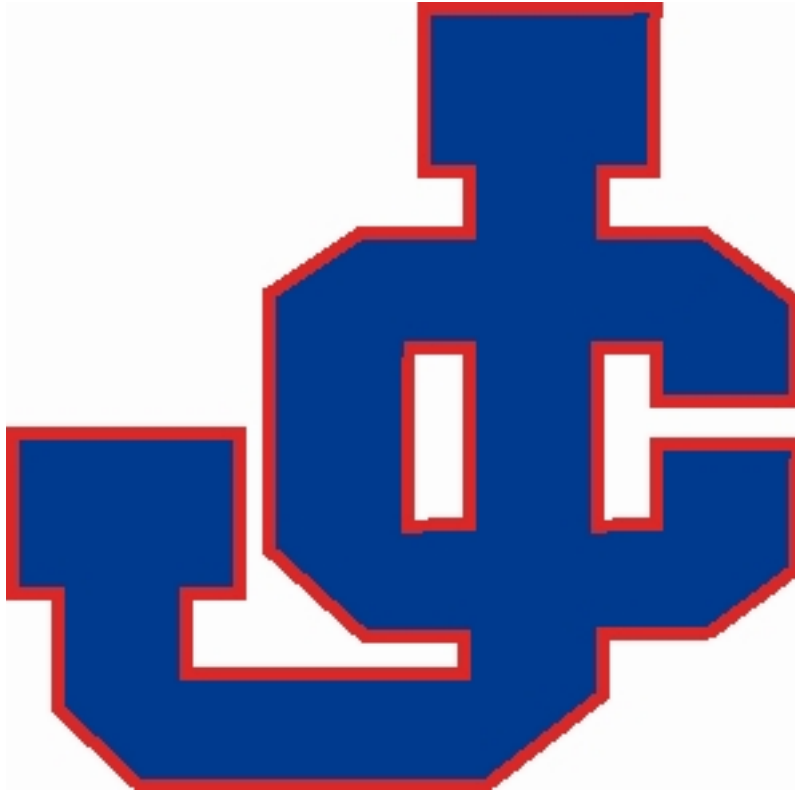


JENNINGS COUNTY HIGH SCHOOL



SCHOOL IMPROVEMENT PLAN 2018-2019

Jennings County High School School Improvement Plan



Table of Contents

School Improvement Committee	3
Introduction	4
 Plan Components	
Plan Available to Public.....	4
Waivers.....	5
Description and Location of Curriculum.....	6
Assessment Instruments.....	7
Parent and Community Involvement	8
A Safe and Disciplined Learning Environment.....	11
Technology as a Learning Tool.....	13
Cultural Competency Component.....	17
English as Second Language (ESL) and/or Limited English Proficient (LEP) Policy.....	17
Action Plan.....	18
Professional Development Plan.....	30
 Additional Information	
Narrative.....	33
Jennings County Schools Strategic Plan.....	35
High Ability.....	37
Wellness Policy.....	42
Co-Curricular Activities and Extra-Curricular Activities.....	46
 Data.....	 48
 Appendix A – Digital Curriculum Guide	
Appendix B – Fine Arts Academy	
Appendix C – Graduation Waiver Remediation Plan	

**JENNINGS COUNTY HIGH SCHOOL
SCHOOL IMPROVEMENT COMMITTEE
2018-2019**

<u>ROLE</u>	<u>MEMBER</u>	<u>TERM</u>	<u>PROXY</u>
Co-Chair Educator	Dustin Roller	1	Johnny Bright
Co-Chair Educator	Mary Lynn Whitcomb	6	Ed Ertel
Educator	Stephanie Hart	5	Brian Stidham
Educator	Molly Jones	5	Josh Creech
Educator	Anne Poore	5	Ryan Cummings
Educator	Bill Doebbler	5	Kim Graham
Educator	Brad Morris	6	Marilyn Wathen
Educator	Braeden Day	6	Brad Briggs
Educator	Neil Snyder	4	Megan Buchanan
Business	Baron Wilder	7	BJ Sigler
Community	Chad Speer	7	Adam Young
Classified	Cheryl Ward	3	Annette Sims
Parent	Jeff Green	7	Susan Kinney
Student	Ashley Follmer	1	
At-Large	Seth Hulse	6	

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 Academic Lab and Math and English Remediation/Enrichment. 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 36 different courses. Students may participate in internships, apprenticeships, co-op programs, as well as other job shadowing experiences. Ten 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*
- Listing of the institutions and courses with articulation agreements
- Sample four-year planner

Assessment Instruments

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

- Core 40 – 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
- 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 (2169 in October 2017)
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. Career Planning Class
5. EDC-College and Career Fairs
6. iGrad 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. Partners in Education
5. Marketing
6. Youth Leadership Academy
7. JAG
8. Advanced Manufacturing
9. 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 Social Dinner – To create connections between engineering students and community engineers
5. *The Plain Dealer and Sun* newspapers
6. Jennings Sunday section of the *Columbus Republic*
7. WJCP Radio
8. Mayor's Education Council
9. JCHS has over 4,000 friends 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 was also spotlighted in a two-page color-feature in *The Plain Dealer and Sun*, March, 2017

In order to maximize parental involvement in the future, Jennings County High School will focus on comprehensive technology review which includes: electronic portfolios, grade access for students and parents, individual teacher websites, professional development, blogging and wireless internet. JCHS could possibly utilize the T.V. Production class to produce an infomercial promoting parental involvement as well. 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 data bases 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. JCHS is also offering the opportunity for students to utilize the IDOE iCap program to improve options of courses available to students.
7. 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 laptop computer for the 2018-2019 school-year. The devices will be incorporated into all aspects of instruction. In addition, the devices will be used for all End of Course 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 2018-2019 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. All outside doors, with the exception of the main office door, 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.

Information relating to suspension, expulsions and possession of alcohol, drugs or weapons may be found in the Data Section of this plan.

Technology as a Learning Tool - 2018

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. Students and teachers are not required to demonstrate a proficiency level utilizing the software or hardware. 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. Additionally, all teachers will develop three e-learning days in preparation for the 2018-19 school year.

Current Status: All JCHS students have a laptop computer. 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.

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, and a form that teachers can create a trouble ticket for computer problems, 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/Bugle: 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. The high school publication, the Bugle, is distributed on-line and in color.

Business Department: Classes prepare the students for use in Microsoft software. Students gain knowledge and expertise in Microsoft Excel, Word, PowerPoint, and Access. Additionally, we re-introduced Business Law as a dual credit through Ivy Tech in 2015-16. We have also added Advanced Digital Applications as a dual credit course through Ivy Tech.

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.

LCD Projectors: All classrooms at JCHS have been equipped with LCD projectors through building additions, the Cadre II Technology Grant, and the use of stimulus funds. JCHS classrooms are also equipped with Apple TV to connect the other teacher technologies in the classroom. In 2016-17 through the assistance of 5-Star Technologies, we have adopted a common platform, Google Classroom, as we continue to grow as a 1:1 District.

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!

On-line 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.

On-line 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.

Cultural Competency Component

The ethnic make-up of Jennings County High School is predominantly Caucasian (93.1%). The remainder of the student population is 0.2% American Indian, 0.4% Black, 0.0% Asian, 4.0% Hispanic, and 2.2% Multiracial. 48% 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 evaluates 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. Booklet on Spanish school-type vocabulary and sayings given to all administrators and counselors.
9. Variation of cafeteria lunch menus to showcase the cultural cuisine of different countries.
10. 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)

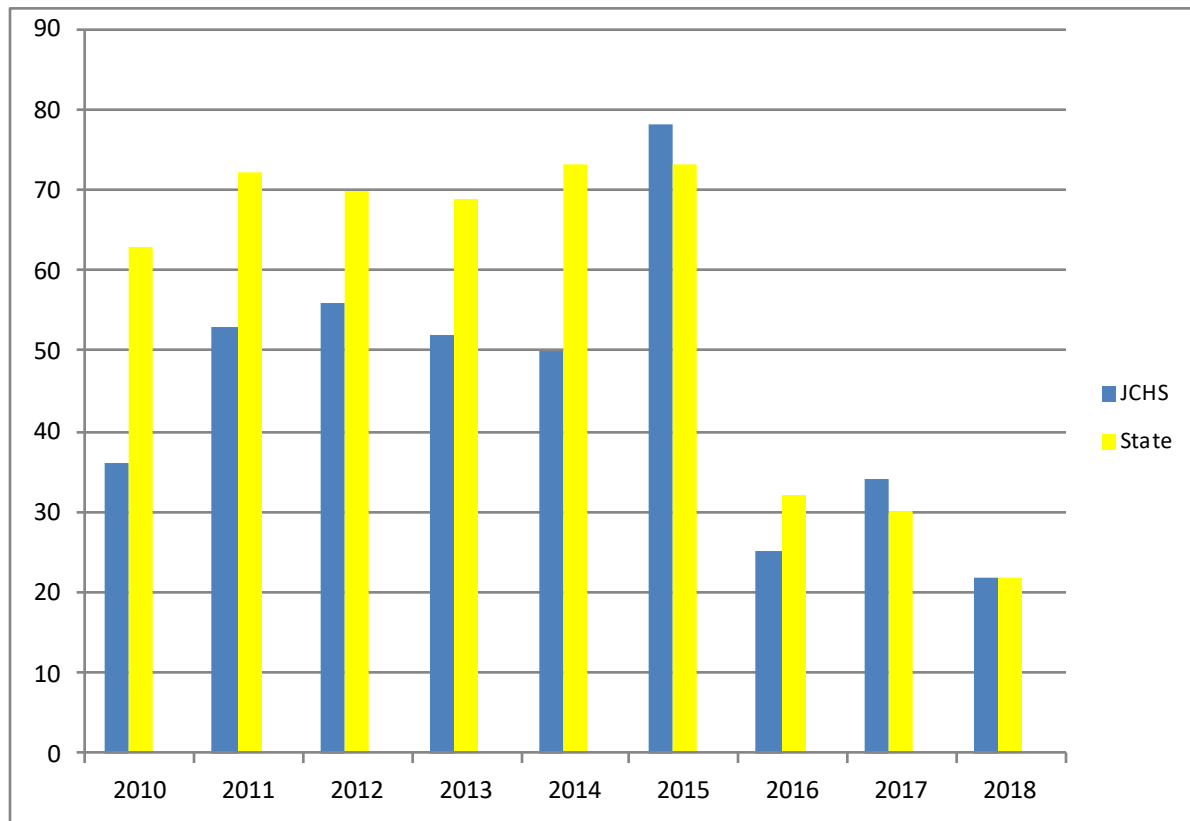
Action Plan

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 Sophomore cohort group will be at or above the state average for the 2018-19 school-year and will increase by 2% in each additional year. We are, however, reserving the right to change these percentages pending the outcomes of this year's test due to the issues experienced across the state with ISTEP in 2014-15, 2015-16, 2016-2017, and 2017-2018 school years.

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>

Compass <https://compass.doe.in.gov/dashboard/overview.aspx>

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 on each whiteboard or overhead and will also post the objective to google classroom.

Teachers will use pre-tests to determine entry mastery levels. (No variation from 90% mastery before opting out)

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.

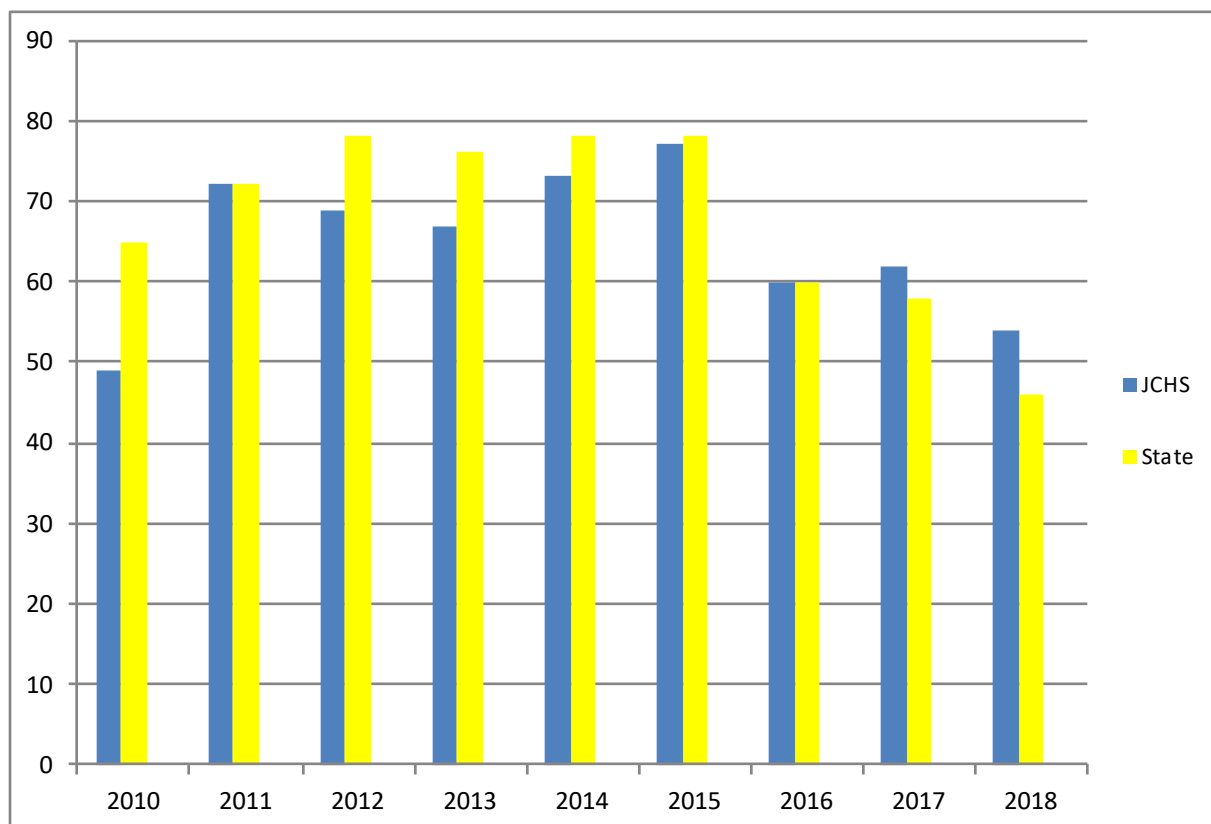
- **Student Owned Data**

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 2017-18 school-year and will increase by 2% in each additional year. We are, however, reserving the right to change these percentages pending the outcomes of this year's test due to the issues experienced across the state with ISTEP in 2014-15, 2015-16, and 2016-17 school years.

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>

Compass <https://compass.doe.in.gov/dashboard/overview.aspx>

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 on each whiteboard or overhead and will also post the objective to google classroom.

Teachers will use pre-tests to determine entry mastery levels. (No variation from 90% mastery before opting out)

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)

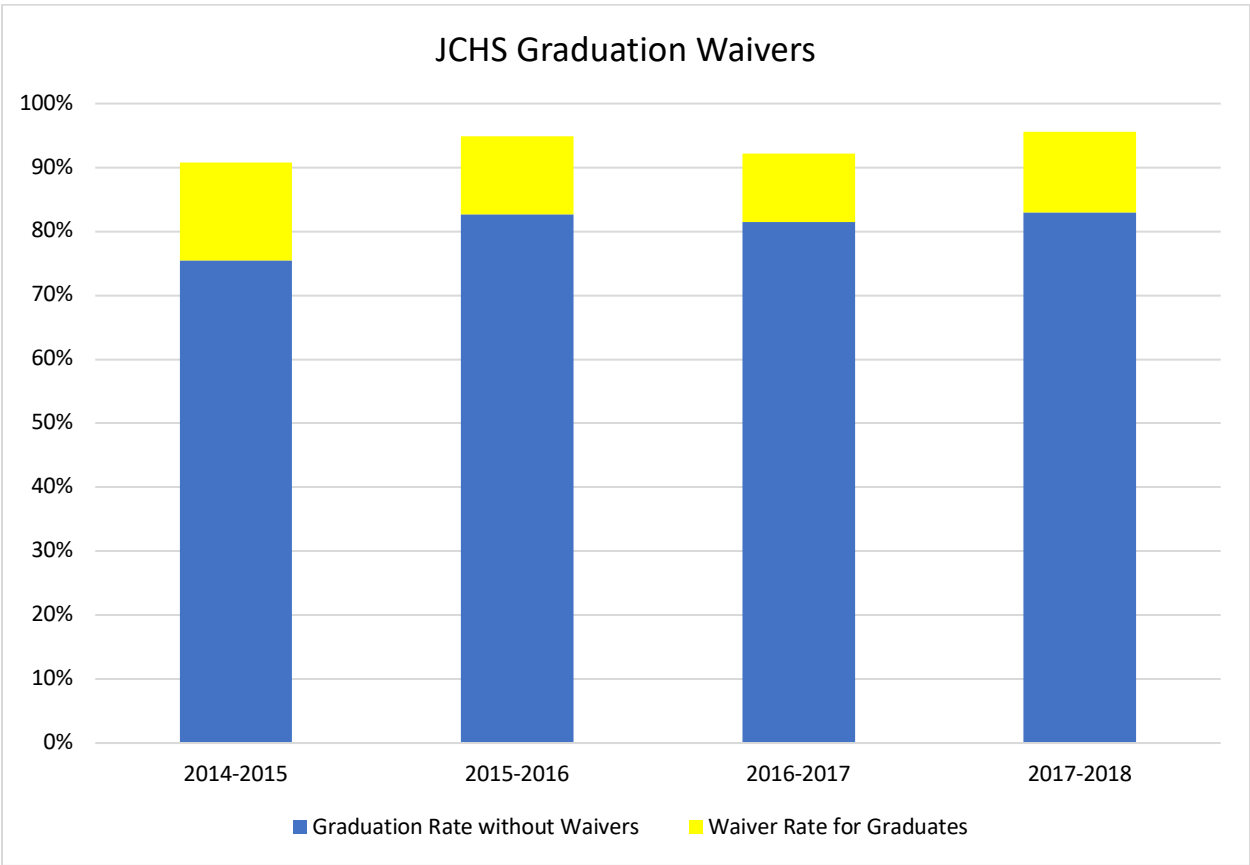
Grades will be tracked along with entry/exit exams, as well as, Pivot results. At the end of the year there SHOULD be a positive correlation between classroom grades and ECA results.

- **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 10% for the 2018-2019 cohort and to reduce it 1% each additional cohort.



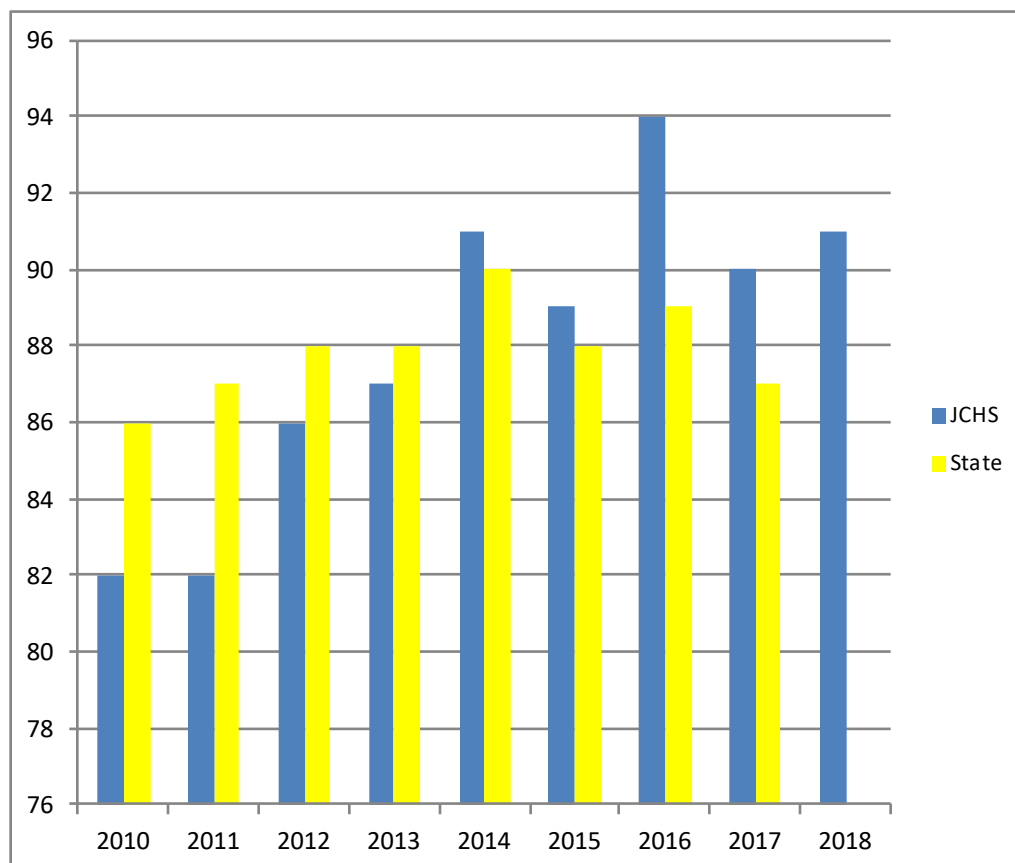
Strategy:

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%.

Graduation Rate

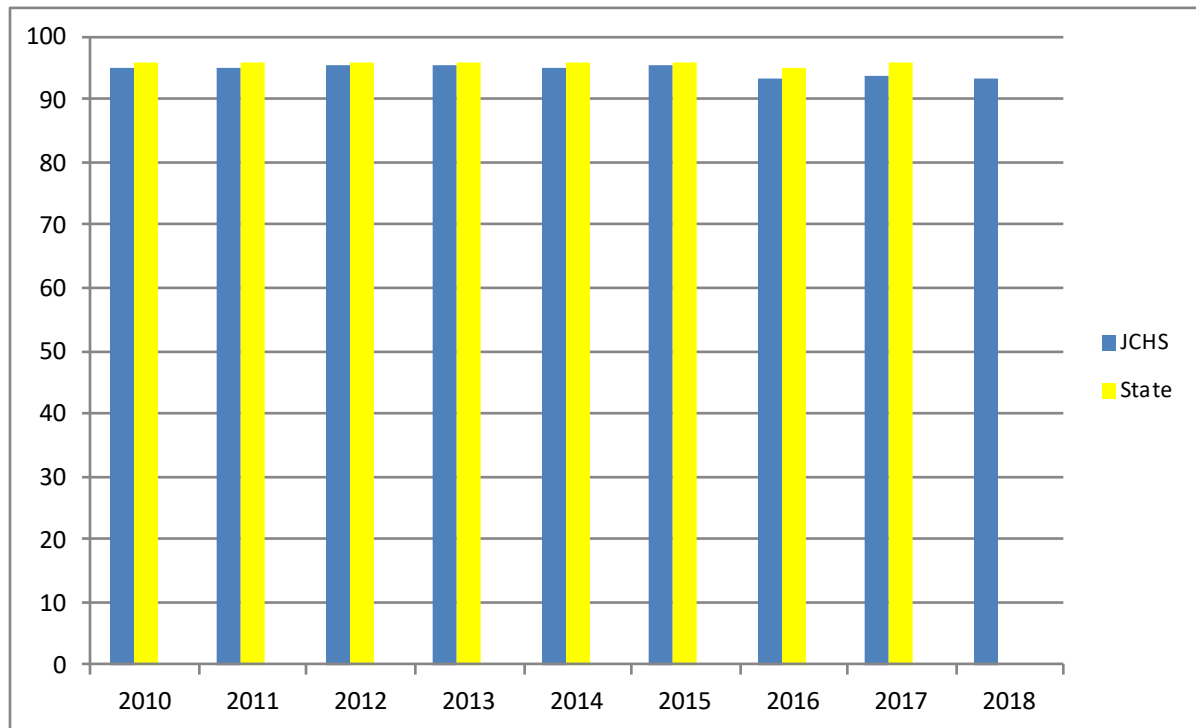


Strategy:

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 2018-2019 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

2016–2017

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. Attendance at “ASCA” Summer Conference to better understand and reach At-Risk populations.
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.

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.

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 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;**
 - **Goal setting and high expectations lead to success;**
 - **Everyone can learn.**

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 2017, our students will....

- **Identify and pursue the skills needed to continually develop their potential;**
 - **Invest time and energy to enrich their community;**
 - **Continually be empowered as lifelong learners.**

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 and implement a plan for using technology to optimize our mission.**

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.**

As 2017 marks the final year of the current strategic plan, the Core Planning Team is re-visiting the mission, objectives and strategies within a new strategic plan.

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

Karen Chilman – 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

Philosophy

The School Board believes that promoting healthy and safe behaviors among students is an important part of the fundamental mission of schools, which is to provide young people with the knowledge and skills they need to become healthy and productive adults. Improving student health and safety can increase students' capacity to learn, reduce absenteeism, and improve physical fitness and mental alertness.

Nutrition Education **and Promotion** Goals

- A. 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. Each school shall provide for an interdisciplinary, sequential skill-based health education program based upon State standards and benchmarks.
- C. Students shall have access to valid and useful nutrition and health information, and nutrition and health promotion products and services.
- D. Students shall have the opportunity to practice behaviors that enhance health and/or reduce health risks during the school day and as part of before or after school programs.
- E. Students shall be taught communication, goal setting, and decision making skills that enhance person, family, and community nutrition and health.

Physical Activity **and Physical Education** Goals

- A. The School Corporation will comply with the Indiana Physical Education Standards.
- B. The promotion of life-long physical activity will be integrated across the curricula and throughout the school day.
- C. The allotted time for physical activity will be consistent with the State guidelines.
- D. At the elementary school level, students will engage in physical activity every day.
- E. The School Corporation will provide opportunities for physical activity through after-school programs including but not limited to interscholastic athletics, the

implementation and/or the enhancement of intramural athletics, and physical activity clubs.

- F. The School Corporation will ensure that all recreational facilities are safe, clean and accessible for all students.
- G. Faculty and parents will be encouraged to engage in physical activities with students.
- H. Programs and physical activities will be developed for the faculty participation in order to model life-long physical activities and fitness for the students.

Other School Based Activities Goals

- A. The School Corporation will encourage the use of non-food items as a reward in schools.
- B. The School Corporation will not encourage the denial of student participation in recess or other physical activities as a form of discipline or for classroom make-up time.
- C. Food from fast food type restaurants and carbonated beverages will not be permitted to be brought in to the School by a parent or student for their student's or their own breakfast or lunch that will be eaten in the cafeteria.
- D. All students' meals and eating areas will be accessible to all students.
- E. Dining areas will be clean, safe, attractive, and have enough space for seating all students during their meal period.
- F. Schools' fundraising efforts will be supportive of healthy eating.
- G. The School Corporation will ensure that drinking fountains are available in all schools.
- H. The School Corporation will make efforts to keep School or District owned physical activity facilities open for use by students outside school hours when fiscally possible.
- I. Parents, teachers, school administrators, students, foodservice professionals, and community members will be encouraged to serve as role models by practicing healthy eating and physical activity habits.

Nutrition Guidelines for all Foods and Beverages Served on Campus during the School Day Goals

- A. Ala Carte, beverage, and vending machine sales will meet the State and Federal requirements and nutrition standards set forth under Senate Enrolled Act 111, and the Healthy, Hunger-Free Kids Act of 2010.
- B. Ala Carte sales of food to students will not be allowed at the elementary school level.
- C. Ala Carte sales of food to students will not be allowed at the middle school

level unless the student has previously purchased and consumed a reimbursable meal.

- D. At all schools, vending machines containing foods or carbonated beverages will not be accessible to students during the school day.
- E. Healthy food and beverage choices will be offered in vending machines, at concession stands, and at other School functions.
- F. The School Corporation will encourage parents to provide healthy snacks and treats, or non-food items, when supplying items for classroom celebrations.
- G. Food items supplied for classroom celebrations must follow Indiana Retail Food Establishment Sanitation Requirements, Title 410 IAC 7-24-142 Food Sources, Section 142(b). "Food prepared in a private home may not be used or offered for human consumption in a retail food establishment."

Child Nutrition Program Goals

- A. Reimbursable school meals will meet the program requirements and nutrition standards set forth under the Federal Register 7 CFR Part 210 and Part 220, the Richard B. Russell National School Lunch Act, and the Healthy, Hunger-Free Kids Act of 2010.
- B. All meals served will comply with Federal, State, and local Board of Health requirements.
- C. Breakfast and lunch will be offered at each school.
- D. The department will strive to increase participation in the available Federal Child Nutrition programs, such as the National School Lunch and Breakfast Programs.
- E. The identity of students receiving free or reduced price meal benefits will be protected.
- F. Lunch periods are scheduled as near the middle of the school day as possible.
- G. The School Corporation will encourage ongoing professional training for foodservice staff.

Monitoring and Compliance Goals

- A. Each school's Wellness Committee will be responsible for monitoring Wellness Policy compliance at their school.
- B. The School Corporation shall distribute the Indiana Health Standards to all schools.
- C. The Wellness Policy Committee will meet at least once each school year to evaluate the effectiveness of the Wellness Policy, and propose any necessary changes.
- D. The School Board will have the final authority to approve or disapprove

any changes made to the Wellness Policy.

42 U.S.C. 1751, Sec. 204
42 U.S.C. 1771

Revised 7/26/10
Revised 7/8/13

Revised 7/28/14

Revised 5/6/15

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: <http://compass.doe.in.gov/dashboard/overview.aspx>

JENNINGS COUNTY HIGH SCHOOL

APENDIX A – CURRICULUM GUIDE



SCHOOL IMPROVEMENT PLAN

2018-2019

JENNINGS COUNTY HIGH SCHOOL

COURSE CATALOG 2018-2019

COURSE CATALOG 2018-2019

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. Later, counselors will meet with students individually to go over course selections and students will input their course selections online at that time.

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, the fees that are listed are based on the 2015- 2016 school year. The actual course fees will be determined next summer. Thus, the fees for some courses may be considerably different from what is listed.

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 JCMS for families to not only acquire general information.

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 and Dean's Office • 346-4081
The Attendance and Dean's Office focuses on discipline, behavior, attendance of students, and overall school safety.
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:
STEP1 Go to the Main Office for your Username and Password.
STEP2 Either click on or enter the following URL address in an Internet browser window
[Skyward Parent Portal](#)
STEP3 Log into SKYWARD using the Username and Password you received from your child's school.



Contents

- **02 Academic Information**
- **03 Athletic Eligibility**
- **04 Core 40 Diplomas**
- **06 Educational Pathways**
- **07 Weighted & AP Courses**
- **08 Dual Credit Courses**
- **09 English**
- **12 Mathematics**
- **15 Science**
- **18 Social Studies**
- **20 Health & Physical Education**
- **21 World Languages**
- **24 Visual Arts**
- **26 Music**
- **28 Business**
- **30 Agricultural Science**
- **32 Engineering/Tech Education**
- **34 FACS**
- **36 Multidisciplinary Education**
- **39 Southeastern Career Center**
- **40 Career Clusters**
- **41 Academy of Fine Arts**

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.

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

- ___ _____
- ___ _____
- ___ _____
- ___ _____

ELECTIVES: 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)

_____I-1 st Sem	_____I-2 nd Sem
_____II-1 st Sem	_____II-2 nd Sem
_____III-1 st Sem	_____III-2 nd Sem
_____IV-1 st Sem	_____IV-2 nd Sem

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

EDUCATIONAL PATHWAYS

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 in JCSC may earn certification in a variety of pathways. Students can choose more than one Pathway. They are not exclusive!

ADVANCED PLACEMENT PATHWAY

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 AND EARLY COLLEGE PATHWAY

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, ACP English, and ACP Speech. 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] PATHWAY

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
ALL AP (Advanced Placement) Courses
ALL ACP (Advanced College Placement) Courses

JCHS AP Credit Courses

AP English Language and Composition

AP English Literature and Composition

AP Government

AP U.S. Government and Politics

AP U.S. History

AP European History

AP Biology

AP Chemistry

AP Physics I

AP Physics II

AP Music Theory

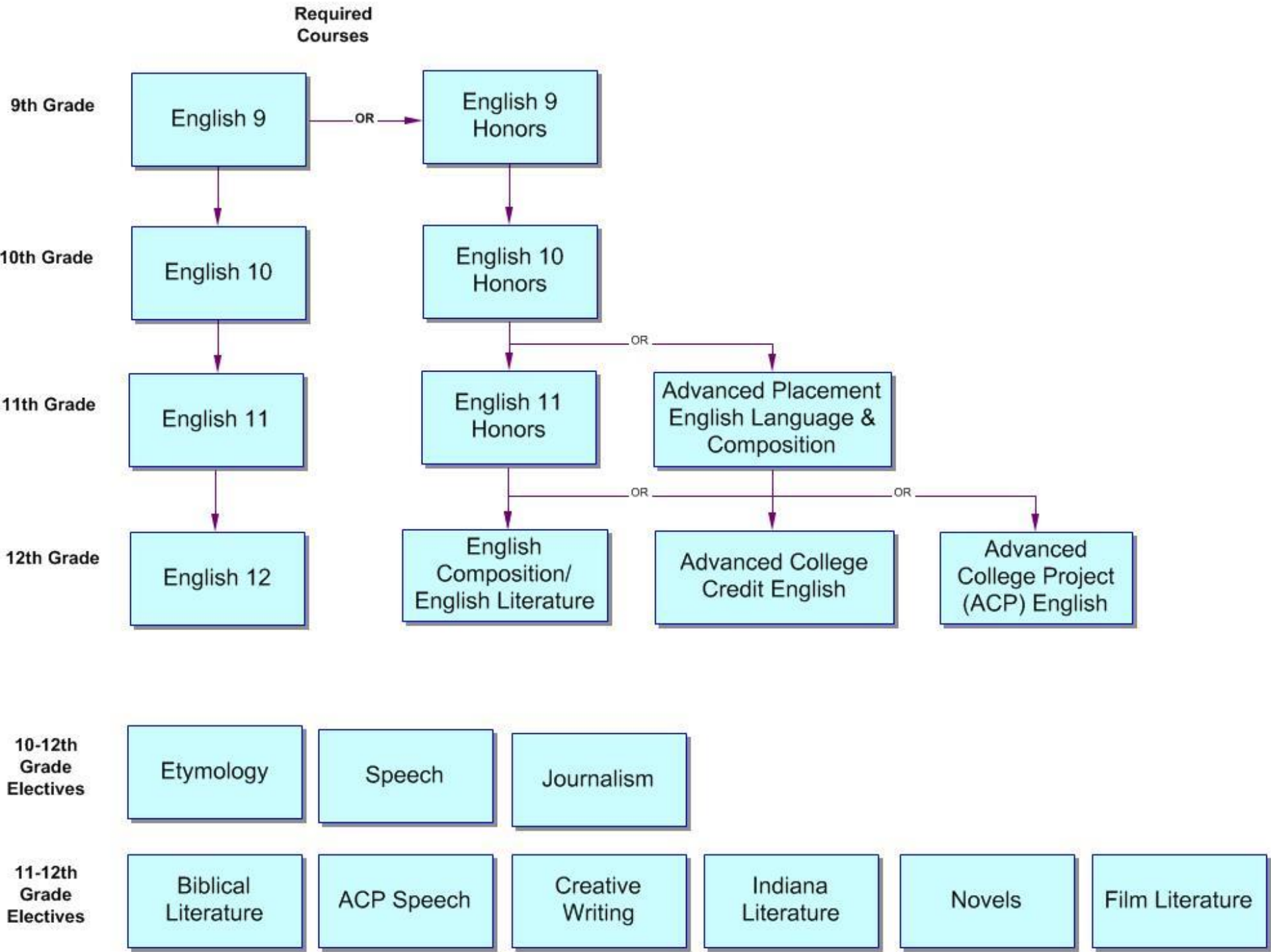
AP Studio Art

AP Calculus AB

AP Calculus BC

Course ID	Partner Institution	High Scho+A1+A1:C44+A1:C45
AGRI 116	Ivy Tech	Horticultural Science
AGRI 103	Ivy Tech	Animal Science
AGRI 105	Ivy Tech	Plant and Soil
AGRI 115	Ivy Tech	Natural Resources
AGRI 106	Ivy Tech	Ag Power and Structure
LAND 103	Ivy Tech	Landscape Management
ADMF 116	Ivy Tech	PLTW Computer Integrated Manufacturing
BUSN 201	Ivy Tech	Business Law & Ethics
COMM 101	Ivy Tech	Advanced Speech & Communications
DESN 101	Ivy Tech	PLTW Introduction to Engineering Design
DESN 104	Ivy Tech	PLTW Principles of Engineering
DESN 105	Ivy Tech	PLTW Civil Engineering and Architecture
ECON 101	Ivy Tech	Economics, Advanced / Honors
EDUC 101	Ivy Tech	Education Professions I
EECT 112	Ivy Tech	PLTW Digital Electronics
ENGL 111	Ivy Tech	Honors English 11
ENGL 206	Ivy Tech	Advanced College Credit English
FREN 101	Ivy Tech	French III (First Semester)
FREN 102	Ivy Tech	French III (Second Semester)
FREN 201	Ivy Tech	French IV (First Semester)
FREN 202	Ivy Tech	French IV (Second Semester)
HIST 101	Ivy Tech	AP US History
HIST 102	Ivy Tech	AP US History
MATH 136	Ivy Tech	Advanced Mathematics
MATH 137	Ivy Tech	Pre-Calculus / Trigonometry
MATH 200	Ivy Tech	Prob and Stats
MATH 211	Ivy Tech	Calculus AB, AP
PHYS 101	Ivy Tech	Physics I, AP (Semester I of Physics II)
PHYS 102	Ivy Tech	Physics II, AP (Semester II of Physics II)
POLS 101	Ivy Tech	AP US Government
SPAN 101	Ivy Tech	Spanish III (First Semester)
SPAN 102	Ivy Tech	Spanish III (Second Semester)
SPAN 201	Ivy Tech	Spanish IV (First Semester)
SPAN 202	Ivy Tech	Spanish IV (Second Semester)
CINS 101	Ivy Tech	Advanced Digital Applications
BIOL 100	IU	ACP Biology
CHEM C101	IU	ACP Chemistry
CHEM C121	IU	ACP Chemstry Sem II
ENG L202/W131	IU	ACP ENGLISH
CMCL C121	IU	ACP Speech
GERM 200	IU	ACP German
MCOM 102	Vincennes	TV Productions
MDIA 140	Vincennes	TV Productions II

ENGLISH



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, spelling, letter and theme writing, 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

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

Dual Credit: 3 hours/ITCC

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 11/12 AP

1056S1/1056S2 AP Language & Composition-College

Open to grade 11-12

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.

Dual Credit: 3 hrs Ivy Tech

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

English 11/12 AP

1058S1/1058S2 AP Literature & Composition

Open to grade 11/12

2 semesters, 1 credit per semester

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

Recommendations: Preferably grades of A or B in Sophomore/Junior English.

The AP English Literature and Composition course is designed to engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students can deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. 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.

Dual Credit: 3 hrs Ivy Tech

Assessments: Major papers (7-9 pages), oral presentations, projects, timed AP-style writings, 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

1124S1/1124S2 Advanced College Placement English or Advanced College Credit 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 L102 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 or 3 hrs/ITCC
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 pre 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 Speech

Open to grades 10-12
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: 3 hrs / Ivy Tech
Assessments: Oral and visual presentations, tests and quizzes

1078 Advanced College Placement Speech

Open to grades 11-12
1 semester, 1 credit / Dual Credit
Meets requirements: THD, AHD, Core 40, NCAA
C121 at Indiana University is a contemporary course in the art of rhetoric. What is rhetoric? Rhetoric is communication direct toward social action. In this course, we will focus on the persuasive dimensions of public speaking. Our approach will be grounded in rhetorical theory as well as contemporary examples of great speaking in a variety of contexts. You will learn how to prepare convincing arguments enlivened with confident delivery and based on a thorough understanding of your audience. Throughout the course, we will focus on the importance of personal character ethos - to your credibility as a speaker. Wherever your future path leads, you will find public speaking is an indispensable resource.
Dual Credit: 3 hrs / IU
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.

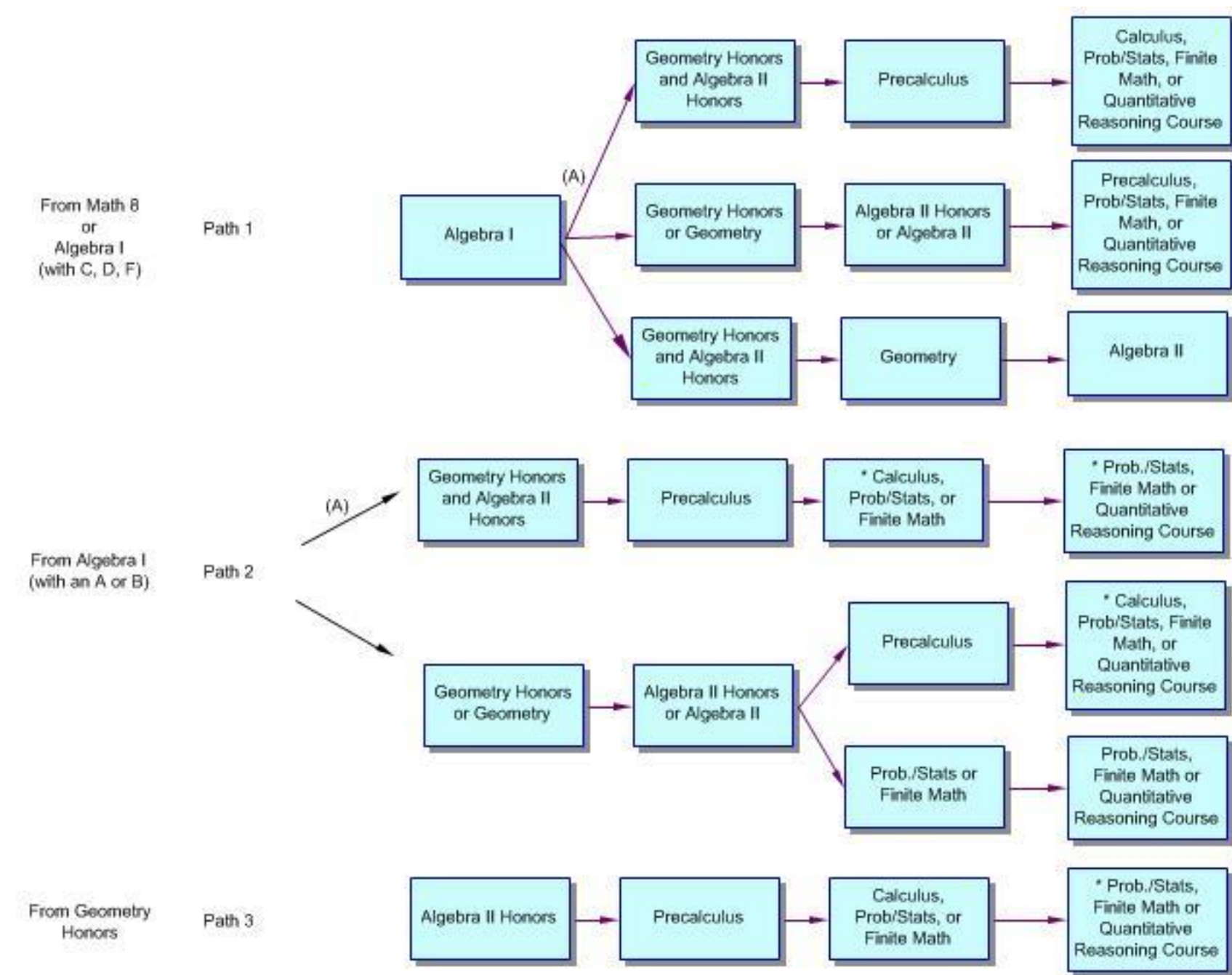
1038 Indiana Literature

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



* Indicates opportunity to double-up following Precalculus.
Algebra II (H), Precalculus and Calculus must be taken consecutively.

Math Lab classes: Students needing extra support to succeed in a math class can enroll in Math Lab concurrently with their math class.
Successful completion of any path above meets the math requirements for Core 40 Diploma.
Successful completion of path(s) _____ above meets math requirements for an Academic Honors Diploma.

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. This course may be offered for 3 hours of college credit as M200 through Ivy Tech Community College.

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. This course may be offered for 4 hours of college credit as M211 through Ivy Tech Community College.

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.

2531 Math 10

Open to grades 9, 10

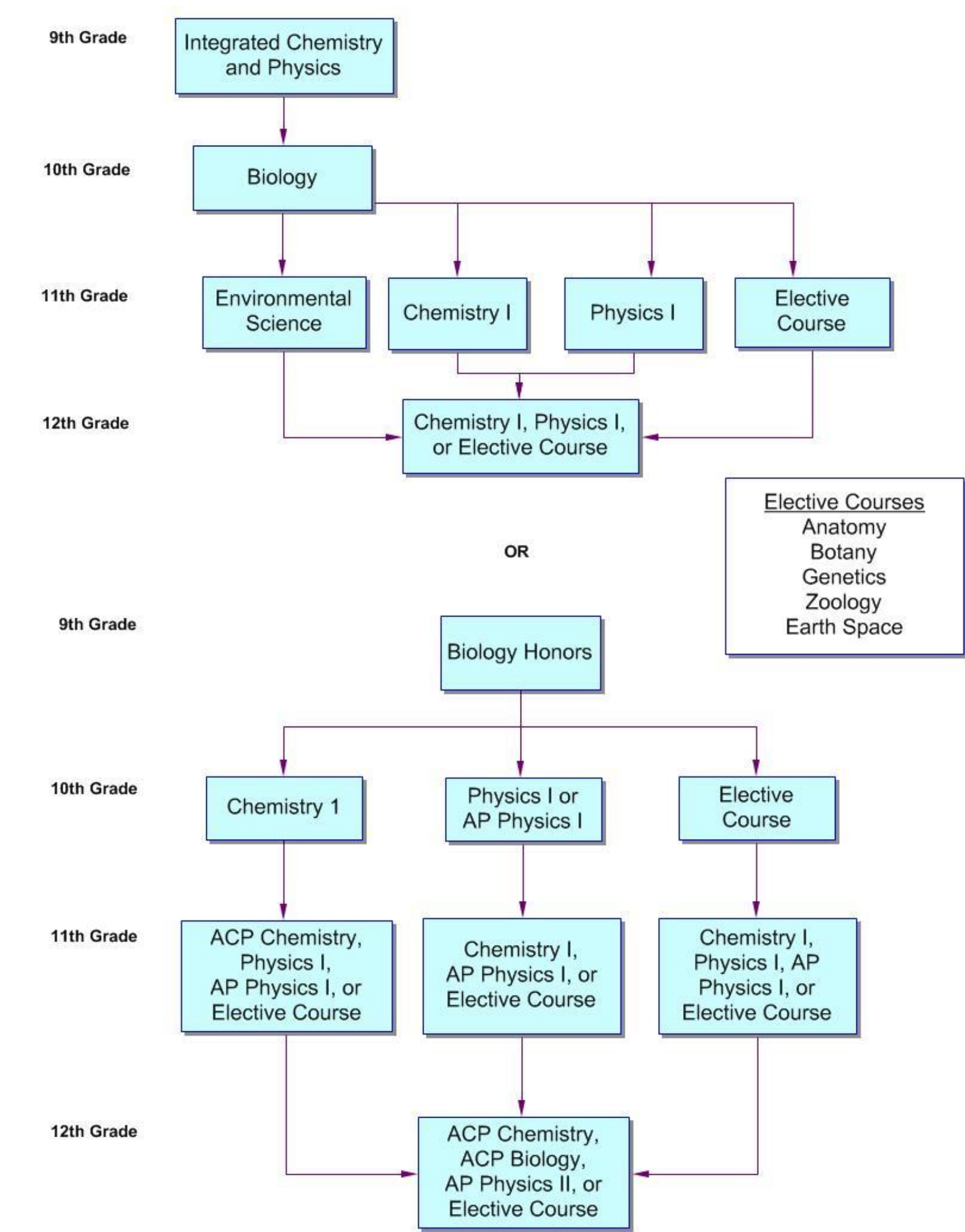
2 semesters, 1 credit per semester

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



*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.

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 Advanced College Placement (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 the laws that unite these events into a unified and comprehensive system. Because chemistryprovidesandimportant 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 Advanced College Placement (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 Advanced College Placement (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.

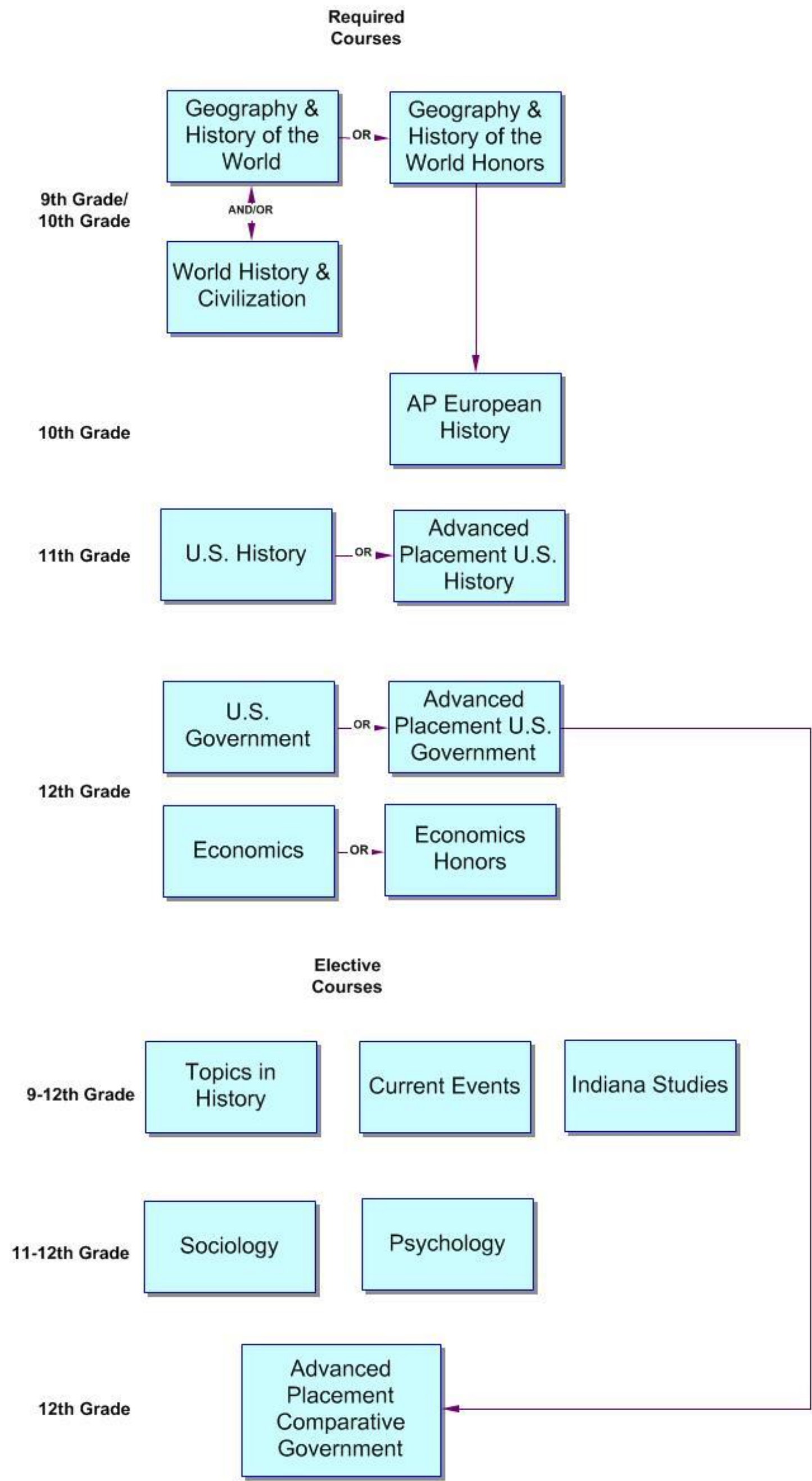
3090O1/3090O2 Organic Chemistry (full year)

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

3044E1/3044E2 Earth & Space

Open to grade 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



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

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
This advanced placement history course provides students with the content established by the College Board in examining European History from 1450 to present.

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
This course is designed for students who wish to study American History in more depth and detail than is possible in 32302 - United States History. This challenging course follows the College Board Entrance Examination guidelines for Advanced Placement United States History and prepares students for intermediate and advanced college courses by making demands equivalent to those of a college course. Students will use sourcing, corroboration and contextualization skills to analyze and draw conclusions from primary sources. College credit is possible depending upon college and university requirements. It is an expectation of CNHS 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
Available for Early College Credit (Dual Credit)
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. This course may be offered for 3 credits as Econ 101 Ivy Tech.

1560 AP United States Government

Grade 12 1 semester/1 credit
Meets requirements: THD, AHD, Core 40, NCAA
This advanced placement government course provides students with the content established by the College Board in examining government and politics from an analytical perspective.

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. Projects revolve around the investigation of local service agencies and service learning. Many “hands-on” lessons will be utilized.

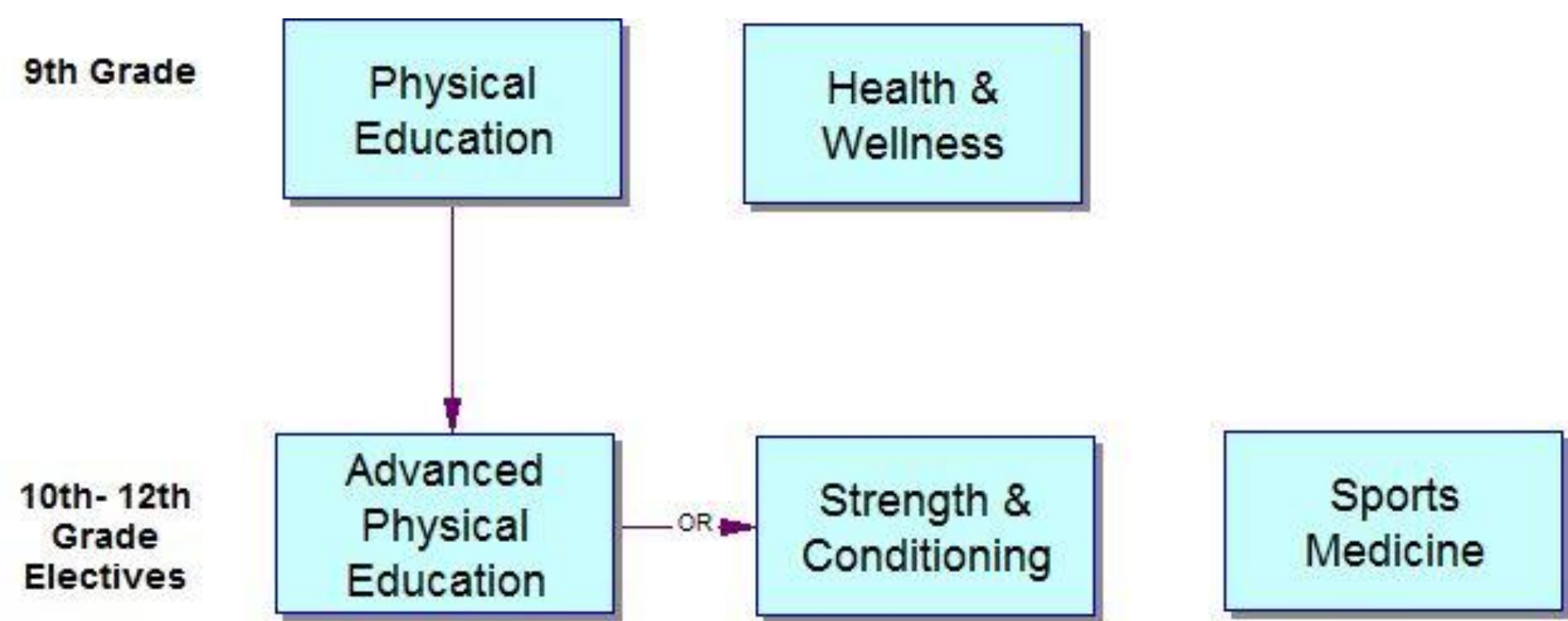
1532 Psychology

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.

1516 Ethnic Studies

Open to grades 9-12
1 semester / 1 credit per semester
Provides opportunities to broaden students’ perspectives concerning lifestyles and cultural patterns of ethnic groups in the United States.

HEALTH & PHYSICAL EDUCATION



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, Core40
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, pickleball, 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.

5276S1/5276S2 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. The course will provide interested students the opportunity to apply this knowledge and training to student athletes involved in JCHS sanctioned athletic teams and events. 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

8th or 9th
Grade

French,
German,
Spanish 1

9th or 10th
Grade

French,
German,
Spanish II

10th or 11th
Grade

French,
German,
Spanish III

Exploratory
Chinese

11th or 12th
Grade

French,
German,
Spanish IV

World
Languages

12th Grade

French,
German,
Spanish V

ACP
German

CREDIT FOR 8TH GRADE WORLD LANGUAGE

World Language grades at 8th grade go with the student to the high school. These grades are to 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
The focus of this level is on basic communication with learned phrases, simple questions and answers in the present tense, and an introduction to past narration. There is much emphasis on French pronunciation and intonation. Students often work in pairs or small groups for daily oral practice and to role-play real-life situations.

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
In this level students review and expand on the basic communicative structures and vocabulary from Level 1. The primary focus is on narrating past events, orally and in writing; describing daily activities in more detail; engaging in longer communicative exchanges and reading. Cultural focus is on the richness of the French speaking world. Paired oral work and role-playing are continued at this level. Students begin to focus more on paragraph writing.

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: (6 cred) ITCC, FREN 101,102
Students begin this level by reviewing the basic concepts of Levels 1 and 2. Students develop reading skills and cultural awareness of the French-speaking world through use of authentic regalia and magazine format readings. Special attention is given to the passé composé, imperfect, future, and conditional verb tenses.

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
Students will be able to complete the two-year sequence of study begun in Level 4. The same texts will be used as in Level 4. This level provides students with additional time to hone their skills in preparation for SAT II, AP tests, and university placement tests, and greatly benefits students who intend to incorporate French in their career plans.

2028S1/2028S2 French V

Open to grades 9-12
Year/ 1 credit per semester
This course 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 the French speaking culture. The course emphasizes the use of appropriate formats, varied vocabulary, and complex language structures within student communication, both oral and written, as well as opportunity to produce and present creative material using the language. Student will continue

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
Students begin their study of the language and culture of the German speaking countries. They acquire basic language skills through listening, speaking, reading, writing, and cultural activities. These activities may include short, guided conversations based on everyday situations, reading authentic materials (menus, train schedules, advertisements, etc.).

2042S1/2042S2 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
Students continue their study of the German language and culture. They expand their vocabulary and grammar skills through practice in the five language skills. They converse on more topics, comprehend longer narratives, write longer passages, discuss current events and celebrate holidays.

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
Students increase their proficiency in the language and culture of Germany. They expand their vocabulary and complete their study of grammar. The five language skills continue to be emphasized, but students will converse in depth (give explanations and reasons, tell stories, read short stories, poems, and write short essays).

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) IU**
Students increase their proficiency in the language and culture of Germany. They expand their vocabulary and complete their study of grammar. The five language skills continue to be emphasized, but students will converse in depth (give explanations and reasons, tell stories, read short stories, poems, and write short essays).

2048S1/2048S2 German V

Open to grades 11, 12
Year / 1 credit per semester
Prerequisite: German IV
This course provides students opportunities 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 opportunity to produce and present creative material using the language. Students will continue to develop understanding of the German speaking culture, history, and events that have impacted other communities.

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
This course is an introduction to the five skills of reading writing, speaking, listening and culture. Vocabulary is introduced in context and practiced in numerous oral, written and listening exercises. Cultural material is presented in Spanish so that the students can acquire an up to-date awareness of Hispanic culture.

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 is designed to improve the five skill proficiencies. The course begins with a review of the material previously covered in first year. Instructions and cultural readings are written in Spanish and help students work towards the goal of using Spanish in the class. Cultural material is integrated into the lessons so that students continually increase their knowledge of the Spanish speaking world.

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: (6 cred) ITCC, SPAN 101,102
In Spanish III students continue the grammar sequence and polish skills previously acquired. There is an increased expectation for the student and teacher to use Spanish in the classroom. Support components of the text consist of videos, transparencies, tapes, CDs, workbooks, songs, CD-Rom practice and Internet resources.

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
Reading skills are improved through culturally authentic selections focusing on an extensive examination of the Spanish speaking world. Self-expression is emphasized through conversation and composition. Some activities include discussion of current events, personal experiences, letter writing, etc. Extensive vocabulary study covers a wide variety of topics.

2128S1/2128S2 Spanish V

Open to grades 10-12
Prerequisite: Spanish IV

This course provides students opportunities 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. The course emphasizes the use of appropriate formats, varied vocabulary, and complex language structures within student communication, both oral and written, as well as opportunity to produce and present creative material using the language. Students will continue to develop understanding of the German speaking culture, history, and events that have impacted other communities.

2140 World Languages

Grades 10-12
Semester/ 1 credit

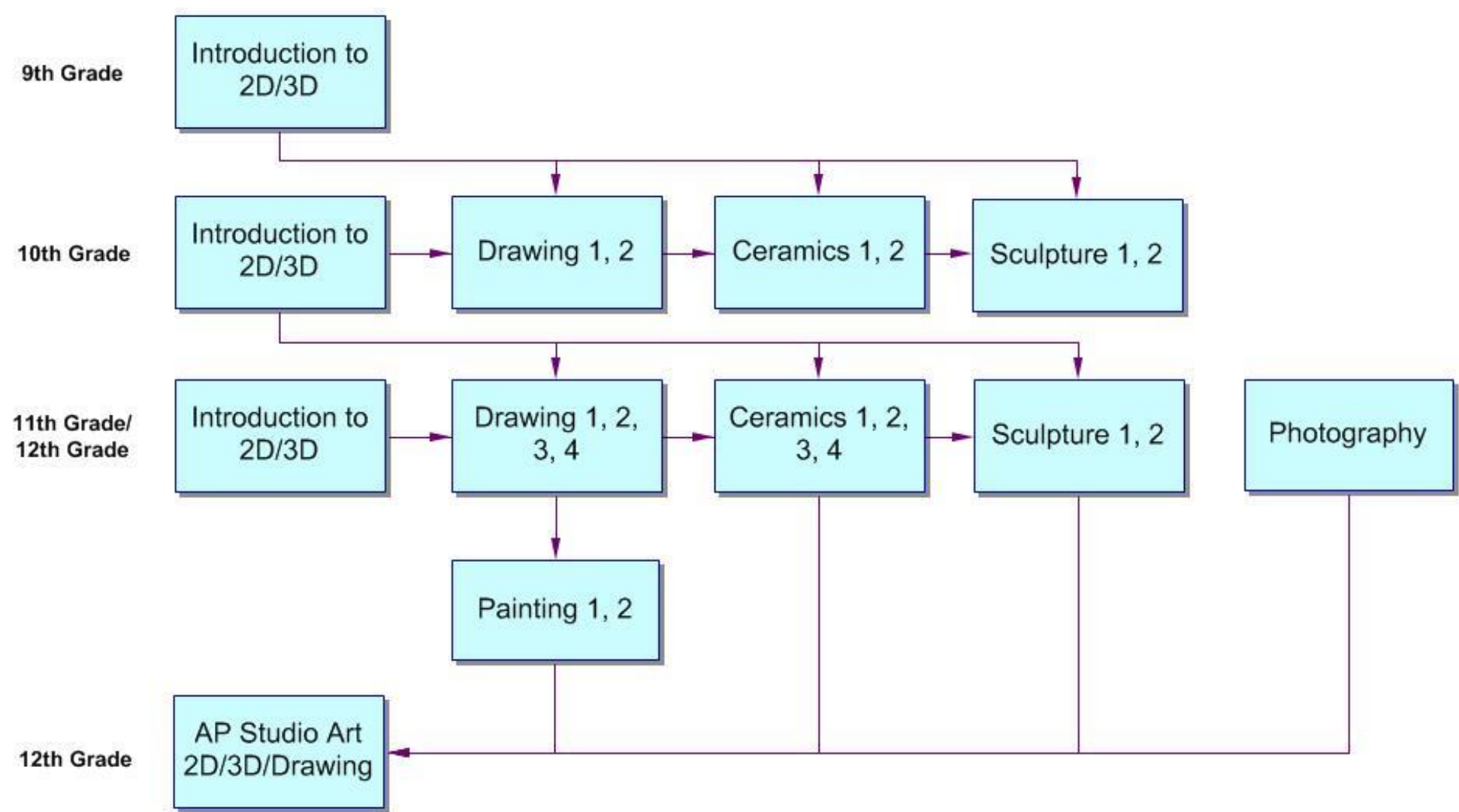
The course will provide a general overview of several world languages, which are not otherwise taught in this school. Languages may vary but could include the following: Arabic, Hebrew, Swahili, Russian, and Japanese.

2140C Exploratory Chinese

Grades 10-12
Semester/ 1 credit

The course introduces basic speaking, reading, and writing of Mandarin Chinese. The course includes history, geography, art, and interesting aspects of the culture such as life styles, food, and drink.

VISUAL ARTS



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: Intro 2D and 3D Art and recommended Drawing I and II
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 principals 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)

Grades10-12 (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.

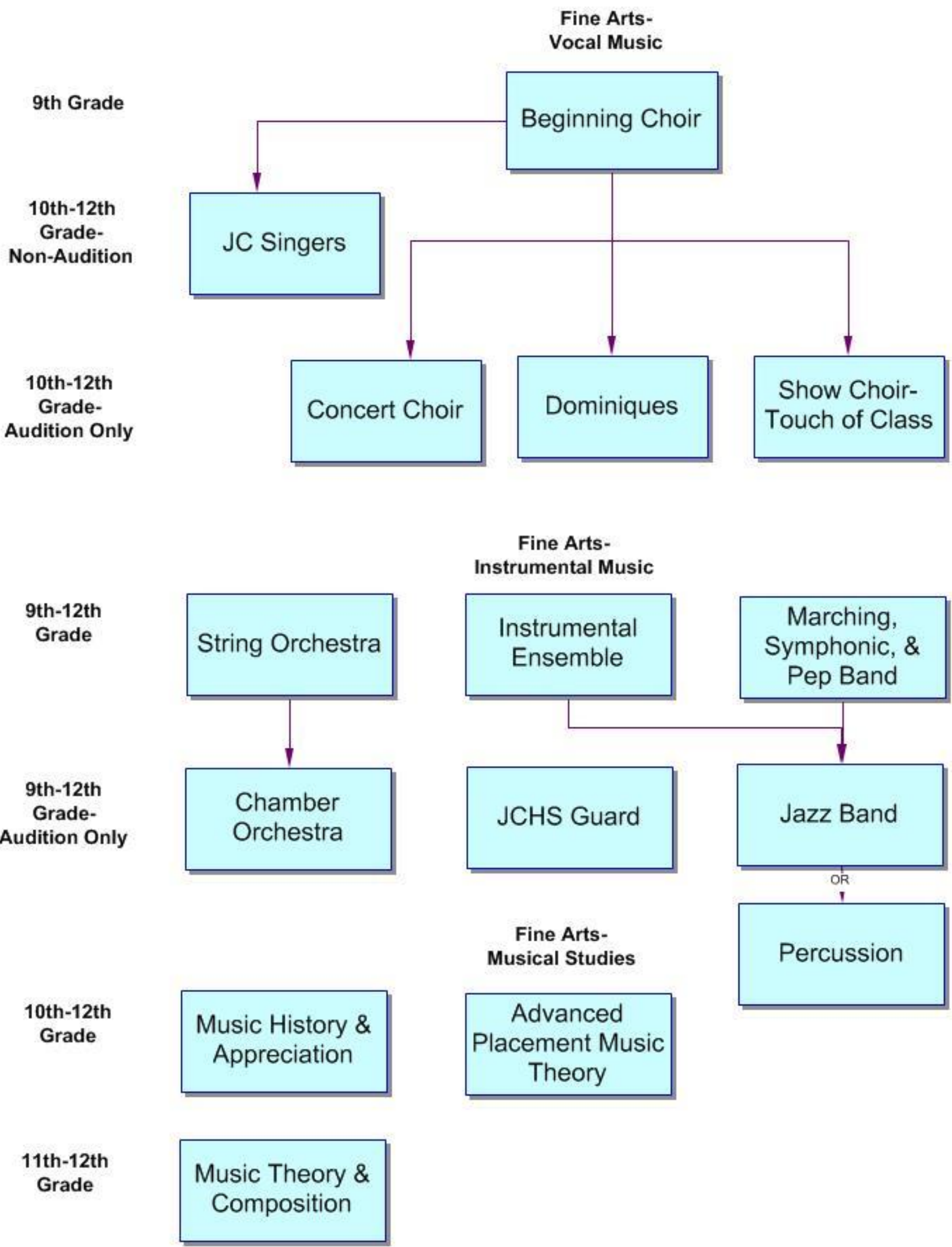
4062 Photography

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
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 11, 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 choose a concentration area of either 2 dimensional art, 3 dimensional art, drawing, or photography and produce a portfolio of work to be evaluated by 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.

MUSIC



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 through- out the school year. 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 Varsity Singers

Grades 10-12
Year/ 1 credit per semester
Fulfills 1 or 2 credits of fine arts for AHD
Varsity 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 performing group that performs in tandem with the Marching Pride of Jennings County. This course is focused on developing a competitive marching arts show featuring diverse choreography and equipment work. Then performance opportunities continue into second semester highlighted by JCHS home basketball games, Spring Break trips to places such as Disney World and Disneyland, and the Kentucky Derby Festival Pegasus Parade. 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 competitive marching arts ensemble that is in competition season from July-early November on Indiana competitive marching circuits such as BOA, ISSMA and Mid-States. As the year progresses this becomes a musicality and technique-based concert ensemble for holiday and spring concerts and also doubles as "the Best Pep Band in the Land for the winter sports season. The year is peppered with high-caliber performances such as multiple tri-state marching competitions, state-wide parades and festivals, recent Disney World and Disneyland trips, the Kentucky Derby Pegasus Parade, Indianapolis 500 and much more! Wind, battery, front ensemble and electronics performers welcome. Payment of membership fees required. 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 and big band music. It is comprised of saxophones, trumpets, low brass and rhythm section instruments. It will focus on performance the most heavily, but will be exposed to basic music theory and jazz-specific music theory as well. This group performs a handful of local and state-wide performance per year highlighted by larger-caliber trips on alternating years. In the past they have toured to places such as New Orleans, New York City, Chicago and Disney World.

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 level of difficulty. They will be required to perform at multiple 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 out in our community. Time may be spent outside of the school day for mandatory dress rehearsals.

4188S1/4188S2 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
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/Instrumental Ensemble

Grades 9-12
Year/ 1 credit per semester meets requirement: AHD
Prerequisite: student s must own their own band instruments.
Symphonic Band is an ensemble for students who are simply looking for an opportunity to play their instrument with no outside dedications. General concert band and pop pieces (fairly easy difficulty level) are played, and supplemental projects and music theory basics are involved throughout the year. This is a good course for beginning musicians/musicians who are wanting to learn a secondary instrument/musicians who would prefer not juggle the MPJC 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 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.

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.

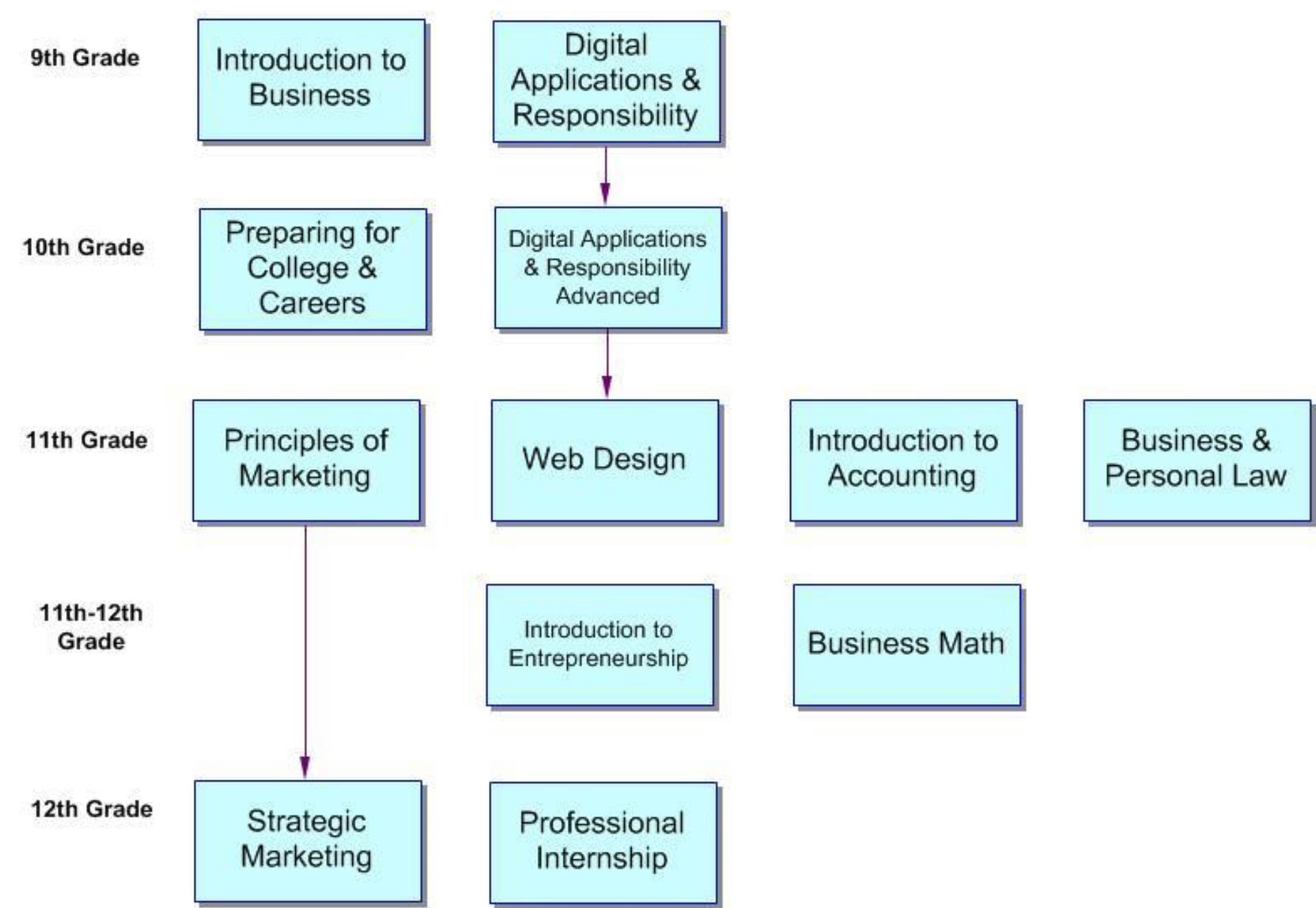
4210S1/4210S2 Advanced Placement Music Theory

Grades 10-12
Meets requirement for two fine arts credits for AHD
Counts as directed elective
Music Theory, Advanced Placement is a course based on the content by the College Board. This is an Advanced Placement course focusing on fundamental music theory, writing, reading and composition. Students are expected to become fluent musicians who can understand the building blocks of composing and dissecting music. This class is open to all students but prior musical knowledge is highly recommended. The content of this class will mirror a collegiate music theory course and rigor of content will be high, as is expected with all AP courses.

4208S1/4208S2 Introduction to Music Theory

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



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.

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

5902S1/5902S2 Strategic Marketing

Grade 12
Year / 1 credit per semester
Prerequisite: Principles of Marketing
This course builds upon the foundations of marketing and applies the functions of marketing at an advanced level. Students will study the basic principles of consumer behavior and examine the application of theories from psychology, social psychology and economics. The relationship between consumer behavior and marketing activities will be reviewed.

5260S1/5260S2 Work Based Learning (previously Marketing Field Experience 5990)

Grade 12
Year/ 3 credits per semester
Work release program

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).

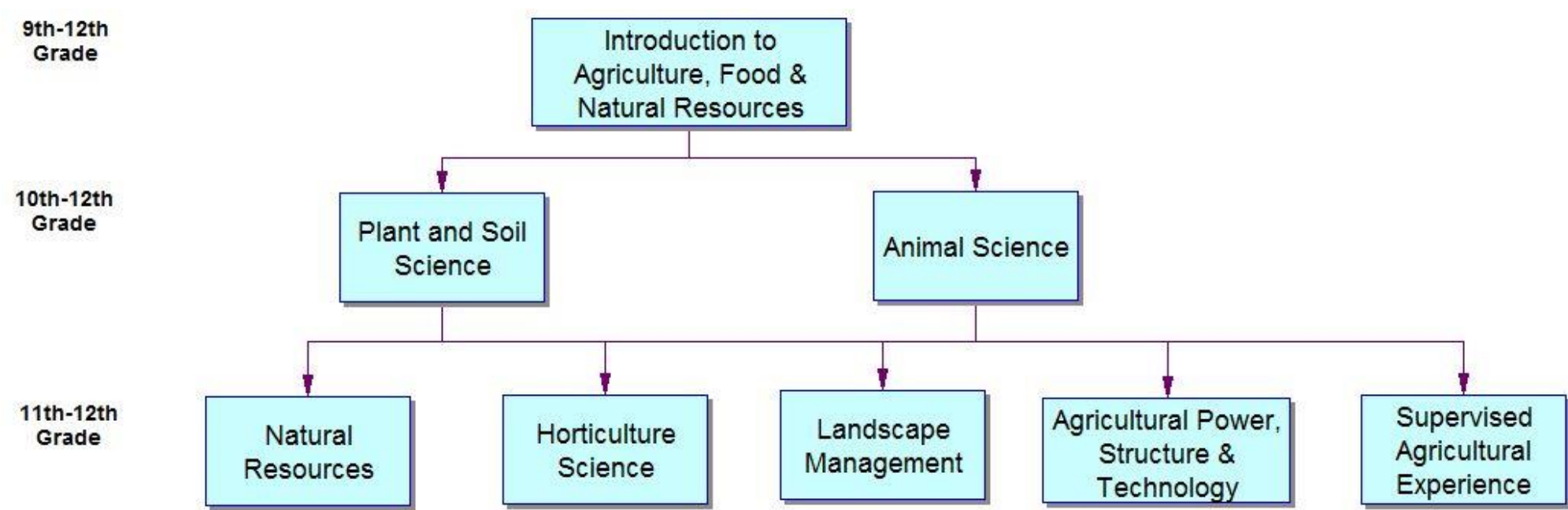
5967 Introduction to Entrepreneurship

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.

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.

AG SCIENCE



NOTE: For all classes, students must complete a "SAE" (Supervised Agricultural Experience Program). 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.

5170 Plant and Soil Science

Grades 10-12
Semester / 1 credit
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.

5008 Animal Science

Grades 10-12
Semester/ 1 credit
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

5180 Natural Resources

Grades 11-12
Semester/ 1 credit
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

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, market- 111g 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.

5088 Agricultural, Power, Structure, and Technology

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

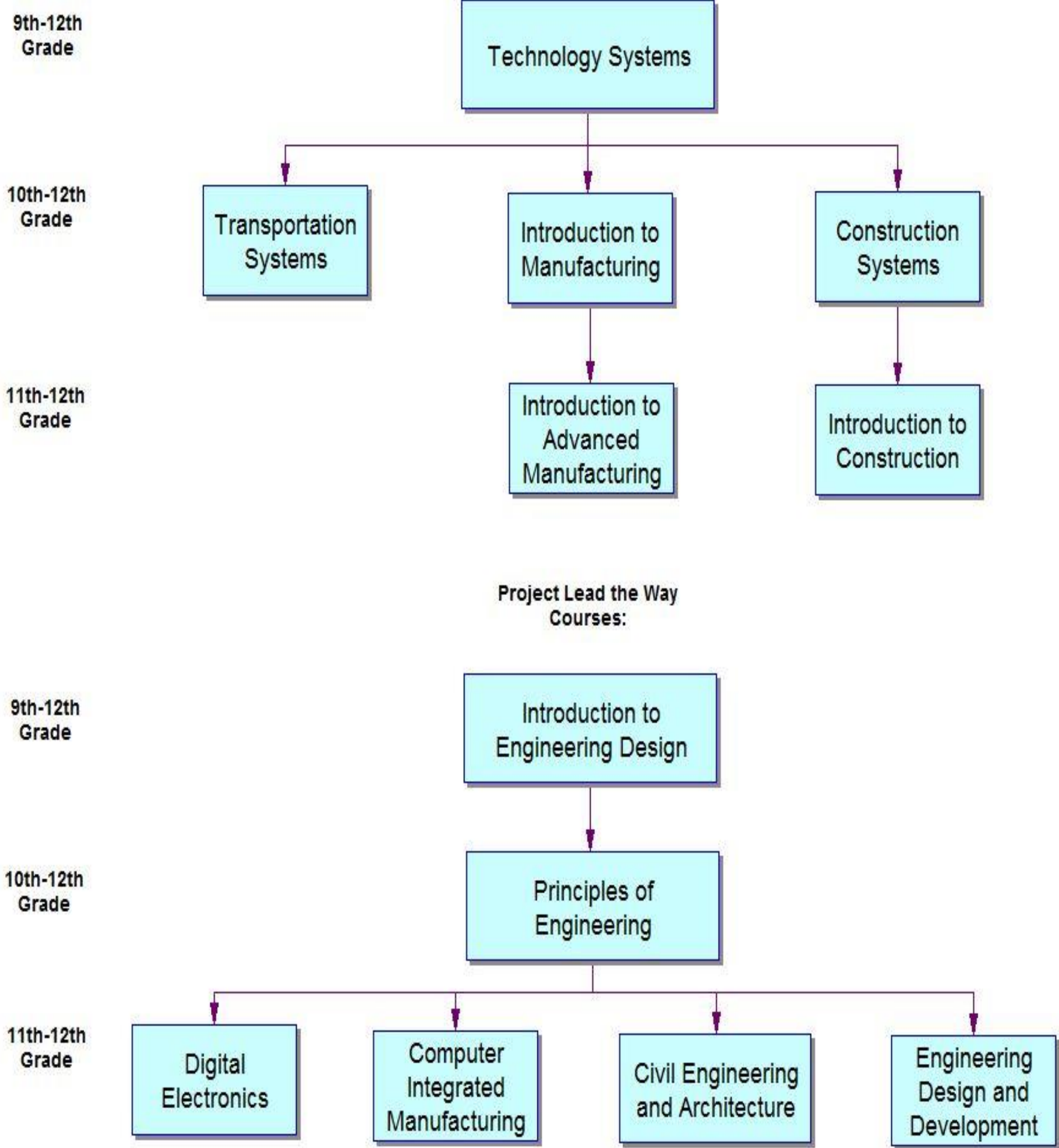
A one-semester course in which students develop an understanding of basic principles of selection, operation, maintenance, and management of agricultural systems. Topics covered will include arc and gas welding, carpentry, metal work, electricity, plumbing, small engine operation and repair, precision farm equipment, and career opportunities in the area of ag mechanization.

5228 Supervised Agricultural Experience

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

SAE is designed to provide students with opportunities to gain experience in the agriculture field in which they are interested. Students will be able to apply what is learned in the classroom and laboratory to real life situations in our community and the FFA.

ENGINEERING/ TECH EDUCATION



4808S1/4808S2 Technology Systems

Grades 9-12
Year/ 1 credit per semester
This is an introductory course to the Industrial Technology area. This course covers construction, manufacturing, communications and transportation. Students will perform hands on activities throughout the year in order to demonstrate and model these systems.

4784S1/4784S2 Introduction to Manufacturing

Grades 10-12
Year / 1 credit
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.

4796S1/ 4796S2 Introduction to Advanced Manufacturing and Logistics

Grades 11-12
Year / 1 credit per semester
A specialized course that explores the technological processes used to obtain resources and change them into industrial materials and finished industrial and consumer products.

4786S1/ 4786S2 Transportation Systems

Grades 10-12
Year / 1 credit per semester
A brief history of power, disassembly, assembly and trouble shooting of small one (1) cylinder engines. This class will also study land, air, and water transportation systems.

4782S1 /4782S2 Construction Systems

Grades 10-12
Year/ 1 credit per semester
This class utilizes projects to develop basic knowledge in the safe and proper use of woodworking tools and equipment. Also included will be the exploration of the construction industry, both residential and small commercial buildings along with the study of basic home repair.

4792S1/ 4792S2 Introduction to Construction

Grades 11-12
Year/ 1 credit per semester
Prerequisite: Construction Systems
This course continues the principles learned in Construction Systems with the use of power tools and equipment.

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:

4812S1/4812S2 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.

4814S1/4814S2 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?"

4826S1/ 4826S2 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.

4810S1/ 4810S2 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.

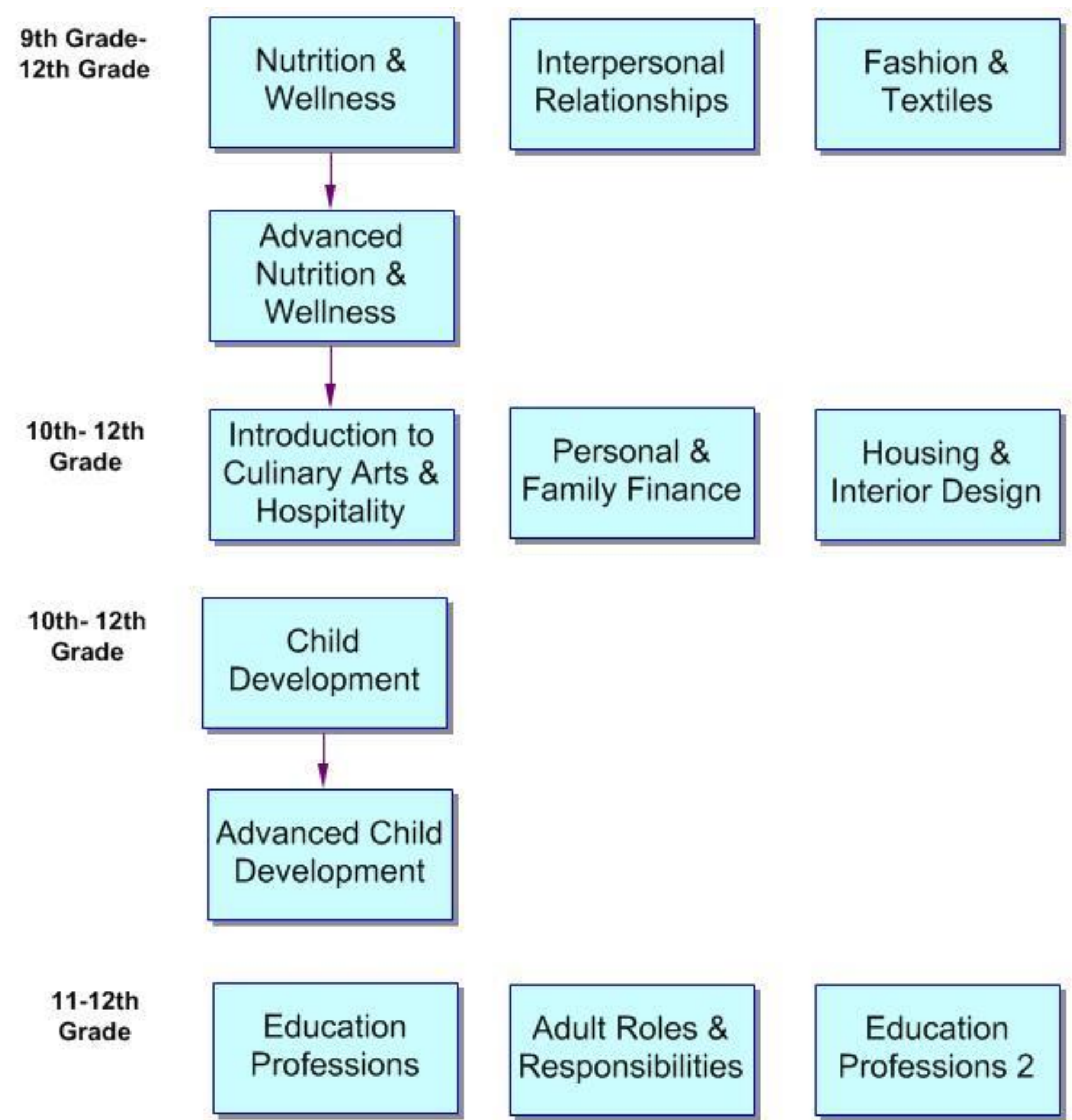
4820S1/4820S2 Civil Engineering and Architecture

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.

4828S1/ 4828S2 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.

FAMILY AND CONSUMER SCIENCE



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 , 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.

5438 Introduction to Culinary Arts & Hospitality

Grade Level 10-12
Pre Requisites: Nutrition & Wellness, Advanced Nutrition & Wellness
Description of Course:
Introduction to Culinary Arts and Hospitality is recommended for all students regardless of their career cluster or pathway, in order 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. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended. Topics include basic culinary skills in the foodservice industry, safety and sanitation, nutrition, basic hospitality skills, customer relations and career investigation. Students are able to explore this industry and examine their own career goals in light of their findings. Laboratory experiences that emphasize industry practices and develop basic skills are required components of this course. Students will also have the opportunity to earn ServSafe certification from the National Restaurant Association.

5362 Child Development

Grades 10-12
Semester/ 1 credit
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: Child Development
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

Grades10-12
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
Year / 1 credit per semester
Prerequisite: Completion of an application form and consent of the advisor.
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

Grade 12
Year / 1 credit per semester
Prerequisite: Completion of Education Professions I
This course prepare 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.

MULTIDISCIPLINARY EDUCATION

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 papers. 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.

5256INS1/ 5256INS2 Professional Career Internship

Grade 12
Year/ 2 credits per semester
The Internship program is designed to give students the opportunities to sample the careers they have chosen for the future. This 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.

0500L Leadership

Grades 9-12
Semester/ 1
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 for self/group/projects. The learner will understand the skills necessary for conflict resolution and consensus building. The learner will identify and practice skills and habits necessary for effective communication.

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 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 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 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 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 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

0522S1/0522S2 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.

4086S1/ 4086S2 TV Production I

Grade 10-12
Year/ 1 credit per semester
Prerequisite: An oval average of "B" or higher with an average of "B" or higher in English. Sophomore standing; application, interview, and permission of instructor.
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. 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 incorporate literacy and presentational skills.

4086T1S1/ 4086T1S2 TV Production II

Grades 11-12
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.
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

4540 Personal Financial Responsibility

Grades 10-12
1 semester / 1 credit per semester
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.

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

VOCATIONAL/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.

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.

Architecture and Construction

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.

Agriculture, Food & Natural Resources

- Agribusiness Systems
- Animal Systems
- Environmental Service Systems
- Food Products & Processing Systems
- Natural Resources Systems
- Plant Systems
- Power, Structural & Technical Systems Architecture & Construction

Architecture & Construction

- Construction
- Design/Pre-Construction
- Maintenance/Operations

Arts, A/V Technology & Communications

- A/V Technology & Film
- Journalism & Broadcasting
- Performing Arts • Printing Technology
- Telecommunications
- Visual Arts

Business Management & Administration

- Administrative Support
- Business Information Management
- General Management
- Human Resources Management
- Operations Management

Education & Training

- Administration & Administrative Support
- Professional Support Services
- Teaching/Training

Finance

- Accounting
- Banking Services
- Business Finance
- Insurance
- Securities & Investments

Health Sciences

- Biotechnology Research & Development
- Diagnostic Services
- Health Informatics
- Support Services
- Therapeutic Services

Hospitality & Tourism

- Lodging
- Recreation, Amusements & Attractions
- Restaurants & Food/Beverage Services
- Travel & Tourism

Human Services

- Consumer Services
- Counseling & Mental Health Services
- Early Childhood Development & Services
- Family & Community Services
- Personal Care Services

Information Technology

- Information Support & Services
- Network Systems
- Programming & Software Development
- Web & Digital Communications

Law, Public Safety, Corrections & Security

- Correction Services
- Emergency & Fire Management Services
- Law Enforcement Services
- Legal Services
- Security & Protective Services

Manufacturing

- Health, Safety & Environmental Assurance
- Logistics & Inventory Control
- Maintenance, Installation & Repair
- Manufacturing Production Process Dev.
- Production
- Quality Assurance

Marketing

- Marketing Communications
- Marketing Management
- Marketing Research
- Merchandising
- Professional Sales

Science, Technology, Engineering & Mathematics

- Engineering & Technology
- Science & Mathematics

Transportation, Distribution & Logistics

- Facility & Mobile Equipment Maintenance
- Health, Safety & Environmental Management
- Logistics Planning & Management Services
- Sales & Service
- Transportation Systems/Infrastructure Planning, Management & Regulation
- Warehousing & Distribution Center Operations

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.

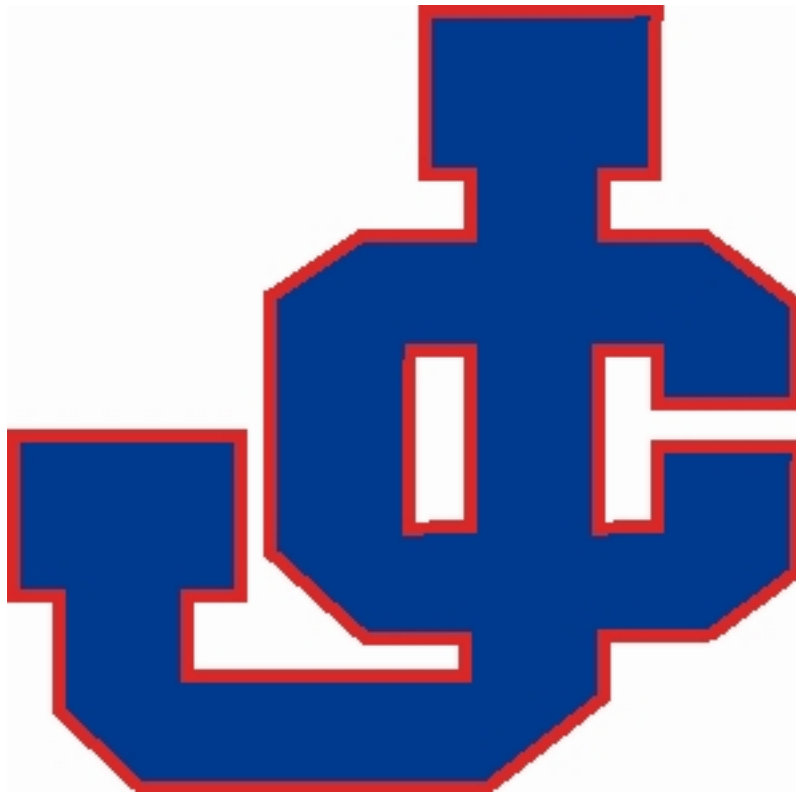
Those who enroll in the program must choose an area of interest in the fine arts: visual arts, vocal music, or instrumental music. To graduate with a fine arts diploma through the Academy of Fine Arts at JCHS one must:

- 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

APENDIX B – ACADEMY OF FINE ARTS



SCHOOL IMPROVEMENT PLAN

2018-2019

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



Academy of Fine Arts

Name: _____

Age: _____ Graduation Year: _____ E-mail: _____

Current Grade Point Average: _____

Parent/Guardian: _____

Address: _____

Parent e-mail/cell #: _____

Is applicant currently enrolled in Jennings County High School? YES NO

If no, what school is applicant currently attending? _____

In which Academy track is the applicant interested? *Check any that apply.*

Visual Arts ____ Vocal Music ____ Instrumental Music ____ Dance ____

What fine arts training, activities, or organizations does the applicant participate currently or recently?

Describe why you should be admitted to the Academy of Fine Arts at JCHS.

Student Signature: _____

Parent signature: _____

Date: _____

Jennings County High School
Academy of Fine Arts
Artful Community Service Hours Document Form

You must have 5 hours of artful service to fulfill your requirement for AFA and this document filled out/signed and turned in to your advisor.

Describe your service and number hours for each event.

I attest the above is true. :

Student signature: _____

Direct supervisor during service contribution/event coordinator:

Name: _____

Contact Number or Email: _____

Date: _____

Direct supervisor during service contribution/event coordinator:

Name: _____

Contact Number or Email: _____

Date: _____

AFA Senior Checklist

A meeting will be held prior to September 30 of each calendar year with the advisor and senior candidate for the Academy of Fine Arts. Students have until October 1 to write their proposal for their senior project and until April 15 of their graduating year to complete their project. All after action reports and finalized paperwork should be turned no later by May 1. It is advised that after-action reports be turned in 2 to 3 weeks upon completion of the project.

Academy Candidate Name: ____

Advisor: _____

of Fine Arts Credits: ____ (minimum of 10 required) Counselor initials ____

of service hours documented and verified: _____ (five required yearly)

____ AP studio art

____ AP music theory

Fine Arts course GPA _____ No grade below B in fine arts course ____

Overall GPA as of May 1 of graduation year ____

Participated in Senior Showcase or equivalent ____

Senior Project Proposal:

Title:

Plan of action:

Materials/Equipment/Collaborators:

An in an after action report of the process of their senior project. Photographs are great! Include the trials and tribulations of the idea/process/final product(ion).

Turn in the after action report within 2 weeks of finishing the project.

I, _____, understand that I must submit my plan on or prior to December 1 of semester 1 of my Senior year and that ALL projects must be completed by April 15 of second semester. All documentation and after action reports must be turned in by May 1.

Academy student signature:

JENNINGS COUNTY HIGH SCHOOL

APENDIX C – GRADUATION WAIVER REMEDIATION PLAN



SCHOOL IMPROVEMENT PLAN

2018-2019



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>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.*