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COURSE CATALOG

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GENERAL INFORMATION

Welcome to the spring registration process for the school year.

The Indianapolis Public Schools High School Registration Guide contains information needed to register and is designed to help you and your parents/guardians make the best choices for your high school education. You'll discover many exciting high school options in this book. Read through it carefully.

It is especially important that you talk with your counselor and parents/guardians concerning your course selections. Choices that you make in high school affect your options for study and career after graduation, so please give serious consideration to your course choices. In order to earn a high school diploma you must meet all course, credit and test requirements of at least one course of study. These courses of study are designed by the state to prepare students for a multitude of post-high school opportunities from entry-level careers to highly technical studies at community colleges, colleges and universities. You are encouraged to select the most challenging course of study in which you can be successful.

REGISTRATION IS A COMMITMENT

to take the courses you have selected. Remember, when you complete your course selection sheet you are requesting a specific course, NOT a specific teacher, time or place. Every effort will be made to grant your requests. You may choose the courses you would like to take in the next school year; however, your schedule may change pending final grades in the courses you are currently taking and your End-of-Course Assessments (ECA) scores.

Steps for Completing the Registration Process

Your high school classes should be selected based on your career and educational aspirations. Careful four-year planning will give you a challenging class schedule that meets all requirements and allows opportunities to explore your interests.

- Study the General Information section of this registration guide. Identify the requirements for graduation by reviewing the charts included.
- Read the course descriptions for required courses and electives in which you are interested, and make certain you meet the prerequisite requirements.
- Use the High School Plan developed by you and your counselor to select the courses you want to take.
- Talk with your school counselors for help in determining the courses you need. Meet with your counselor to make your course selections on your Course Selection Sheet.
- Have your parent/guardian double check your selections to ensure you have requested the courses you need.
- Return the course selection sheet to the school after you and your parent/guardian have signed it. Be sure to return it by the deadline designated.

The information provided in this book is current at the time of printing. It is recommended that you work closely with your school counselor during the registration period to be aware of any changes.

IMPORTANT...Registration is the student's opportunity to request appropriate courses. Alternates should be chosen very carefully and will be considered part of the student's final selection of courses.

Graduation Requirements (Beginning 2016)

General Diploma (Requires Principal Approval)	Core 40 Diploma (Default Diploma)	Core 40 with Academic Honors Diploma (AP/DC)	Technical Honors Diploma
English – 8 credits	**English** – 8 credits	**English** – 8 credits	**English** – 8 credits
Mathematics – 4 credits (earned in HS) **2 credits: Algebra 1** 2 credits: Any Mathematics course (2016) Students must earn credit in their Junior and Senior years in either Mathematics or Quantitative Reasoning Courses	**Mathematics** – 6 credits (earned in HS) **2 credits: Algebra I** 2 credits: Geometry 2 credits: Algebra 11 (2016) Students must have Mathematics or a Quantitative Reasoning course every year in high school	**Mathematics** – 8 credits (earned in HS) **2 credits: Algebra 1** 2 credits: Geometry 2 credits: Algebra 11 2 credits: Pre-Calculus or Calculus (2016) Students must have Mathematics or Quantitative Reasoning course every year in high school	**Mathematics** – 6-8 credits (earned in HS) **2 credits: Algebra I** 2 credits: Geometry 2 credits: Algebra 11 (2016) Students must have Mathematics or Quantitative Reasoning course every year in high school
Science – 4 credits **2 credits – Biology I** 2 credits – Any Science Course	**Science** – 6 credits **2 credits: Biology I** 2 credits: Chemistry I, Physics I, or Integrated Chemistry/Physics 2 credits: Additional credits in Chemistry, Physics, Earth and Space Science, Advanced Biology, Advanced Chemistry, Advanced Physics, or Advanced Environmental Science	**Science** – 6-8 credits **2 credits: Biology I** 2 credits: Chemistry I, Physics I, or Integrated Chemistry/Physics 2 credits: Additional credits in Chemistry, Physics, Earth and Space Science, Advanced Biology, Advanced Chemistry, Advanced Physics, or Advanced Environmental Science	**Science** – 6-8 credits **2 credits: Biology I** 2 credits: Chemistry I, Physics I, or Integrated Chemistry/Physics 2 credits: Additional credits in Chemistry, Physics, Earth and Space Science, Advanced Biology, Advanced Chemistry, Advanced Physics, or Advanced Environmental Science
Social Studies – 4 Credits **2 credits: U.S. History** **1 credit: U.S. Government** 1 credit: Any Social Studies Elective	**Social Studies** – 6 credits 2 credits: World History or Geography/History of the World **2 credits: U.S. History** **1 credit: U.S. Government** 1 credit: Economics	**Social Studies** – 6 credits 2 credits: World History or Geography/History of the World **2 credits: U.S. History** **1 credit: U.S. Government** 1 credit: Economics	**Social Studies** – 6 credits 2 credits: World History or Geography/History of the World **2 credits: U.S. History** **1 credit: U.S. Government** 1 credit: Economics
Physical Education – 2 credits	**Physical Education** – 2 credits	**Physical Education** – 2 credits	**Physical Education** – 2 credits
Health Education – 1 credit	**Health Education** – 1 credit	**Health Education** – 1 credit	**Health Education** – 1 credit
Fine Arts – 2 credits	**Fine Arts** – 2 credits	**Fine Arts** – 2 credits	**Fine Arts** – 2 credits
Career Area – 2 credits Encouraged	**Career Area** – 2 credits Encouraged	**Career Area** – 2 credits Encouraged	**Career Area** – 6 credits in a state-approved College and Career Pathway resulting in 6 college credits or industry certification
Foreign Language – 2 credits Encouraged	**Foreign Language** – 2 credits	**Foreign Language** – 6 credits in one language or 4 credits in two languages	**Foreign Language** – 2 credits
*Electives – 13-19 credits	***Electives** – 8-10 credits	***Electives** – 8-12 credits	***Electives** – 8-12 credits
		Either 4 credits Advanced Placement, dual credits equaling 6 college credits, or 4 IB credits SAT of 1750 (minimum 530 each area) or ACT of 26	Any of the AHD requirements or Acceptable Work Key, Compass, or Accuplacer Scores
42 CREDITS (minimum)	**42 CREDITS (minimum)**	**47 CREDITS (minimum)**	**47 CREDITS (minimum)**

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REGISTRATION/RECOMMENDATION FORM
Example Only

Name: _____   Grade Level: _____
       (Last)   (First)   (MI)

Career Concentration: _____

Name of Parent(s)/Guardian_____

Address: _____   Email: _____

Home Phone: _____   Work Phone: _____   Mother: __   Father: __

General Directions: _____

- Select six courses. In addition, list three alternate courses in order of preference that are different from your original six selections. Alternates will be determined in priority order from these three courses.
- If this form is incomplete or has not been returned by the designated time, counselors will select your courses upon review of your high school plan.
- Course selections are FINAL.

	Student's Course Selection (Please Print) Name of Course/Course Number	Student-Parent/Guardian Final Course Selection (Please Print)	Office Use Only Course #
English			
Mathematics			
Science			
Social Studies			
Fifth Course			
Sixth Course			
Seventh Course*			
Eighth Course*			
Alternate #1			
Alternate #2			
Alternate #3			

We have read the registration materials and have selected next year's courses carefully. We have reviewed the diploma requirements and other requirements for graduation located in the Registration Book. We have also reviewed and understand the policies regarding schedule changes.

PARENT/GUARDIAN SIGNATURE: _____ DATE: _____

STUDENT SIGNATURE: _____ DATE: _____

COUNSELOR: _____ DATE REVIEWED: _____

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FOUR-YEAR HIGH SCHOOL COURSE PLAN
Example Only

Based on your career and high school diploma plan, list the courses you plan to take. Request the help of your counselor to ensure you take the right classes to graduate from high school prepared for college and career.

9th Grade					
First Semester	ECA	Grade	Second Semester	ECA	Grade
English 9			English 9		
Mathematics			Mathematics		
Science			Science		
Social Studies			Social Studies		
Elective			Elective		
Elective			Elective		
Elective			Elective		
Total Credits			**Total Credits**		
GPA			**GPA**		

10th Grade					
First Semester	ECA	Grade	Second Semester	ECA	Grade
English 10			English 10		
Mathematics			Mathematics		
Science			Science		
Elective			Elective		
Elective			Elective		
Elective			Elective		
Elective			Elective		
Total Credits			**Total Credits**		
GPA			**GPA**		

11th Grade					
First Semester	ECA	Grade	Second Semester	ECA	Grade
English 11			English 11		
Mathematics			Mathematics		
Science			Science		
Social Studies			Social Studies		
Elective			Elective		
Elective			Elective		
Elective			Elective		
Total Credits			**Total Credits**		
GPA			**GPA**		

12th Grade					
First Semester	ECA	Grade	Second Semester	ECA	Grade
English 12			English 12		
Mathematics			Mathematics		
Science			Science		
Social Studies			Social Studies		
Elective			Elective		
Elective			Elective		
Elective			Elective		
Total Credits			**Total Credits**		
GPA			**GPA**		

COURSE OFFERINGS MEETING THE CRITERIA FOR
THE ACADEMIC HONORS DIPLOMA
(Listing includes offerings for General, Core 40 Diplomas)

English/ Language

English 9-12
English Honors 9-11
Creative Writing
Speech
World Literature
Composition

Science and Technology

Biology I
Chemistry I
Chemistry I-II Honors
Advanced Science
Earth Space Science
Integrated Chemistry/Physics (ICP)
Integrated Chemistry/Physics Honors
Physics
Physics I Honors
Earth Space Science
AP Biology
AP Physics B

Social Studies

Economics
US Government
Honors Government
Psychology
Sociology
US History
Honors World History
AP US Government & Politics
AP US History
AP Microeconomics

Mathematics

Algebra I
Algebra II
Algebra II Honors
Calculus
Pre-Calculus/Trigonometry
Geometry
Geometry Honors
Statistics
AP Calculus AB

Fine Arts

Intro to 2-D Art
Ceramics
3-D Art
Advanced 3-D Art
Media Arts
Computer Graphics
Theatre Arts
Advanced Theatre
Intermediate Concert Band
Advanced Concert Band
AP Chemistry
Beginning Concert Band
Beginning Orchestra
Piano & Electric Keyboard
Beginning Chorus
Advanced Chorus
Intermediate Chorus

World Language

French 1, 2, 3, 4
German 1, 2, 3, 4
Spanish 1, 2, 3, 4
Russian 1, 2, 3, 4
Japanese 1, 2, 3, 4
Chinese 1, 2, 3, 4
American Sign Language 1 & 2

Note:

- All information is subject to change as deemed necessary by the Indiana Department of Education and Indianapolis Public Schools.
- Students must maintain a 3.0 cumulative grade point average and must have a grade of "C" or better in state required Academic Honors Courses.
- All students in the Classes of 2012+ must pass the End-of-Course Assessment (ECA) in Algebra I and English 10 in the year in which they take the course.

EARLY GRADUATION REQUIREMENTS

The State of Indiana makes a provision for a student to earn a high school diploma in seven semesters instead of eight assuming the following steps have been taken:

- the student has met all the graduation requirements
- the student has been accepted and enrolled into a post-secondary educational institution, or
- the student has an enlistment contract with an educational component into a branch of the U.S. Armed Forces.

Such requests shall be initiated by the student at the beginning of their seventh semester, approved in writing by the parent/guardian, and presented to the Director of Guidance to present to the Principal. Students meeting the seven semester graduation requirement may participate in commencement exercises. It is the decision of the Principal to approve or deny this request.

WEIGHTED GRADES – Grading Formula

The establishment of the weighted grading policy for grades 9-12 assures that students are encouraged and rewarded for taking higher-level courses. The following grade scale will be used:

Grade	Percentage Value to Grade	AP/IB/DC Classes	Honors Classes	Regular Classes
A	95-100	5.0	4.5	4.0
A-	92-94	4.6	4.1	3.5
B+	89-91	4.3	3.8	3.2
B	84-88	4.0	3.5	3.0
B-	82-83	3.7	3.2	2.8
C+	79-81	3.4	2.9	2.5
C	75-78	3.0	2.5	2.0
C-	73-74	2.6	2.2	1.7
D+	71-72	2.2	1.9	1.5
D	67-70	1.8	1.5	1.0
D-	65-66	1.4	1.0	0.5
F	64 and Below			

RANK IN CLASS

A student's rank in class is important; it is essential that each student achieve at the best of his/her capabilities. Rank is determined by figuring cumulative averages for each student and then placing them in order with the highest first. GPA is calculated on the basis of the classes taken beginning with the freshman year. In case of a tie, the students will be listed numerically the same and the appropriate numbers following will be eliminated.

WITHDRAWALS

"WD" for withdrawal will be recorded for a student who withdraws from a class because of a medical reason or who transfers to another school. "WF" for withdrawal failing, is issued to a student who withdraws from a class after the first two weeks of the semester, has accumulated excessive absences, or who is expelled.

POLICY FOR CHANGING A STUDENTS' PLACEMENT WITHIN A SEMESTER

A student is permitted to withdraw or change to an Honors class or to a regular course of the same topic if the following requirements are met:

- The student, parent/guardian, and teacher must be in agreement that the removal/change is in the best interest of the student.
- The request must meet administrative approval.
- The guidance counselor is capable of finding the desired course that is in alignment with the student's schedule.
- The student will transfer into the new course with the current grade achieved in the previous class.

END-OF-COURSE ASSESSMENTS– INDIANA QUALIFYING EXAMS

Beginning with the Class of 2012 all students must pass the End-of-Course Assessment (ECA) in English-10 and Algebra-I. The ECA is given in sophomore year. Junior and senior students are offered four additional opportunities to complete the ECA requirements during subsequent years.

RETAKING A CLASS/ACADEMIC RENEWAL POLICY

Failed courses may be repeated by enrolling in Credit Recovery (Edgenuity). Interested students should speak with their counselors to determine which option fits their needs. In order to ensure accurate course selection, all options require counselor approval prior to enrollment.

When a student retakes a course, the grade will replace the earlier grade and the original WILL NOT count as an attempt for credit on the student's transcript or in the GPA calculation.

EDGENUITY – VIRTUAL COURSE INFORMATION

Students who attend any IPS High School can take advantage of several Virtual Opportunities. The Virtual School courses are one of those opportunities. Virtual School courses allow students to work at their own pace, which makes this is a viable option for many of our students to work ahead and earn credits, or earn credits for classes they may not have room for in their schedule. Student progress is monitored by the Virtual School Office, teachers, and counselors. We want to be certain students make steady progress with their virtual work.

Virtual School coursework follows the same curriculum as a regular in-school class. Students who want to take a virtual course must first discuss this with their counselor. The counselor will initiate the required paperwork.

HIGH SCHOOL CREDITS EARNED IN MIDDLE SCHOOL

Middle school students who have taken high school courses in their middle schools and received a C or better will earn high school credits for these successfully completed courses. These grades and credits from middle schools will be posted to the student's IPS official high school transcript and will be used to calculate high school grade point average (GPA) and class rank.

ADVANCED PLACEMENT PROGRAM

The Advanced Placement Program (AP) gives students an opportunity to take college-level courses and exams while they are still in high school. Students will automatically receive high school credit for successfully completing the course, but they must receive a score a 3 or above on the AP exam to earn the college credit.

DUAL CREDIT OPPORTUNITES

A Dual Credit course allows students to earn both college credit hours and high school credit for successfully completing just one course. The college credit hours awarded through Dual Credit are earned through completion of the course and not solely by an exam at the end of the course. Indianapolis Public Schools has partnerships with several state colleges and universities that offer Dual Credit courses. Some colleges require certain grade point averages, grade levels and/or fees – which, if any, are significantly reduced from the university's on-campus fee.

All students who receive Free or Reduced Lunch are waived from paying any state university Dual Credit fees. In addition, students who might need some financial assistance may apply for scholarships. Indianapolis Public Schools have Dual Credit agreements with the following universities: IUPUI, Ivy Tech Community College, and Vincennes University. All Dual Credit from courses on the Core Transfer Library list are accepted at any Indiana state college or university and many private colleges. A complete list of Dual Credit courses in the Core Transfer Library can be found on the Department of Education's website. Dual Credits include both academic courses and career academic courses.

PROMOTION REQUIREMENTS

Students will be required to meet current promotion requirements as determined by board policy:

High Schools 9-12 Block Schedule for incoming freshmen:

- Grades 9 to 10 – A minimum of 10 credits must be earned
- Grades 10 to11 – A minimum of 20 credits must be earned
- Grades 11 to 12 – A minimum of 30 credits must be earned
- Graduation – A minimum of 42 credits and successful completion of any other state standards must be earned according to the State Board Policy.

ATTENDANCE

The Indiana Department of Education requires accurate and consistent reporting of student attendance by the Indianapolis Public Schools. The problem of truancy in the District is compounded when student absences are not reported or responded to in a consistent manner. This policy is intended to ensure that all attendance reports generated by the District and used by the Indiana Department of Education and the juvenile justice system will be correct. It also sets forth a District-wide policy aimed at reducing truancy.

COMPULSORY ATTENDANCE

Indiana's Compulsory School Attendance law requires students to attend school each year for the number of days that schools are in session. Regular school attendance is important if students are going to achieve at high levels.

EXCUSED ABSENCES

The following types of absences are generally recognized as excused, subject to requirements set forth in I.C. 20-33-2:

A. Documented illness or emergency
B. Healthcare and social services appointments
C. Pages in Indiana General Assembly
D. Death in the immediate family
E. Religious instruction commitments
F. Subpoena as a witness in a judicial proceeding
G. Participation in Election Day activities
H. Active Duty in the Indiana National Guard
I. Detention in Juvenile or Criminal Justice System

If a student is absent because of illness or emergency, the parent/guardian must contact the school the morning of the day the student is absent, and/or in the case of an elementary school student, provide a note on the day following the absence. In those cases where a student is absent for five (5) or more consecutive days as a result of illness or injury, a doctor's statement shall be required as a condition of classifying the absence as excused.

A pattern of excused absences may be an indication that the student's attendance is not in alignment with District policy and may be treated as unexcused if there is doubt as to the legitimacy of the excuses and the principal makes a determination that the absences are unexcused after an investigation by the principal. In such case, the student's parents/guardians shall be given notice of the principal's determination and afforded an opportunity to contest that determination.

UNEXCUSED ABSENCES

With the exception of absences resulting from suspension, all absences other than those listed above generally shall be classified as unexcused unless extenuating circumstances, as determined by the principal, warrant that the absence be classified as excused.

The following procedures will be implemented to help ensure student attendance:

A. Students who miss up to three (3) unexcused days within a school year will have their parents/guardians contacted by the classroom teacher. This contact should be documented by the teacher.
B. The social worker will also contact the student's parent/guardian after the student has missed three (3) unexcused days. An additional parent/guardian contact will be made by the social worker after the student has missed a fourth unexcused day. The social worker will work with the child's parents/guardians to identify barriers to the child's attendance and possible strategies to remove these obstacles, and to develop a plan to improve the student's attendance.
C. When a student has had five (5) unexcused absences in a school year, the student is identified as a Chronic Truant and the student's attendance records will be flagged (CT). The social worker will continue to work with the student to correct the attendance problem. The social worker will also send a certified letter to the student's parents/guardians notifying them of potential legal action.
D. When a student has had ten (10) unexcused absences in a school year, the student is identified as a Habitual Truant and the student's attendance records will be flagged (HT). If the student is enrolled in elementary school, the District will notify the county prosecutor that the parent/guardian has violated I.C. 20-33-2-27 by failing to ensure that the student attends school as required by law. If a student is enrolled in a middle school or a high school and is under the age of eighteen (18), the District will refer the student to truancy court for a violation of I.C. 20-33-2 (compulsory school attendance). Students who are determined to be in violation of I.C. 20-33-2 may be placed on probation by court and will be

monitored more closely by the social worker. If a student violates the terms of probation, the student will be referred back to court for additional action.

During any stage, the social worker and/or guidance counselor is encouraged to work with families to remove barriers that prevent regular school attendance.

TESTING

Students enrolled in Algebra, Biology, and English 10 are required to take the Indiana ECA test.

END-OF-COURSE ASSESSMENT PROGRAM (ECA)

The Indiana End-of-Course Assessments are used to sample a student's knowledge of subject-related concepts as specified in the State Standards and to provide a global estimate of the student's mastery of the material in a particular content area. Students enrolled in the following will be required to take the Indiana ECA tests: Algebra, Biology, and English 10. All end-of-course assessments will be administered at the end of the year. Each student shall take the appropriate ECA assessments the first time the student takes the course. Students shall take the appropriate ECA assessment at the end of the course regardless of the grade level in which the course is offered.

Preliminary Scholastic Assessment Test/National Merit Scholarship Qualifying Test (PSAT)

The Preliminary Scholastic Assessment Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) or more often simply called the PSAT is nationally administered by the College Entrance Examination Board (CEEB), and assesses students in three areas: Verbal, Mathematics and Writing.

The PSAT is used to help students practice for the Scholastic Assessment Test (SAT) and to qualify for scholarships and recognition from such programs as: National Merit Scholarships, National Achievement Scholarships for Outstanding African American Students, National Hispanic Scholar Recognition Program, Student Search Service, and some statewide and national industry scholarship competitions. Registration information will be available in the school counselor's office at each high school.

SAT

The SAT is an optional test nationally administered by the College Board. It assesses students in three areas: Critical Reading, Mathematics and Writing.

Critical Reading skills are assessed by multiple choice questions using: critical reading passages, paired passages, vocabulary in context and sentence completion. Mathematics sections allow the use of a calculator and employ multiple choice questions and "constructed responses" to measure how well students understand and apply Mathematics to new situations and non-routine problems. The section on Writing includes multiple choice questions on grammar and usage and a student written essay. The SAT is one of the admissions tests used by post-secondary institutions to assist in selecting students.

The SAT is administered at selected sites nationally. Students must pay and register online or by mail several weeks prior to the test date. Registration information is available in the school counselors' office at each high school and at www.collegeboard.org.

ACT

The ACT assesses high school students' general educational development and their ability to complete college-level work. The ACT has five sub scores: four multiple-choice tests covering skill areas of English, Mathematics, reading, and science; the Writing Test measuring skill in planning and writing a short essay.

The ACT is also administered at selected sites nationally. For these administrations, students must pay and register by mail several weeks prior to the test date. Registration information is available in the school counselor's office at each high school. More information is available at www.actstudent.org.

EXTRACURRICULAR
COLLEGE BOUND STUDENT ATHLETE

To play sports as a freshman in NCAA Divisions I and II, you must meet specific standards. You must graduate from high school and make at least the minimum required grade-point average in 16 core academic classes for Division I and 14 core academic classes for Division II. Please note, Division II began requiring 16 core courses beginning August 1, 2013.

NCAA Division I Core Academic Course Requirements

- 4 years English
- 3 years Mathematics (Algebra I or higher)
- 2 years social science
- 2 years natural or physical science (including one lab course, if offered by the high school)
- 1 year of an additional course in English, Mathematics or natural or physical science
- 4 additional years of academic courses in any of the above areas, or in world language, philosophy or non-comparative religion

Beginning with those who enroll in NCAA Division I colleges in 2008 or later, students must meet all of the requirements above with three years of Mathematics (Algebra I or higher level) and four additional years of academic courses.

NCAA Division II Core Academic Course Requirements

- 3 years English
- 2 years Mathematics (Algebra I or higher)
- 2 years natural or physical science (including one lab if offered by high school)
- 2 years social science
- 2 years of additional English, Mathematics or natural/physical science (3 years if entering college on or after August 1, 2013)
- 3 years of additional courses (from any area above, world language, or comparative religion/philosophy. (4 years if entering college on or after August 1, 2013)

The grade-point average requirements are for the 16 core courses, in Division I and the 14 core courses in Division II, not the overall GPA. Students should work with their high school counselor and coach to make certain their class schedule is on track to meet the NCAA guidelines.

NCAA Eligibility Center

Certification

If the student intends to participate in Division I or II athletics as a freshman, then he/she must register and be certified by the NCAA Eligibility Center.

Fee Waivers

High School counselors may waive the application fee if the student has previously received a waiver of the ACT or SAT fee.

Test Score Requirements

(SAT, ACT) in Divisions I and II, the student must achieve the minimum required SAT score or ACT score before his/her first full-time college enrollment in order to qualify.

Additional Information

Athletic information included is provided as a resource. Specific questions or clarifications of athletic information and/or eligibility should be addressed to the school's athletic director. For more information regarding the rules, please go to **www.NCAA.org**. Click on "Academics and Athletes" then "Eligibility and Recruiting." Or visit the NCAA Eligibility Center Website as **www.eligibilitycenter.org**

HIGH SCHOOL OPTIONS	
HIGH SCHOOLS	**GRADES**
Arlington High School	7-12
Arsenal Technical High School	9-12
Broad Ripple Magnet High School for the Arts & Humanities	6-12
Career Technology Center *on Arsenal Technical High School's campus	9-12
Crispus Attucks Medical Magnet High School	6-12
George Washington Community High School	7-12
John Marshall Community High School	7-12
Key Learning Community	K-12
Northwest Community High School	7-12
Shortridge Magnet High School	9-12

PREPARING FOR COLLEGE

21st Century Scholar

Indiana's 21st Century Scholars Program began in 1990 to ensure that every Hoosier student can afford the opportunity provided by a college degree. Today, eligible students who keep the Scholar Pledge to excellence in school and life receive a Scholarship to help pay for their college education.

Indiana's 21st Century Scholars Program offers income-eligible Hoosier students up to four years of paid tuition at an eligible Indiana college or university after they graduate from high school. In middle and high school, 21st Century Scholars are connected to programs and resources to help them plan, prepare, and pay for college. Once in college, Scholars receive support to complete their college degrees and connect to career opportunities.

Becoming a 21st Century Scholar

Indiana 7th and 8th grade students whose families meet

income eligibility guidelines can apply to become a 21st Century Scholar. Applications must be received by June 30 of the student's 8th grade year. Students may apply online, or through a local school or nonprofit organization that has agreed to submit online applications on behalf of eligible students.

Succeeding in School

While in high school, 21st Century Scholars are expected to complete a Scholar Success Program that helps them plan, prepare and pay for college completion. Three required activities each year help Scholars stay on track to graduate high school and earn a college degree. Participation in the Scholar Success Program is recommended for all Indiana students and required for 21st Century Scholars who start high school in the fall of 2013 or later.

Completing College

The final step in the 21st Century Scholars Program is to complete college successfully and enter a career pathway. Scholars continue to receive support in college as they plan their path to a degree, prepare for success in the workplace and pay for college with the 21st Century Scholarship. Learn more about the Scholar Success Program in college, or read about academic requirements for students in college.

Learn More…

Read our FAQs for answers to common questions, including how to check enrollment status, finding eligible colleges and more. Learn more about the Program by reading about one of our featured Scholars. Like all Scholars, these talented students face real hurdles to completing college—but they have the determination and knowledge to succeed.

www.in.gov/21stcenturyscholars

*Information courtesy of http://www.in.gov/21stcenturyscholars/2522.htm

COLLEGE ONLINE RESOURCES

The Independent Colleges Indiana (ICI) website, **www.icindiana.org**, provides links to all independent colleges and universities in Indiana and has lots of other information on finding the best college fit. Here are some websites with more information on college choice and student financial aid.

www.nces.ed.gov/collegenavigator
Using College Navigator's school search engine, you can explore some 7,000 postsecondary U.S. institutions based on criteria you select, including programs and degrees awarded, retention and graduation rates, price of attendance, available aid, campus safety and accreditation. This federal website comes from the National Center for Educational Statistics.

www.learnmoreindiana.org
The Learn More Resource Center is a great source of information about career planning, educational options, and financing your education. An arm of the Indiana Commission for Higher Education, Learn More also provides an information hotline at 1-800-992-2076.

www.in.gov/sfa
Indiana's Division of Student Financial Aid (SFA) explains state financial aid programs, answers Frequently Asked Questions and provides links to additional aid sources.

www.studentaid.ed.gov
The U.S. Department of Education sponsors this site about federal aid programs, featuring information on the latest changes and an online student Guide.

www.fafsa.ed.gov
File the Free Application for Federal Student Aid online.

www.finaid.org
From a noted financial aid and college planning author, this is a comprehensive annotated collection of information about student financial aid.

www.in.gov/tos/iesa
From the Indiana Education Savings Authority, information about three great ways to save for college.

www.fastweb.com
The largest and most complete source of scholarships available, FastWeb! features personalized matching of scholarships to students' unique profiles.

www.collegecosts.com/nccc
The National Center for College Costs provides financial aid consulting to families through school systems. This site offers students and parents/guardians insight on financial aid and college preparation.

www.triptocollege.org
Sponsored by the Indiana Youth Institute and made possible by a grant from Lilly Endowment Inc., Trip to College is a step-by-step guide to making college a reality for Indiana families.

BUSINESS, MARKETING, AND INFORMATION TECHNOLOGY

INTRODUCTION

The mission of Business, Marketing, and Information Technology in Indiana is to work cooperatively with business/industry to prepare students to live and work as productive citizens in a changing global society by providing essential business, marketing, and information technology experiences, and training. These experiences should actively engage students using instructional strategies that rely on the use of technology and practices that reflect current and emerging business/industry practices.

COURSES OFFERED:

- Business Law and Ethics (4560)
- Business Math (4512)
- Business and Management, Higher Level, International Baccalaureate (4580)
- Business and Management, Standard Level, International Baccalaureate (4582)
- Computer Programming I (4534)
- Computer Programming II (5236)
- Introduction to Computer Science (4803)
- Computer Tech Support (5230)
- Digital Citizenship (4530)
- Information Communications and Technology (4528)
- Infrastructure of the Internet (4588)
- Introduction to Business (4518)
- Personal Financial Responsibility (4540)
- Preparing for College and Careers (5394)
- Introduction to Radio and Television I/Radio and Television I (5986)
- Radio and Television II (5992)
- Technical Business Communications (4508)

BUSINESS LAW AND ETHICS
4560 (BUS LAW ETH)

Business Law and Ethics provides an overview of the legal system in the business setting. Topics covered include: basics of the judicial system, contract, personal, employment and property law. Application of legal principles and ethical decision-making techniques are presented through problem-solving methods and situation analyses. Offered at Northwest Community High School.

- Recommended Grade Level: 11-12
- Recommended Prerequisites: None
- Credits: 1 credit per semester, maximum of 2 credits
- Counts as an elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas. This course is aligned with postsecondary courses for Dual Credit.

BUSINESS MATH
4512 (BUS MATH)

Business Math is a 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. The content includes mathematical operations related to accounting, banking and finance, marketing, and management.

- Recommended Grade Level: 10-11
- Recommended Prerequisite: Algebra I
- Credits: 1 credit per semester, maximum of 2 credits
- Fulfills a Mathematics requirement for the General Diploma only or counts as an elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas. Qualifies as a quantitative reasoning course.

BUSINESS AND MANAGEMENT HIGHER LEVEL, INTERNATIONAL BACCALAUREATE
4580 (BUSM H IB)

Business and Management Higher Level, International Baccalaureate, explores how and why individuals form organizations, organizational problems and life cycles and the role of individuals and groups within organizations. Students gain a broad understanding of the variety of organizations that exist, including profit and nonprofit and examine and apply the principles of organizations and the techniques practiced in organizational decision making. Students also develop an understanding of the interdependency of organizations and the effect on problem solving. Offered at Shortridge Magnet High School.

- Recommended Grade Level: 11 and 12
- Credits: 4 semester course, 1 credit per semester
- Counts as an elective or directed elective for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas.

BUSINESS AND MANAGEMENT STANDARD LEVEL, INTERNATIONAL BACCALAUREATE
4582 (BUSM S IB)

Business and Management Standard Level, International Baccalaureate, examines the role of individuals and groups in forming organizations and their roles within organizations. Students gain a broad understanding of the variety of organizations that exist, including profit and

nonprofit, and the problems and life cycles of these organizations. This course develops an understanding of the interdependency of organizations, the effect of problem solving and the application of organizational principles and techniques widely practiced in the process of decision making. Offered at Shortridge Magnet High School.

- Recommended Grade Level: 11 and 12
- Credits: 2 semester course, 1 credit per semester
- Counts as an elective for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas.

COMPUTER PROGRAMMING I
4534 (COMP PROG I)

Computer Programming I covers fundamental concepts of programming, which are provided through explanations and effects of commands, and hands-on utilization of lab equipment to produce correct output. This course introduces the structured techniques necessary for efficient solutions for business-related computer programming logic problems and coding solutions into a high-level language. Includes program flowcharting, pseudo coding, and hierarchy charts as a means of solving these problems. The course covers creating file layouts, print charts, program narratives, user documentation, and related systems. Offered at Arsenal Technical High School (Career Technology Center).

- Recommended Grade Level: 10-12
- Recommended Prerequisites: Information and Communications Technology
- Credits: 1-3 credits per semester, maximum of 6 credits
- Counts as an elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

COMPUTER PROGRAMMING II
5236 (COMP PROG II)

Computer Programming II explores and builds skills in C++ and Java. The study of C++ provides a basic understanding of the fundamentals of procedural program development using structured, modular concepts. Emphasizes logical program design involving user-defined functions and standard structure elements. Discussions will include the role of data types, variables, structures, addressable memory locations, arrays and pointers. Data file access methods are also presented. Offered at Arsenal Technical High School (Career Technology Center).

- Recommended Grade Level: 11-12
- Recommended Prerequisites: Computer Programming I

- Credits: 1-3 credits per semester, maximum of 6 credits
- Counts as an elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

INTRODUCTION TO COMPUTER SCIENCE
4803 (INTRO CS)

Introduction to Computer Science allows students to explore the impact of computing in our global society. In addition to gaining a broad understanding of simple apps and mobile devices, students will focus on the areas of computer programming, gaming/mobile development, and artificial intelligence/robotics.

- Recommended Grade Level: 9-10
- Recommended Prerequisites: None
- Credits: 1 credit per semester, maximum of 2 credits (Designed as a one-semester course.)
- Counts as an elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

COMPUTER TECH SUPPORT
5230 (COMP TECH)

Computer Tech Support allows students to explore how computers work. Students learn the functionality of hardware and software components as well as 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.

- Recommended Grade Level: 11-12
- Recommended Prerequisites: Information Communications and Technology
- Credits: 1-3 credits per semester, maximum of 6 credits
- Counts as an elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas. This course is aligned with postsecondary courses for Dual Credit.

DIGITAL CITIZENSHIP
4530 (DIGI CITI)

Digital Citizenship prepares students to use computer technology in an effective and appropriate manner. Students develop knowledge of word processing, spreadsheets, presentation and communications software. Students establish what it means to be a good digital citizen and how to use technology appropriately.

- Recommended Grade Level: 9
- Recommended Prerequisites: None
- Credits: 1 credit per semester, maximum of 1 credit

- Counts as an elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

INFORMATION COMMUNICATIONS AND TECHNOLOGY
4528 (IT COM TECH)

Information Communications and Technology introduces students to the physical components and operation of computers. Technology is used to build students' decision-making and problem-solving skills. This course helps students develop efficient and practical computer skills beyond the basics which they may have learned at home or in middle school. Students also learn appropriate and effective use of the Internet. Offered at Arsenal Technical High School (Career Technology Center).

- Recommended Grade Level: 9-12
- Recommended Prerequisites: None
- Credits: 1 credit per semester, maximum of 2 credits
- Counts as an elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas. This course is aligned with postsecondary courses for Dual Credit.

INFRASTRUCTURE OF THE INTERNET
4588 (INFRA INT)

Infrastructure of the Internet focuses on learning the fundamentals of networking, routing, switching, and related protocols. Students are introduced to the two major models used to plan and implement networks: OSI and TCP/IP. The OSI and TCP/IP functions and services are examined in detail. Students will learn how a router addresses remote networks and determines the best path to those networks, employing static and dynamic routing techniques. Offered at Arsenal Technical High School (Career Technology Center).

- Recommended Grade Level: 12
- Recommended Prerequisites: Computer Tech Support
- Credits: 1-3 credits per semester, maximum of 6 credits
- Counts as an elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas. This course is aligned with postsecondary courses for Dual Credit.

INTRODUCTION TO BUSINESS
4518 (INTO BUSS)

Introduction to Business introduces students to the world of business. The course covers business management, entrepreneurship, marketing fundamentals, and business ethics and law. The course further develops business vocabulary and provides an overview of business and its role in economic, social, and political environments.

- Recommended Grade Level: 9-10
- Recommended Prerequisites: None
- Credits: 1 credit per semester, maximum of 2 credits
- Counts as an elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

PERSONAL FINANCIAL RESPONSIBILITY
4540 (PRS FIN RSP)

Personal Financial Responsibility addresses the identification and management of personal financial resources to meet the financial needs and wants of individuals and families, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. This course helps students build skills in financial responsibility and decision making; analyze personal standards, needs, wants, and goals; identify sources of income, saving and investing; understand banking, budgeting, and record-keeping and managing risk, insurance and credit card debt.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: None
- Credits: 1 credit per semester, maximum of 1 credit
- Counts as an elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

PREPARING FOR COLLEGE AND CAREERS
5394 (PREP CC)

Preparing for College and Careers addresses the knowledge, skills, and behaviors all students need to be prepared for success in college, career, and life. Topics to be addressed include twenty-first century life and career skills; higher order thinking, communication, leadership, and management processes; exploration of personal aptitudes, interests, values, and goals; examining multiple life roles and responsibilities as individuals and family members; planning and building employability skills; transferring school skills to life and work; and managing personal resources.

- Recommended Grade Level: 9
- Recommended Prerequisites: None
- Credits: 1 credit per semester, maximum of 1 credit
- Counts as an elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

INTRODUCTION TO RADIO AND TELEVISION / RADIO AND TELEVISION I
5986 (RAD TV I)

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. Offered at Broad Ripple Magnet High School and Arsenal Technical High School (Career Technology Center).

- Recommended Grade Level: 11-12
- Recommended Prerequisites: Introduction to Communications
- Credits: 1-3 credits per semester, maximum of 6 credits
- Counts as an elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas. This course is aligned with postsecondary courses for Dual Credit.

RADIO AND TELEVISION II
5992 (RAD TV II)

Radio and Television II prepares students for admission to television production programs at institutions of higher learning. Students train on professional equipment creating a variety of video projects. Students enrolling in this program should have successfully completed Radio and Television I. During this second-year program students integrate and build on first-year curricula while mastering advanced concepts in production, lighting, and audio. Offered at Broad Ripple Magnet High School and Arsenal Technical High School (Career Technology Center).

- Recommended Grade Level: 12
- Recommended Prerequisites: Radio and Television I
- Credits: 1-3 credits per semester, maximum of 6 credits
- Counts as an elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas. This course is aligned with postsecondary courses for Dual Credit.

TECHNICAL BUSINESS COMMUNICATIONS
4508 (TECH BUS COMM)

Technical/Business Communication provides students with the communication and problem-solving skills to function effectively in the workplace. Areas of study include written/oral/visual communication, listening, informational reading, Internet research/analysis, and electronic communication. Students will produce documents related to employee handbooks, instructional manuals, employment communication, organizational communication, business reports, and social and professional situations.

- Recommended Grade Level: 11-12
- Recommended Prerequisites: Digital Citizenship or Information and Communications Technology
- Credits: 1 credit per semester, maximum of 2 credits
- Counts as an elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas. May fulfill up to two graduation credits of the English/Language Arts requirement.

PROUD TO BE PUBLIC