the bus in a strategic way to extend distancing
 - Windows will be put ½ way down to increase circulation, when weather permits
 - The use of a mask will be required
 - Eating and drinking on the bus is prohibited unless medically necessary

Communication with Families, Students, and Staff

- We will continue to communicate with our families with regular updates in a variety of ways. It is important that we all understand expectations and any changes that may be required due to changing conditions.

Equity Considerations

7-12:

Technology:

JCSC will provide all students and staff access to electronic devices meeting the device ratio and addressing internet access for all of the students in the corporation. JCSC is currently exploring options with ATT, Verizon, and other internet providers for students and staff to assist with home internet access. Students without internet access or qualifying for free lunch will be provided internet access at no charge, when possible. Students qualifying for reduced priced meals will be provided internet access on a sliding scale to make it affordable.

- A surplus of iPads and Chrome books will be available for students to access
- Support for WiFi connections will be provided for students and staff who do not have access to internet capabilities at home
- Each school in JCSC now has parking lot WiFi access available for our students.

Food Service:

- If school is closed again due to COVID, JCSC will provide food boxes with 10 meals for pickup at each school in the corporation. School employees will assist with packing and the distribution of the food based on the plan provided by each school.
- Free and reduced online students will be given the opportunity to receive food pickup based corporation guidelines, designated times, and pickup procedures at JCEC.
- Students who choose online schooling will be given the opportunity to receive food pickup based corporation guidelines, designated times, and pick up procedures at JCEC.

After-School Programs

- All state and local guidelines for group limitations must be followed and social distancing is encouraged.
- Any student who prefers to wear a face-covering for activities, even where social distancing can be met, should be allowed if doing so will not cause a health risk.
- If social distancing cannot be met, masks will be required for staff and students to the extent possible.
- Clubs will be permitted as long as they adhere to the state and local guidelines.

Social-Emotional Learning Supports

Social-Emotional Health - Secondary

JCSC school leaders will ensure that time is set aside during the first two weeks of reopening the school building for students to grieve, heal, re-connect, and strengthen the in-school community before the focus on instruction begins using the following resources:

- IDOE - [SEL Roadmap for Re-entry](#) - This roadmap will be a tool that educators will utilize to help support social-emotional learning for students, educators, and communities.

JCSC will use the TBRI, Trust Based Relational Intervention Program, and Educational Neuroscience Research to support student needs. Our focus on the whole child will include additional support in counseling, meeting basic needs, trauma informed care and teaching positive mental health support.

Athletics/Extracurricular Activities

GUIDELINES FOR OPENING UP JENNINGS COUNTY HIGH SCHOOL AND MIDDLE SCHOOL ATHLETICS AND ACTIVITIES

The COVID-19 pandemic presents a myriad of challenges for high school athletics. The Jennings County High School and Jennings County Middle School Athletic Administration offers this document as a guide of policies and procedures, taking many components into consideration, for the “opening up” of JCHS and JCMS athletics and activities. This document was created using the **Indiana Department of Education’s** “Indiana’s Consideration for Learning and Safe Schools: In-Class – COVID-19 Health and Safety Re-entry Guidance” document released on June 5, 2020, the “Guidance for Opening up High School Athletics and Activities” document that was released by the **National Federation of State High School Associations (NFHS)** and the **Sports Medicine Advisory Committee (SMAC)** on May 19, 2020, and through collaboration with Certified Athletic Trainers Melanie Anderson and Kyle Coates (Patient Care Supervisor) of **Schneck Medical Center**. Policies and procedures may evolve and will be updated as the medical community and relevant organizations make new information available.

Administrative Procedures

A. Pre-participation Physical Evaluation (PPE)

Due to concerns regarding access to primary care providers during the late spring and early summer, the NFHS and SMAC released a position statement giving guidance to state associations (IHSAA) concerning timing of the Pre-participation Physical Evaluation. The Indiana High School Athletic Association granted a one-year extension to all student-athletes who had a completed Pre-participation Physical Exam during the 2019-2020 academic year. *Although Jennings County School Corporation recommends getting an annual Pre-participation Physical Examination*, a valid 2019-2020 PPE will accepted for the 2020-2021 academic year. Those returning student-athletes who had a PPE in 2019-2020, should provide a 2020-21 IHSAA Health History Update Questionnaire and Consent & Release Certificate prior to participation. All **first-time** student athletes are required to have an IHSAA pre-participation physical evaluation for the upcoming school year AND Consent & Release Certificate prior to participation.

B. Indiana High School Athletic Association’s 2020-21 Health History Update Questionnaire and Consent & Release Certificate on FinalForms

- Jennings County High School and Middle School have partnered with FinalForms, an online forms and data management service for the 2020-2021 academic year.

Student-athletes and parents will be required to submit all necessary information and digitally sign the Indiana High School Athletic Association's 2020-2021 Health History

- Update Questionnaire and Consent & Release Certificate on FinalForms before participating in any JCHS/JCMS sponsored workout, practice, or competition. The Jennings County Schools FinalForms page is available at

jennings-in.finalforms.com

C. Conduct of Conditioning and Practice Sessions

- The phases in this document are in accordance with guidelines published by the White House, NFHS, Indiana Department of Education and CDC available at <https://www.whitehouse.gov/openingamerica/>.

D. Voluntary Workouts

- All summer activity is completely VOLUNTARY. Any student-athlete, or parent of a student-athlete, who does not feel that it is in their best interest to participate is free to exclude themselves from any and all workouts, practices, etc.

E. Locker rooms

- Phase I
 - The use of locker rooms will be strictly prohibited during. Student-athletes should come dressed in the necessary attire for their practice or workout, and take all clothing items and personal equipment home with them to be washed before returning.
- Phase II
 - The use of locker rooms will be no greater than 50% capacity with only one team/sport present at a time. Capacity will be determined by the number of lockers in each space. Coaches should encourage athletes to shower and change clothes at home when possible.
- Phase III
 - The use of locker rooms will be at 50% capacity or greater. Coaches should encourage athletes to shower and change clothes at home when possible.

F. Symptoms and Positive Tests

- Untested
- Persons who have not received a test proving or disproving the presence of COVID-19 but experience symptoms may return if the following three conditions are met:

1. They have not had a fever for at least 72 hours (that is three full days of no fever without the use of medicine that reduces fevers); and
 2. Other symptoms have improved (for example, when your cough or shortness of breath have improved); and
 3. At least 10 calendar days have passed since your symptoms first appeared.
- Tested Positive- Symptomatic
 - Persons who experienced symptoms and have been tested for COVID-19 may return to school if the following conditions are met:
 1. The individual no longer has a fever (without the use medicine that reduces fevers); and
 2. Other symptoms have improved (for example, when your cough or shortness of breath have improved); an
 3. At least 10 calendar days have passed since symptoms first appeared; or
The individual has received two negative tests at least 24 hours apart.
 - Tested Positive- Asymptomatic
 - Persons who have not had symptoms but test positive for COVID-19 may return when they have gone ten calendar days without symptoms and have been released by a healthcare provider. Students may also return if they are approved to do so in writing by the student's health care provider
 - Tested Positive- Impact on School Operations
 - Establish predetermined thresholds for mitigation strategies by following ISDH's recommendation to work with your local health department in following the CDC guidance which can be found here. Reference page three, "When a confirmed case has entered a school, regardless of community transmission."

G. Personal Items (Water and towels)

Each student-athlete shall bring their own water bottle and towel, clearly marked with their name, for their use only.

Bottles may be refilled at designated fountains on campus that will be cleaned daily.

H. Cleaning Equipment

Coaches will be responsible for cleaning any/all equipment used during a given practice or workout, especially equipment that is shared such as footballs, volleyballs, basketballs, handheld pads, etc.

I. Cleaning Facilities

Coaches and the Athletic Director will be responsible for communicating practice schedules with the corporation custodial staff to establish cleaning/disinfecting schedules for any facility where a practice or workout occurs (i.e. weight room, wrestling mats, gym floor, etc.).

J. Facility Usage

All facility usage, both indoor and outdoor, must be approved and scheduled in advance with the JCSC athletic administration and if outside organizations are requesting usage, a facility usage form must be completed with a plan approved by the local health department demonstrating compliance with CDC recommendations. All facility usage forms must be approved by central office before scheduling may occur.

K. Masks for Student-Athletes

It is not recommended for a student-athlete to wear a facial covering during vigorous athletic activity.

Students are encouraged to have a mask available for periods of time when vigorous physical activity is not taking place and social distancing standards cannot be safely maintained.

L. No gum, sunflower seeds, or spitting.

Gum, sunflower seeds, and spitting on surfaces are prohibited to prevent the potential spread of the virus through saliva.

M. Transportation to events

No transportation will be provided by JCSC for the purposes of practices, scrimmages, or games off campus until competition is permitted in Phase 3 (August 3rd for Girls Golf and August 15th for all other sports).

P. Athletic Training Services

Athletic trainers in high schools are positioned to play a vital role as sports return following this pandemic. As health-care professionals, they take lead roles in developing and implementing infection control policy throughout the school.

Q. Youth Camps/Clinics hosted by high school teams

- Phase I (July 6 – July 19)
 - Youth camps/clinics will be prohibited

- Phase II (July 20 – August 14)
 - Youth camps/clinics are permitted under Indiana High School Athletic Association summer by-laws
 - Coaches must submit policies and waivers to the athletic office detailing how they will enforce CDC guidelines for social distancing, sanitation, and capacity.
- Phase II (August 15 and beyond)
 - Youth camps/clinics are permitted under Indiana High School Athletic Association by-laws
 - Coaches must submit policies and waivers to the athletic office detailing how they will enforce CDC guidelines for social distancing, sanitation, and capacity.

R. Coaching Staff Command Structure

An alternate command structure for coaching staff should be established in case of illness.

S. Approved Feeder Programs

Verified feeder programs may use school property if a facilities usage permit form, certificate of insurance, and COVID-19 guidelines/accommodations specific to the sport and venue have been submitted and approved. All facility usage forms must be approved by central office before scheduling.

Opening Jennings County High School and Middle School Athletic Facilities

Phase 1: July 6 – July 19

1. All coaches and students should be screened for signs/symptoms of COVID-19 prior to conditioning and sport-specific activities. Screening will be documented and timestamped daily in Final Forms.
2. Responses to screening questions for each person should be recorded and stored so that there is a record of everyone present in case a student develops COVID-19. Responses will be recorded digitally and time stamped using FinalForms.
3. Student athletes should be limited to 15 hours per week on campus.
 - a. Individual student athletes are limited to 15 total hours of school contact activity per calendar week. (The Sunday Rule will be enforced)

- b. School contact activity includes conditioning and sport-specific activities.
- 4. No sport may have more than two activity days per calendar week. Each sport must register their activity days in the office of the Athletic Director in advance. Sport-specific activity days (of the same sport) may not occur on consecutive calendar days.
- 5. Activity days by sport are limited to three hours per day. (Six hours per calendar week by sport.)
- 6. Conditioning is limited to four days per week. Conditioning sessions may be held multiple times each day, each session limited to two hours. Student athletes may attend only one conditioning session per day.
- 7. ALL SUMMER ACTIVITIES ARE VOLUNTARY
- 8. All State and local guidelines for group limitations must be followed and social distancing is encouraged.
- 9. Any student who prefers to wear a face covering for activities should be allowed, if doing so will not cause a health risk.
- 10. Students, when not engaging in vigorous activity and when practical, are encouraged to wear face coverings, if social distancing standards cannot be maintained.
- 11. Non-students, including coaches, medical-related staff, directors, security staff, supervisors, etc. are encouraged to wear face coverings when social distancing standards cannot be maintained, unless under rigorous activity or poses a health risk.
- 12. Only essential student athletes, student participants, coaches, medical staff, related supervisors, directors, and security should be in attendance.
- 13. Consideration should be given to vulnerable individuals and it is encouraged for those individuals to seek medical guidance regarding his/her individual level of participation.
- 14. An alternate command structure for coaching staff should be established in case of illness.
- 15. Prior to participation, all **first-time** student athletes are required to have an IHSAA pre-participation physical for the upcoming school year. Returning student athletes are not required to obtain a new IHSAA pre-participation physical, but should provide a 2020-21 IHSAA Health History Update Questionnaire and Consent & Release Certificate prior to participation.

16. All students and staff should be trained and screened for signs/symptoms of COVID-19 prior to participating in workouts, rehearsals, or practices.

- a. Any person with COVID-19-related symptoms should not be allowed to take part in workouts, rehearsals, or practices and should contact his or her primary care provider or other appropriate healthcare professional.
- b. Coaches must track COVID-19 impacted attendance and report to district/school administration.

17. Individuals should wash their hands for a minimum of 20 seconds with warm water and soap before touching any surfaces or participating. If this is not possible, hand sanitizer should be plentiful and available to individuals as they transfer from place to place.

18. Locker rooms should NOT be utilized. Students should report to their activity in proper gear and immediately return home to shower at the conclusion. Restrooms should remain available for student-athletes and athletic staff members, however social distancing is encouraged.

19. Workouts should be conducted with the same students together. Reduce gathering size by half overall capacity in large areas (weight room, gyms, wrestling rooms, etc.).

20. The goal of social distancing is defined by the CDC. If it is not possible to follow these guidelines indoors or outdoors, then create as much distance as possible. It is recommended that participants and coaches wear face coverings when distancing is limited and the individual is not participating in rigorous activity. For sidelines, benches, or other holding areas, consider establishing protocol as a guide for students and coaches. The goal and expectation is no contact.

21. Cleaning schedules will be created and implemented for all facilities and equipment to mitigate any communicable diseases.

22. Appropriate clothing/shoes should be worn at all times to minimize transmission.

23. No sharing of clothing, shoes, towels, or water bottles.

24. Hand sanitizer should be plentiful and available at all times.

25. When equipment is shared, including sports balls, weight room facilities, non-wind instruments, etc., this equipment should be cleaned prior to use and immediately following usage. Responsibility for cleaning should be clear and appropriate training and PPE should be provided.

26. Equipment such as weight benches, athletic pads, etc. having holes with exposed foam should be covered or discarded.

27. Students must be expected to shower at home and wash workout clothing immediately upon returning to their home. If a student does not have a laundered uniform, he/she may not be allowed to participate in practice or competition.
28. Free weight exercises requiring a spotter cannot be conducted. Safety measures in all forms must be strictly enforced in the weight room.
29. For contact sports (football, wrestling, lacrosse, competitive cheer, and dance as defined by the NFHS) no contact is allowed.
30. Shared hydration stations (water trough, water fountains, water hose, etc.) should NOT be utilized except for filling individual, labeled water bottles.
31. No formal competitions or scrimmages are allowed.
32. Pool usage is acceptable. Schools should take necessary steps to promote health and safety both in the water and out by social distancing and using good hygiene.

Phase II: July 20-August 14

1. All coaches and students should be screened for signs/symptoms of COVID-19 prior to conditioning and sport-specific activities. Screening will be documented and timestamped daily in Final Forms.
2. Indiana High School Athletic Association by-laws will correspond and dictate permissible activities and schedules.
3. All State and local guidelines for group limitations must be followed and social distancing is encouraged.
4. Any student who prefers to wear a face covering for activities should be allowed, if doing so will not cause a health risk.
5. Students, when not engaging in vigorous activity and when practical, are encouraged to wear face coverings if social distancing standards cannot be maintained.
6. Non-students, including coaches, medical-related staff, directors, security staff, supervisors, etc. are encouraged to wear face coverings when social distancing standards cannot be maintained, unless under rigorous activity or poses a health risk.
7. Only essential student athletes, student participants, coaches, medical staff, related supervisors, directors, and security should be in attendance.

8. Consideration should be given to vulnerable individuals and it is encouraged for those individuals to seek medical guidance regarding his/her individual level of participation.
9. An alternate command structure for coaching staff should be established in case of illness.
10. Prior to participation, all first-time student athletes are required to have an IHSAA pre-participation physical for the upcoming school year. Returning student athletes are not required to obtain a new IHSAA pre-participation physical, but should provide a 2020-21 IHSAA Health History Update Questionnaire and Consent & Release Certificate prior to participation.
11. All students and staff should be trained and screened for signs/symptoms of COVID-19 prior to participating in workouts, rehearsals, or practices.
 - a. Any person with COVID-19-related symptoms should not be allowed to take part in workouts, rehearsals, or practices and should contact his or her primary care provider or other appropriate healthcare professional.
 - b. Coaches must track COVID-19 impacted attendance and report to district/school administration.
12. Individuals should wash their hands for a minimum of 20 seconds with warm water and soap before touching any surfaces or participating. If this is not possible, hand sanitizer should be plentiful and available to individuals as they transfer from place to place.
13. If locker rooms or meeting rooms are used, 50 percent capacity is recommended.
14. Workouts should be conducted with the same students together. Reduce gathering size by half overall capacity in large areas (weight room, gyms, wrestling rooms, etc.).
15. The goal of social distancing is defined by the CDC. If it is not possible to follow these guidelines indoors or outdoors, then create as much distance as possible. It is recommended that participants and coaches wear face coverings when distancing is limited and the individual is not participating in rigorous activity. For sidelines, benches, or other holding areas, consider establishing protocol as a guide for students and coaches.
16. Contact is allowed as defined by Indiana High School Athletic Association (IHSAA).
17. Cleaning schedules will be created and implemented for all facilities and equipment to mitigate any communicable diseases.
18. School activities using off-site, non-school owned facilities and equipment for related activities should work with the off-site facility provider to ensure the associated and relevant

safety measures are in place. If transporting to-and-from workouts, rehearsals, or practices, transportation safety measures and cleaning regarding team or group transportation must be followed.

19. Appropriate clothing/shoes should be worn at all times to minimize transmission.
20. No sharing of clothing, shoes, towels, or water bottles.
21. Hand sanitizer should be plentiful and available at all times.
22. If equipment must be shared, including sports balls, weight room facilities, non-wind instruments, etc., should be cleaned prior to use and immediately following usage. Responsibility for cleaning should be clear and appropriate training and PPE should be provided.
23. Any equipment such as weight benches, athletic pads, etc. having holes with exposed foam should be covered or discarded.
24. Students must be expected to shower at school or at home and wash workout clothing immediately upon returning to their home. If a student does not have a laundered uniform, he/she may not be allowed to participate in practice or competition.
25. If schools launder student gear or uniforms, PPE must be available for the person in charge of laundering.
26. Free weight exercises requiring a spotter CAN be conducted. Safety measures in all forms must be strictly enforced in the weight room.
27. Celebratory and sportsmanship acts that involve contact should be prohibited.
28. Shared hydration stations (water trough, water fountains, water hose, etc.) should not be utilized except for filling individual, labeled water bottles.
29. Pool usage is acceptable. Schools should take necessary steps to promote health and safety both in the water and out by social distancing and using good hygiene.
 - a. State and local guidelines that may determine when and how recreational water facilities may operate should be followed.
30. No formal competition is allowed with the exception of girls' golf.

Phase III: August 15

1. Indiana High School Athletic Association by-laws will correspond and dictate permissible activities and schedules.
2. All State and local guidelines for group limitations must be followed and social distancing is encouraged.
3. Any student who prefers to wear a face covering for activities should be allowed, if doing so will not cause a health risk.
4. Students, when not engaging in vigorous activity and when practical, are encouraged to wear face coverings if social distancing standards cannot be maintained.
5. Non-students, including coaches, medical-related staff, directors, security staff, supervisors, etc. are encouraged to wear face coverings when social distancing standards cannot be maintained, unless under rigorous activity or poses a health risk.
6. Consideration should be given to vulnerable individuals and it is encouraged for those individuals to seek medical guidance regarding his/her individual level of participation.
7. An alternate command structure for coaching staff should be established in case of illness.
8. Prior to participation, all first-time student athletes are required to have an IHSA pre-participation physical for the upcoming school year. Returning student athletes are not required to obtain a new IHSA pre-participation physical, but should provide a 2020-21 IHSA Health History Update Questionnaire and Consent & Release Certificate prior to participation.
9. All students and staff should be trained and screened for signs/symptoms of COVID-19 prior to participating in workouts, rehearsals, or practices.
 - a. Any person with COVID-19-related symptoms should not be allowed to take part in workouts, rehearsals, or practices and should contact his or her primary care provider or other appropriate healthcare professional.
 - b. Coaches must track COVID-19 impacted attendance and report to district/school administration.
10. Individuals should wash their hands for a minimum of 20 seconds with warm water and soap before touching any surfaces or participating. If this is not possible, hand sanitizer should be plentiful and available to individuals as they transfer from place to place.

11. If locker rooms or meeting rooms are used, 50 percent capacity is recommended. *If the restriction to 50 percent capacity at competitive events creates a hardship and impacts the hygiene or safety of students, a 50 percent or greater capacity is allowed.
12. Workouts should be conducted with the same students together. Reduce gathering size by half overall capacity in large areas (weight room, band rooms, wrestling rooms, etc.).
13. The goal of social distancing is defined by the CDC. If it is not possible to follow these guidelines indoors or outdoors, then create as much distance as possible. It is recommended that participants and coaches wear face coverings when distancing is limited and the individual is not participating in rigorous activity. Officials should be given the option to wear face coverings. For sidelines, benches, or other holding areas, consider establishing protocol as a guide for students and coaches.
14. Hospitality rooms for officials should not include shared food service and should allow space for social distancing. Individual waters and pre-packaged snacks may be made available.
15. Cleaning schedules will be created and implemented for all facilities and equipment to mitigate any communicable diseases.
16. Cleaning regarding team or group transportation must be followed.
17. Appropriate clothing/shoes should be worn at all times to minimize transmission.
18. No sharing of clothing, shoes, towels, or water bottles.
19. Hand sanitizer should be plentiful and available at all times.
20. Contact should be limited to only contact necessary to compete as defined by IHSAA. Modified sportsmanship practices should be observed.
21. If equipment must be shared, including sports balls, weight room facilities, etc., this equipment should be cleaned prior to use and immediately following usage. Responsibility for cleaning should be clear and appropriate training and PPE should be provided.
22. Any equipment such as weight benches, athletic pads, etc. having holes with exposed foam should be covered or discarded.
23. Students must be expected to shower at school or at home and wash workout clothing immediately upon returning to their home. If a student does not have a laundered uniform, he/she may not be allowed to participate in practice or competition.

24. If schools launder student gear or uniforms, PPE must be available for the person in charge of laundering.
25. Shared hydration stations (water trough, water fountains, water hose, etc.) should not be utilized except for filling individual, labeled water bottles.
26. Pool usage is acceptable. Schools should take necessary steps to promote health and safety both in the water and out by social distancing and using good hygiene.
27. Competition may begin.
28. Spectators, media, and vendors CAN be present but should implement social distancing and follow established mass gathering guidelines.
29. Concessions may be sold if food handlers and cashiers use appropriate PPE. Prepackaged food is encouraged.

30. IHSAA SUMMER BY-LAWS

15-3 During Summer

Participation in all Summer activities shall be voluntary.

15-3.1 During Summer

- a. During the Summer a student may participate in athletic activities and in a Conditioning Program sponsored by a member School or by a Non-School organization, provided that the student's participation is voluntary.
- b. Except for football (see below), if a member School sponsors athletic activities for its student athletes at the School during the Summer, such athletic activities may only be conducted in a Summer Open Facility Program, except for Summer athletic competitions, which may be conducted outside of a Summer Open Facility Program. A School's Summer Open Facility Program is only open to (i) students who attend the School, (ii) to students who attend a Feeder

School of the School, (iii) to incoming 9th grade students from non-Feeder Schools who have Enrolled at the School, and (iv) to transfer students who have Enrolled at the School and who have completed and submitted to the IHSAA an IHSAA Transfer Report.

c. See definitions of Summer Open Facility Program, Conditioning Program and Summer for beginning and ending times. The foregoing notwithstanding, Summer Conditioning Programs may extend through Saturday of Week 4.

15-3.2 Camps and Clinics

Students may participate in non-school sponsored camps and clinics provided the following standards are met.

a. Attendance is limited to non-school time.

b. Fees, if charged, must be provided solely by the student, parent or Guardian except for underprivileged students.

No School or athletic funds shall be used for such.

c. No School-owned uniforms (jerseys, shirts, shorts, pants, singlets, or swim suits, etc.) shall be worn by the student.

d. Merchandise and awards, other than those of symbolic value, may NOT be accepted for athletic proficiency.

Student must remain an amateur.

e. Length of attendance is unlimited.

f. Seniors or graduates who plan to attend should check with appropriate college rules and regulations regarding recruiting before participating.

g. For all School sponsored camps and clinics, attendance must be terminated prior to Monday, Week 5.

15-3.3 Football

A School, and players from the School's football program, may participate in Football Activities (participation in any football related activities while wearing helmets or shoulder pads) under the following standards:

- a. Students may not participate in any Full Contact Football Activities (any intentional football activity by a player where the goal is to take One (1) or more competing players to the ground as the result of a collision) during the Summer.
- b. Schools may sponsor up to Twelve (12) Football Activity Days (a day when a School's football coaching staff coaches Two (2) or more players from the School's football team engaged in Football Activities) during the Summer.
- c. A School's Football Activity Days may include up to Five (5) Football Competition Days (a day when a School's football coaching staff takes Two (2) or more players from a School's football team to either Practice with or compete against One (1) or more players from another School or program). The maximum time for a School's Football Activity Day held at a member-School facility will be Three and one-half (3 1/2) hours of activity over a Five (5) hour period.
- d. A student's football equipment during Summer Football Activities is limited to a helmet, shoes, shoulder pads, a girdle and a mouth piece.
- e. A student may engage in no more than One (1) session of Football Activities during a Football Activity Day and the maximum time of the session is Two (2) hours.
- f. Prior to the first day of Summer, a School's football coaching staff must designate to the School's athletic director or the principal the specific Football Activity Days and the Football Competition Days in which the football program plans to participate.

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**GUIDELINES FOR OPENING UP JENNINGS COUNTY HIGH SCHOOL
AND MIDDLE SCHOOL ATHLETICS AND ACTIVITIES**

Rule/Regulation	Phase 1 (7/6-7/19)	Phase II (7/20-8/14)	Phase III (8/15)
Student-athletes on campus	15 hours/week	IHSAA by-laws (Summer and During the School Year)	IHSAA by-laws
Individuals (athletes/band/cheer/etc)	15 hours/week total between all activities	IHSAA by-laws	IHSAA by-laws
Activities Permitted	Conditioning and sport specific	Conditioning and sport specific (contact allowed)	IHSAA by-laws
Activity days	2 days/week by sport, non-consecutive days by sport	IHSAA by-laws	IHSAA by-laws
Multiple Sports	-2 practices/week by sport (6 hours per sport per week). -Practices can occur on same day. -Priority 1.Fall Sport 2.Athlete choice of winter or spring sport	Permitted by IHSAA by-laws Fall sports season practices officially begin on 8/3/20 (7/31/20 for girls golf)	Permitted by IHSAA by-laws
Conditioning Days	4 days/week, 2 hrs/day, multiple per day but	IHSAA by-laws	IHSAA by-laws

	only one per day for each athlete		
Summer activities	Voluntary	Voluntary	IHSAA by-laws
Group limitations	-Follow state and local guidelines -Workouts at 50% venue capacity	Follow state and local guidelines -Workouts at 50% venue capacity	Follow state and local guidelines -Workouts at 50% venue capacity
Student face masks during activities	Allowed if it does not pose a health risk to student	Allowed if it does not pose a health risk to student	Allowed if it does not pose a health risk to student
Student face masks when not active	Encouraged if social distancing standards can't be maintained	Encouraged if social distancing standards can't be maintained	Encouraged if social distancing standards can't be maintained
Non-student face masks (coaches, trainers, staff)	Encouraged unless it poses health risk or during rigorous activity	Encouraged unless it poses health risk or during rigorous activity	Encouraged unless it poses health risk or during rigorous activity
Who's allowed?	Essential student-athletes, student-participants, coaches, medical staff, supervisors, directors and security	Essential student-athletes, student-participants, coaches, medical staff, supervisors, directors and security	Previously listed plus parents, fans, vendors, media
Vulnerable individuals	Special consideration needed and medical guidance should be sought by individual	Special consideration needed and medical guidance should be sought by individual	Special consideration needed and medical guidance should be sought by individual

Command structure if coaches are sick	-Coaches must create and submit to Athletic Office -Followed strictly	Followed strictly	Followed strictly
Prior to participation (1st-time student athletes)	-Final Forms Enrollment completed -IHSAA Pre-participation Physical Evaluation - IHSAA Consent and Release Certificate	-Final Forms Enrollment completed -IHSAA Pre-participation Physical Evaluation - IHSAA Consent and Release Certificate	-Final Forms Enrollment completed -IHSAA Pre-participation Physical Evaluation - IHSAA Consent and Release Certificate
Prior to participation (returning student-athletes)	-Final Forms enrollment completed -IHSAA Pre-participation Physical Evaluation (2019-2020) -2020-21 IHSAA Health History Update Questionnaire -IHSAA Consent & Release Certificate	-Final Forms enrollment completed -IHSAA Pre-participation Physical Evaluation (2019-2020) -2020-21 IHSAA Health History Update Questionnaire -IHSAA Consent & Release Certificate	-Final Forms enrollment completed -IHSAA Pre-participation Physical Evaluation (2019-2020) -2020-21 IHSAA Health History Update Questionnaire -IHSAA Consent & Release Certificate
COVID-19 Signs/Symptoms Training	All students and essential staff through Final Forms	All students and essential staff through Final Forms	All students and essential staff through Final Forms
Temperature Checks	Performed by health professional after a student or coach reports being symptomatic	Performed by health professional after a student or coach reports being symptomatic	Performed by health professional after a student or coach reports being symptomatic

Tracking and Screening	Head coach tracks in FF (must report to AD and ATC if attendance is impacted)	Head coach tracks in FF (must report to AD and ATC if attendance is impacted)	Head coach tracks in FF (must report to AD and ATC if attendance is impacted)
Hand Washing	20 seconds with warm water and soap or plenty of hand sanitizer	20 seconds with warm water and soap or plenty of hand sanitizer	20 seconds with warm water and soap or plenty of hand sanitizer
Locker Rooms and Meeting Rooms	Not utilized	50% if utilized. Encourage changing/showering at home	50% or greater, as little use as possible. Encourage changing/showering at home
Restrooms	Only available to essential participants, social distancing encouraged	Only available to essential participants, social distancing encouraged	Open, social distancing encouraged
Gathering Sizes	Reduced as much as possible to reduce risk, students stay in same groups, 50% capacity in large indoor areas	Reduced as much as possible to reduce risk, students stay in same groups, 50% capacity in large indoor areas	Reduced as much as possible to reduce risk, students stay in same groups, 50% capacity in large indoor area
Contact	Goal and expectation is no contact	Allowed as defined by IHSAA by-laws	Allowed as defined by IHSAA by-laws
Scheduling	Adjustments may be made to limit number participants present	Adjustments may be made to limit number of participants present	Adjustments may be made to limit number participants present
Cleaning Schedules	Will be implemented for all facilities in use	Will be implemented for all facilities in use	Will be implemented for all facilities in use
Off-Site Activities	Work with facility provider	Work with facility provider	Work with facility provider

Sharing of clothing, towels, shoes, water bottles	Prohibited	Prohibited	Prohibited
Shared equipment	Cleaned immediately following usage	Cleaned immediately following usage	Cleaned immediately following usage
Equipment with holes or exposed padding	Should be repaired, covered, or discarded	Should be repaired, covered, or discarded	Should be repaired, covered, or discarded
Showering and workout clothing	Done at home immediately after returning from workout. Participation prohibited with dirty workout clothes	Students must be expected to shower at school or at home and wash workout clothing immediately upon returning to their home.	Students must be expected to shower at school or at home and wash workout clothing immediately upon returning to their home.
Free weight requiring a spotter	Prohibited, safety strictly enforced	Allowed with a spotter at each end of the bar	Allowed with a spotter at each end of the bar
Contact sports (NFHS - Football, Wrestling, Lacrosse, Competitive Cheer, Dance)	No contact allowed	Contact allowed as defined by IHSAA	Only necessary contact as defined by the IHSAA
Shared hydration stations	Only allowed for refilling of personal and clearly labeled water bottles	Only allowed for refilling of personal and clearly labeled water bottles	Only allowed for refilling of personal and clearly labeled water bottles
Formal Competition	Not allowed	Not allowed except for Girls Golf (August 3rd)	Allowed by IHSAA by-laws

Scrimmages	Not allowed	Allowed from 7/20 until 8/3 (IHSAA fall season start) with only essential personnel in attendance. After 8/3 would be a controlled scrimmage.	Allowed with essential personnel and non-essential (parents, fans, etc.) in attendance
Celebratory or Sportsmanship Acts	Not applicable	Prohibited if contact is involved	Modified sportsmanship acts are prohibited
Hand sanitizer	Should be available if hand washing is not available	Should be readily available	Should be readily available
Parents, Fans, media, vendors	Not allowed	Not allowed	Allowed
Concessions	Not applicable	Not applicable	Allowed assuming PPE is worn by workers. and Pre-packaged goods encouraged
Hospitality Rooms for Officials	Not applicable	Not applicable	Should not include shared food service and should allow space for social distancing. Individual waters and pre-packaged snacks may be made available
Transportation	Not allowed	Only allowed for girls golf competition	Follow CDC guidelines for cleaning and distancing

Pool Usage	Acceptable – use social distancing and good hygiene	Acceptable – use social distancing and good hygiene	Acceptable – use social distancing and good hygiene
Camps Conducted by JCHS Coaches	Not permitted based on student hour limit	Allowed with policies and procedures submitted to Athletic Office	Allowed with policies and procedures submitted to Athletic Office
JCHS Feeder Programs	Allowed with Facility Usage Form approval, Certificate of Insurance, and COVID-19 policies and procedures submitted to Athletic Office	Allowed with Facility Usage Form approval, Certificate of Insurance, and COVID-19 policies and procedures submitted to Athletic Office	Allowed with Facility Usage Form approval, Certificate of Insurance, and COVID-19 policies and procedures submitted to Athletic Office