



Mishawaka High School
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Course Offering Guide

2018–2019

Course Descriptions
4-Year Plan
Worksheet

Indiana Graduation
Requirements

Dual Credit &
Early College
Information

MHS Academic
Planning
Information

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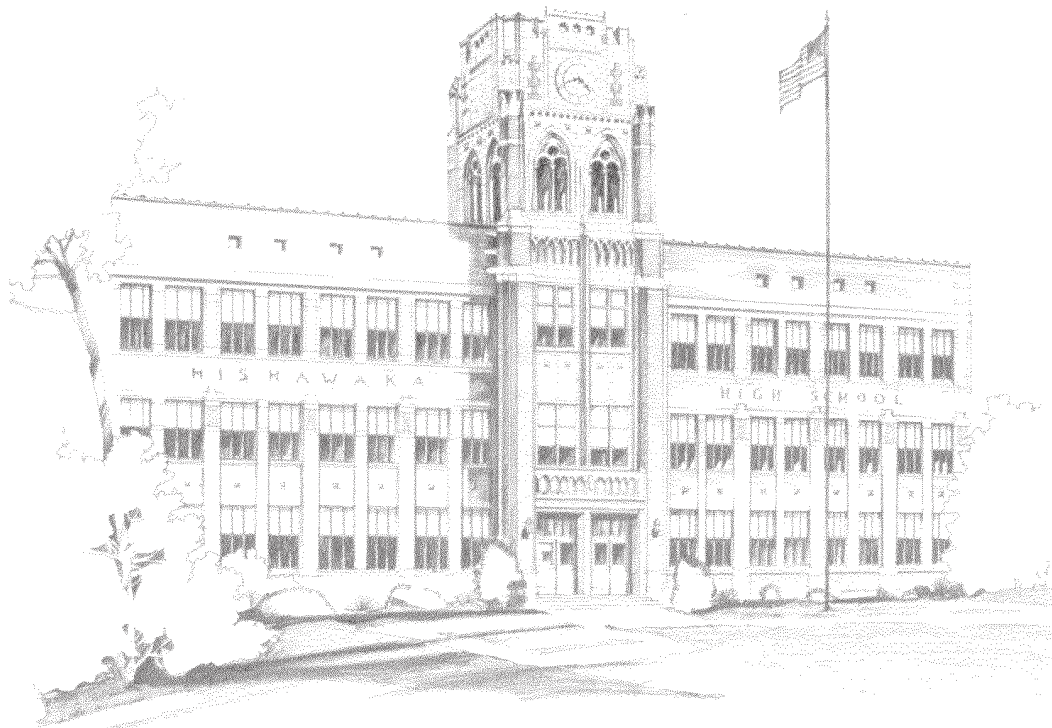
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MISSION STATEMENT

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



Every effort has been made for the information in this book to be complete and accurate at time of printing.
 Future Course Offering Guides will supersede this publication. Course offerings are subject to change prior to the next edition of this publication.



MISHAWAKA HIGH SCHOOL

An NCA CASI Accredited School

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Creating a Lifetime of Learning for All

December 2017

Dear Students, Parents, Guardians and Patrons,

The Mishawaka High School Course Offering Guide is designed to assist students and families in planning for the 2018–2019 academic school year. The blueprint for each student’s academic plan is the diploma program that he or she chooses. Starting the planning process early and checking on progress often will enable your student to complete his or her academic plan successfully and on time.

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

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

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

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

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

Sincerely,

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

Jerome Calderone
Principal

COUNSELING PROGRAM

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

Educational Planning

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

DEFINITIONS

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

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

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

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

Graduation Requirements

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

Entrance Requirements for Colleges & Technical Schools

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

College Scholarships

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

High School Counseling Office publishes a monthly scholarship bulletin and posts scholarships on the MHS Counseling web page.

Advanced Placement, Advance College Project, & Dual Credit

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



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

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

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

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

ADDITIONAL INFORMATION

Indiana Department of Education

Academic Standards

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

Department Chairs & Faculty Cabinet

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

Book Fees

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

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

National Honor Society

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

NCAA Eligibility

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

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

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

GRADING AND EVALUATION

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

AN EXPLANATION OF COMPARATIVE ACHIEVEMENT SYMBOLS

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

Report Cards

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

Honor Roll

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

Semester Average

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

Auditing a Course Previously Passed

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

Athletic Eligibility

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

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

Grade Point Average

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

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

Visit us on the Web

<https://mishawakacounselin.wixsite.com/website>



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

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

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

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

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

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

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

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

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

COLLEGE, CAREER, & CITIZENSHIP READINESS

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

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

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

Goal:

College, Career, and Citizenship Readiness (CCCR)

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

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

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

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

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

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

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

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

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

Career and Citizenship Readiness:	Freshmen	Sophomore	Junior	Senior
Soft Skills Program during Advisory:	Dependability Growth Mindset	Working well with others	Résumé writing Interview Skills	FAFSA Job and College Applications
Career and Technical Education during 1/2 of Study Hall:	Preparing for College & Careers	Interpersonal Relationships	Adult Roles or CTE Pathway or Study Hall w/12+ Dual Credits	Work-based Internship or CTE Pathway or Study Hall w/12+ Dual Credits

EARLY COLLEGE (beginning with the class of 2019)

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

Prerequisites for 2018–2019

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

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

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

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

Application

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

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

Selection and Scheduling

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

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

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

Summer Bridge Program

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

Support during the School Year

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

HIGH SCHOOL COURSES for ADVANCED PLACEMENT or DUAL CREDIT

	Mishawaka Dual Credit and AP Courses	College/Course Numbers	Pre-requisites
ART	AP Studio Art Drawing/2D/3D (2S: 11-12) (AP score 3+ for dc) Visual Communications (1S: 10-12) Drawing (2S: 11-12)	H IvyT ARTS100/102/103 (3cr ea) IvyT VISC 102 (3cr) IvyT ARTS100 (3cr)	3.0 GPA RW RW
BUSINESS	Digital Applications, Adv (1S: 10-12) Business Administration (1S: 11-12) Graphic Design and Layout (1S: 10-12) Entrepreneur & NV (2S: 11-12)-dual credit with SUM class Business Law (2S: 10-12) more to come in 2019	IvyT CINS 101 (3cr) H IU ACP X100 (3cr) IvyT VISC 115 (3cr) IvyT ENTR 101 (3cr) IvyT BUSN 201 (3cr)	RW 2.7 GPA RW RW RW
ENGINEERING & TECHNOLOGY	PLTW Introduction to Engineering Design (2S: 9-12) PLTW Principles of Engineering (2S: 10-12) PLTW Civil Engineering and Architecture (2S: 11-12) Arch. Drafting/CAD I (2S: 11-12) Arch. Drafting/CAD II (2S: 11-12) Construction Technology I/II (4S: 11-12)	H IvyT DESN 101 (3cr) H IvyT DESN 104 (3cr) H IvyT DESN 105 (3cr) VU DRAF 140 (3cr) VU DRAF 150 (2cr) IvyT CONT 101/102 (3/3cr)	none DESN101 DESN104 none DRAF140 none
FACS	Dual credit is available for Culinary Arts and several other career paths through EACC.		
ENGLISH	AP Eng Lang & Comp (2S: 11-12) AP score 3 for 111; 4+ for 112 English Composition (1S:12) Literary Interpretation (1S:12) Public Speaking (1S: 11-12) Expository Writing (2S: 11-12)-dual credit pending	H IvyT ENGL 111/112 (3/3cr) H IU ACP W131 (3cr) H IU ACP L202 (3cr) H IU ACP S121 (3cr) H IvyT ENGL 112 (3cr)	3.0 GPA 2.7 GPA W131 2.7 GPA W131
MATH	Finite Math (2S: 11-12) Algebra II Honors (2S: 10-12) Precalculus Honors (2S: 9-12) Calculus AB (2S: 11-12); may be taken as an AP class. Calculus BC (2S: 11-12); may be taken as an AP class.	H IU ACP M118 (3cr) H IvyT MATH 136 (3cr) H IvyT MATH 137 (3cr) H IU ACP M215 (5cr) H IU ACP M216 (5cr)	2.7 GPA M27 M27 2.7 GPA M215
SCIENCE	Humans & the Biological World (2S: 11-12) Human Physiology & Anatomy (2S: 11-12) Intro to Chemistry I (2S: 11-12) Physics I (Calculus based; 2S: 11-12) AP Physics 1 (Algebra based; 2S: 11-12) (AP score of 3+ for dc) AP Physics 2 (Algebra based; 2S: 11-12) (AP score of 4+ for dc) PLTW Principles of Biomed Sci (2S: 9-12)-col credit possible PLTW Human Body Systems (2S: 10-12)-col credit possible PLTW Medical Interventions (2S: 11-12)-col credit possible PLTW Biomedical Innovations (2S: 12)	H IU ACP L100 (5cr) H IU ACP P130 (3cr) H IvyT CHEM101 (3cr) H IU ACP P221 (5cr) H IvyT PHYS101 (4cr) H IvyT PHYS102 (4cr) H IUPUI BIOL10011 (3cr) H IUPUI BIOL10012 (3cr) H IUPUI BIOL10013 (3cr) H IvyT BIOT 107 (4cr)	2.7 GPA 2.7 GPA RWM27 2.7 GPA 3.0 GPA** PHYS 101 none 10011 10012 10013
SOCIAL STUDIES	United States History I/II (2S: 11-12) Political Science (1S: 11-12) AP Microeconomics (1S: 11-12) (AP score of 3+ for dc) AP Macroeconomics (1S: 11-12) (AP score of 3+ for dc) AP Psychology (1S: 11-12) (AP score of 3+ for dc) AP World History (2S: 10-12) (AP score 3+ for 6dc)	H IUACP H105/H106 (3/3cr) H IUACP Y103 (3cr) H IvyT ECON202 (3cr) H Ivy T ECON201 (3cr) H IvyT PSYC101 (3cr) H IvyT HIST111/112 (3/3cr)	2.7 GPA 2.7 GPA 3.0 GPA 3.0 GPA 3.0 GPA 3.0 GPA
WORLD LANGUAGES+	French III (2S: 10-12) Spanish III (2S: 10-12) French IV (2S: 11-12) Spanish IV (2S: 11-12) Cadet Teaching/Futures in Education (2S: 11-12)	IvyT F101/F102 (4/4cr) IvyT S101/S102 (4/4cr) H IUACP F200/F250 (3/3cr) H IUACP S200/S250 (3/3cr) H IUACP F200 (3cr)	RW RW 2.7 GPA 2.7 GPA 2.7 GPA

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

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

Course in bold are on the Priority Dual Credit List

**Testing prerequisite for PHYS 101 credit is a CLM score of 61 or an appropriate score on the AP exam.

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

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

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

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

STEM =Science, Technology, Engineering and Mathematics

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

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

Academic Competencies

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

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

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

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

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

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

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

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

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

Ivy Tech's Associates Degree in General Studies

DUAL CREDIT for an ASSOCIATES DEGREE

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

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

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

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

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

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

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

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

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

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

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

ELKHART AREA CAREER CENTER & VOGUE OR MICHIANA COSMETOLOGY

ELKHART AREA CAREER CENTER and VOGUE PROGRAMS

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

All EACC courses are 3 HS credits per semester

EACC is constantly upgrading its technical pathways and dual credit offerings.

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

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

EACC Dual Credit Course	College/Course Number/Name	Sem	College Credit	Pre-requisites
Culinary Arts 1	IVYT HOSP 101 Sanitation/1st Aid	F	3	rwm
Culinary Arts 2	IVYT HOSP 101 Sanitation/1st Aid	Yr	3	rwm
	IVYT HOSP 102 Basic Food Theory/Skill	Yr	3	101
	IVYT HOSP 104 Nutrition	Yr	3	rwm
	IVYT HOSP 105 Intro to Baking	Yr	3	101

Diesel Svc Tech 1*	VU		6	no
Diesel Svc Tech 2*	VU		6	1

Early Childhood Ed 1	IVYT ECED 100 Intro Early Childhood Ed	F	3	rw
	IVYT ECED 101 Health, Safety, Nutrition	S	3	rw
Early Childhood Ed 2	IVYT ECED 103 Curric Erly Chldhd Cllsrm	F	3	rw
	IVYT ECED 105 CDA Process	S	3	rw

Firefighting 1/2	IVYT FIRE 100	Yr	3	no
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Graphic Design 1	IVYT VISC 101 Fundamentals of Design	Yr	3	rw
	VISC 115 Intro to Comp. Graphics	Yr	3	rw
Graphic Design 2	IVYT VISC 102 Fundamentals of Image	Yr	3	rw

Floral Design/Event Plan	IVYT LAND 102 Shrubs/Other Plants	Yr	3	no
Creative Landscaping	IVYT LAND 103 Landscape Mgmt I	Yr	3	no

Law Enforcement	IVYT LAWE 106	Yr	3	no
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Machine Shop-Metal	VU PMTD 110/L MFG. Process Lab	Yr	2/1	no
Machine Shop-Adv	VU PMTD 117 Basic Maching I	Yr	3	no
	VU PMTD 118 Basic Maching II	Yr	3	117

Motorcycle/Small Eng Tech 1	VU AUTO 105 Transpo Fundamentals	Yr	3	no
Motorcycle/Small Eng Tech 2				1

Veterinary Assisting 1*	Purdue		3	\$
Veterinary Assisting 2	Purdue		3	\$

Welding 1	VU WELD 101 Oxy-Acetylene Welding	Yr	3	no
	VU WELD 102 Shield/Metal Arc Weld I	Yr	3	no
Welding 2	VU WELD 103 Gas/Metal Arc Welding	Yr	3	no

Yr 1	Health Careers	IVYT HLHS 100 Intro to Health Careers	Yr	3	no
		IVYT HLHS 111 Health/Wellness 4 Life	Yr	3	rw
Yr 2	CNA Prep	IVYT HLHS 107 CAN Prep	Yr	5	no
Yr 2	Dental Health Cr	IVYT DENT 115 Preclinical Practice I	Yr	3	no*
		IVYT DENT 124 Prvnt Dent/Diet & Nutr	Yr	3	115
Yr 2	EMT-Medic	IVYT PARM 102 EMT	Yr	7.5	rwm-
		IVYT PSAF 120	Yr	3	rwm-
Yr 2	Medical Assisting	IVYT HLHS 101 Medical Terminology	Yr	3	rw

*Ivy Tech Program Chair must Accept students into Dental Program

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

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

Program overview

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

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

Notes:

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

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

* One REACH class (3 credits) will be required during the summer after high school graduation to complete the AA degree. A score of a 3, 4, or 5 are required on the AP exams for the courses to count for college credit.

Associates Degree in Business Management

REACH at Bethel

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

REACH at Bethel

or

REACH at Bethel

IU ACP Human Biology P130
 IU ACP L202 Literature
 REACH at Bethel

REACH at Bethel

REACH at Bethel

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

General Education

THEO 110 Exploring the Christian Faith

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

BIBL 216 New Testament Literature

or

BIBL 215 Old Testament Literature

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

Major

ACCT 203 Fundamentals of Accounting I

ACCT 204 Fundamentals of Accounting II

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

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

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

ART DEPARTMENT Course Offerings by Grade

Content provided by MHS Art Department...revised 11/2017...Ryan Sergeant, Chair

HS Course #s		HS Course Name/College #	# Semesters	HS Cr per Sem	Dual Credit Prereq			College Credit	Eligible Grades			
Fall	Spring				Read	Write	Math		9	10	11	12
0901	Both	INTRO 2D Art	1	1				9	10	11	12	
	0902	ADV 2D Art	1	1				9	10	11	12	
0903	Both	INTRO 3D Art	1	1				9	10	11	12	
0904		DRAWING 1	1	1					10	11	12	
	0905	DRAWING 2/ARTS100	1	1	25	26	NA	IvyT 3		10	11	12
	0906	PAINTING	1	1					10	11	12	
0676	0677	GRAPHIC DESN/VISC115	2	1	25	26	NA	IvyT 3		10	11	12
0907	Both	VISUAL COMMS/VISC102	1	1	25	26	NA	IvyT 3		10	11	12
0908		PHOTOGRAPHY 1	1	1				9	10	11	12	
	0909	PHOTOGRAPHY 2	1	1				9	10	11	12	
0910		PHOTOGRAPHY 3	1	1					10	11	12	
	0911	PHOTOGRAPHY 4	1	1					10	11	12	
0912		CERAMICS 1	1	1					10	11	12	
	0913	CERAMICS 2	1	1					10	11	12	
0914		CERAMICS 3	1	1					10	11	12	
	0915	CERAMICS 4	1	1					10	11	12	
	0930	SCULPTURE	1	1					10	11	12	
0918	Both	FIBER ARTS 1	1	1					10	11	12	
	0919	FIBER ARTS 2	1	1					10	11	12	
N 0920	Both	JEWELRY 1	1	1					10	11	12	
	0921	ART HISTORY	1	1				9	10	11	12	
0922	0923	AP DRAWING/ARTS100	2	H1	AP Score 3-5			IvyT 3			11	12
0924	0925	AP 2D DESIGN/ARTS102	2	H1	AP Score 3-5			IvyT 3			11	12
0926	0927	AP 3D DESIGN/ARTS103	2	H1	AP Score 3-5			IvyT 3			11	12

Courses in gray are AP or dual credit.

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

N=New

H=Honors

P=Dual Credit pending

D=On priority dual credit list

Q=Quantitative Reasoning

P/F=Pass/Fail

INTRODUCTION TO TWO-DIMENSIONAL ART

Prerequisite: None

Supplies: Individual Supplies

COURSE: Design elements are stressed in connection with drawing, painting, and crafts projects. Art history, criticism, and design aesthetics are included.

ADVANCED TWO-DIMENSIONAL ART

Prerequisite: Introduction to Two-Dimensional Art

Supplies: Individual Supplies

COURSE: This course further develops an appreciation for creative design. By applying the principles of design, students will become acquainted with numerous art materials and their characteristics during art production.

INTRODUCTION TO THREE-DIMENSIONAL ART

Prerequisite: None

Supplies: Individual Supplies

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

DRAWING I

Prerequisites: Introduction to Two-Dimensional Art

Supplies: Individual Supplies

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

DRAWING 2

IvyT ARTS 100 3 CREDITS

Prerequisites: Introduction to Two-Dimensional Art, Drawing I

Supplies: Individual Supplies

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

ART > ART > ART

PAINTING

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

Supplies: Individual Supplies

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

GRAPHIC DESIGN AND LAYOUT

IvyT VISC 115 (3 CREDITS)

See course description on page 20

VISUAL COMMUNICATION

IvyT VISC 102 (3 CREDITS)

Prerequisites: Introduction to Two-Dimensional Art

Supplies: Digital Camera

COURSE: Students in visual communication engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. They create print media utilizing graphic design, typography, illustration, and image creation with digital tools and computer technology.

PHOTOGRAPHY I

Prerequisites: None

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

COURSE: This photography course is an exploration into basic and creative black and white photography with an introduction to modern digital photography. Students will utilize dark room photography processes and explore the historical foundation of photography as an art form.

PHOTOGRAPHY 2, 3, 4

Prerequisites: Photography 1

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

COURSE: This photography course offers students an opportunity to further explore the fine art of photography with advanced assignments.

CERAMICS I

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

Supplies: Individual Supplies

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

CERAMICS 2, 3, 4

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

Supplies: Individual Supplies

COURSE: Students will further explore three-dimensional art production. Emphasis will be on creativity in larger and more complicated forms.

SCULPTURE

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

Supplies: Individual Supplies

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

FIBER ARTS 1 & 2

Prerequisite: Introduction to Two-Dimens. Art

Supplies: As needed for the individual fiber art production.

COURSE: This is an exploratory course in personal creativity. The course will introduce the students to a wide variety of basic fiber techniques, such as weaving, macramé, and coil basketry. a

JEWELRY AND METALWORKING

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

Supplies: Individual Supplies

COURSE: This course will introduce students to working with metal to construct fine art pieces. Design elements will be stressed in connection with form and function. Various tools will be utilized such as: saws, torches, pliers and many hand tools. Materials used may be: sheet metal and wire, each of a precious metal. Students may also learn to set stones, construct pendants, form bracelets, shape rings, and solder picture frames. Art history, criticism, and design aesthetics are included.

ART HISTORY

Prerequisite: None

COURSE: Students taking Art History engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production. Students study works of art and artifacts from world cultures, engage in historically relevant studio activities; utilize research skills to discover social, political, economic, technological, environmental, and the nature of art, relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art related careers.

AP STUDIO ART

AP Studio Art is for the highly motivated student who is seriously interested in the study of art; the program demands significant commitment. Homework such as maintaining a sketchbook will be a necessary component. Group and

individual critiques, a common structure in the college classroom will also be conducted. Students will be required to assemble a portfolio of work. This portfolio will be evaluated based on three areas: quality, concentration, and breath. At the discretion of the college or university, students may gain college credit or advanced placement in college studio art based on their AP portfolio assessment.

AP STUDIO ART – DRAWING

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

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

AP STUDIO ART– TWO DIMENSIONAL DESIGN

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

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

AP STUDIO ART– THREE DIMENSIONAL DESIGN

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

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

BUSINESS EDUCATION DEPARTMENT Course Offerings by Grade

Content provided by MHS Business Department...revised 11/2017...Toni Forler, Chair

	HS Course #s		HS Course Name/College #	# Semesters	HS Cr per Sem	Dual Credit Prereq			College Credit	Eligible Grades			
	Fall	Spring				Read	Write	Math		9	10	11	12
Q	0601	0602	INTRO to ACCT	2	1					9	10	11	12
Q	0664	0665	BANKING & INVEST	2	1							11	12
Q	0607	0608	BUS MATH	2	1						10	11	12
	0611	0612	BUS LAW/BUSN201	2	1	25	26	NA	IvyT 3		10	11	12
	0657	0658	ENTREPRENEURSHIP	2	1							11	12
N	0660	0661	ENTREPRE-CEO/ENTR101&105	2	2	25	26	NA	IvyT 3/3			11	12
	0678	0679	PRN of BUS MGMT/BUS X100	2	H1				IU 3			11	12
	0653	0654	STRATEGIC MKTG	2	1								12
	0620	0621	WBL-BUS&MKTG	2	3	*WBL is linked with 0678/0679 or 0653/0654							12
	0681	0682	WBL-BUS&MKTG (PCI)	2	P/F							11	12
P	0651	0652	PRN of MKTG/MKTG101	2	1	25	26	24.5	IvyT 3	9	10	11	12
	0655	0656	MKTG in HOSPITALITY	2	1						10	11	12
	0613	0614	SPORTS & ENT	2	1						10	11	12
	0686	Both	DIGITAL APPS 1	1	1					9	10	11	12
	0688	Both	DIGITAL APPS 2/CINS101	1	1	25	26	NA	IvyT 3		10	11	12
	0676	0677	GRAPHIC DESN/VISC115	2	1	25	26	NA	IvyT 3		10	11	12
	0692	0693	INTERACT MEDIA	2	1						10	11	12
	0694	0695	COMP TECH SPT I	2	1						10	11	12
N	0696	0697	COMP TECH SPT II	2	1							11	12

Courses in gray are AP or dual credit.

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

N=New

H=Honors

P=Dual Credit pending

D=On priority dual credit list

Q=Quantitative Reasoning

P/F=Pass/Fail

INTRO TO ACCOUNTING (QUANTITATIVE REASONING)

Supplies: Workbook, Simulation, calculator

COURSE: Accounting introduces the language of business using Generally Accepted Accounting Principles (GAAP) and procedures for proprietorships and partnerships using double-entry accounting.

BANKING & INVESTING (QR)

Prerequisite: Accounting

Supplies: Workbook, Simulation, calculator

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

BUSINESS MATH

Prerequisite: Algebra I

Supplies: Workbook, Notebook, and Calculator

COURSE: Business Math is a business course designed to prepare students for roles as entrepreneurs, producers, and business leaders by developing abilities and skills that are part of any business environment. A solid understanding of math including algebra, basic geometry, statistics and probability provides the necessary foundation for students interested in careers in business and skilled trade areas.

BUSINESS LAW AND ETHICS

Prerequisite: None

Supplies: Workbook and notebook

COURSE: Business Law and Ethics provides an overview of the legal system in the business setting. Application of legal principles and ethical decision-making techniques are presented through problem-solving methods and situation analyses.

ENTREPRENEURSHIP AND NEW VENTURES

COURSE: Entrepreneurship and New Ventures introduces entrepreneurship, and develop skills and tools critical for starting and succeeding in a new venture. The entrepreneurial process of opportunity recognition, innovation, value proposition, competitive advantage, venture concept, feasibility analysis, and "go to" market strategies will be explored.

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

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

COURSE: Principles of Business Management focuses on the roles and responsibilities of managers as well as opportunities and challenges of ethically managing a business in the free enterprise system. The management of human and financial resources is emphasized.

STRATEGIC MARKETING

Prerequisite: Principles of Marketing

COURSE: Strategic Marketing builds upon the foundations of marketing and applies the functions of marketing at an advanced level. Students will study the basic principles of consumer behavior and examine the application of theories

from psychology, social psychology and economics. The relationship between consumer behavior and marketing activities will be reviewed.

WORK BASED LEARNING BUSINESS & MARKETING 3 CREDITS PCI 1 P/F CREDIT

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

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

PRINCIPLES OF MARKETING IvyT MKTG 101 (3 CREDITS)

Supplies: Workbook

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

MARKETING IN HOSPITALITY (OFFERED IN ODD YEARS)

Recommended Prerequisite: Principles of Marketing

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

SPORTS AND ENTERTAINMENT MARKETING (OFFERED IN EVEN YEARS)

Recommended Prerequisite: Principles of Marketing

COURSE: Specialized marketing course that develops student understanding of the sport/event industries, their economic impact, and products; distribution systems and strategies; pricing considerations; product/service management, and promotion

DIGITAL APPLICATIONS (COMPUTER APPLICATIONS)

Supplies: None

COURSE: Provides instruction in software concepts using a Windows based professional suite, which includes word processing, spreadsheet, database, graphics, and presentation applications. Instruction in basic computer hardware and operating systems that support software applications is provided.

DIGITAL APPLICATIONS ADVANCED IvyT CINS 101 (3 CREDITS)

Prerequisite: Digital Applications

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

Supplies: Folder

COURSE: Digital Applications, Advanced provides instruction that includes advanced applications and integration of a professional suite and the use of emerging technology. Students may be given the opportunity to seek an industry-recognized digital literacy certification (Microsoft Office Specialist).

GRAPHIC DESIGN AND LAYOUT IvyT VISC 115 (3 CREDITS)

Prerequisites: Permission of instructor

COURSE: Graphic Design and Layout includes organized learning experiences that incorporate a variety of visual art techniques as they relate to the design and execution of layouts and illustrations for advertising, displays, promotional materials, and instructional manuals. Instruction also covers advertising theory and preparation of copy, lettering, posters, and artwork in addition to incorporation of photographic images.

INTERACTIVE MEDIA

COURSE: Interactive Media emphasizes the development of digitally generated or computer-enhanced products using multimedia technologies. Students will develop an understanding of professional business practices including the importance of ethics, communication skills, and knowledge of the "virtual workplace".

COMPUTER TECH SUPPORT

Prerequisites: 2.0 GPA

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

PREPARING FOR COLLEGE AND CAREERS

Supplies: Loose leaf paper, folder

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

ENGINEERING & TECHNOLOGY DEPARTMENT Sequence of Course Offerings

Content provided by Engineering & Technology Department...revised 11/2017...Ben Modlin, Chair

	HS Course #s		HS Course Name/College #	# Semesters	HS Cr per Sem	Dual Credit Prereq			College Credit	Eligible Grades			
	Fall	Spring				Read	Write	Math		9	10	11	12
	0801	0802	COMP IN DESN (CAD A)	2	1					9			
	0803	0804	CAD I/VU DRAF140	2	1				VU 3		10	11	12
	0805	0806	CAD II/VU DRAF150	2	1				VU 2			11	12
	0807	0808	INTRO TO COMMS	2	1					9	10	11	12
	0811	0812	DESIGN PROC (R&D)	2	1							11	12
Q	0813	0814	ENG DESIGN & DEV (nonPLTW)	2	H1							11	12
	0827	0828	INTRO TO CONSTR	2	1					9	10	11	12
	0834	Both	INTRO TO MFG	1	1					9	10	11	12
NP	0837	0838	ADV MFG1-2/ADMF 101	2	1				IvyT 3		10	11	12
	0861	0862	CONST TECH I/CONT101	2	3				IvyT 3			11	12
	0863	0864	CONST TECH II/CONT102	2	3				IvyT 3				12
	0865	0866	INTRO ENG DES/DESN101	2	H1				IvyT 3	9	10	11	12
Q	0867	0868	PRINC OF ENGIN/DESN104	2	H1				IvyT 3		10	11	12
Q	0869	0870	CIVIL ENG ARCH/DESN105	2	H1				IvyT 3			11	12
Q	0871	0872	COMP INTG MFG/ADMF116	2	H1				IvyT 3			11	12
Q	0877	0878	AEROSPACE ENG 1-2	2	H1							11	12
Q	0879	0880	ENG DESIGN & DEVL 1-2	2	H1								12
	0815	0816	AUTOMAT & ROB I	2	1							11	12
	0817	0818	AUTOMAT & ROB II	2	1							11	12

Courses in gray are AP or dual credit.

N=New

P=Dual Credit pending

Q=Quantitative Reasoning

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

H=Honors

D=On priority dual credit list

P/F=Pass/Fail

COMPUTERS IN DESIGN AND PRODUCTION (CAD A)

Prerequisites: CAD/Drafting I

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

ARCHITECTURAL DRAFTING AND DESIGN I (CAD I) VU DRAF 140 (3 CREDITS)

Prerequisite: none

COURSE: Architectural Drafting and Design I will provide students with a basic understanding of the detailing skills commonly used by a drafting technician. Areas of study include: lettering, sketching, proper use of equipment, geometric constructions with emphasis on orthographic (multi-view) drawings that are dimensioned and noted to ANSI standards. Areas of emphasis will include print reading and drawing. Students will gain valuable hands-on experience with Auto CAD. They will be expected to complete several projects relating to command topics. Topics include: 2D drawing commands, coordinate systems, editing commands, paper and model space, inquiry commands, layers, plotting, text, and basic dimensioning. This course will also include Basic Architectural AutoCAD practices.

ARCHITECTURAL DRAFTING AND DESIGN II (CAD II) VU DRAF 150 (2 CREDITS)

Prerequisite: CAD I

COURSE: Architectural Drafting and Design II presents a history and survey of architecture and focuses on creative design of buildings in a studio environment. This course will focus on advanced CAD features, including fundamentals of three dimensional modeling for design. Includes overview of modeling, graphical manipulation, part structuring, coordinate system, and developing strategy of modeling. Advanced CAD will enable the student to make the transition from 2D drafting to 3D modeling. Various Architectural software packages and applications may be used.

INTRODUCTION TO COMMUNICATION (AND CODING)

COURSE: Introduction to Communications is a course that specializes in identifying and using modern communication to exchange messages and information. This course explores the application of the tools, materials, and techniques used to design, produce, use, and assess systems of communication. Students will produce graphic and electronic media as they apply communication technologies. This course will also explore the various technical processes used to link ideas and people through the use of electronic and graphic media. Students will explore mass media communication processes including radio and television broadcasting, publishing and printing activities, telecommunication networks, recording services, computer and data processing networks, and other related systems.

DESIGN PROCESSES (R&D)

Prerequisites: CAD/Drafting I

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

ENGINEERING DESIGN & DEVELOPMENT (NON PLTW) (QR)

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

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

INTRODUCTION TO CONSTRUCTION

COURSE: Introduction to Construction is a course where students will study how different types of structures are designed, engineered, and built. Students will use basic problems solving skills & applied math to design, engineer, and build simplified engineering projects. Students will draw simple plans, frame a scale model house, and explore the many phases of construction. Design, site selection, site preparation, foundations, framing, and finishing the structures are just a few phases to be explored. The second semester will be filled with many hands-on experiences. Students will learn some basic surveying skills taking elevation readings and drawing a plot plan. Students will become familiar with many aspects of the construction industry. Any student considering a career in construction trades or taking the Construction Technology (building trades) course should take this class.

INTRODUCTION TO MANUFACTURING SYSTEMS

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

INTRO TO ADVANCED MANUFACTURING

Prerequisite: Introduction to Manufacturing

COURSE: : Introduction to Advanced Manufacturing is a course where students will learn advanced knowledge and

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

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

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

PROJECT LEAD THE WAY

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

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

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

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

Prerequisite: Introduction to Engineering Design

COURSE: This survey course of engineering exposes students to some of the major concepts they'll encounter in a postsecondary engineering course of study. Students have an opportunity to investigate engineering and high-tech careers and to develop skills and understanding of course concepts. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges.

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

Grades: 11–12

Length of Course: Two Semesters - 1 Credit each

Prerequisite: Principles of Engineering

COURSE: *The major focus of this course is completing long-term projects that involve the development of property sites. As students learn about various aspects of civil engineering and architecture, they apply what they learn to the design and development of a property. Students work in teams, exploring hands-on activities and projects to learn the characteristics of civil engineering and architecture. In addition, students use 3D design software to help them design solutions to solve major course projects.*

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

Prerequisite: IED and POE to qualify for dual credit

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

AEROSPACE ENGINEERING (QR)

Prerequisite: Principles of Engineering

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

ENGINEERING DESIGN AND DEVELOPMENT (QR)

Prerequisite: Principles of Engineering

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

INDUSTRIAL AUTOMATION AND ROBOTICS I & II

Prerequisites: none

COURSE: *Students will gain skills to design and build basic robots that use sensors and actuators to solve specific problems and complete specific tasks. This will include introductory programming autonomous mode. This course will provide fundamental knowledge and skills in basic lasers, pneumatics, hydraulics, mechanics, basic electronics, and programmable logic controllers along with an understanding of career pathways in this sector.*

ENGLISH DEPARTMENT Course Offerings by Grade

Content provided by MHS English Department...revised 11/2017...Lori Kizer, Chair

HS Course #s		HS Course Name/College #	# Semesters	HS Cr per Sem	Dual Credit Prereq			College Credit	Eligible Grades			
Fall	Spring				Read	Write	Math		9	10	11	12
0112	0113	ENG 9	2	1				9				
0114	0115	ENG 9H	2	H1				9				
0122	0123	ENG 10	2	1					10			
0124	0125	ENG 10H	2	H1					10			
0132	0133	ENG 11	2	1						11		
0134	0135	ENG 11H	2	H1						11		
0157	0158	AMER LIT (FILM LIT)	2	1						11		
0142	0143	ENG 12	2	1							12	
0146		IUACP ENG 12-W131	1	HD1				IU 3			12	
	0147	IUACP ENG 12-L202	1	HD1				IU 3			12	
NP	0148	EXPSTRY WRITING/ENG112	1	HD1	25	26	NA	IvyT 3			12	
	0161	CREATV WRITING	1	1						11	12	
0150	0151	ENL	2	1				9	10	11	12	
0162		MASS MEDIA	1	1					10	11	12	
0164	Both	SPEECH	1	1				9	10	11	12	
0165	Both	IUACP PUBL SPK S121	1	HD1				IU 3		11	12	
0166		THEATRE ARTS	1	1				9	10	11	12	
	0167	THEATRE PROD	1	1				9	10	11	12	
0168	Both	ADV THEATRE ARTS	1	1					10	11	12	
0118	0119	LAL 9	2	1				9				
0126	0127	LAL 10	2	1					10			
0116	0117	LAL 1/2	2	1				9	10			
0173	0174	LAL 11/12	2	1						11	12	
0169		DRAMATIC LIT	1	1					10	11	12	
0182	0183	JOURNALISM	2	1				9	10	11	12	
0101	...0108	STUDENT MEDIA NP	2	1				9	10	11	12	
0191	...0198	STUDENT MEDIA YB	2	1				9	10	11	12	

Courses in gray are AP or dual credit.

N=New

P=Dual Credit pending

Q=Quantitative Reasoning

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

H=Honors

D=On priority dual credit list

P/F=Pass/Fail

Freshman Courses (9th Grade):

ENGLISH 9

Grade: 9

Length of Course: Two Semesters - 1 Credit each

COURSE: English 9 is a survey course in which students are exposed to multiple genres of reading and writing. Literature instruction focuses on opportunities to read and comprehend a wide variety of literature genres, apply critical thinking skills and appreciate literature. Vocabulary development utilizes decoding, context clues, glossaries, and programmed study. Students use acquired technology skills in the writing process. Students are required to write for a variety of purposes and audiences such assignments as narrative, expository, and persuasive essays, summaries, journals, short stories, and technical writings (business letters, resumes, and reports). Oral communication skills are emphasized in making presentations and in being critical listeners.

ENGLISH 9 (H)

Grade: 9

Length of Course: Two Semesters -1 Credit each

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

ENGLISH 9

Sophomore Courses (10th Grade):

ENGLISH 10

COURSE: English 10 reinforces and continues to make use of the many reading, writing, listening, and speaking activities and skills of English 9. Students will be responsible for taking personal time for instructional reading.

ENGLISH 10 (H)

Prerequisites: English 9 Honors or English 9

COURSE: English 10 Honors is an advanced composition and a British literature survey course for sophomores meeting the requirements of the gifted and talented program. Essay assignments emphasize the ability to state a thesis and then satisfactorily support it with various expository and persuasive writing techniques. Students are required to submit a literary critique and a research paper. The course includes student understanding of grammatical concepts to improve self-evaluation of papers.

SAT preparation exercises are included in vocabulary and writing. The course includes independent reading, library assignments, individual projects, and programmed vocabulary study.

Junior Courses (11th Grade):

ENGLISH 11

COURSE: Through the integrated study of language, literature, composition, and oral communication, English 11 students further develop their use of language as a tool for learning and thinking and as a source of pleasure. Students will survey the development of American literature from early Native American literature through contemporary literature. English 11 increasingly calls attention to the contexts in which oral communication takes place. Instruction will stress effective delivery techniques, communicating responsibly, critically and confidently on a variety of topics, creating and using technological devices in oral and written presentations, and demonstrating the various types of speeches. Students will be responsible for taking personal time for instructional reading.

ENGLISH 11 (H)

Prerequisites: English 10 H or English 10

COURSE: This course is designed for the highly motivated student who has demonstrated a high reading level and a reasonable mastery of written and spoken English. Focusing on major American writers and their works in relation to historical periods, the course surveys the development of United States literature from pre-colonial beginnings to the present. The emphases in composition are on organization, logic, coherence, and other advanced composition skills necessary for clear and concise writing. In addition to summer reading, students will be expected to complete independent reading, writing, and research assignments during the school year and to complete an English Honors Project.

AMERICAN LITERATURE 1-2 (FILM LIT)

COURSE: This course is designed for the highly motivated student who has demonstrated a high reading level and a reasonable mastery of written and spoken English. This is a condensed version of English 11 which is paired with Film Literature. Through the integrated study of language, literature, composition, and oral communication, English 11 students further develop their use of language as a tool for learning and thinking and as a source of pleasure. Students will survey the development of American literature from early Native American literature through contemporary literature. English 11 increasingly calls attention to the contexts in which oral communication takes place. Instruction will stress effective delivery techniques, communicating responsibly, critically and confidently on a variety of topics, creating and using technological devices in oral and written presentations, and demonstrating the various types of speeches. Students will be responsible for taking personal time for instructional reading.

Senior Courses (12th Grade)

ENGLISH 12

COURSE: English 12 students further develop their use of language as a tool for learning and thinking. Students will survey the development of British literature from the Anglo-Saxon to the modern period. Students will be responsible for taking personal time for instructional reading.

IU ACP W131 COMPOSITION

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

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

IU ACP L202 LITERARY INTERPRETATION

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

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

EXPOSITORY WRITING

Prerequisites: see English chart

COURSE: Expository Writing, a course based on the Indiana Academic Standards for English/ Language Arts, is a study and application of the various types of informational writing intended for a variety of different audiences. Using the writing process, students demonstrate a command of vocabulary, English language conventions, research and organizational

skills, an awareness of the audience, the purpose for writing, and style. **EXPOSITORY WRITING PROJECT:** Students complete a project, such as an extended essay or research paper explaining the main idea or thesis by using the expository strategies of classification, illustration by example, definition, comparison and contrast, process analysis (descriptions or explanations that provide instructions for the reader), cause and effect, definitions, or some combination of these strategies, which demonstrates knowledge, application, and writing progress in the Expository Writing course content.

Other English Courses

CREATIVE WRITING

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

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

DRAMATIC LITERATURE

Prerequisites: None

COURSE: Dramatic Literature provides a study of plays and literary art, with particular focus on dramatic conventions that differentiate drama from other literary genres. Students are given opportunities to express their knowledge of course content through creative, analytical, and expository writing, tests, and projects.

SPEECH (PUBLIC SPEAKING)

Prerequisites: None

COURSE: Since stage fright is the number one fear of many Americans, this course is an extremely practical class to prepare for a 21st century workforce that is requiring effective speaking skills. Speech is an introductory public speaking course in which students will learn to choose topics, organize ideas, adapt to specific audiences, and effectively use non-verbal and verbal communication skills. Students will have many opportunities to present talks on a variety of informative, persuasive, and entertaining topics.

IU ACP S121 PUBLIC SPEAKING

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

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

Electives

LANGUAGE ARTS LAB

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

LAL 1-2

Prerequisites: None

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

MASS MEDIA

Prerequisites: None

COURSE: Mass Media offers various opportunities for hands-on activities in a state of the art television production studio. This course deals with the influences of the mass media in our lives: past, present, and future. While it covers all of the major mass media, the course focuses on radio and television. Students will learn scriptwriting, camera and audio recording techniques, editing and special effects production. Because this course involves a studio environment and has a limited enrollment, students are expected to have a mature work ethic and strong self-motivation.

THEATRE ARTS

Prerequisites: None

COURSE: Students in Theatre Arts work in the classroom and on the stage. The course begins with a unit on improvisation, then moves to basic acting. Students are required to read aloud, perform in front of the rest of the class, and memorize their parts. Students memorize and perform monologues, Shakespearean soliloquies, and group scenes. The grade in this course is based heavily on participation and performances.

ADVANCED THEATRE ARTS

Prerequisites: Theater Arts

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

THEATRE PRODUCTION

Prerequisites: Theatre Arts and teacher's approval

COURSE: *Theatre Production focuses on the fundamentals of play production, directing, play writing, and performing. (Introduction to the principles of acting is part of Theatre Arts.) Students will gain an understanding of the theatre and the place of drama in the world. Students will explore their range of creativity, interpretation, and skill by acting in scenes, directing scenes, writing a monologue or one-act play, and researching major playwrights.*

JOURNALISM

COURSE: *Journalism is a study of news elements, journalism history, First Amendment law, ethics, fact and opinion, copy editing, news, and features as they apply to print and digital media products. It includes a comparison study of journalistic writing to other types of English writing with practical application of news, features, editorials, reviews, columns and digital media writing forms. For the second credit: Students continue to develop journalistic writing skills in addition to studying graphic design, advertising, public relations, photojournalism and emerging media development and design. By the end of the semester, students write, shoot and design stories for print and digital media products.*

STUDENT PUBLICATIONS (NEWSPAPER OR YEARBOOK)

a max of 8 credits over 4 years

Prerequisite: Journalism (completed or concurrent enrollment)

COURSE: *Student Publications, a course based on the High School Journalism Standards and the Student Publications Standards, is the continuation of the study of journalism. Students demonstrate their ability to do journalistic writing and design for high school publications, including school newspapers and yearbooks, and a variety of media formats. Students work on high school publications or media staffs.*

FAMILY AND CONSUMER SCIENCE DEPARTMENT Course Offerings by Grade

Content provided by MHS Family and Consumer Science department... revised 11/2017...Karen McCartney, Chair

HS Course #s		HS Course Name/College #	# Semesters	HS Cr per Sem	Dual Credit Prereq			College Credit	Eligible Grades			
Fall	Spring				Read	Write	Math		9	10	11	12
0701	Both	NUTR/WELLNESS	1	1				9	10	11	12	
	0702	ADV NUTR&WELL	1	1				9	10	11	12	
0705	0706	INTRO CUL ARTS	2	1					10	11	12	
0711	0712	CUL ARTS I	2	3						11	12	
0713	0714	CUL ARTS II	2	3						11	12	
0720	Both	INTRO HOUS&INTER	1	1					10	11	12	
0732	0733	INTRO FASH/TEX	2	1				9	10	11	12	
0734	0735	FASH/TEX CAREERS I	2	1					10	11	12	
N 0736	0737	FASH/TEX CAREERS II	2	1						11	12	
	0739	CHILD DEVL P	1	1					10	11	12	
	0740	ADV CHILD DEVL P	1	1					10	11	12	
9703	9704	INTERPERS REL (all sophs)	2	0.5					10			
9705	9706	ADULT ROLE (all juniors)	2	0.5						11		

Courses in gray are AP or dual credit.

N=New

P=Dual Credit pending

Q=Quantitative Reasoning

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

H=Honors

D=On priority dual credit list

P/F=Pass/Fail

NUTRITION & WELLNESS/ADVANCED NUTRITION & WELLNESS

Prerequisites: NW1: none; NW2: C or better in NW1
Supplies: Included in lab fee

COURSE: Nutrition & Wellness focuses on wellness of the student as it relates to food and nutrition. Students will be expected to work with peers in a lab situation. Students will need to be responsible for planning labs, following safety rules, caring for equipment and supplies, while being a contributing group member.

INTRO TO CULINARY ARTS

Prerequisites: Nutrition & Wellness, Advanced Nutrition and Wellness, or permission of the instructor

COURSE: This is an exploratory course for students considering career pathways related to culinary arts. Topics include safety, sanitation, storage and recycling processes in the industry; impacts of science and technology on the industry; and culinary arts career pathways.

CULINARY ARTS MANAGEMENT (PROSTART 1)

ADVANCED CULINARY ARTS (PROSTART 2)

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

Supplies: Included in lab fee

COURSE: This is a two year, school-to-work course that combines approved classroom work, (hands-on food preparation), with paid and mentored internships (jobs in food service during these two years). This course focuses on the skills students need to have for food service management.

INTRO TO HOUSING & INTERIORS

Prerequisites: None

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

INTRO TO FASHION & TEXTILES

Prerequisites: None

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

COURSE: Addresses knowledge and skills related to design, production, acquisition, and distribution in the textiles and fashions arenas. Work-based, entrepreneurial, experimental, laboratory, and/or service learning are to be included; and portfolio activities are required.

FASHION & TEXTILE CAREERS I & II

Prerequisites: Intro to Fashion & Textiles

COURSE: Fashion and Textiles Careers I prepares students for occupations and higher education programs of study related to careers in the fashion industry. A strong school-based project approach will be used in the classroom. Also, work-based experience is strongly encouraged to enhance the learning process.

CHILD DEVELOPMENT & PARENTING

Prerequisites: None

COURSE: Child Development & Parenting focuses on parenting practices and skills that support the positive development of children with in their families. Topics include brain development research, responsibilities and challenges of parenting, adolescent pregnancy, prenatal development, birth, developmental growth for infants through school age children and adolescents. This class is project oriented.

ADVANCED CHILD DEVELOPMENT

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

COURSE: Focus is on the pre-school aged child. Students learn to interact with children and create developmental activities for children attending our preschool lab. Students must be able to work individually and as a team

FAMILY & CONSUMER SCIENCE

player. The course takes the perspective of the role of a child care provider.

INTERPERSONAL RELATIONSHIPS

Prerequisites: None

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

ADULT ROLES AND RESPONSIBILITIES

Prerequisites: None

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

HEALTH & PHYSICAL EDUCATION Course Offerings by Grade

Content provided by MHS Health & Physical Education Department...revised 11/2017...Linda Schrader, Chair

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

Courses in gray are AP or dual credit.

N=New

P=Dual Credit pending

Q=Quantitative Reasoning

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

H=Honors

D=On priority dual credit list

P/F=Pass/Fail

HEALTH EDUCATION

Prerequisites: None

COURSE: High school health education provides the basis for continued methods of developing knowledge, concepts, skills behaviors, and attitudes related to student health and well-being. This course includes the major content areas in a planned, sequential, comprehensive health education curriculum as expressed in the Indiana Health Education Standards Guide: (1) Personal Health; (2) Mental and Emotional Health; (3) Suicide Prevention; (4) Nutrition; (5) Alcohol, Tobacco and Other Drugs; (6) Growth and Human Sexuality; (7) Risk and Injury Prevention; (8) CPR.

ADVANCED HEALTH EDUCATION

Prerequisites: Health Education

COURSE: This course focuses on health concerns and health risk appraisals, which might include: (1) individual wellness plans, (2) health promotion, (3) chronic and communicable diseases, (4) stress management, (5) personal fitness, (6) management of sports injuries, (7) death and dying, and (8) first aid. Careers in health are addressed within the context of the course.

PHYSICAL EDUCATION 1 & 2

Prerequisites: None

COURSE: The program includes skill development and the application of rules and strategies in the following areas: 1) health related fitness activities 2) aerobic exercise 3) team sports 4) individual and dual sports 5) aquatics 6) recreational games 7) community water safety. Evaluation includes both written and performance based skill assessment as well daily participation in class.

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

ELECTIVE PE: ADVANCED PHYSICAL EDUCATION 1-6

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

Supplies: Designated gym equipment

COURSE: The course focuses on health-related physical fitness activities and individual or dual sports. This course is designed for students who have demonstrated an interest in physical conditioning, have achieved success in PE I and II, and are willing to work. Advanced PE includes Weight Training and Lifetime Sports activities.

ELECTIVE PE: ATHLETIC WEIGHT TRAINING 1-6 INTRO TO ATHLETIC WEIGHT TRAINING

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

Supplies: Designated gym equipment

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

HEALTH & PHYSICAL EDUCATION

MATHEMATICS DEPARTMENT Course Offerings by Grade

Content provided by MHS Mathematics Department...revised 11/2017...Amy Foley, Chair

	HS Course #s		HS Course Name/College #	# Semesters	HS Cr per Sem	Dual Credit Prereq			College Credit	Eligible Grades			
	Fall	Spring				Read	Write	Math		9	10	11	12
Q	0427	0428	ALGEBRA I (9) 1-2	2	1					9			
	0429	0430	MATH LAB AI 1-2	2	1					9			
Q	0418	0419	ALG I (9) 1-2	2	1					9			
Q	0420	0421	ALG II (9) 1-2	2	1					9			
NQ	0455	0456	ALG II H 1-2/MATH136	2	H1	NA	NA	27	IvyT 3	9	10	11	12
Q	0433	0434	ALG I 1-2	2	1						10	11	12
Q	0403	0404	ALGEBRA II 1-2	2	1						10	11	12
	0401	0402	MATH LAB AII 1-2	2	1						10	11	12
Q	0453	0454	ALG II 1-2	2	1						10	11	12
Q	0422	0423	GEOMETRY I 1-2	2	1							11	12
	0424	0425	MATH LAB G 1-2	1	1							11	12
Q	0441	0442	GEOM I 1-2	2	1						10	11	12
Q	0443	0444	GEOM I (9) 1-2	2	1					9			
Q	0445	0446	GEOM I H 1-2	2	1					9	10	11	12
Q	0481	0482	PRE-CALC 1-2	2	1						10	11	12
Q	0483	0484	PRE-CALC H/MATH137	2	HD1	NA	NA	27	IvyT 3		10	11	12
Q	0487	0489	CALCULUS 1-2 (HS credit only)	2	1							11	12
Q	0471	0472	IUACP FINITE M M118	2	HD1				IU 3			11	12
Q	0485	0486	AP-CAL-AB/IU M215 1-2	2	HD1				IU 5			11	12
Q	0493	0494	AP-CAL-BC/IU M216 1-2	2	HD1				IU 5				12
Q	0495	0496	AP STATS/MATH200 1-2	2	HD1	AP Score 3-5			IvyT 3			11	12

Courses in gray are AP or dual credit.

N=New

P=Dual Credit pending

Q=Quantitative Reasoning

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

H=Honors

D=On priority dual credit list

P/F=Pass/Fail

MATH SEQUENCING POSSIBILITIES

Following are suggested paths students might take in their high school mathematics sequence. Students may move between sequences after consultation with their counselor.

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

ALGEBRA I

Prerequisites: None

Supplies: Scientific calculator

COURSE: Algebra I is a full year course that provides a formal development of the algebraic skills and concepts necessary for students to succeed in advanced courses. In particular, the instructional program in this course provides for the use of algebraic skills in a wide range of problem-solving situations.

MATH LAB A I

Prerequisites: None

COURSE: Math Lab AI is a mathematics support course for Algebra I. The course provides students with additional time to build the foundation necessary for high school math courses.

ALGEBRA II

Prerequisites: Algebra I

Supplies: Graphing calculator

COURSE: Algebra II 1 is a course that extends the content of Algebra I and provides further development of the concept of a function.

ALGEBRA II (H)

IvyT MATH 136 3 CREDITS

Prerequisites: Algebra I

Supplies: Graphing calculator

COURSE: This course is designed for advanced students who intend to later enroll in Calculus and/or M118. It is a course that quickly reviews the topics of Algebra I and then proceeds into advanced algebraic topics. This course may be taken concurrently with Geometry Honors.

ALGEBRA II/MATH LAB A II (DAILY)

Prerequisites: Algebra I

Supplies: Graphing calculator

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

GEOMETRY I

Prerequisite: Algebra I

Supplies: Scientific calculator, compass, straightedge, protractor

COURSE: Students enrolled in Geometry I examine the properties of two- and three-dimensional shapes. Proof and logic, as well as investigative strategies in drawing conclusions, are stressed.

GEOMETRY I/MATH LAB G (DAILY)

Prerequisite: Algebra I [C or below recommended]

Supplies: Scientific calculator, compass, straight-edge, protractor

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

GEOMETRY I (H)

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

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

COURSE: This course is designed for advanced students who intend to later enroll in Calculus and/or M118. Emphasis will be placed on logical reasoning and proof writing skills. This course may be taken concurrently with Algebra II Honors or Pre-calculus/Trigonometry Honors.

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

PRE-CALCULUS

Prerequisites: Algebra II; Geometry I

Supplies: Graphing calculator

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

PRE-CALCULUS (H)

IvyT MATH 137 3 CREDITS

Prerequisites: Algebra II

Supplies: Graphing calculator

COURSE: This course is designed for advanced students who intend to later enroll in Calculus and/or M118. This course combines an intensive study of algebraic topics with an introduction to trigonometric and analytical techniques. This course may be taken concurrently with Geometry Honors.

CALCULUS

Prerequisites: Pre-Calculus (including Trigonometry)

Supplies: Graphing calculator

COURSE: This course will cover the basics of both differential and integral calculus. This course is designed to cover the same topics as a college level calculus course but at a slower pace and with more emphasis on strengthening foundational knowledge. College credit is NOT available for this course.

FINITE MATHEMATICS

IU ACP FINITE MATH M118

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

COURSE: Throughout the course there is an emphasis on ideas and techniques useful in solving problems with an emphasis on probability and linear mathematics. Students may elect to take the course for Indiana University credit and meet one of the requirements for inclusion into the School of Business.

AP CALCULUS AB/ IU ACP CALCULUS I M215

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

Supplies: Graphing Calculator

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

AP CALCULUS BC
IU ACP CALCULUS II M216

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

Supplies: Graphing Calculator

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

AP STATISTICS

Prerequisites: Algebra II and 3.0 GPA

Supplies: Graphing Calculator

COURSE: *Statistics, Advanced Placement is a course based on content established by the College Board. The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The national Advanced Placement Statistics exam in May is a requirement for students in this course.*

MUSIC DEPARTMENT Course Offerings By Grade

Content provided by MHS Music Department...revised 11/2017...Dennis Gamble, Chair

HS Course #s		HS Course Name/College #	# Semesters	HS Cr per Sem	Dual Credit Prereq			College Credit	Eligible Grades			
Fall	Spring				Read	Write	Math		9	10	11	12
0951	0952	INTERM CONC BAND	2	1				9	10	11	12	
0938	0939	ADV CONC BAND	2	1					10	11	12	
0964		JAZZ ENSEMBLE H	1	H1					10	11	12	
0941	0942	BEG CHORUS	2	1				9				
0961	0962	INTERM ORCH	2	1				9	10	11	12	
0959	0960	ADV ORCH	2	1					10	11	12	
0947	0948	INTERM CHORUS	2	1					10	11	12	
0943	0944	ADV CHORUS	2	1					10	11	12	
0945	0946	VOCAL JAZZ	2	1					10	11	12	
0949		CHORAL CHAMBER H	1	H1					10	11	12	
0953	0954	PIANO/KEYBOARD	1	1				9	10	11	12	
N	0936	MUSIC HIST & APPRECIATION	1	1				9	10	11	12	
N	0957	0958	AP MUSIC THEORY/HUMA117	2	H1	AP Score 3-5		IvyT 3		10	11	12
	Summer School	MUSIC THEORY	1	1					10	11	12	

Courses in gray are AP or dual credit.

N=New

P=Dual Credit pending

Q=Quantitative Reasoning

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

H=Honors

D=On priority dual credit list

P/F=Pass/Fail

INSTRUMENTAL MUSIC COURSES (BAND AND ORCHESTRA)

Prerequisites: Audition and approval of director.

Supplies:

An approved and fully functional band or orchestra instrument is required for participation. If a student does not own an instrument, a school owned instrument may be available for rental for a yearly \$35.00 rental fee. All percussionists are assessed a \$35.00 per year fee in order to play school instruments.

Ensemble activities are designed to develop elements of musicianship including, but not limited to: tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, and studying historically significant styles of literature. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience.

Time outside of the school day may be scheduled for dress rehearsals. Required public performances and ISSMA contest events outside of the school day and on limited weekends will serve as a culmination of daily rehearsal and musical goals.

Marching Band is not a separate course. All band members are expected to participate in Marching Band through the football season except cheerleaders, football players and any others up to the discretion of the band director. Those not marching will have to complete an alternate assignment. A required concentrated two week band camp is scheduled before the opening of school in August to prepare for marching shows, and two required evening rehearsals each week are held in addition to regular class time during the football season.

Students enrolled in any concert or advanced band classes are required to perform in a limited number of Pep Band performances during the basketball seasons

INTERMEDIATE CONCERT BAND OR INTERMEDIATE CONCERT ORCHESTRA

Prerequisites: This group performs grade 2 literature or above. Audition based on ISSMA performance rubric and approval of director.

ADVANCED CONCERT BAND OR ADVANCED CONCERT ORCHESTRA

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

JAZZ ENSEMBLES - (H)

Prerequisites: Audition based on ISSMA performance rubric and approval of director.

Rehearsal schedule:

Maroon Days from 7:00 am until 7:50 am

White Days from 7:00 am until 7:50 am

Supplies: An approved musical instrument.

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

Students must be enrolled concurrently in a recognized musical organization at Mishawaka High School. Exceptions include musicians playing instruments not normally found in these ensembles such as piano or guitar up to the director's discretion

MAROON DAY JAZZ

Students perform in a traditional standard "Big Band" instrumentation of 16-20 musicians picked on the basis of audition.

Students will perform in at least one professionally adjudicated jazz festival and/or ISSMA contest during the school year.

MUSIC > MUSIC

WHITE DAY JAZZ

This group is open to all instrumentalists in the music department including string players in orchestra.

The function of this course is to develop more advanced improvisational skills through the use of standard tunes, scale and chord theory, pattern and form development and original compositions in a non-traditional instrumentation setting.

CADET CHOIR (BEGINNING/INTERMEDIATE CHOIR)

COURSE: This course meets both semesters for 1 credit per semester with no prerequisites. It is a mixed training choir for all high school students desiring to take a course that provides participation in group singing for 2-3-4 parts, instruction in vocal production, general musicianship and preparation for advancement to auditioned performance groups. Cadet choir performs at Fall Festival and Mayfest. By audition, students may advance to A'cappella, Madrigals and/or Maroon Jazz. Class requirements include the purchase of the MHS Choir t-shirt and attendance at all required performances.

A'CAPPELLA CHOIR (ADVANCED CHORUS)

COURSE: This course meets both semesters for 1 credit per semester. It is an auditioned, mixed advanced choir for 10-12 grade students desiring to take a course that provides participation in group singing for 4-6 parts, instruction in vocal production and general musicianship performing advanced choral literature. A'cappella choir performs at Vespers, Evening at the Pops, Mayfest, and graduation ceremonies. Students must re-audition to be a member for the following school year. Class requirements include attendance at all required performances. The class uniform is provided through the choral department.

MAROON JAZZ (VOCAL JAZZ)

COURSE: This course meets both semesters for 1 credit per semester. It is an auditioned, mixed advanced choir for 10-12 grade students desiring to take a course that provides advanced instruction in jazz and pop singing for 4-8 parts. Special attention is given, to a'cappella and improvisatory singing, showmanship as well as standard performance practice. Maroon Jazz performs at Fall Festival, ISSMA Vocal Jazz contest, Evening at the Pops, Mayfest, community events and graduation ceremonies. Students must re-audition to be a member for the following school year. Class requirements include attendance at all required performances. The class uniform is provided through the choral department.

MHS MADRIGALS HONOR SOCIETY (CHORAL CHAMBER)

COURSE: This course meets first semester for 1 honors credit. It is an auditioned, mixed advanced performance ensemble that studies and performs advanced a'cappella choral literature of antiquity, sacred and secular. Special attention is given to sight-reading, diction, a'cappella ensemble singing and development of musicianship. The group is available for community and school functions. This group will perform at Fall Festival, Vespers, First Source Bank, Tippecanoe Place Restaurant and various events in November and December. Students must re-audition to be a member for the following

school year. Class requirements include attendance at all required performances. The individual costumes are provided through the choral department.

AP MUSIC THEORY/HUMA117

COURSE: This course meets both semesters for 1 credit per semester. It is designed to prepare students for taking the College Board AP Music theory test in the spring. It is also essential to entering any comprehensive college music program. Students will (1) develop ear training and dictation skills, (2) compose works that illustrate mastered concepts, (3) understand harmonic structures and analysis, (4) understand modes and scales as well as (5) be introduced to traditional jazz theory. This course is designed for any student who wants to be challenged and enjoys learning more complex music skills than what are usually offered in general music and music performance classes.

PIANO & ELECTRIC KEYBOARD

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

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

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

SCIENCE DEPARTMENT Course Offerings By Grade

Content provided by MHS Science Department...revised 11/2017...Gregory Smith, Chair

HS Course #s		HS Course Name/College #	# Semes- ters	HS Cr per Sem	Dual Credit Prereq			College Credit	Eligible Grades			
Fall	Spring				Read	Write	Math		9	10	11	12
0510	0511	BIO I (9)	2	1				9				
0512	0513	BIO I	2	1					10	11	12	
0574	0575	BIO IH	2	H1				9	10	11	12	
0514	0515	BIO II	2	1						11	12	
0554	0555	IUACP BIO L100	2	HD1			IU 5			11	12	
0548	0549	IUACP BIO HP P130	2	H1			IU 3			11	12	
0520	0521	EARTH SCI I (9)	2	1				9				
0522	0523	EARTH SCI I	2	1					10	11	12	
0524	0525	AP ENVIRON SCI/BIOL120	2	H1	AP Score 3-5			IvyT 3		11	12	
Q	0534	0535	INT CHEM-PHYS	2	1				10	11	12	
Q	0550	0551	PHYSICS I	2	1				10	11	12	
Q	0558	0559	IUACP PHYSICS P221	2	H1			IU 5		11	12	
Q	0536	0537	AP PHYSICS 1/PHYS101	2	H1	AP Score 3-5 or CLM61		IvyT 4		11	12	
Q	0538	0539	AP PHYSICS 2/PHYS102	2	H1	AP Score 4-5 or 101		IvyT 4		11	12	
Q	0544	0545	CHEM I	2	1				10	11	12	
Q	0540	0541	CHEM IH	2	H1				10	11	12	
Q	0556	0557	CHEM II C101	2	HD1	25	26	27	IvyT 3		11	12
C	0562	0563	BIOMED SCI/BIOL10011	2	H1				9	10	11	12
C	0564	0565	H BODY SYS/BIOL10012	2	H1					10	11	12
C	0566	0567	MED INTERV/BIOL10013	2	H1						11	12
	0568	0569	BIOMED INNOV/BIOT107	2	H1			IvyT 4				12
	0570	0571	PCI/SCI INTERN NOTRE D	2	P/F						11	12

Courses in gray are AP or dual credit.

N=New

P=Dual Credit pending

Q=Quantitative Reasoning

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

H=Honors

D=On priority dual credit list

P/F=Pass/Fail

BIOLOGY I

Prerequisites: None

COURSE: This course is a broad overview of the study of biology. Students will explore the world around them from what they can see with their eyes to the microscopic cells that make up all life on this planet. Students will engage in laboratory investigations, problem based learning, and develop inquiry skills to be used in later courses. Students will complete a science ISTEP in May.

BIOLOGY I (H)

Prerequisites: Teacher recommendation/High Ability Director approval

COURSE: This accelerated course is intended for the students with strong interests and outstanding past performance in science classes. This course helps prepare students who plan to pursue studies or careers in the scientific field. Students will complete a science ISTEP in May.

BIOLOGY II

Prerequisites: Biology I and Chemistry I or permission of instructor

COURSE: This is an accelerated in-depth look into the biological world and the role humans play in it. Student learning will be enhanced by laboratory and field investigations. This is the non-college credit course offered with the dual-credit course.

IU ACP BIOLOGY L100 HUMANS AND THE BIOLOGICAL WORLD

Prerequisites: This is an accelerated in-depth look into the biological world and the role humans play in it. Student learning will be enhanced by laboratory and field investigations. This is equivalent to a one semester non-majors college level introductory biology course. This is a college credit course offered through Indiana University

IU ACP P130 HUMAN PHYSIOLOGY & ANATOMY

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

COURSE: This course is designed to explore the anatomical and physiological aspects of human beings. This is an introductory college level course that helps prepare students for further studies in biology, medicine, and physical therapy. Students may choose to take this course for college credit if they qualify for the ACP program.

EARTH & SPACE SCIENCE I

Prerequisites: None

COURSE: This course covers the four major areas of Earth Science; Astronomy, Geology, Meteorology, and Oceanography. In astronomy, students will investigate galaxies, stars, the solar system, and the earth-moon system. Students taking

SCIENCE

this class can expect to experience a wide variety of activities in order to learn the objectives being taught.

AP ENVIRONMENTAL SCIENCE/BIOL120

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

COURSE: This course is an interdisciplinary course that integrates biology, earth science, chemistry, and other disciplines. Students will acquire the essential tools for understanding the complexities of national and global environmental systems. During the month of May, students enrolled in this course will take the corresponding national Advanced Placement (AP) exam.

INTEGRATED CHEMISTRY AND PHYSICS I

Prerequisites: Algebra or equivalent

Supplies: Calculator; 3 ring binder or folder

COURSE: A laboratory-based course in which students explore fundamental chemistry and physics principles. Working in a laboratory environment, students investigate the basics of chemistry and physics in solving real-world problems that may have personal or social consequences beyond the classroom.

PHYSICS I

Prerequisites: Concurrent enrollment in Algebra II or higher math course

Supplies: Scientific calculator; notebook

COURSE: This course is a laboratory-based course in which students synthesize the fundamental concepts and principles related to matter and energy, including mechanics, wave motion, heat, light, electricity, magnetism, atomic and subatomic physics.

IU ACP P221 PHYSICS

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

COURSE: This is an advanced first year Calculus based physics course designed for the student who plans on attending college and studying in the fields of science or mathematics. It is an Indiana University course and students will have the option of enrolling for credit through IUSB.

AP PHYSICS 1: ALGEBRA BASED

IvyT PHYS 101 (4 CREDITS)

Prerequisites: Credit or current enrollment in Algebra II

COURSE: AP Physics 1 is the equivalent to a first semester college course in algebra based physics. During the month of May, students enrolled in this course will take the corresponding national Advanced Placement (AP) exam.

AP PHYSICS 2: ALGEBRA BASED

IvyT PHYS 102 (4 CREDITS)

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

COURSE: AP Physics 2 is the equivalent to a second semester college course in algebra based physics. During the month of May, students enrolled in this course will take the corresponding national Advanced Placement (AP) exam.

CHEMISTRY I

Prerequisites: Algebra I and Biology I

Supplies: Scientific Calculator

COURSE: This course is an introductory chemistry course designed for students to build a foundation for future classes. Students will participate in regular laboratory investigations as they explore the chemical world around them.

CHEMISTRY I (H)

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

Supplies: Scientific Calculator

COURSE: This is an accelerated course designed to give students a strong foundation in the basic concepts of chemistry through problem-solving, inquiry, and laboratory investigation. This course is designed for students planning on attending college who are strong in science and math.

CHEMISTRY II (H)/

IvyT CHEM 101 (3 CREDITS)

Prerequisites: Chemistry I

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

Supplies: Scientific calculator

COURSE: This course is designed for successful Chemistry I students who intent to pursue additional course work in science in college. The laboratory aspect of the course involves refinement of lab skills and quantitative analysis.

PROJECT LEAD THE WAY

BIOMEDICAL SCIENCES PROGRAM

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

PRINCIPLES OF BIOMEDICAL SCIENCES

IUPUI BIOL 10011 (DUAL CREDIT PENDING/3 CREDITS)

Prerequisites: None

COURSE: The course is designed to provide an overview of all the courses in the Biomedical Sciences Program and to lay the scientific foundation necessary for student success in the subsequent courses. The key biological concepts embedded in the curriculum include homeostasis, metabolism, and inheritance of traits, feedback systems, and defense against disease.

HUMAN BODY SYSTEMS

IUPUI BIOL 10012 (DUAL CREDIT PENDING/3 CREDITS)

Prerequisites: Principles of Biomedical Science

COURSE: The course is designed to engage students in the study of basic human physiology and the care and maintenance required to support the complex systems. Students will examine body systems at rest, under stress, observe the interactions between the various body systems, and use appropriate software to design and build systems to monitor body functions.

MEDICAL INTERVENTION

IUPUI BIOL 10013 (DUAL CREDIT PENDING/3 CREDITS)

Prerequisites: Human Body Systems

COURSE: *In this course students study 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.*

BIOMEDICAL INNOVATION

IvyT BIOT 107 (4 CREDITS)

Prerequisites: Medical Interventions

COURSE: *This is the capstone course in the Biomedical Pathway. Students will work to solve large real-world problems and case develop case specific innovations. Students will design and run an independent project and present their findings in various showcases.*

SCIENCE INTERNSHIPS AT UNIVERSITY OF NOTRE DAME

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

Availability: Twelve students per semester

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

SOCIAL STUDIES DEPARTMENT Course Offerings by Grade

Content provided by MHS Social Studies Department...revised 11/2017...Mike Breske, Chair

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

Courses in gray are AP or dual credit.

N=New

P=Dual Credit pending

Q=Quantitative Reasoning

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

H=Honors

D=On priority dual credit list

P/F=Pass/Fail

GEOGRAPHY & THE HISTORY OF THE WORLD

Prerequisites: None

COURSE: This course is designed to enable students to use geographical tools, skills and historical concepts to deepen their understanding of major global themes including the origin and spread of world religions; exploration; conquest, and imperialism; urbanization; and innovations and revolutions.

WORLD HISTORY & CIVILIZATION

Prerequisites: None

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

UNITED STATES HISTORY

Prerequisites: None

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

IU ACP H105-106 UNITED STATES HISTORY

Prerequisites: 2.7 GPA (IU ACP application & tuition required for 6 hours of college credit.)

COURSE: This honors class is an accelerated version of the regular history course with emphasis on using higher thinking level, critical thinking skills. The coverage of domestic and foreign events in U.S. History will begin with Colonial

development and extend to the 1980s. Supplemental readings will be part of the focus of class discussions. Most six weeks exams and the finals will be essay exams. College credit may be earned; details on page 3.

AP MICROECONOMICS

Prerequisites: 3.0 GPA

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

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

AP MACROECONOMICS

Prerequisites: 3.0 GPA

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

ECONOMICS

Prerequisites: None

COURSE: In this course students learn how today's economics systems work and how they are changing. Emphasis is placed on the manner in which groups of people react when they are buying, selling, job hunting, saving, investing, and operating business firms. The "economics way of thinking" is applied to problems in such areas as government financing, taxation, inflation, unemployment, foreign trade, environment, hunger, and energy. Students learn the vocabulary needed to read business publications. Field trips, guest speakers, and simulation games are used to enrich the instruction.

PSYCHOLOGY

Prerequisites: None

COURSE: Psychology is the study of individual behavior. Emphasis in the course is divided between the principles of mental health and psychological research and theory. Students may personally benefit from the possibility of more advanced uses of psychology such as in careers in the mental health field or college course work.

SOCIOLOGY

Prerequisites: None

COURSE: Sociology is the study of human group behavior with emphasis on current American social problems. Topics include marriage and marital conflict in a changing society, social status and social class with related political and economic issues, majority-minority group relationships with the consequences of stereotyping and prejudice, and deviant behavior with an emphasis on crime.

TOPICS IN AMERICAN HISTORY: THE SIXTIES IN AMERICA

Prerequisites: United States History I & II

COURSE: The 1960s remains one of the most contested decades in recent American history. Politicians and social commentators continue to squabble over its meaning and legacy. To some, the 1960s were a dream, to others a nightmare. Many look back fondly on the 1960s as a lost moment of opportunity and possibility, when a new and better America seemed possible. Over the course of this one semester class, we will explore the social, political and cultural contours of the 1960s with the hope that a more complex view of the decade will emerge.

AP PSYCHOLOGY

Prerequisites: 3.0 GPA

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

UNITED STATES GOVERNMENT

Prerequisites: None

COURSE: The course provides a framework for understanding the purposes, principles, and practices of constitutional representative democracy in the United States of America. Responsible and effective participation by citizens is stressed. Students will understand the nature of citizenship, politics, and government when they understand their rights and responsibilities as citizens and be able to explain how those rights and responsibilities as citizens are part of local, state, and national government in the United States today.

IU ACP Y103 POLITICAL SCIENCE

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

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

AP WORLD HISTORY

Prerequisites: 3.0 GPA

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

WORLD LANGUAGES DEPARTMENT Course Offerings by Grade

Content provided by MHS World Language Department...revised 11/2017...Kathy Zeiger, Chair

HS Course #s		HS Course Name/College #	# Semesters	HS Cr per Sem	Dual Credit Prereq			College Credit	Eligible Grades			
Fall	Spring				Read	Write	Math		9	10	11	12
0210	0211	FRENCH I	2	1					9	10	11	12
0212	0213	FRENCH II	2	1						10	11	12
0214	0215	FRENCH III/F101-102	2	D1	25	26	NA	IvyT 4/4			11	12
0216		IUACP FREN IV F200	1	HD1				IU 3				12
	0217	IUACP FREN IV F250	1	HD1				IU 3				12
0220	0221	GERMAN I	2	1					9	10	11	12
0222	0223	GERMAN II	2	1						10	11	12
0224	0225	GERMAN III	2	1							11	12
0226	0227	GERMAN IV H	2	H1							11	12
0241	0242	SPANISH I	2	1					9	10	11	12
0243	0244	SPANISH II	2	1					9	10	11	12
0245	0246	SPANISH III/S101-102	2	D1	25	26	NA	IvyT 4/4		10	11	12
0247		IUACP SPAN IV S200	1	HD1				IU 3			11	12
	0248	IUACP SPAN IV S250	1	HD1				IU 3			11	12
0251	0252	JAPANESE I	2	1					9	10	11	12
0253	0254	JAPANESE II	2	1						10	11	12
0255	0256	JAPANESE III	2	1							11	12

Courses in gray are AP or dual credit.

N=New

P=Dual Credit pending

Q=Quantitative Reasoning

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

H=Honors

D=On priority dual credit list

P/F=Pass/Fail

FRENCH I

Prerequisite: none

COURSE: The course provides students with opportunities to respond to and give oral directions and commands and to make routine requests in the classroom and in public places, understand and use appropriate forms of address, and be able to tell about daily routines and events. They will ask and answer simple questions and participate in brief guided conversations relating to their needs and interests, read isolated words and phrases in a situational context, comprehend brief written directions and information, read short narrative texts on simple topics, write familiar words and phrases in appropriate contexts and respond in writing to various stimuli.

FRENCH II

COURSE: Students will be able to ask questions regarding interests and routine activities, participate in conversations on a variety of topics, and relate a simple narrative about a personal experience or event. They will also interact in a variety of situations to meet personal needs, understand main ideas and facts from simple texts over familiar topics, read aloud with appropriate intonation and pronunciation and write briefly in response to given situations. They will become familiar with different aspects of the culture.

FRENCH III

IvyT FREN101-102 (4 CREDITS EACH)

COURSE: Level III French uses all skills learned in French 1 and 2 and provides instruction enabling students to understand and appreciate other cultures by comparing social behaviors and values of people using the languages being learned. Students must be willing to initiate and participate in discussions concerning these cultures. In addition, students will be able

to respond to factual and interpretive questions and interact in social situations. They will read for comprehension from a variety of authentic materials, poetry, plays and short stories, complete authentic forms, take notes that require familiar vocabulary and structures, write paraphrases, summaries, and brief compositions, and describe different aspects of the culture.

FRENCH IV (H)/ IU ACP FREN200-250 (3 CREDITS EACH)

COURSE: Level IV French enables students to participate conversations with native and advanced non-native speakers, either in their community or in the school. This course also enables students to respond to factual and interpretive questions, interact in complex social situations, express opinions and make judgments, give presentations on cultural topics, and paraphrase or restate what someone else has said. Students will read for comprehension from a variety of longer authentic materials, make judgments about what is read, write well organized compositions on a given topic and begin using the language creatively in writing simple poetry and prose. Students are also aware of major art, literary, musical, and artistic periods and genres.

GERMAN I

Prerequisite: None

Supplies: German-English dictionary highly recommended

COURSE: German I is an introductory course. Students will develop an understanding of the purpose and development of languages and explore the German culture, with a focus on schooling, shopping, and eating in a restaurant. They will also gain a significant number of useful vocabulary words and an understanding of the contexts in which they belong, and be able to convey basic information about themselves and others.

GERMAN II

Prerequisite: German I

Supplies: German-English dictionary highly recommended

COURSE: *German II is an intermediate course which focuses on new grammar. Students will participate in conversations on a variety of topics, talk about daily routines, and talk about events in the past tense. They will gain a deeper understanding of German geography, history, and culture and plan a trip to Germany.*

GERMAN III

Prerequisite: German II

Supplies: German-English Dictionary

COURSE: *German III is an advanced course. Students will read and understand narrative and informational texts on a variety of topics, write summaries of texts, and explore advanced grammar topics. They will compare aspects of personal life between cultures and create a short story.*

GERMAN IV (H)

Prerequisite: German III

Supplies: German-English Dictionary

COURSE: *German IV is an Honors course. Students will read and understand narrative and informational texts on a variety of topics, write summaries of texts, and explore advanced grammar topics. They will compare aspects of personal life between cultures, create a short story, and engage in daily-life experiences like going to a doctor or making travel arrangements.*

JAPANESE I

Prerequisite: none

COURSE: *Japanese I serves to introduce students to the basics of Japanese language and culture. By the end of year 1, students should be able to manage rudimentary communication (including good manners) and begin forming an understanding of Japanese history and culture and its effects on Japanese communication.*

JAPANESE II

Prerequisite: Japanese I

COURSE: *Japanese II will develop upon the basics introduced in year 1 to deepen students' understanding of prior concepts, as well as expand communicative capability to cover more varied topics with increasingly precise and appropriate grammar, vocabulary, and nonverbal communication.*

JAPANESE III

Prerequisite: Japanese II

COURSE: *Japanese III is an advanced expansion on students' communicative capabilities and understanding of Japanese culture. Students will be expected to demonstrate limited, basic fluency, including more nuanced communicative factors such as varying respect levels and body language. We will explore Japanese culture in much greater detail, discussing topics such as media genres, subcultures and marginalized populations, specific historical events and figures, and current issues (domestic and global) facing Japan.*

SPANISH I & II

Prerequisite: none for Spanish I; Spanish I for Spanish II

Supplies: Spanish-English dictionary recommended

COURSE: *Spanish 1 enables students to learn the basics to communicate in Spanish through their participation in speaking, listening, writing and reading activities. Students will participate in conversations, asking and answering questions on a variety of topics. They will also practice vocabulary and grammatical structures in a communicative manner, talk and write about personal experiences and events, understand main ideas and facts from simple texts on familiar topics, and increase their understanding of Spanish-speaking cultures. Spanish II continues to build upon the foundation established in Spanish I.*

SPANISH III

IvyT S101/102 (4 CREDITS EACH)

Prerequisites: Spanish II

Supplies: Spanish-English dictionary

COURSE: *Spanish III is an introduction to the Spanish language at the collegiate level in which students develop their speaking, listening, writing, and reading proficiencies in Spanish. Students will interact in Spanish with the instructor and classmates, practicing vocabulary and grammatical structures in a communicative, meaningful way. They will develop an awareness of other cultures with an integration of cultural topics throughout the semester. Students will learn skills that they can use in many future career fields, including careers in government, social service, education, Science, travel & tourism, business, and communications.*

SPANISH IV (H)/

IU ACP SPAN200-250 (3 CREDITS EACH)

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

Supplies: Spanish – English Dictionary

COURSE: *Spanish IV is an introduction to intermediate Spanish at the collegiate level in which students develop their speaking, listening, writing, and reading proficiencies in Spanish. Students will communicate with classmates and the instructor using only the target language for a complete immersion in the Spanish language. They will develop an awareness of other cultures with an integration of cultural topics throughout the semester. Students will learn skills that they can use in many future career fields, including careers in government, social service, education, Science, travel & tourism, business, and communications.*



EXCEPTIONAL LEARNERS

EXCEPTIONAL LEARNERS

Special Education

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

Consultation Services

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

Resource Services

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

Part-time Special Education Services

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

Full-time Special Education Services

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

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

The Functional Life Skills Program

This program is an activity / community based program designed to make students with significant disabilities as independent as possible within the school and community environments. Whenever appropriate, students receive

their training in general education settings with non-disabled peers. Students do not earn course credit toward a diploma but will receive a certificate of completion. Courses available in the functional life skills program include (but are not limited to):

- Reading
- Math
- Health
- Foods
- Physical Education
- Work Experience
- Community Based Instruction

Anyone having specific questions about the Special Education [serving School City of Mishawaka] may contact the Executive Director, Mrs. Barb Michalos at 254-4528.

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



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

Content provided by MHS Special Education Department ... revised 11/2017...Jen Grimm, Chair

Courses for a Diploma							
HS Course #s		HS Course Name/College #	HS Cr per Sem	Eligible Grades			
Fall	Spring			9	10	11	12
4112	4113	ENGLISH 1/2	1	9	10		
4170	4171	LAL 1/2	1	9	10		
4122	4123	ENGLISH 3/4	1	9	10		
4172	4173	LAL 3/4	1	9	10		
4132	4133	ENGLISH 5/6	1			11	12
4142	4143	ENGLISH 7/8	1			11	12
4331	4332	US HISTORY	1			11	12
4360		GOVERNMENT	1			11	12
	4350	ECONOMICS	1			11	12
4418	4419	ALGEBRA I	1	9			
4420	4421	MATH LAB A1	1	9			
4433	4434	ALGEBRA I	1		10	11	12
4403	4404	ALGEBRA II	1		10	11	12
4401	4402	MATH LAB A2	1		10	11	12
4422	4423	GEOMETRY	1		10	11	12
4424	4425	MATH LAB G	1		10	11	12
4520	4521	EARTH SCI 1/2	1	9	10	11	12
4510	4511	BIOLOGY 1/2	1	9	10	11	12
4607	4608	BUS MATH 1/2	1	9	10	11	12

Courses for a Certificate			
HS Course #s		HS Course Name/College #	Gr
Fall	Spring		
3011	3012	BASIC SKILL DEVELOPMENT	11-12
3110	3111	APPLIED ENG 9/10	9-10
3130	3131	APPLIED ENGLISH 11/12	11-12
3165	3166	DEVELOPMENTAL READING	9-12
3310	3311	APPLIED CITIZENSHIP & CIVICS	9
3320	3321	APPLIED GEOG & HIST/WORLD	10
3330	3331	APPLIED STATE & LOCAL GOV	11-12
3403	3404	APPLIED BUSINESS MATH	10-12
3398	3399	APPLIED ALGEBRA	9-10
3510	3511	APPLIED EARTH SPACE SCIENCE	9-12
3610	3611	APPLIED PREP COL & CAREERS	9-10
3871	3872	APPLIED CARRER INFO & EXP	11-12
3873	3874	APPLIED CAREER EXPLORATION	11-12
3877	3878	APPLIED COMMUNITY SERVICE	11-12
3875	3876	APPLIED WORK BASED LEARN	9-12
3701	3702	APPLIED NUTRITION & WELL	9-12
3009	3010	APPLIED HEALTH & WELL	9-12
3977	3978	APPLIED PHYSICAL ACTIVITY	9-12

CERTIFICATE OF COMPLETION

Pursuit of a Certificate of Completion is a Case Conference decision based on the individual needs of the student. Starting with the Class of 2022, students on this path must meet the requirements for the Course of Study for Certificate of Completion while meeting the individual goals and transition needs stated in the student's Individual Education Plan (IEP). Students on this track are focused on meeting high individual expectations. Communication skills, reading skills, problem solving skills are woven into all classes.

Work-Based Learning - Trade & Industry

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

Length of Course: Four Semesters - 1 Credit each
Prerequisite: A minimum of 4 credits in a logical sequence of courses from program areas related to the student's career pathway.

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

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

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

COURSE: WBL spans all career and technical education program areas through an interdisciplinary approach to training for employment. Mishawaka High School's WBL program is primarily focused on preparing students for jobs in local and regional industries (machining and fabrication). Time allocations are a minimum of fifteen hours per week of work-based learning and approximately five hours per week of school-based instruction. The following two components must be included as part of the interdisciplinary Cooperative Education course.

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

Intended areas of focus include:

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

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

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

B and B Molders:

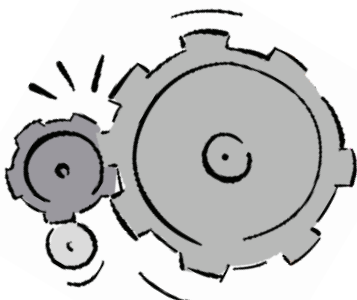
Wondering what life after high school could look like if higher education is not part of your near-term plans after graduation? Explore the possibilities of a career working for a local plastics manufacturing company (B & B Molders). This course will provide you with practical, hands-on, real life experience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

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

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

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

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



MULTIDISCIPLINARY COURSES

CADET TEACHING 1, 2

Length of Course: Two Semesters - 1 Credit each

Prerequisite: Application and approval of instructor and MHS ACP coordinator

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

CADET TEACHING 3, 4/WORK BASED LEARNING

Length of Course: Two Semesters - 1 Credit each

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

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

IU ACP F200 FUTURES IN EDUCATION

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

INDEPENDENT STUDY

Length of Course: Two Semesters - 1 Credit each

Prerequisite: Approval of instructor and principal

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

LANDSCAPE MANAGEMENT I *NEW*

Length of Course: Two Semesters-3 Credits each

Prerequisites: none

COURSE: Landscape Management provides the student with an overview of the many career opportunities in the diverse field of landscape management. Students are introduced to the procedures used in the planning and design of a landscape

using current technology practices, the principles and procedures of landscape construction, the determination of maintenance schedules, communications and management skills necessary in landscape operations and the care and use of equipment utilized by landscapers. Students will also participate in leadership development, supervised agricultural experience and career exploration activities in the area of landscape management. Students will participate in landscape projects for School City of Mishawaka and the City of Mishawaka. Paid internships may be available periodically during the year.

PEER TUTORING

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

Prerequisites: 3.0 GPA and recommendation of instructor

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

RADIO AND TELEVISION I *NEW*

Length of Course: Two Semesters - 3 Credits each

Prerequisites: none

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

JAG PROGRAM JAG 1-4

Length of Course: Four Semesters - 1 Credit each

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

ALTERNATIVE EDUCATION PROGRAMS

DAY ALTERNATIVE EDUCATION

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

NIGHT SCHOOL

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

MISHAWAKA EDUCATION CENTER

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

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

MISHAWAKA LEARNING CENTER

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

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



Four Year Plan Chart

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



NAME _____

1ST SEMESTER

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

FRESHMAN

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

2ND SEMESTER

1ST SEMESTER

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

SOPHOMORE

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

2ND SEMESTER

1ST SEMESTER

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

JUNIOR

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

2ND SEMESTER

1ST SEMESTER

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

SENIOR

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

2ND SEMESTER

Mishawaka Secondary School Personnel 2017–2018

Mishawaka High School (254-7300)

Jerome C. Calderone
Principal

John Ross
Associate Principal

Bart Curtis
Assistant Principal

Dave Troyer
Assistant Principal

Jenifer Fisher
Attendance Coordinator

Susan Piper
Director of Counseling Services
Counselor for Senior Students [G-K]
& MHS Alternative Education Programs

Melissa Raffelock
Counselor for Students [A – E]

Kelly Meadors
Counselor for Students [F–K]

Nancy Walton
Counselor for Students [L – R]

Katy Buda
Counselor for Students [S – Z]

John Young Middle School (254-3600)

C. Mike Fisher
Principal

Courtney Koscyk
Assistant Principal

Ashley Litwin
Assistant Principal

Cherie Smith
Counselor for Students [A–G]

(Suzy) Han Karbowski
Counselor for Students [H–M]

Laurie Schallioli
Counselor for Students [N–Z]

