LEARN TODAY TO EXCEL TOMORROW.

LA PORTE HIGH SCHOOL PROGRAM OF STUDIES 2019-2020
Welcome to La Porte High School! La Porte High School's Program of Studies and College Career Pathway Guide are aligned to the Indiana College and Career Pathways and based on Indiana's graduation requirements. These resources have been prepared to assist students and parents in planning their "Slicer College and Career Experience" to meet state required academic requirements and to prepare for post-secondary college and career pathways. In short, these resources are designed to get you where you want to go in your career journey.

At LPHS, we aim to help all students develop a college and career plan upon graduation to ensure students are "college and career ready (CCR)." This means that students will develop the knowledge, understanding, and skills to succeed in post-secondary education/training and career opportunities. Using the charts, visuals, and examples in the LPHS College and Career Pathway Guide, students will choose a career pathway to plan their CCR journey. Students should strive to achieve a plan that is matched to their goals, interests, skills, and abilities. With careful planning, parent and school support, and student hard work, Slicer students can graduate from LPHS ready for college and careers!

The availability of courses and programs to help Slicers reach their potential and to be prepared to enroll in college or enter the workforce is comprehensive at La Porte High School. Whether that is our comprehensive offering of dual credit courses offered through partnerships with higher education, College Board recognized Advanced Placement courses, or industry certification programs through LPHS and the La Porte County Career and Technical Education Center, Slicers have the opportunity to graduate college and career ready!

As always, please feel welcome to contact LPHS teachers, administrators, counselors, and staff about any questions related to "the Slicer Experience." Together Slicer students will "Learn today to excel tomorrow!"

Once a Slicer, Always a Slicer!
Ben Tonagel, Principal

ADMINISTRATORS
(219) 362-3102
Ben Tonagel, Principal
Scott Upp, Associate Principal
Candace Schafer, Assistant Principal
Kris Staats, Assistant Principal
Holly Wireman, Assistant Principal
Jennifer Hunt, Assistant Principal, K-12 Counseling

SCHOOL COUNSELORS
(219) 362-4503
Heather Brant
Sue Knop
Caryn Schmidt
Kate Steinhubel
Sheryl Suppinger

SLICER SUPPORT SERVICES
Christine Rosenbaum (219) 362-4503

COLLEGE & CAREER COORDINATOR
Matt Presley (219) 362-3102

Updated 2/1/19
You are encouraged to seek assistance from your counselor, your teachers, and your parents as you think not only about the next school year but also the total effect that all of your high school courses will have on the remainder of your life. Often students simply do not have time to take everything that they either want or need. Thus, planning one year at a time can be very disappointing. Preparation for a career or career training is one very important reason why you are in high school. To make the best choice from among many alternatives you should consider three aspects:

**Yourself**

The selection of a career includes your knowledge and understanding of your aptitudes, abilities and achievements, health, interests, personality, values, goals, family background, and education. Your parents, teachers, and counselor can assist you in considering these aspects about yourself and how they relate to your career choice.

**Career Pathways**

A Career Path is a broad area of study that could include academic, technical, or practical components. The Career Path is very individual for each student but usually will fall in broad Career Majors or Cluster Areas.

**Education and Training**

Career goals can be reached by pursuing practical, technical, or professional pathways within a career cluster area. Individual student pathways will include wise choices of appropriate courses in high school, technical school, or college.

- Students selecting the Professional level in a career field will be considering a four-year or more college/university program as a requirement for career level entry.
- Students selecting the Technical level in a career field will be considering a 1-2 year or even 3 year community college program, technical or trade school, or other post-secondary training opportunities such as the military services or specialized short-term training.
- Students selecting the option of Direct Job Entry will likely take advantage of career and technical courses in high school as well as opportunities for on-the-job training or apprenticeship programs after high school.

Special entrance requirements are specified for each of the above educational opportunities. The Counseling Department runs group information meetings throughout the year with representatives who can provide first-hand information. A number of other departments also have career speakers. Sample 4-year plans for each diploma can be found in the back of this handbook.

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**Non-Discrimination Policy**

La Porte Community Schools is committed to equal opportunity and does not discriminate on the basis of age, race, color, religion, sex, handicapping conditions, or national origin including limited English proficiency. No person is excluded from participation in, denied the benefits of, or subjected to unlawful discrimination on such basis under any employment, education program, or student activity.

**Program Planning for Freshmen**

Careful planning of the program of studies prior to entrance into ninth grade will enable each freshman to participate successfully in classes in accord with his interests, abilities, and future plans. This planning involves the student, parents/guardians, and faculty members.

A freshman program of studies is composed of required and elective courses. The initial class taken in some course areas can vary in difficulty. For example, mathematics courses for freshmen are organized at several levels of difficulty and/or pacing. While the algebra courses are the most common, geometry is a demanding course for freshmen who have consistently achieved at above average levels in algebra during the eighth grade.

Other LPHS courses/areas are organized at a single beginning level of difficulty and all students are scheduled together into the same classes. Many sources of information are used to recommend specific courses and course levels for each freshman. These sources include:

- Student interest
- Parental advice
- Past achievement
- Advice of eighth grade teachers
- Standardized test scores
- Indiana Career Explorer

It is important to emphasize that recommendations for the several levels of difficulty are made by subject, recognizing that the interests and talents of students vary by subject. Mathematics teachers will make mathematics recommendations, science teachers will make science recommendations, etc.

**Phase One:** Eighth grade students with their parents are asked to make tentative choices of courses to be taken during the freshman year. These choices are based primarily on student interest. Information for this purpose is distributed in the second semester during group meetings at the middle school. Students receive a planning sheet during group presentations in February. In late February or early March the high school counselors return to assist students in finalizing their choices.

During this process, faculty members at the high school and middle schools recommend certain courses believed to be most appropriate as each eighth grade student chooses a tentative group of courses in February for the freshman year.
Phase Two: In the second and most important phase, parents and students become involved again in making final decisions. After the student, with the help of the middle and high school faculties, has selected the courses and course levels, the selections are mailed to their parents. Parents are then asked to evaluate the appropriateness of the recommendations. If it is decided that a course or course level is not satisfactory, parents are encouraged to discuss their concern with their child's middle school counselor so that desired program modifications can be made. A firm commitment is then made by the parents to this program plan for the next school year.*

March 28, 2019 is the deadline for course adjustment requests.

REQUIRED FRESHMEN COURSES

The minimum high school graduation requirement is 40 credits. One credit is awarded upon successful completion of each course per semester. Most students earn 7 credits per semester or 14 credits per year.

All freshmen must take:

- English 9          2 semesters
- Algebra I & Algebra I Lab 2 semesters/
  1 semester

OR

- Honors Geometry 2 semesters
- Biology or Earth Science 2 semesters
- Preparing for College and Careers 1 semester
- PE I 1 semester

Most freshmen also take:

- Health 1 semester
- World History OR Geography 2 semesters

Guidelines for remaining selections:

1. Choose a graduation pathway.
2. The freshman year is a good year to start or explore in elective departments, i.e. business, family and consumer science, music, art, industrial technology, and world language. Students are encouraged to utilize Indiana Career Explorer to research career options and connect the results to LPHS electives.
3. Since four social studies credits are required in the junior and senior years, most students choose World Geography or World History in the freshman or sophomore year in order to fulfill the credit requirement. Students may choose to take AP World History during their sophomore year instead.
4. It is important for students interested in programs such as speech and debate; band, orchestra, and choir; school publications (newspaper or yearbook); or Career and Technical programs (AK Smith, Building Trades, ICE, Educations Professions) to make a tentative 4-year plan.

*see schedule change policy

SELECTING SOPHOMORE, JUNIOR & SENIOR COURSES

Upperclassmen are encouraged to think seriously about their remaining high school courses. The courses taken during these last years must be planned carefully. It is important to always keep the following three questions in mind as students make each course decision:

1. Each year are the requirements for graduation being met for the type of diploma desired?
2. Is adequate preparation being made for college entrance or for direct job entry?
3. Are courses being selected appropriate to individual interests and abilities?

It is critical that students carefully read the course descriptions to ensure they are aware of what areas the class will be covering. If adequate long-range planning has occurred, decisions on course selection will fit each student's needs and there will be no disappointment with the choices made. Parents will be asked to review their student's choices via the Skyward Parent Portal. Requests for schedule changes, therefore, will be considered only for the most compelling reasons*

March 28, 2019 is the deadline for course adjustment requests.

SUMMER SCHOOL

An official summer school registration date will be released after a decision is made at the April School Board meeting. Summer coursework taken at other accredited high schools may be transferred to La Porte if it is documented by standard Carnegie credits or units. Other educational experiences (camps, seminars, trips, youth programs, etc.) remain documented by the sponsoring institution.

If a student decides not to take a required course as planned during summer school, it is vital to confer with the counselor to get the requirement included in the academic year course selections.

COURSE SELECTION CHANGES

Efforts are made to provide the best possible course selection each spring for the next entire academic year so that educational goals of students are realized. However, circumstances do change, and a program chosen early in the second semester may require some adjustment in the spring. If a student finds that a change of next year's selections is necessary before the end of the current school year, the student should notify the counseling office immediately, or before March 28, 2019.

Students must carefully watch to see that selected courses have prerequisites met, that specific graduation requirements are covered, and that summer school, if necessary, has been included.

Change requests after the start of school due to simply forgetting to keep your program up-to-date will likely result in a disappointing schedule of classes or no possibility of change at all.

March 28, 2019 is the deadline for course adjustment requests.
SCHEDULE CHANGE POLICY

La Porte High School is committed to maximum use of available staff. Classes are scheduled very tightly based on student selections of courses. Teachers and classrooms are committed to these student selections and the slightest variation in numbers can have profound implications for the entire Master Schedule. For this reason, plus the responsibility we have to help students learn to adhere to their commitments, students will be allowed to change their schedules for NO reason other than the following:

1. To upgrade work in a department or discipline; e.g., a student wishes to add a class in place of a study hall, a student is changed to an honors class from a regular class, etc., within a given course discipline. Changes to different disciplines or even departments are not considered.

2. To correct an inappropriate student placement; e.g., a student has tried in a previous prerequisite class, but failed to master skills needed to have success at present. The student effort put forth will be an important factor in the request.

3. To balance classes; e.g., When there is an obvious discrepancy in numbers of students in similar classes, some students may be switched to other classes.

4. To Prevent student-to-student conflicts (at the teacher’s request); e.g., a teacher requests a change to separate incompatible students. Even when legitimate requests are made, some cannot be honored because of the complexity of the Master Schedule and the effects on the schedule overall.

CREDIT DEFINITION

Course requirements for graduation are defined in terms of "credits" earned. One (1.0) credit is awarded upon successful completion of one semester of work in one course involving one period of the day. Multiple period coursework receives multiple credits. Exceptions to this general rule are departmental assistants and school service positions where 0.5 credit per semester is received. There is no credit awarded for Study Hall.

Under certain circumstances below, a student may be repeating a course at his/her option. The school does not require a repeat. This is treated as a separate event as far as credit, grade, and GPA. Retaking a course does not drop a previous course from calculations of GPA. It is not possible to remove an "F" grade or the GPA penalty by repeating a course.

Allowable repeats:

1. According to the State of Indiana, courses that are organizational level in nature. Examples are band, El Pe, Hi Times, choir, etc.

2. Courses that serve as prerequisites and that have a clear sequence within a discipline. The intent is to recognize that students experience times in which they may not be able to perform at their best. A prior semester grade of D or higher is required and/or a desire for better preparation in order to continue in the discipline. Examples are commonly found in world language, mathematics, and sometimes science.

3. Advanced courses that are multi-level, if designated repeatable by the state.

4. Courses that are career and technical, if the student is re-approved through the application process.

5. Courses where a specific proficiency or grade is required by a post-secondary educational institution.

6. Only courses designated by the state as repeatable (i.e. primarily courses cited in #1, 3, 4) may receive duplicate credits. In other situations, when duplicate credits are not permitted, both the original and repeated grades will appear in the student's transcript and count in the GPA, but no credit will be granted for graduation requirements.

Consideration of cases other than those covered by the above conditions will be reviewed case-by-case on a basis dependent upon the educational need.

CORRESPONDENCE COURSES

La Porte High School is not accredited to offer correspondence credit. All credit is granted through regular school programming. Private parties, even with a teaching license, are not authorized to grant credit.

However, external credit can be obtained as provided by Indiana State Board of Education Administrative Rule 511 IAC 6-7-7 quoted below. The local school board designee is the Counseling Department, which will screen correspondence institutions. Do not pay money for a course until approval is obtained.

"511 IAC 6-7-7 A student desiring to complete courses by correspondence first obtains the approval of the local school board, or its designee. The local school board has the option of establishing a maximum number of credits acceptable for meeting graduation requirements. Correspondence credits are acceptable only when taken from an institution properly accredited by the appropriate regional accrediting association affiliated with and/or approved by the council on post-secondary accreditation (COPA) and/or the Indiana commission for post-secondary proprietary education."

COURSE PREREQUISITES

Prerequisites are conditions that must be met, or anticipated being met, before a course may be selected for the following year. These conditions could include:

1. Certain skills such as keyboarding, instrumental or voice proficiency, etc.

2. Successful completion of lower level courses in the same area. (i.e. career pathway)

3. Successful completion of a course considered as preparatory.

4. Completion of lower level or preparatory courses with a certain semester grade average.

5. Departmental/faculty recommendations.

6. An application/audition process.

Conditions such as these are noted in the comments/prerequisites area of the course list. The course descriptions might also give indications of certain proficiencies that are desirable but not absolutely required.
COLLEGE ENTRANCE REQUIREMENTS

Students should prepare for college entrance by completing the CORE 40, Academic Honors, or Technical Honors Diploma requirements. It is unwise to prepare with only the minimum entry requirements. It is the student's responsibility to know the particular requirements for entry to the college of their choice and to have selected courses in high school to meet the needs of department requirements on the university level.

Students should not consider the minimum preparation to be adequate for the academic demands required for success in college. The strength of the high school college preparatory program, especially the senior year, is vital to meeting the academic challenges of college courses.
The path to graduation is not one-size-fits-all. Indiana provides many pathways for students to earn a high school diploma.

**OVERVIEW**

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

1. **Credits**
   - Earn credits toward a diploma with designation.
     - Core 40 - minimum 40 credits
     - Academic Honors - minimum 47 credits
     - Technical Honors - minimum 47 credits
     - General

2. **Learn & Demonstrate Employability Skills**
   - Produce defined outcome(s) based on experience.
     - Defined Outcome Options
       - Videos
       - Papers
       - Resume
       - Dual Credit
       - Certifications
       - Portfolio
       - Projects
       - Slideshows
       - Presentation
       - Five Year Goal Plan
       - Reflection of Experience
       - Letters of Recommendation
       - Letter of Employment Verification
       - Postsecondary-related Experiences
       - Co-Curricular Participation
       - Extra-Curricular Participation
       - Locally Defined Outcome

3. **Postsecondary-Ready Competencies**
   - Meet at least one of these competencies.
     - Honors Diploma
       - academic or technical
     - SAT
       - reading/writing = 480, math = 530
     - ACT
       - english = 18, reading = 22, math = 22, science = 23 (2 out of 4 needed with at least one in English/Reading and one in Math/Science)
     - ASVAB
       - minimum of 31
     - Industry Certification
       - certification from approved DWD list
     - Apprenticeship
       - federally recognized
     - CTE Concentrator
       - C average or higher in at least 2 advanced HS courses in a state-approved CTE Pathway
     - AP/IB/Dual Credit/
       - Cambridge International/CLEP
       - C average or higher in 3 courses (1 of the 3 courses must be in core content area or all three must be part of a CTE pathway)
     - Locally Created Pathway
       - approved by SBOE
     - Waiver
       - see listed web link

**DIPLOMA REQUIREMENTS**

1. **Credits**

2. **Learn & Demonstrate Employability Skills**

3. **Postsecondary-Ready Competencies**

**TRACKING**

1. **Transcript with Completed Courses**
   - Project-Based Experience
     - Allows students to gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question.

2. **Work Toward Completion of One of the Experiences Below**
   - Service-Based Experience
     - Integrates academic study with service experience, reflects larger social, economic, and societal issues, and collaborative efforts between students, schools, and community partners.

3. **Course Selection, Graduation Plan, & Testing Opportunities**
   - Work-Based Experience
     - Activities that occur in a workplace while developing the student’s skills, knowledge, and readiness for work.

Please Visit: https://www.doe.in.gov/graduation-pathways

Questions: DOEGradpathway@doe.in.gov
1. CREDITS

CORE 40 DIPLOMA

Education, business, labor, and government leaders of the State of Indiana have agreed on education expectations for Indiana high school students. These expectations are called the Indiana CORE 40—a single, flexible high school curriculum which, except for elective courses, is based upon a single set of agreed upon competencies. These competencies will direct the content of college prep courses.

**Students should meet the CORE 40 standard to:**
- Be considered for admission to an Indiana four-year college or university
- Ensure success in one and two-year college and technical training programs
- Ensure success in the workforce

Each eighth grader will work with their school counselor to create a 4 year plan that includes a pathway of study. The plan will direct students toward achievement of life goals beyond high school. By defining requirements for success in future education and work, the Indiana CORE 40 guides this planning process.

Students will all default to the Core 40 curriculum, with the option to add an Academic and/or Technical Honors designation. We understand that not all students will complete the entire curriculum and recognize the differentiation that exists among secondary students and their need to proceed at differing rates through the CORE 40 curriculum.

ACADEMIC HONORS DESIGNATION

The Academic Honors Designation is authorized by the State of Indiana. To be eligible students must meet the following criteria:

1. The student must have earned a minimum of 47 high school credits in the following subject areas:
   - English: 8 credits
   - Social Studies: 6 credits
   - Mathematics: 8 credits
   - Science: 6 credits
   - World Language: 6 or 8 credits
   - Fine Arts: 2 credits
   - Health: 1 credit
   - Physical Education: 2 credits
   - Electives: 6-8 credits

   **Total:** 47 required courses

2. In addition to the minimum course requirements described above, courses counting toward the Academic Honors Diploma are subject to the following requirements:
   a. English credits must include literature and composition.
   b. Required courses in social studies must include Government and U.S. History, Economics, and either 2 credits in World History OR 2 credits in Geography and History of the World.
   c. Students having completed Algebra I prior to grade 9 will have these credits and grades on their official high school transcript and record.
   d. Science credits must include: two credits in Biology; two credits in Chemistry OR two credits in Physics OR two credits in ICP; AND two additional science electives.
   e. World Language credits must include: six credits in one language OR four credits in one language and four in another.
   f. Only courses in which a student has earned a grade of "C-" or above may count toward the Academic Honors Diploma. A total grade point average of 3.0 or better is required before the Academic Honors Diploma will be awarded.
   g. Complete one of the following:
      - Two Advanced Placement courses resulting in four high school credits AND corresponding AP Exams
      - Two dual high school/college courses resulting in 6 college credits.
      - One Advanced Placement course resulting in two high school credits with the corresponding AP exam(s) AND one dual high school/college course resulting in 3 college credits.

TECHNICAL HONORS DESIGNATION

The Technical Honors Designation is authorized by the State of Indiana. To be eligible students must meet the following criteria:

1. Complete all requirements for CORE 40
2. Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following:
   - State-approved, industry recognized certification or credential, or
   - Pathway dual credits from the approved dual credit list resulting in 6 transcripted college credits
3. Earn a grade of "C-" or better in courses that will count toward the diploma
4. Have a grade point average of 3.0 or higher.
5. Complete one of the following:
   - Meet one of the AHD requirements: dual credit/AP/SAT/ACT minimum scores OR
   - Earn an acceptable score on the WorkKeys, Accuplacer, or Compass Test

La Porte Community Schools will note the awarding of the Academic Honors Diploma on the student’s diploma and permanent record. Students and/or parents who wish additional information about the Academic Honors Diploma are requested to contact their high school counselor.
## Course and Credit Requirements

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

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

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

**SAT scores updated September, 2017**

***WorkKeys assessment titles updated, 2018***

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### Core 40 with Academic Honors (minimum 47 credits)

For the Core 40 with Academic Honors designation, students must:

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits.
- Earn 6-8 Core 40 world language credits (6 credits in one language or 4 credits each in two languages).
- Earn 2 Core 40 fine arts credits.
- Earn a grade of a "C" or better in courses that will count toward the diploma.
- Have a grade point average of a "B" or better.
- Complete one of the following:
  - A. Earn 4 credits in 2 or more AP courses and take corresponding AP exams
  - B. Earn 6 verifiable transcripted college credits in dual credit courses from the approved dual credit list.
  - C. Earn two of the following:
    - 1. A minimum of 3 verifiable transcripted college credits from the approved dual credit list,
    - 2. 2 credits in AP courses and corresponding AP exams,
    - 3. 2 credits in IB standard level courses and corresponding IB exams.
  - D. Earn a composite score of 1250 or higher on the SAT and a minimum of 560 on math and 590 on the evidence based reading and writing section.**
  - E. Earn an ACT composite score of 26 or higher and complete written section
  - F. Earn 4 credits in IB courses and take corresponding IB exams.

### Core 40 with Technical Honors (minimum 47 credits)

For the Core 40 with Technical Honors designation, students must:

- Complete all requirements for Core 40.
- Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following:
  - Pathway designated industry-based certification or credential, or
  - Pathway dual credits from the approved dual credit list resulting in 6 transcripted college credits
- Earn a grade of "C" or better in courses that will count toward the diploma.
- Have a grade point average of a "B" or better.
- Complete one of the following,
  - A. Any one of the options (A - F) of the Core 40 with Academic Honors
  - B. Earn the following minimum scores on WorkKeys: Workplace Documents, Level 6; Applied Math, Level 6; and Graphic Literacy, Level 5.***
  - C. Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75.
  - D. Earn the following minimum score(s) on Compass: Algebra 66 Writing 70, Reading 80.
2. LEARN & DEMONSTRATE EMPLOYABILITY SKILLS

Learn and Demonstrate Employability Skills: Must meet **ONE** of the following:

- **Completion of a project based learning experience**
  - Examples include completion of specific project based classes, completion of a comprehensive research project, or other school options that have been approved by the Indiana State Board of Education; OR

- **Completion of a serviced based learning experience**
  - Examples include participation in a meaningful volunteer or civic engagement experience, engagement in a school based activity such as a co-curricular or extra-curricular activity or sport for at least one academic season, completion of the community service course, completion of the Technical Honors course, or other options that have been approved by the Indiana State Board of Education; OR

- **Completion of a work based learning experience**
  - Examples include completion of an internship program, obtaining of the Governor’s Work Ethic Certification, employment outside of the school day, or other options approved by the Indiana State Board of Education

Note: Students must complete a LPHS Employment Skills Verification form and/or LPHS Employment Verification Form (located in the guidance office) to verify that Box 2 has been attained and secured.

3. POST-SECONDARY READINESS COMPETENCIES

Demonstrate post-secondary readiness competencies: Must fulfill **ONE** of the following:

- **Honors diploma:** Fulfill all the requirements of an Academic or Technical Honors Diploma.

- **ACT:** Earn the college ready benchmark scores of:
  - 18 in English, 22 in Reading, 22 in Math, 23 in Science

- **SAT:** Earn the college ready benchmark score of:
  - 480 in Evidence Based Reading and Writing, 530 in Math

- **ASVAB (Armed Service Vocational Aptitude Battery):** Earn at least the minimum Armed Forces Qualifying score of **31** to qualify for placement in one of the branches of the US Military.

- **State and Industry recognized Credentials or Certification**

- **State, Federal, or Industry recognized Apprenticeship**

- **Career Technical Education Concentrator:**
  - Earn at least 6 high school credits within a Pathway sequence with at least a “C” average

- **AP/Dual Credit:**
  - Earn at least 3 dual credit courses with at least a “C” average; and
  - One of the courses must be in English, Math, Science, or Social Studies

- **Meet the requirements of a Locally Created Pathway**
  - Must be approved by the Indiana state Board of Education
Indiana College & Career Pathways

The State Board of Education has created an aligned sequence of secondary and postsecondary courses which lead to industry-recognized credentials, technical certifications, or an associate or baccalaureate degree at an accredited postsecondary institution for careers that are high wage and/or high demand in Indiana. These Pathways were developed with input from business and industry, secondary and postsecondary education, and the public. The following clusters and pathways are currently being offered through LaPorte High School. A complete list of classes for each pathway can be found at http://bit.ly/LPHS1920

Agriculture
- Agribusiness
- Animal Science
- Food Science
- Horticulture & Landscaping
- Natural Resources

Architecture & Construction
- Architectural
- Building & Facility Maintenance
- Construction
- Commercial/Residential Facilities Management
- Electrical
- Heavy Equipment
- HVAC
- Mechanical

Arts, AV Technology & Communication
- Commercial Photography
- Fashion, Textiles, & Design
- Interactive Media
- Radio/TV
- Visual Communications

Business & Marketing
- Accounting & Finance
- Entrepreneurship & Management: Entrepreneurship Focus
- Entrepreneurship & Management: Management Focus
- Marketing Management: Hospitality & Tourism
- Marketing Management: Marketing
- Marketing Management: Sports & Entertainment

Education & Training
- Early Childhood
- Education Careers

Health Science
- Biomedical
- Biotechnology

- Comprehensive Health Services/EC
- Dietetics & Nutrition Science
- Health Career Specialties
- Health Science Careers: Pharmacy
- Health Science Careers: Physical Therapy
- Nursing
- Veterinary

Hospitality & Human Services
- Cosmetology
- Culinary Arts
- Hospitality Management
- Human & Social Services

Information Technology
- Computer Science
- Networking
- PC Support/Technology Support
- Programming

Manufacturing & Logistics
- Advanced Manufacturing
- Electronics
- Engineering
- Logistics & Chain Supply Management
- Machine Technology
- Machine Tool
- Welding

Public Safety
- Criminal Justice
- EMT/Paramedic
- Fire & Rescue

STEM
- Engineering

Transportation
- Automotive Technology
- Aviation, Flight, & Operations
- Aviation Maintenance
- Tractor Trailer Operations
WORK ETHIC CERTIFICATION

One of the fundamental goals of the La Porte Community School Corporation and La Porte High School is to produce an emerging workforce that is prepared to face the challenges of a global marketplace. The work ethic certificate will serve as validation to employers that students possessing this credential have successfully displayed strong work habits that will foster success in higher education and the workplace.

CRITERIA

Employers and educators, to determine eligibility for the Work Ethic Certificate, have established ten criteria. These criteria are based on attendance, community service, overall grade point average, organization, punctuality, respectfulness, and teamwork. Four of the criteria will require a teacher's signature to serve as evidence that the student displays those qualities on a consistent basis. Participants who meet the established criteria will be recognized at an awards assembly and will be presented with their certificate at that time.

BENEFITS TO STUDENTS

- Be recognized by La Porte High School
- Become aware of Work Ethic Components
- Have an opportunity to model the Work Ethic components
- Develop a sense of awareness of the importance of being prepared for the demands of the 21st century workforce and higher education
- Utilize the certificate to their advantage on resumes, college applications, and at job interviews

PARTICIPATION

La Porte High School encourages juniors and seniors to participate in this program. Informational meetings will be held October for students to register for the program. Students may participate in the program a second time as a senior if they successfully complete the first year as a junior. Second year completion involves a higher plane of achievement and indicates a greater level of attainment.

Successful participants should:

- Keep the standards in mind at all times
- Strive to complete 12 hours of community service or 40 hours of internship
- Ensure they arrive at school and classes on time
- Make every effort to attend school and classes every day
- Be respectful and cooperative to students, teachers and administrators
- Do their best when completing assignments

ADVANCED PLACEMENT COURSES

An Advanced Placement (AP) course is a special college-level learning experience that most often takes a full academic year. AP courses are challenging and stimulating. Compared to other high school courses, they take more time, require more work, give greater opportunity for individual progress and accomplishment, and go into greater depth.

As part of the Advanced Placement program (AP) of the College Board, LPHS currently offers a variety of AP courses.

College credit is not earned or guaranteed by taking an AP rated course. Credit as a result of the AP program is possible only through the college a student will attend by presenting an AP test score. AP credit policies vary significantly among colleges. More detailed information, including possible testing fees can be found at [www.apstudent.collegeboard.org](http://www.apstudent.collegeboard.org)

Advanced Placement (AP) require corresponding exams to be taken in May of the year the student is enrolled in the class. There is a cost factor for each exam for which the student is responsible, with a few exceptions. In the past year the exam cost was $94 per exam. Examples of the exceptions for this fee include students enrolled in courses for which the Department of Education covers the cost, participation in the free and reduced lunch program, and/or special grants that the school applies to its AP program. In the past the Indiana Department of Education has graciously covered the cost for AP exams in Science, Math, and English.

Any La Porte High School student that is enrolled in an AP course will be required to take the corresponding exam starting in the 2018-2019 school year. Taking the exams are a culmination of all the hard work put in by our AP students, AP teachers, and AP program all together. All scores received on an AP exam are a success and prove that the student has learned the specific content. They are purposely designed to gauge the mastery of college level material. The requirement to take the exams will provide data to the students, teachers, and program for improvements as well as to celebrate successes.

Taking challenging AP courses can help you get into college. Once you’re in college, the skills that you developed in your AP courses — critical thinking, time management, study skills, etc. — will serve you well in college classes. AP can also help you save on college costs through AP credit, expanded scholarship opportunities and a greater likelihood of graduating on time.

One great benefit of taking AP Exams is the opportunity to earn college credit and placement. Nearly all colleges and universities in the United States grant credit and placement for qualifying AP scores. You can save money and get a head start on your degree when you enter college with credit you’ve already earned through AP.

Each college and university makes its own decisions about awarding credit and placement. Most have a written policy spelling out things like the minimum required score to earn credit for a given AP Exam, the amount of credit awarded and how credits are applied.
VIRTUAL LEARNING ACADEMY

VLA provides online learning opportunities for students to achieve individual academic goals. VLA courses are accessible anywhere there is an Internet connection, however all assessments are to be completed in the learning lab located at La Porte High School. Space is limited and thus, achievement and attendance is expected to maintain enrollment. VLA provides a blended learning environment to increase student learning. Student progress is monitored by a licensed teacher and academic support staff is available to assist students with lessons. These courses are only available to LPCSC students and are billed per For a complete list of classes or further details, please see your school counselor.

ENROLLMENT POLICY

Students are responsible for a full school day each of the eight semesters of enrollment for four (4) consecutive academic years from the start of ninth grade.

1. A full school day means that a student is scheduled seven periods of the day. At least six of these periods must involve regular classwork. Students may choose to have one study hall OR department/school service position per semester.

2. Withdrawal from a course can originate from two situations.
   a. Medical reason: The school will cooperate with documented medical advice regarding schedule adjustment. Any course(s) dropped will be designated "W" and will carry no GPA penalty although no credit will be earned.
   b. Disciplinary reason: A student removed from a class by formal disciplinary action by the administration will receive a grade of "WF," resulting in loss of potential credit and with the GPA penalty.

3. Withdrawal from school is for the semester. Re-enrollment can take place at the next semester or summer school. Annulment of the withdrawal is considered if the student realizes within a day or so that a mistake has been made.

4. For attendance policy purposes, students with a schedule of classes for a given semester will be considered as enrolled from the first day of the semester.

SENIOR SPRING SEMESTER WAIVER

For seniors, fulfilling all other requirements for graduation, the spring semester enrollment requirement may be waived provided that the reasons or circumstances are specified by and documented in the yearly plan, or, in an emergency situation, documented before the end of the final semester of attendance. Students must pass their Graduation Qualifying Exam(s) to be eligible for the spring semester waiver. A waiver form is available through the Counseling Office.

Considered reasons:

- Moving from state or school district
- Marriage and/or pregnancy
- Health/medical problems
- Educational/military program
- Career/work plan*
- Family financial hardship
- Significantly over age
- Other extenuating circumstances

*Note on career/work plan
This written plan should clearly indicate why and how the career/work plans of the student would involve the final semester(s) of the senior year. Students involved in the school sponsored full year work programs such as ICE, Building Trades (BT), and the AK Smith Area Career Center programs are not eligible for semester waivers as these programs are the career/work plans.

RECLASSIFICATION OF STUDENT GRADE LEVEL

The progress of a student through high school is measured not only by years of attendance but also by academic progress as measured by total credits earned. While students remain in their original cohort regardless of their academic progress, classification as Senior does not guarantee graduation.

VALEDICTORIAN CRITERIA

Must meet Academic Honors criteria:

Rank order ties will be resolved in the following manner:

- 1 point will be awarded for each credit accumulated.
- 1 additional point will be awarded for courses carrying an honors designation
- 2 additional points will be awarded for courses carrying a dual credit designation
- 3 points will be awarded for courses carrying an AP designation

At this time the student with the highest point total will be named Valedictorian. Ties will result in the determination of co-valedictorians. At this time the student with the second highest point total will be named Salutatorian. Ties will result in the determination of co-salutatorians.

All students who maintain a 4.0 GPA will retain the class rank of 1 on transcripts.
IHSAA SCHOLASTIC ELIGIBILITY

To be eligible scholastically for competition in IHSAA sanctioned activities students must have received passing grades at the end of their last grading period in school in at least five (5) full credit subjects or the equivalent and must be currently passing in at least four full credit subjects or the equivalent. At the end of a semester, semester grades take precedence over the last period grade.

La Porte High School has established consistent grading periods within the school year. Student scholastic eligibility will be determined at the time when grades or credits have been made a matter of record in the principals office. This is normally eight days but no later than noon of the tenth school day following the end of such determined grading periods.

An incomplete at the end of a grading period or semester counts as a failure until the deficiency has been removed, providing it is removed before the end of the following grading period or summer, whichever comes first.

Additional general eligibility rules may be found in the IHSAA by-laws and Articles of Incorporation Handbook.

IHSAA states that no more than 30% of an athlete’s academic schedule may be virtual. Therefore, student athletes may only be enrolled in the Virtual Learning Academy for two courses per semester.

COLLEGE NCAA ELIGIBILITY

Students who are interested in becoming a student athlete must register with either the NCAA Eligibility Center or the NAIA Eligibility Center. Students must fulfill the requirements of these programs in order to be eligible for college athletics.

NCAA ELIGIBILITY

If you want to play NCAA sports at a Division I or II school, you need to register for a Certification Account with the NCAA Eligibility Center. College-bound student-athletes in Division III can also create a Profile Page to receive important updates about being a student-athlete and preparing for college. Students who are not sure which division they want to compete in can create a Profile Page and transition to a Certification Account if they decide to play Division I or II sports.

The NCAA Eligibility Center works with you and LaPorte High School to help you prepare for life as a student-athlete. If you have questions about your eligibility or the registration process, please review the NCAA resources at http://www.ncaa.org/student-athletes/future or call their toll free number at 1-877-262-1492.

NAIA ELIGIBILITY

The NAIA Eligibility Center is responsible for determining the NAIA eligibility of first-time student-athletes. Any student playing NAIA championship sports for the first time must meet the eligibility requirements. Students must have their eligibility determined by the NAIA Eligibility Center, and all NAIA schools are bound by the center’s decisions. If you have questions about your eligibility or the registration process, please review the NAIAA resources at https://www.playnaia.org/eligibility-center or by calling 816-595-8300.

POSTSECONDARY ENROLLMENT PROGRAM

It is possible that a junior or senior may have an educational intent that cannot be met by the scope of courses offered within the high school. A student finding an appropriate course (or courses) in a nearby college or university that grants a baccalaureate or associate degree may apply for permission to include such course(s) in his/her yearly Program of Studies. Adjustments to the regular high school day can be made to accommodate the college course time periods and travel necessities. The college tuition and fees are the responsibility of the student. Students who may be interested are asked to inquire in the Counseling Office for program criteria, eligibility guidelines, and application procedure.

There are two situations under which such courses can be taken according to the Indiana State Board of Education rule 511 ACG-10 post-secondary enrollment program:

1. For concurrent secondary (high school) and post-secondary (college) credit. Under this provision the college course must correspond to the Indiana approved high school courses as listed in 511 ACG-2 (5)(d).

2. For college credit alone. Under this provision the course is not needed for high school graduation but enables the student to experience college level study and possibly to get a head start on a potential college program.

In particular, Purdue University Northwest and Ivy Tech have opportunities in the areas of technology, business, and possible health fields. Descriptive program sheets are available in the Counseling Office and contact can be made with university officials in order to further investigate other issues, i.e., cost, enrollment, schedule, etc.

You may find the updated list of Dual Credit courses offered at LPHS at lpcsc.k12.in.us/lphs/guidance

COURSE DESIGNATION DESCRIPTION

COURSE NAME ALONE

With no designation except the name, the course is a single semester in length.

COURSE NAME 1, 2

A course name followed by 1, 2 must be taken sequentially and during the same school year.

COURSE NAME A, B

A course name followed by A, B means that two distinct semesters are available. They may schedule with A followed by B or B followed by A.

PREFIXES/DESIGNATIONS

AP–Advanced Placement

The Advanced Placement Program® (AP) enables willing and academically prepared students to pursue college-level studies while still in high school. Students enrolled in AP courses are
required to take the corresponding exams that are administered once a year.

**HNR – Honors**
Material is presented at a high order thinking level in a competitive classroom environment.

**DC – Dual Credit**
Students may receive both high school and college credits for successfully completing course.

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**PREREQUISITE COURSES**
Prerequisite courses are courses that need to be completed successfully in the year prior to the upper level course desired. Courses that have prior year prerequisites are noted in the Comments/Prerequisites area. Senior exception are considered if the school master schedule shows a possibility. In other words, you cannot take a course and its prerequisite in the same year.
Agriculture Power, Structure, & Technology 1,2 (AG POW)

IDOE# 5088
Agriculture Power, Structure, & Technology is a lab intensive course in which students develop an understanding of basic principles of selection, operation, maintenance and management of agricultural equipment in concert while incorporating technology. Topics covered include: safety, electricity, plumbing, concrete, carpentry, metal technology, welding, engines, emerging technologies, leadership development, supervised agricultural experience and career opportunities in the area of agriculture power, structure and technology.

- Grade Levels: 11-12
- Credits: 2 semesters, 1 credit per semester
- Prereq: 2 credits in Introduction to Agriculture
- Dual Credit available

Animal Science 1,2 (ANML SCI)

IDOE# 5008
Animal Science provides opportunities to increase awareness and to participate in activities in Pre-Vet Agriscience field. Specific topics for this course include, but are not limited to: Introduction to Small Animal Care, safety, small animals as pets and as livestock, animal rights and welfare, careers in small animal science, nutrition, basic cell biology, tissue types and functions, musculoskeletal system, circulatory system, respiratory system, renal system, digestive system, reproductive system, nervous system, endocrine system, immune system, species comparison, dog or cat project, diseases, and dissection and surgery. Weekly current events, SAE’S, practical agriculture work experience, envirothon, and contests.

- Grade Levels: 9-12
- Credits: 2 semesters, 1 credit per semester
- Prereq: 2 credits in Introduction to Agriculture
- Dual Credit available

Horticultural Science 1,2 (NEW) (HORT SCI)

IDOE# 5132
Horticulture Science is designed to give students a background in the field of horticulture and its many career opportunities. Topics covered include: reproduction and propagation of plants, plant growth, growth media, management practices for field and greenhouse production, production of plants of local interest and pest management. Students participate in a variety of activities to include extensive laboratory work, hopefully in a greenhouse, leadership development, supervised agricultural experience and learning about career opportunities in the area of horticulture science.

- Grade Levels: 10-12
- Credits: 2 semesters, 1 credit per semester
- Prereq: 2 credits in Introduction to Agriculture

Introduction to Agriculture, Food & Natural Resources 1,2 (INT AGFNR)

IDOE# 5056
Introduction to Agriculture, Food, & Natural Resources This class introduces students to the world of agriculture. It helps them realize how agriculture affects their daily lives in ways they may not have even known before. We also focus a lot on leadership skills and career building skills. We compete in a variety of Career Development Events that help better prepare students for a job after high school, whether it be in a trade or something that requires some further education. Students will be introduced to FFA and the meaning behind it, this is a club that focuses a lot on building leadership skills in students and helps prepare them for a future as a contributing member of society. A broad overview of topics we will talk about are animals, plants, welding, small engines, food science, agribusiness, landscaping, natural resources, soil science, FFA/leadership, and supervised agricultural experience (SAE). This class allows students to be exposed to all aspects of agriculture to help them determine what interests them most. For every topic we cover, there is a higher course that focuses specifically on said topic. After taking this class, students will be able to determine the classes they wish to pursue in the agriculture pathway and could possibly gain different certifications depending on their chosen course.

- Grade Levels: 9-12
- Credits: 2 semesters, 1 credit per semester

Natural Resources 1,2 (NAT RSS)

IDOE# 5180
Natural Resources is a year long program that provides students with a background in natural resource management. Students are introduced to career opportunities in natural resource management and related industries, understanding forest ecology importance, recognizing trees and their products, tree growth and development, forest management, measuring trees, timber stand improvement and urban forestry, soil features, erosion and management practices, conservation practices, water cycles, uses, quality standards, reducing water pollution, conducting water quality tests, watersheds, and its importance to natural resource management, hazardous waste management, native wildlife, waterfowl, wetlands, and fish management, outdoor safety, and weather. “Hands-on” learning activities encourage students to investigate areas of environmental concern including: identification and management of ecosystems, natural succession identification, natural communities, recycling and management of waste in the environment, soil conservation management practices, land uses and air quality.

- Grade Levels: 10-12
- Credits: 2 semesters, 1 credit per semester
- Prereq: 2 credits in Introduction to Agriculture
- Dual Credit available
Computer Illustration & Graphics 1,2
(COMP ILL GRAPH)  
IDOE# 4516
Computer Illustration and Graphics is a graphic design course. In it, we dive into Adobe Programs such as PhotoShop (photo manipulation), InDesign (magazine/print layouts), and Illustrator (logo/web art). This class allows student creativity and individuality through the exploration of these programs. A typical day includes learning multiple skills in a given program and then time to “freestyle” or create your own project/artwork using that skill. Ultimately, we want you to learn these programs well enough that you could successfully earn Adobe certification for each program and walk away with a fun skill that looks great on a resume.

- Grade Levels: 11-12
- Credits: 2 semesters, 1 credit per semester
- Prereq: 2 credits in Digital Applications & Responsibility

Computer Science I 1,2
(COMPSCI I)  
IDOE# 4801
Using the Visual Basic coding language in the Visual Studio environment we will create, debug, and run small programs. We will use variables, arithmetic, input, and output. We will learn to include If decision statements and Loop structures.

- Grade Levels: 10-12
- Credits: 2 semesters, 1 credit per semester
- Prereq: 2 credits in Introduction to Computer Science OR Teacher confirmation of student demonstration of standard mastery

Computer Science II 1,2
(COMPSCI II-P)  
IDOE# 5236
Using Java coding language we will create, debug, and run small programs. We will use variables, arithmetic, input, and output. We will learn to include If decision statements and Loop structures.

- Grade Levels: 11-12
- Credits: 2 semesters, 1 credit per semester
- Prereq: 2 credits in Computer Science I

Digital Applications and Responsibility 1, 2
(DIG APPS RESP)  
IDOE# 4528
Digital Applications and Responsibility is a 2 part course that lays out a number of basic, but extremely practical programs that we use every day in school and in business. These include Microsoft Programs like PowerPoint, Excel, Word and Access, and their Google equivalents Slides, Sheets, and Docs. These are things that, no matter which field you enter after high school, you’re likely to use on some level. This class also helps students build upon their keyboarding skills to become more efficient workers and dives into deeper discussions regarding social media and internet privacy. Why? Because that’s the world we live in, and we should learn to navigate with wisdom.

- Grade Levels: 9-12
- Credits: 2 semesters, 1 credit per semester
- Dual Credit Available
Information Technology Support 1, 2
(IN TECH SUPP)

Students who are enrolled in information technology support will learn how to troubleshoot and maintain the chromebooks within the district. Students are expected to keep a professional work environment and help student and staff members with technology issues with the chromebooks. To be a part of this class, a student would excel in hands on type of classes which include Computers, Project Lead the Way, Technical Education, or Art. This class meets for two consecutive periods per semester.

- Grade Levels: 11-12
- Credits: 2 semesters, 2 credits per semester
- Prereq: 2 credits in Digital Applications & Responsibility
- By-application course

Introduction to Business
(INTO BUSS)

Intro to Business is a one Semester course that covers Economic Decisions and Systems and how we measure Economic Activity. The class also covers Business Organizations, Entrepreneurship and Small Business Management along with Management and Leadership styles. Intro to Business also defines Marketing Activities, Technology in Business, Financial Management and Types of Productions and Production Planning

- Grade Levels: 9-12
- Credits: 1 semester, 1 credit

Introduction to Computer Science (NEW)
(INTO CS)

Introduction to Computer Science is a one semester course which allows the student to begin exploring the world of computer science. Students will start to build the foundation to continue on within the computer science courses. Projects will introduce students to the different areas of computer science including data, security, coding, robotics, and artificial intelligence.

- Grade Levels: 9-12
- Credits: 1 semester, 1 credit

Personal Financial Responsibility
(PRS FIN RSP)

Personal Financial Responsibility is a one semester class that focuses on the student’s role as a citizen, student, family member, consumer, and an active participant in the business world. Students learn how to maximize their earning potential, gain planning and budgeting skills, understand how to use credit wisely, and learn the basics of investing. Students practice their understand through various online simulations including H & R Block Budget Challenge and The Stock Market Game.

- Grade Levels: 10-12
- Credits: 1 semester, 1 credit

PLTW Cybersecurity
(CYBER)

Whether seeking a career in the growing field of cybersecurity or learning to defend their own personal data or a company’s data, students in Cybersecurity will establish an ethical code of conduct while learning to defend data in today’s complex cyberworld.

- Grade Levels: 10-12
- Credits: 2 semesters, 1 credit per semester

Preparing for College and Careers
(PREP CC)

Students in the Preparing for College and Career course will learn about themselves, research future career options, and explore how to make their goals happen. Working with the counselors and teacher, students in this course will begin their four year plan towards graduation.

- Grade Levels: 9
- Credits: 1 semester, 1 credit

Principles of Business Management 1, 2
(BUS MGMT)

Principles of Business Management is an advanced business course (Dual Credit) for juniors and seniors. Students will participate on several team projects (team building, problem solving, and leadership skills), create one individual project (a service business) and develop postsecondary skills needed to be college and career ready.

- Grade Levels: 11-12
- Credits: 2 semesters, 1 credit per semester
- Dual Credit available

Principles of Marketing 1, 2
(PRN MRKT)

Principles of Marketing covers all the basics of marketing, which is the creative side of business. When you think about marketing, it’s natural that you’d think “advertising.” That’s a huge part of it, but marketing is actually everything a business does from the way that they package their products and where they sell it, to the price they put on it and who they try to sell it to. Most of us have no idea that we’re being marketed to every day and that marketing controls what we buy, when we buy it. So, in a way, learning about marketing can help you become a smarter shopper. Because if we don’t understand marketing, we’re likely going to be controlled by it!

- Grade Levels: 10-12
- Credits: 2 semesters, 1 credit per semester
- Dual Credit available
Sports and Entertainment Marketing 1, 2
(SPRT ENT MRK)

IDOE# 5984
Sports & Entertainment Marketing examines the marketing principles laid out in Principles of Marketing through the lens of Sports and Entertainment. In this class we discuss marketing in film, television and music, but we also dig in to sports to examine how a multi-billion dollar industry brings in fans and creates brand loyalty like none other. Also, you get to create your own fantasy franchise - from the uniforms, logo and mascot to the blueprints of your own stadium with advertising sponsors.

- Grade Levels: 11-12
- Credits: 2 semesters, 1 credit per semester
- Prereq: 1 credit in Principles of Marketing

Strategic Marketing 1, 2
(STRT MRKT)

IDOE# 5918
Strategic Marketing could also be called “Consumer Behavior,” as it dives into the minds and thought processes of everyday consumers - people like me and you. It is the psychological side of marketing. Why do people buy what they buy? Why are they attracted to certain products over others? Also, if you were a business owner, how could you take that knowledge of psychology and use it to persuade your customers to buy more from you? Throughout our two semesters in this course we will tour the mind of everyday consumers by way of social media and other interactive tools to find out what people want and why they want it. Then, using multiple businesses as case studies, we will try to win new customers using what we know about the people we’re trying to win over.

- Grade Levels: 11-12
- Credits: 2 semesters, 1 credit per semester
- Prereq: 1 credit in Principles of Business Management OR 1 credit in Principles of Marketing

Web Design
(WEB DESIGN)

IDOE# 4574
Students will create web page projects using HTML5 (Hypertext Markup Language) coding language. Students will also learn CSS3 (Cascading Style Sheets) and the basics of Javascript. Students will be required to create 1 out of class web project on their own school appropriate topic.

- Grade Levels: 11-12
- Credits: 1 semester, 1 credit
- Prereq: 2 credits in Introduction to Communication (recommended)
Construction Trades I
(CONST TECH I)

The object of this class is to build a house and sell it on the open market. The students learn all aspects of building a house from excavation to finish carpentry to finish the house in a timely manner. The class will learn about basement wall structures, concrete, floor framing, wall framing, along with roof systems. Once the house is shingled by the students they will work on mechanical systems such as plumbing, heating and air systems and electrical work that needs to be done in the house. The class will also learn how to put siding on the house along with putting on the and fascia. Learning to put in exterior doors and windows are a other example of projects that the students do. Once the house is secure the class will hang drywall and finish it. Painting, hanging cabinets, wood floors, tile work and trimming out the house are other task the students learn. The class will also take an OSHA class and when finished they will receive their OSHA 10 card. Many of the construction trades are taught in this class.

- Grade Levels: 11-12
- Credits: 2 semesters, 4 credits per semester
- Prereq: 2 credits in Introduction to Construction
- By-application course

Construction Trades II
(CONST TRA II)

Construction Trades II builds on the formation, installation, maintenance, and repair skills learned in Construction Trades. The object of this class is to build a house and sell it on the open market. The students learn all aspects of building a house from excavation to finish carpentry to finish the house in a timely manner. The class will learn about basement wall structures, concrete, floor framing, wall framing, along with roof systems. Once the house is shingled by the students they will work on mechanical systems such as plumbing, heating and air systems and electrical work that needs to be done in the house. The class will also learn how to put siding on the house along with putting on the and fascia. Learning to put in exterior doors and windows are a other example of projects that the students do. Once the house is secure the class will hang drywall and finish it. Painting, hanging cabinets, wood floors, tile work and trimming out the house are other task the students learn. The class will also take an OSHA class and when finished they will receive their OSHA 10 card. Many of the construction trades are taught in this class.

- Grade Levels: 12
- Credits: 2 semesters, 4 credits per semester
- Prereq: 8 credits in Construction Trades I
- By-application course

Interdisciplinary Cooperative Education
(ICE)

I.C.E. is a year-long course that allows qualified students to attend class 1st through 4th hours and then leave school to work at their job. To be accepted into the program, students must have selected a career-path and have gainful employment related to their career path. Students must work a minimum of 15 hours each week and provide a copy of a pay stub verifying their work hours. Students will learn about various work ethic practices, supervisor and peer interaction and communication, and basic job competencies. Evaluation is a balance of in-class activities and on-the-job performance.

- Grade Levels: 12
- Credits: 2 semesters, 3 credits per semester
- Prereq: 1 credit in Preparing for College & Careers AND a minimum of 4 credits in a logical sequence of courses related to the student’s pathway & the work site placement
- By-application course
- Students must provide transportation to the job training site

School Service

All school offices and many departments use students in positions of responsibility, service, and department/office intensive experience. This one-half credit course takes the place of a study hall, and a student may be an assistant only one period per semester. Interested students should contact the office/department to indicate interest and to be considered for the selection process.

This opportunity is not meant to take the place of regular department courses, so students are normally enrolled in other courses in the department and this experience is additional. Department assistants must have previously taken the class in which they will be assisting and received a minimum grade of “B”. *Does not qualify for athletic eligibility

- Grade Levels: 10-12
- Credits: 1 semester, 0.5 credit per semester
- By-application only

Peer Tutoring
(PEER TUTR)

Peer Tutoring provides students in grade 11 or 12 with an organized exploratory experience to assist students through a helping relationship, with their studies and personal growth and development. The course provides opportunities for the students taking the course to develop a basic understanding of individual differences. Peer Tutoring experiences will primarily be in Algebra 1 and the Virtual Learning Academy Lab. The course provides a balance of class work relating to the development and use of: (1) listening skills, (2) communication skills, (3) facilitation skills, (4) decision-making skills, and (5) teaching strategies.

- Grade Levels: 11-12
- Credits: 1-2 semesters, 1 credit per semester
- Prereq: Minimum GPA 3.2 & "B" or higher in Algebra II
Professional Internship-Health

The Professional Internship 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. Therefore, at least two courses in a student’s pathway are the recommended prerequisites to the student enrolling in this course, unless permission is given by the instructor with strong circumstantial reason. The purpose of this class is to allow the student to gain first-hand experience in a career field that may interest you.

Currently internships are available at La Porte Hospital.

• Grade Level: 12
• Credits: 1 semester, 3 credits/periods
• By-application only
• Students must be at least 18 years of age before the semester begins

Education Professions I
(ED PROF I)

Education professions prepares students for employment in teaching and other education-related careers. This course includes, but is not limited to: planning and guiding activities for children in grades K-8; classroom management; assessment; applications of basic health and safety principles in the classroom; Indiana state regulations and licensing requirements; post-secondary choices, and employability skills.

Intensive laboratory or field experience in one or more elementary or middle school classrooms and career portfolios are required components. This course is recommended for students pursuing the field of Education in college. Students must provide their own transportation to the building where they are assigned for the laboratory portion. Students will not be placed at LPHS, or with a parent, step-parent, grandparent or sibling.

Preference will be given to students with a 2.8 GPA or greater, an excellent attendance record, and no behavior violations.

• Grade Level: 12
• Credits: 1 semester, 3 credits/periods
• By-application only
CTE: ENGINEERING/TECHNOLOGY

Architectural Drafting and Design I 1, 2
(ARCH DDI)

We will dive into your dream home! Each student will be required to design a dream home and work with drafting techniques, Auto CAD, AutoDesk Revit, a 3D virtual design program and a scaled model for final presentation. We will explore design strategies, conceptual design, proper use of materials and selection of structure and construction techniques. If you are interested in the fields of architecture, structural engineering, print reading, drafting, interior design or other related careers this is the class for you!

- Grade Levels: 10-12
- Credits: 2 semesters, 1 credit per semester

Civil Engineering & Architecture 1, 2
(CEA)

Civil Engineering and Architecture (CEA) is a high school level specialization course in the PLTW Engineering Program. In CEA, students are introduced to important aspects of building and site design and development. Through both individual and collaborative team activities, projects, and problems, students will practice and develop skills in engineering calculations, technical representation and documentation of design solutions according to accepted technical standards, and use of current 3D architectural design and modeling software to represent and communicate their solutions to peers and outside reviewers. Students are applying these skills in math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3D architectural design software (AutoDesk Revit).

- Grade Levels: 11-12
- Credits: 2 semesters, 1 credit per semester
- Prereq: 2 credits in Introduction to Engineering Design AND 2 credits in Principles of Engineering
- Dual Credit is available

Design Fundamentals 1, 2
(DES FUND)

Design Fundamentals introduces students into the exciting world of visual communications and graphic design. Students will be encouraged to develop their creative side & produce a portfolio of quality works. This course examines how historical artists influence design & illustration. Students will learn the elements of graphic design & demonstrate & discuss work developed as part of a design team. Students will design & produce artwork for communicating and presenting a visual concept. This course explains the process of producing a page layout & identifies professional disciplines in visual communications. Design Fundamentals begins the pathway for entry into Digital Media I & II.

- Grade Levels: 10-12
- Credits: 2 semesters, 1 credit per semester
- Prereq: 2 credits in Introduction to Communications (recommended)

Engineering Design & Development (NEW)
(EDD)

Engineering Design and Development (EDD) is the capstone course in the PLTW pathway. Students will perform research to select, define, and justify a problem. After carefully defining the design requirements and creating multiple solution approaches, teams of students select an approach, create, and test their solution prototype. The student teams will present and defend their original solution to an outside panel. While progressing through the engineering design process, students will work closely with experts and will continually hone their organizational, communication and interpersonal skills, their creative and problem solving abilities, and their understanding of the design process. Students build a portfolio to demonstrate their mastery of the design process, to document the build of their solution, and to document the evaluation and modifications of their solution.

- Grade Levels: 12
- Credits: 2 semesters, 1 credit per semester
- Prereq: 2 credits in each of the following; Introduction to Engineering & Design, Principles of Engineering, AND Civil Engineering & Architecture

Introduction to Advanced Manufacturing & Logistics 1, 2
(INT ADV MFTG)

Using the Hire Technology curriculum, which was developed by Indiana industry members, students will gain a working knowledge through guided computer modules and simulators, hands on activities and projects, on-site field trips and exposure to real life industry partnerships. Emphasis is placed on understanding manufacturing and logistics processes as a whole. Students have the opportunity to earn six Ivy Tech dual credits and 4 nationally-recognized industry certificates (APICS Logistics, APICS Operations, MSSC Safety, and Ivy Tech White Belt).

- Grade Levels: 10-12
- Credits: 2 semesters, 1 credit per semester
- Dual Credit is available
**Introduction to Communications 1, 2**  
*(INT COMM)*  
_IDOE# 4790_*

Introduction to Communications is a course that specializes in identifying and using modern communication to exchange messages and information. This course explores the techniques used to design, produce, use, and assess systems of communication. Students will produce graphic and electronic media and explore the processes used to link ideas and people through media and social networking (Facebook, Twitter etc.). Students will review communication technology, the way it has evolved, how messages are designed and produced, and how people profit from creating information services and products. Students will explore digital publishing and printing activities, telecommunication networks and recording services.

- Grade Levels: 9-12  
- Credits: 2 semesters, 1 credit per semester

**Introduction to Construction 1, 2**  
*(INT CONST)*  
_IDOE# 4792_*

During Construction 1 & 2, we will pour concrete, build and wire a wall, build a truss system and potentially work on a Yard Barn or a picnic table! The goal of this course is to enhance your knowledge of the construction trades and hands on tool knowledge.

- Grade Levels: 9-12  
- Credits: 2 semesters, 1 credit per semester

**Introduction to Design Processes 1, 2**  
*(INT DES PRO)*  
_IDOE# 4794_*

In this course we will cover the design processes utilized in product design, creation and actual production. You will hone your skills in utilizing the design process, measuring, sketching, 3D modeling and product construction. Individual and team goals will be set throughout the trimester and proper work ethic will be expected in multiple classroom environments. You will have an entire semester to design/create/build your own project! We will spend time in the construction lab and safety is number ONE

- Grade Levels: 9-12  
- Credits: 2 semesters, 1 credit per semester

**Introduction to Transportation 1, 2**  
*(INT TRANS)*  
_IDOE# 4798_*

Introduction to Transportation is an introductory course designed to help students become familiar with fundamental principles in modes of land, sea, air, and space transportation, including basic mechanical skills and processes involved in transportation of people, cargo and goods. Content of this course includes the study of how transportation impacts individuals, society, and the environment. This course allows students to reinforce, apply, and transfer their academic knowledge and skills to a variety of interesting and relevant transportation related activities, problems, and settings.

- Grade Levels: 9-12  
- Credits: 2 semesters, 1 credit per semester

**Introduction to Engineering Design 1, 2**  
*(IED)*  
_IDOE# 4812 PLTW_*

In Introduction to Engineering Design (IED), students are introduced to the engineering profession and a common approach to the solution of engineering problems, an engineering design process. Through both individual and collaborative team activities, projects, and problems, students will solve problems as they practice common engineering design and development protocols such as project management and peer review.

Students will develop skills in technical representation and documentation of design solutions according to accepted technical standards, and they will use current 3D design and modeling software to represent and communicate solutions. In addition, the development of computational methods that are commonly used in engineering problem solving, including statistical analysis and mathematical modeling, are emphasized. Ethical issues related to professional practice and product development are also presented. Utilizing the activity-project-problem-based (APB) teaching and learning pedagogy, students will progress from completing structured activities to solving open ended projects and problems that require them to develop planning, documentation, communication, and other professional skills.

- Grade Levels: 9-12  
- Credits: 2 semesters, 1 credit per semester  
- Prereq: 2 credits in Algebra I or concurrently enrolled in 2 credits of Algebra I  
- Dual Credit is available

**Introduction to the Energy Industry 1, 2**  
*(INTRO ENG IND)*  
_IDOE# 5614_*

LaPorte High School has partnered with the LaPorte County Career Center and Nipsco to start an Energy Academy program. The Energy Academy focuses on many different aspects on how natural and man-made energy is produced, used, transported and transformed throughout the United States. Students will be able to take an introductory course at LaPorte High School, continue course work at AK Smith Career Center and eventually be in line to earn a state approved Energy Academy Certification.

- Grade Levels: 10-12  
- Credits: 2 semesters, 1 credit per semester
Principles of Engineering 1, 2  
(POE)  
IDO# 4814 PLTW

"In Principles of Engineering (POE), this course exposes students to some of the major concepts that they will encounter in a postsecondary engineering course of study. Students explore a broad range of engineering topics, including mechanisms, the strength of materials and structures, automation, and kinematics. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology. By solving rigorous and relevant design problems using engineering and science concepts within a collaborative learning environment, APB learning challenges students to continually hone their interpersonal skills, creative abilities, and problem solving skills. Students will also learn how to document their work and communicate their solutions to their peers and members of the professional community. It also allows students to develop strategies to enable and direct their own learning, which is the ultimate goal of education.

This course is focused on the basic principles of mechanical, electrical, and civil engineering. These principles underlie all engineering, engineering technology, and scientific fields."

• Grade Levels: 10-12
• Credits: 2 semesters, 1 credit per semester
• Prereq: 2 credits in Introduction Engineering & Design
Advanced Child Development
(ADV CHLD DEV)
IDOE# 5360
This course is suggested for preschool and elementary teacher preparation. As an extension of Child Development, this course will cover children aged three to seven years. Students will participate with the children in the preschool and learn how to plan a lesson. They will also continue to complete observations of children in the preschool. Students will independently continue the study of young children in order to better understand their growth and development.

- Grade Levels: 11-12
- Credits: 1 semester, 1 credit
- Prereq: 1 credit in Child Development

Advanced Nutrition and Wellness
(ADV NTRN WEL)
IDOE# 5340
Advanced Nutrition and Wellness is a course which provides an extensive study of nutrition. This course is recommended for all students wanting to improve their nutrition and learn how nutrition affects the body across the lifespan. Advanced Nutrition & Wellness is an especially appropriate course for students interested in careers in the medical field, athletic training, and dietetics. Topics include extensive study of major nutrients, nutritional standards across the lifespan, influences on nutrition/food choices, technological and scientific influences, & career exploration in this field. Laboratory experiences will be utilized to develop food handling & preparation skill, and attention will be given to nutrition, food safety, and sanitation.

- Grade Levels: 10-12
- Credits: 1 semester, 1 credit
- Prereq: 1 credit in Nutrition and Wellness

Child Development
(CHLD DEV)
IDOE# 5362
Students will study human sexuality and male and female physiology in preparation for decisions about parenting. Students discover information about prenatal development, birth defects, and the birth process. Students will study the health and safety needs of children. Students observe and participate with preschool children while learning how preschoolers learn, grow, and behave. This course is suggested for students interested in preparing for parenting or working in a field in which they will work with children.

- Grade Levels: 9-12
- Credits: 1 semester, 1 credit

Interpersonal Relationships
(INTRP RLT)
IDOE# 5364
This course addresses knowledge and skills needed for positive and productive relationships in career, community, and family settings. Major course topics include communication skills; leadership, teamwork, and collaboration; conflict prevention, resolution, and management; building and maintaining relationships; and individual needs and characteristics and their impacts on relationships. This class has a project-based approach that utilizes higher order thinking, communication, leadership, and fundamentals to college and career success. This course is helpful for building relationships in all areas of life-professionally and academically.

- Grade Levels: 9-12
- Credits: 1 semester, 1 credit

Introduction to Fashion and Textiles 1, 2
(FSHNTX)
IDOE# 5380
Fashion and Textiles is a participation course for those students interested in academic enrichment or a career in the fashion, textile, and apparel industry. A project-based approach integrates instruction and laboratory experiences including application of the elements and principles of design; selection, production, alteration, repair, and maintenance of apparel and textile products. Fashion and Textiles 1 students make a pin cushion, pillow, pajama shorts, and a hand sewing project. Fashion and Textiles 2 students make a bag, pillowcase, apron, zipper pouch, and recycle quilt.

*Student is required to purchase fabric and notions for each of their personal projects.*

- Grade Levels: 9-12
- Credits: 2 semesters, 1 credit per semester
- Students may opt to split the 2 semesters over the course of 2 years

Introduction to Housing & Interior Design
(INT HSINT DES)
IDOE# 5350
This project based course will help students select and plan living environments to meet the needs and wants of individuals and families. Students will learn basic design skills. Topics to be studied include: Elements and Principles of design, color, furniture styles, and window treatments; floor plans, architectural styles, historical housing, home renting and buying, and exploration of housing-related careers. Students will complete a major design or make-over project.

- Grade Levels: 9-12
- Credits: 1 semester, 1 credit

Nutrition and Wellness
(NTRN WLNS)
IDOE# 5342
Nutrition and Wellness is a participation course that requires active engagement every day. This course provides students with a basic understanding of food systems, nutrition, and food preparation. Major course topics include safety and sanitation, food preparation, nutrition, careers in nutrition and wellness, cultural food studies, and application of all principles. Food laboratory experiences are a required component.

- Grade Levels: 9-11
- Credits: 1 semester, 1 credit
Advanced Composition

(ADV COMP)  

IDOE# 1098

Advanced Composition is a study and application of the rhetorical writing strategies of exposition and persuasion. Students write expository critiques of nonfiction selections, literary criticism of fiction selections, persuasive compositions, and research reports.

ADVANCED COMPOSITION PROJECT: Students write job applications, resumes, and other informational documents that may include the development of flyers, posters, brochures, program agendas, or reports incorporating visual information in the form of pictures, graphs, or tables.

• Grade Levels: 11
• Credits: 1 semester, 1 credit

American Literature

(AMER LIT)  

IDOE# 1020

American Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of representative works and authors of the United States from pre-Revolutionary times to the present. Students read, analyze, evaluate, critique, and actively respond to a wide variety of literary genres that reflect American culture, including quality works of various ethnic and cultural minorities. Students compare readings and media from literature, history, and other subjects by demonstrating how the ideas and concepts presented in the works are interconnected, distinctly American, and important to an understanding of the development of the current culture.

• Grade Levels: 11
• Credits: 1 semester, 1 credit

AP English Language and Composition

(LNG/COMP AP)  

IDOE# 1056

AP English Language and Composition is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The course focuses on the development and revision of evidence-based analytic and argumentative writing and the rhetorical analysis of nonfiction texts. The course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. There is no prescribed sequence of study.

• Grade Levels: 11
• Credits: 2 semesters, 1 credit per semester
• Students will be required to take the corresponding AP exam at the end of the school year
• Summer work required

AP Seminar

(SEM AP)  

IDOE# 0552

AP Seminar is the first of two courses in the AP Capstone™ program. AP Research is the second course. If you earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of your choosing, you will receive the AP Capstone Diploma. This signifies outstanding academic achievement and attainment of college-level academic and research skills. Alternatively, if you earn scores of 3 or higher in AP Seminar and AP Research only, you will receive the AP Seminar and Research Certificate.

• Grade Levels: 10-11
• Credits: 2 semesters, 1 credit per semester
• Students will be required to take the corresponding AP exam at the end of the school year
• Summer work required
Contemporary Literature (CONTEM LIT)  IDOE# 1054
Contemporary Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of how post-1950s literature from around the world, such as North and South America, Europe and Great Britain, the Middle East, and post-colonial Africa and Asia, addresses contemporary issues. Students examine multiple genres to develop a sense of how particular genres are used today to represent ideas and events. Students analyze different theories and methods of textual criticism especially theories currently popular. Students analyze how the interpretations and themes of contemporary literature read in this course relate to the time period and to historical issues.

- Grade Levels: 12
- Credits: 1 semester, 1 credit

Creative Writing (CREAT WRIT)  IDOE# 1092
Creative Writing is a study and application of the rhetorical writing strategies for prose and poetry. Using the writing process, students demonstrate a command of vocabulary, the nuances of language and vocabulary, English language conventions, an awareness of the audience, the purposes for writing, and the style of their own writing.

CREATIVE WRITING PROJECT: Students complete a project, such as a short story, a narrative or epic poem, a persuasive speech or letter, a book review, a script or short play, or other creative compositions, which demonstrates knowledge, application, and writing progress in the Creative Writing course content.

- Grade Levels: 12
- Credits: 1 semester, 1 credit
- By-application course

Debate 1, 2 (DEBATE)  IDOE# 1070
Debate is the study and application of the basic principles of debate involving support for the basic types of arguments (induction, deduction, causation) and debate strategies (affirmative or negative argument construction and extension, case development, refutation or rebuttal of argument claims and evidence, and persuasive speaking).

DEBATE PROJECT: Students complete a project, such as a mock debate or trial, participation in a forum, competition, or tournament, or an argument supporting or opposing different sides of a major issue, which demonstrates knowledge, application, and presentation progress in the Debate course content.

- Grade Levels: 9-12
- Credits: 2 semesters, 1 credit per semester
- By-application course
- Students will be required to participate in Saturday competitions

English 9 (ENG 9)  IDOE# 1002
English 9, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 9-10, is a study of language, literature, composition, and oral communication, focusing on literature within an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write responses to literature, expository (informative), narrative, and argumentative/persuasive compositions, and sustained research assignments. Students deliver grade-appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information.

- Grade Levels: 9
- Credits: 2 semesters, 1 credit per semester

English 10 (ENG 10)  IDOE# 1004
English 10 is a study of language, literature, composition, & oral communication, focusing on literature with an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, & evaluation to read & respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write responses to literature, expository (informative) & argumentative/persuasive compositions, & sustained research assignments. Students deliver grade-appropriate oral presentations with attention to audience & purpose and access, analyze, and evaluate online information.

- Grade Level: 10
- 2 semesters, 1 credit per semester

English 11 (ENG 11)  IDOE# 1006
English 11 is a study of language, literature, composition, and oral communication focusing on literature with an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate in classic and contemporary literature balanced with nonfiction. Students write narratives, responses to literature, academic essays (e.g. analytical, persuasive, expository, summary), and more sustained research assignments incorporating visual information in the form of pictures, graphs, charts and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

- Grade Levels: 11
- Credits: 2 semesters, 1 credit per semester
English as a New Language (ENL)

IDOE# 1012
English as a New Language, an integrated English course incorporating both the Indiana Academic Standards for English Language Arts and the WIDA English Language Development (ELD) Standards, is the study of language, literature, composition and oral communication for Limited English Proficient (LEP) students. The purpose of the course is to achieve proficiency in listening, speaking, reading, writing and comprehension of Standard English. Students study English vocabulary used in fictional texts and content-area texts, speak and write English so that they can function within the regular school setting and an English-speaking society, and deliver oral presentations appropriate to their respective levels of English proficiency.

First 4 credits earned will be designated as ENL. If additional ENL support is needed, the course will be designated as Language Arts Lab – ENL.

- Grade Levels: 9-12
- Credits: 1-2 semesters, 1 credit per semester
- Department chosen based on WIDA test results and leveled by Beginning, Intermediate, and Advanced

English Literature (ENG LIT)

IDOE# 1030
English Literature is a study of representative works of the English-speaking authors associated with the Commonwealth of Nations, including England, Scotland, Ireland, Wales, Canada, Newfoundland, Australia, New Zealand, India, South Africa, Kenya, Botswana, and others. Students examine a wide variety of literary genres that reflect the English-speaking peoples from the Anglo-Saxon Period to the present. Students analyze how the ideas and concepts presented in the works are both interconnected and distinctly reflective of the cultures and the countries in which they were written.

- Grade Levels: 12
- Credits: 1 semester, 1 credit
- Prereq: Minimum of 2.7 GPA
- Dual Credit through IU (W131-3 cr.)

Expository Writing (EXPOS WRIT)

IDOE# 1094
Expository Writing 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.

- Grade Levels: 12
- Credits: 1 semester, 1 credit
Expository Writing-ACP (EXPOS WRIT-ACP)  

IU courses offered through the ACP program are taught during the regular school day at the students’ own high schools by ACP certified high school teachers. Certified ACP teachers are appointed to adjunct lecturer status after careful selection and training by Indiana University (IU) faculty.

ACP courses provide a challenging college curriculum and productive secondary school experience that can be applied to post-secondary education. Each course covers the same content, has the same expectations, and gives the same credit as the course taught at the IU campus. High school teachers are required to follow the proposed IU syllabi, methodologies, textbooks, and other instructional materials with some flexibility to accommodate individual teaching style. Academic standards of ACP courses are high, and the students’ success will depend upon good work and study habits.

This course is instruction and practice in the reading, writing, and critical thinking skills required in college. Emphasis is on written assignments that require synthesis, analysis, and argument based on sources.

- Grade Levels: 12
- Credits: 1 semester, 1 credit
- Prereq: Minimum of 2.7 GPA
- Dual Credit through IU (W131-3 cr.)

Honors English 9 (H ENG 9)  

Honors English 9 is a study of language, literature, composition, and oral communication, focusing on literature within an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write responses to literature, expository (informative) narrative, and argumentative/persuasive compositions, and sustained research assignments. Students deliver grade-appropriate oral presentations with attention to audience and purpose and access, analyze and evaluate online information.

- Grade Levels: 9
- 2 semesters, 1 credit per semester
- Department chosen
- Students are placed in Honors English 9 based on several criteria including testing, classroom performance, & recommendations from teachers. High Ability specifically follows the guidelines from IC 20-36-2-2 & elaborated on in Title 511.

Journalism (JRNALISM)  

Journalism, a course based on the Indiana Academic Standards for English/Language Arts, 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.

- Grade Levels: 9-12
- Credits: 1 semester, 1 credit

Novels (NOVELS)  

The student will sign a contract and read sixteen novels, chosen from the approved Novels list. The student will take a quiz in the school Media Center over each novel. Students will complete this reading outside of class time. None of the reading for this course may include books read for other English classes. The Novels course provides one credit and meets the requirement for Core 40 and AHD elective credit. This class may not be substituted in place of a Lit. or Comp. course. The student must complete all requirements by the end of the first semester of the senior year.

- Grade Levels: 9-12
- Credits: 1 semester, 1 credit
- Student sign up is required in the library

Poetry (POETRY)  

Poetry is a study of poetic works, the interpretation of poetry, and the variety of structures, devices, and themes that differentiate one type of poetry from another. Students examine a wide variety of major poetic works from the English-speaking world and English translations of important works from the non-English-speaking world. Students analyze the impact of aural devices, such as meter, alliteration, assonance, and rhyme, on the overall interpretation of a poem and how poetry is a form of literary expression that has prevailed through the ages. Students compose poetry for submission to Reflections

- Grade Levels: 11
- Credits: 1 semester, 1 credit
- By-application course
**Short Stories (SHORT STRS)**

**IDOE# 1046**

Short Stories, a course based on the Indiana Academic Standards for English/Language Arts, is a study of the distinct features of the short story, such as tightly focused narrative fiction. The course may be organized by historical periods, themes, or authors. Students examine short stories with modernist and contemporary themes by a variety of authors from the perspective of audience, purpose, and historical development. Students analyze what distinguishes the short story genre from other literary genres. Students compose original works for submission to Reflections.

- Grade Levels: 10
- Credits: 1 semester, 1 credit
- By-application course

**Student Media-El Pe (STDNT MEDIA-Y)**

**IDOE#1086**

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

- Grade Levels: 10-12
- Credits: 2 semesters, 2 credits/periods per semester
- By-application course, leveled by grade (Beginning, Intermediate, & Advanced)

**Technical Communications (TECH COMM)**

**IDOE# 1096**

Technical Communication, a course based on the Indiana Academic Standards for English/Language Arts, is the study and application of the processes and conventions needed for effective technical writing-communication. 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.

TECHNICAL WRITING PROJECT: Students complete a project, such as a multi-media advertising campaign for a generic product or idea or a multi-media proposal of an action plan to implement a project or service, which demonstrates knowledge, application, and writing progress in the Technical Communication course content.

- Grade Levels: 12
- Credits: 1 semester, 1 credit

**Student Media-Public Relations (STDNT MEDIA-PR)**

**IDOE# 1086**

In Public Relations/Interactive Media, students will create and update media to inform the community about activities and students’ success at LPHS. Students will set up meetings, perform interviews, shoot and edit video, and upload clips to the school web site. Students will also monitor social media for the school, including the school's Facebook and Twitter pages. Students will need an aptitude for web design, filming, video editing and proper social media conduct to succeed in the class. Public Relations/Interactive Media students will be required to attend some after-school and evening events for coverage. Event attendance will be a part of the student's grade. Students may earn up to three elective credits in this elective course, which does not fulfill graduation requirements for credits in English or Speech.

- Grade Levels: 10-12
- Credits: 2 semesters, 2 credits/periods per semester
- By-application course, leveled by grade (Beginning, Intermediate, & Advanced)

**Student Media-Hi-Times (STDNT MEDIA-N)**

**IDOE# 1086**

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

- Grade Levels: 10-12
- Credits: 2 semesters, 1 credit per semester
- By-application course, leveled by grade (Beginning, Intermediate, & Advanced)
Dance Choreography I (DANCE CHR I)  IDOE# 4142
Dance Choreography I is based on the Indiana Academic Standards for Dance. Learning activities in choreography are sequential and systematic and allow students to express themselves. A wide variety of materials and experiences are used in order to provide students with the knowledge, skills, and appreciation of the multi-styled and multicultural dance expressions. Students will learn choreographic elements and how to combine them to create their own dance. Students will also learn how to use improvisation to experiment with movement and the choreographic elements discussed. Students experience and learn to use appropriate terminology to describe, analyze, interpret, and critique dance compositions by professional individuals or companies.

- Grade Levels: 10-12
- Credits: 1 semester, 1 credit
- Prereq: 1 credit in any beginning level technique class

Dance Choreography II (DANCE CHR II)  IDOE# 4142
Dance Choreography II is based on the Indiana Academic Standards for Dance. Learning activities in choreography are sequential and systematic and allow students to express themselves. A wide variety of materials and experiences are used in order to provide students with the knowledge, skills, and appreciation of the multi-styled and multicultural dance expressions. Students will expand on choreographic elements from Choreography I, and learn how to combine them to create a duet or trio dance. Students will also learn how to use improvisation to experiment with movement and the choreographic elements discussed. Students experience and learn to use appropriate terminology to describe, analyze, interpret, and critique dance compositions by professional individuals or companies.

- Grade Levels: 10-12
- Credits: 1 semester, 1 credit
- Prereq: 1 credit in Dance Choreography I

Dance History & Appreciation (DNC HIST)  IDOE# 4140
Dance History and Appreciation is based on the Indiana Standards for Dance. This course develops students’ knowledge and appreciation of our multicultural and multi-styled dance heritage. Students study the literature, music, media, and movement associated with a variety of dance genres including Modern, Ballet, Jazz, Tap, and Ethnic-Folk. Students explore how these forms aid in the preservation and perpetuation of movement communication as an art form. Students are given the opportunity to watch and experience different styles of dance in order to develop their ability to recognize the historical perspective of dance evolution and styles of dance; study the development of dance and the impact of historical periods and dance’s relationship to other art forms; identify prominent dancers, dance companies, and social groups which have influenced dance; and study dance interactions with society.

- Grade Levels: 9-12
- Credits: 1 semester, 1 credit

Dance Performance: Ballet I (DNC PERF B I)  IDOE# 4146
Dance Performance: Ballet I is based on the Indiana Academic Standards for Dance. Sequential and systematic learning experiences are provided in ballet. Activities utilize a wide variety of materials and experiences and are designed to develop techniques appropriate within the genre, including individual and group instruction in performance repertoire and skills. Students will learn basic technique starting first with barre work, then continuing to center floor. Technique learned will be a foundation from which the students can learn other forms of dance. Students develop the ability to express their thoughts, perceptions, feelings, and images through movement. Students describe, analyze, interpret, and judge live and recorded dance performances of professional dancers and companies in the genre. They also become aware of the career opportunities in dance.

- Grade Levels: 9-12
- Credits: 1 semester, 1 credit

Dance Performance: Ballet II (DNC PERF B II)  IDOE# 4146
Dance Performance: Ballet II is based on the Indiana Academic Standards for Dance. Sequential and systematic learning experiences are provided in ballet. Activities utilize a wide variety of materials and experiences and are designed to develop techniques appropriate within the genre, including individual and group instruction in performance repertoire and skills. Students will learn basic technique starting first with barre work, then continuing to center floor. Technique learned will be a foundation from which the students can learn other forms of dance. Students develop the ability to express their thoughts, perceptions, feelings, and images through movement. Students describe, analyze, interpret, and judge live and recorded dance performances of professional dancers and companies in the genre. They also become aware of the career opportunities in dance.

- Grade Levels: 9-12
- Credits: 1 semester, 1 credit

Dance Performance: Modern I (DNC PERF M I)  IDOE# 4146
Dance Performance: Modern I is based on the Indiana Academic Standards for Dance. Sequential and systematic learning experiences are provided in modern dance. Activities utilize a wide variety of materials and experiences and are designed to develop techniques appropriate within the genre, including individual and group instruction in performance repertoire and skills. Students will learn modern dance based in the Humphrey-Limon and Horton techniques. Students will learn basic exercises in these techniques, learning to connect to their bodies and the floor. Students develop the ability to express their thoughts, perceptions, feelings, and images through movement. Students describe, analyze, interpret, and judge live and recorded dance performances of professional dancers and companies in the genre. They also become aware of the career opportunities in dance.

- Grade Levels: 9-12
- Credits: 1 semester, 1 credit
Dance Performance: Modern II
(DNC PERF M II)

DID# 4146

Dance Performance: Modern II is based on the Indiana Academic Standards for Dance. Sequential and systematic learning experiences are provided in modern dance. Activities utilize a wide variety of materials and experiences and are designed to develop techniques appropriate within the genre, including individual and group instruction in performance repertoire and skills. Students will learn modern dance based in the Humphrey-Limon and Horton techniques. Students will learn basic exercises in these techniques, learning to connect to their bodies and the floor. Students develop the ability to express their thoughts, perceptions, feelings, and images through movement. Students describe, analyze, interpret, and judge live and recorded dance performances of professional dancers and companies in the genre. They also become aware of the career opportunities in dance.

- Grade Levels: 9-12
- Credits: 1 semester, 1 credit
- Prereq: 1 credit in Dance Performance: Modern I
Advanced Chorus-Chorale (ADV CHOR C)  
**IDOE# 4188**

Advanced Chorus-Chorale includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. This choir performs several times during the year with attendance at all dress rehearsals and performances required. A schedule is provided to all members at the beginning of the school year.

- Grade Levels: 10-12
- Credits: Yearlong course, 2 credits total
- Prereq: Selection by audition in February

Advanced Chorus-Treble (ADV CHOR T)  
**IDOE# 4188**

Advanced Chorus-Treble includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. This choir performs several times during the year with attendance at all dress rehearsals and performances required. A schedule is provided to all members at the beginning of the school year.

- Grade Levels: 10-12
- Credits: Yearlong course, 2 credits total
- Prereq: Selection by audition in February

Advanced Concert Band-Wind Ensemble (ADV BAND W)  
**IDOE# 4170**

Advanced Concert Band-Wind Ensemble is open by audition to all students in grades 10-12 who were previously enrolled in Beginning Concert Band and/or Intermediate Concert Band-Symphonic and play a band instrument at an advanced level. Auditions are held during February for interested students. Emphasis is placed on tone, technique, musicianship, and sight reading. A variety of concert band literature is studied and performed. Participation in the ISSMA Solo and Ensemble Festival is encouraged. The band performs several times during the year with attendance at all performances and the ISSMA Organization Festival being required. A schedule is provided to all members at the beginning of the school year.

- Grade Levels: 10-12
- Credits: Yearlong course, 2 credits total
- Prereq: Selection by audition in February

Advanced Orchestra-Symphony Orchestra (ADV ORCH S)  
**IDOE# 4174**

Advanced Orchestra (Symphony Orchestra) is open to all students in grades 10-12 who were previously enrolled in Concert Orchestra and play a string instrument at an advanced level. Auditions are held during February for interested students. Emphasis is placed on tone, technique, musicianship, and sight reading. A variety of string literature is studied and performed. Participation in the ISSMA Solo and Ensemble Festival is encouraged. The orchestra performs several times during the year with attendance at all performances and the ISSMA Organizational Festival being required. A schedule is provided to all members at the beginning of the school year.

- Grade Levels: 10-12
- Credits: Yearlong course, 2 credits total
- Prereq: Selection by audition in February

Electronic Music (ELEC MUSIC)  
**IDOE# 4202**

Students taking this course are provided with a wide variety of activities and experiences to develop skills in using electronic media and current technology to perform, create, and respond to music. Technology will be used extensively including programs such as Garage Band and other similar software.

- Grade Levels: 10-12
- Credits: 1 semester, 1 credit
- Prereq: Music Theory I is recommended but not required as a prerequisite

Applied Music – Jazz Improvisation (APPL MUSIC)  
**IDOE# 4200**

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

- Grade Levels: 10-12
- Credits: 1 semester, 1 credit
- Prereq: Students must also be enrolled in a band, choir, or orchestra class. Exceptions may be made with approval by the Director of Music

Beginning Chorus-Men's & Women's (BEG CHORUS)  
**IDOE# 4182**

Beginning Chorus-Men's & Women's Chorus includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. These choirs perform several times during the year with attendance at all dress rehearsals and performances required. A schedule is provided to all members at the beginning of the school year.

- Grade Levels: 9-12
- Credits: Yearlong course, 2 credits total

Beginning Concert Band (BEG BAND)  
**IDOE# 4160**

Beginning Concert Band is open to all freshmen students who were previously enrolled in middle school band and play a band instrument at an intermediate level. Emphasis is placed on tone, technique, musicianship, and sight reading. A variety of concert band literature is studied and performed. Participation in the ISSMA Solo and Ensemble Festival is encouraged. The band performs several times during the year with attendance at all performances and the ISSMA Organization Festival being required. A schedule is provided to all members at the beginning of the school year.

- Grade Levels: 9
- Credits: Yearlong course, 2 credits total
- Prereq: Middle School Band
Intermediate Concert Band-Symphonic  
(INT BAND S)  
IDOE# 4168

Intermediate Concert Band-Symphonic is open to all students in grades 10-12 who were previously enrolled in Concert Band and play a band instrument at an intermediate level. Emphasis is placed on tone, technique, musicianship, and sight reading. A variety of concert band literature is studied and performed. Participation in the ISSMA Solo and Ensemble Festival is encouraged. The band performs several times during the year with attendance at all performances and the ISSMA Organization Festival being required. A schedule is provided to all members at the beginning of the school year.

- Grade Levels: 10-12
- Credits: Yearlong course, 2 credits total
- Prereq: Concert Band

Intermediate Orchestra-Concert  
(INT ORCH C)  
IDOE# 4172

Intermediate Orchestra-Concert is open to all students in grades 9-12 who were previously enrolled in Middle School Orchestra and play a string instrument at an intermediate level. Emphasis is placed on tone, technique, musicianship, and sight reading. A variety of string literature is studied and performed. Participation in the ISSMA Solo and Ensemble Festival is encouraged. The orchestra performs several times during the year with attendance at all performances and the ISSMA Organization Festival being required. A schedule is provided to all members at the beginning of the school year.

- Grade Levels: 9-12
- Credits: Yearlong course, 2 credits total
- Prereq: Middle School Orchestra

Jazz Ensemble  
(JAZZ ENS)  
IDOE# 4164

Jazz Band and Lab Band are open by audition to all students in grades 9-12. Students must be enrolled in another band, choir, or orchestra class. Exceptions may be made by the directors for rhythm section performers pending instrumentation needs. Emphasis is placed on the study of various jazz styles, tone, technique, musicianship, and sight reading. A wide variety of jazz literature is studied and performed. The bands perform several times during the year with attendance at all performances including the ISSMA Jazz Contest and annual JazzFest being required. A schedule is available to all members at the time of auditions.

- Grade Levels: 9-12
- Credits: 1 semester, 1 credit
- Prereq: Selection by audition in February

Music History & Appreciation  
(MUS HIST)  
IDOE# 4206

Music History and Appreciation students receive instruction designed to explore music and major musical styles and periods through understanding music in relation to both Western and Non-Western history and culture. Activities include analyzing and describing music; evaluating music and music performances; and understanding relationships between music and the other arts, as well as disciplines outside of the arts.

- Grade Levels: 10-12
- Credits: 1 semester, 1 credit
- Dual Credit available
**Advanced Acting** *(ADV ACTING)*

Advanced Acting is an exploration into the art and craft of performance. Students will learn technique, vocabulary and characterization. Through scene work and monologue students will obtain performance experience. The exploration of script analysis, research, and history will enhance a student’s understanding of performance materials. Direct coaching and feedback will be provided to improve each actor’s ability to receive positive criticism and enhance confidence in the student’s performance.

- **Grade Levels:** 10-12
- **Credits:** 1 semester, 1 credit
- **Prereq:** 1 credit in Theatre Arts

**Advanced Acting II** *(ADV ACTING II)*

This class is a continuation of Advanced Acting. Students will continue to explore the art and craft of performance. Script analysis will be an emphasis, as well as the physicality of acting. Vocal training will also be highlighted. Students will analyze performance and critique each other’s scene work. A semester’s end performance of one-acts or monologues will be included.

- **Grade Levels:** 10-12
- **Credits:** 1 semester, 1 credit
- **Prereq:** 1 credit in Advanced Acting

**Advanced Technical Theatre** *(ADV TECH TH)*

Advanced Technical Theatre is based on the Indiana Academic Standards for Theatre. Students enrolled in Advanced Technical Theatre actively lead and supervise in the process of designing, building, managing, programming, and implementing the technical aspects of a production. This is a continuation of the basic skills learned in Technical Theatre, but with more autonomy. Additionally, students investigate technical theatre careers then develop a plan for potential employment or further education through audition, interview or presentation of a portfolio. Students also attend and critique theatrical productions and volunteer to support theatre in their community.

- **Grade Levels:** 10-12
- **Credits:** 1 semester, 1 credit
- **Prereq:** 1 credit in Technical Theatre

**Advanced Theatre Arts** *(ADV THTR)*

This class is a continuation of Theatre Arts. Students will explore all aspects of theatre including acting, technical theatre, & play reading and analysis. Students will view theatre productions either live or via video & critique production elements as well as performance. Students will create scripted monologues & scenes, create scenic designs for existing plays, & build characters through observation, improvisation & script analysis. Additionally, students explore careers in theatre arts & opportunities to practice their craft.

- **Grade Levels:** 9-12
- **Credits:** 1 semester, 1 credit
- **Prereq:** 1 credit in Theatre Arts

**Musical Theatre** *(MUS THTR)*

Students in this course study the history of musical theatre and its place in today’s society. They participate in staging, choreographing, rehearsing, & performing an original or existing musical work. This class will be taught collaboratively among music, theatre, & dance faculty. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, & integrated studies. Additionally, students explore career opportunities in the theatre, attend & critique theatrical productions, & recognize the responsibilities & the importance of individual theatre patrons in their community.

- **Grade Levels:** 11-12
- **Credits:** 1 semester, 1 credit
- **Prereq:** 1 credit in Theatre Arts AND 1 credit in any Level I Dance Performance course
- **By-application course**

**Technical Theatre** *(TECH THTR)*

Technical Theatre is the introduction to all aspects of producing theatre. Students will learn the basics of lighting, sound, scenic construction and stage management. This class will assist in all productions and events in The PAC. This is a hands-on course to learn the workings of and the management of a state of the art facility.

- **Grade Levels:** 9-12
- **Credits:** 1 semester, 1 credit

**Theatre Arts** *(THTR ARTS)*

Theatre Arts is a survey course, meaning it is an overview of all aspects of theatre production. Students enrolled in Theatre Arts read & discuss plays, learn basic acting techniques, explore technical theatre & the conventions of production. Students also learn theatre etiquette & the responsibilities of being a member of a theatre company & audience member. This is the first step in exploring your theatre education. Additionally, students explore career opportunities in the theatre, attend & critique theatrical productions, & recognize the responsibilities & the importance of individual theatre patrons in their community.

- **Grade Levels:** 9-12
- **Credits:** 1 semester, 1 credit
Advanced Fine Arts Connections
(ADV FN ART CONN)

Advanced Fine Arts Connections is a course based on the Indiana Academic Standards for Visual Art, Music, Theater, and Dance. In this course, students make connections among experiences in the four arts disciplines and integrate them in studies of all academic disciplines. They create works encompassing multiple disciplines, literacies, and sign systems, reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about works and the nature of the arts. They incorporate presentational skills and utilize the resources of the arts community, identifying related careers.

- Grade Levels: 11-12
- Credits: 1 semester, 1 credit
- Prereq: 2 credits in AP 3-D Art & Design
- By-application course

Advanced Two Dimensional Art
(ADV 2D ART)

Advanced Two Dimensional Art is a by-application course for the serious art student. It is designed to build upon 2 Dimensional Art and Painting and Drawing skills, and is based upon the skills identified in the Indiana Academic Standards for Visual Art. The overall goal of this course is to develop verbal, visual, and technical skills essential for planning, executing, critically analyzing, and evaluating works of art as well as expanding the student’s problem solving abilities which includes working within required and self-imposed limitations. The preparation of a professional quality portfolio of artworks will be the final objective in digital and physical formats. Students reflect upon and refine their work, explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize local and Online resources such as art museums and studios, and identify art-related careers. This course is for students who will need a portfolio for admittance into a post-secondary art program.

- Grade Levels: 10-12
- Credits: 1 semester, 1 credit
- Prereq: 1 credit in Introduction to Two-Dimensional Art AND 1 credit in either Painting OR Drawing
- By-application course

Fine Arts Connections
(FN ART CONN)

Fine Arts Connections is a course based on the Indiana Academic Standards for Visual Art, Music, Theater, and Dance. In this course, students make connections among experiences in the four arts disciplines and integrate them in studies of all academic disciplines. They create works encompassing multiple disciplines, literacies, and sign systems, reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about works and the nature of the arts. They incorporate presentational skills and utilize the resources of the arts community, identifying related careers.

- Grade Levels: 11-12
- Credits: 1 semester, 1 credit
- Prereq: 2 credits in AP 3-D Art & Design

AP Studio Art 3D Design
(ART 3D AP)

AP 3-D Art & Design is a course established & copyrighted by the College Board. The AP Program offers three studio art courses and portfolios: Two Dimensional Design, Three-Dimensional Design, and Drawing—corresponding to the most common college foundation courses. The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. Students submit portfolios for evaluation at the end of the school year. AP Studio Art students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions.

- Grade Levels: 10-12
- 2 semesters, one credit per semester
- Prereq: Teacher recommendation
- By-application Course
- Students will be required to take the corresponding AP Exam

Art History
(ART HIST)

Art History is a course based on the Indiana Academic Standards for Visual Art. 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 historical trends and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

- Grade Levels: 9-12
- Credits: 1 semester, 1 credit
Introduction to Three-Dimensional Art (L)  
(3D ART)  
IDOE# 4002

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

- Grade Levels: 9-12
- Credits: 1 semester, 1 credit

Introduction to Two-Dimensional Art (L)  
(2D ART)  
IDOE# 4000

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

- Grade Levels: 9-12
- Credits: 1 semester, 1 credit

Jewelry (L)  
(JWLRY)  
IDOE# 4042

Jewelry is a course based on the Indiana Academic Standards for Visual Art. Students in Jewelry engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create works of jewelry design and fabrication techniques including, sawing, piercing, filing, and soldering. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

- Grade Levels: 11-12
- Credits: 1 semester, 1 credit
- Prereq: Introduction to Three-Dimensional Art (L)

Painting (L)  
(PAINTING)  
IDOE# 4064

Painting is a course based on the Indiana Academic Standards for Visual Art. Students taking painting engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create abstract and realistic paintings, using a variety of materials such as mixed media, watercolor, oil, and acrylics as well as techniques such as stippling, gouache, wash, and impasto. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

- Grade Levels: 10-12
- Credits: 1 semester, 1 credit
- Prereq: Introduction to Two-Dimensional Art (L)

Sculpture (L)  
(SCULPT)  
IDOE# 4044

Students in sculpture engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production. Using materials such as plaster, clay, metal, paper, wax, and plastic, students create portfolio quality works. Students at this level produce works for their portfolios that demonstrate a sincere desire to explore a variety of ideas & problems. They create realistic and abstract sculptures utilizing subtractive and additive processes of carving, modeling, construction, and assembling. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

- Grade Levels: 10-12
- Credits: 1 semester, 1 credit
- Prereq: Introduction to Three-Dimensional Art (L)

Visual Communication (L)  
(VIS COMM)  
IDOE# 4086

Visual Communication is a course based on the Indiana Academic Standards for Visual Art. 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. Students reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

- Grade Levels: 10-12
- Credits: 1 semester, 1 credit
- Prereq: Introduction to Two-Dimensional Art (L)
**MATHEMATICS**

**Algebra I 1, 2 (ALG I)**

Algebra I provides a formal development of the algebraic skills and concepts necessary for students who will take other advanced college-preparatory courses. In particular, the instructional program in this course provides the use of algebraic skills in a wide range of problem-solving situations. The concept of function is emphasized throughout the course. Topics include: properties of real numbers, solution sets, basic operations with polynomials, solving quadratic equations and systems, use of exponents, and introductory topics from statistics and probability.

- Grade Levels: 9-12
- Credits: 2 semesters, 1 credit per semester

**Algebra I (P) - 1, 2, 3, 4 (P ALG I)**

Selection is based on standardized test scores and department recommendation. This is a two year course which will provide a formal development of algebraic skills that will be used in a wide range of problem solving situations. The concept of function will be emphasized throughout the course. Topics will include properties of real numbers, solving equations, graphing of linear equations and solution sets, basic operations with polynomials, solving quadratic equations and systems of equations, use of exponents, and introductory topics from statistics and probability.

- Grade Levels: 9-10
- Credits: 2 semesters each year, 1 credit per year
- Two year program; department chosen

**Algebra I Lab (ALG I LAB)**

Algebra I Lab is taken while students are concurrently enrolled in Algebra I. This course provides students with additional time to build the foundations necessary for high school math courses, while concurrently having access to rigorous, grade-level appropriate courses. The five critical areas of Algebra I Lab align with the critical areas of Algebra I: Relationships between Quantities and Reasoning with Equations; Linear and Exponential relationships; Descriptive Statistics; Expressions and Equations; and Quadratic Functions and Modeling. However, whereas Algebra I contains exclusively grade-level content, Algebra I Lab combines standards from high school courses with foundational standards from the middle grades.

- Grade Levels: 9
- Credits: 1 semester, 1 credit
- Department chosen

**Algebra II (ALG II)**

This course that will provide further development with functions. The topics will include the theorems and algorithms of algebra, polynomials and exponential functions, rational functions, complex numbers, sequences and series, and the properties and graphs of conic sections.

- Grade Levels: 10-12
- Credits: 2 semesters, 1 credit per semester

**Geometry 1, 2 (GEOM)**

This course that will stress the uses of deductive and inductive reasoning as well as investigative strategies in drawing conclusions. Properties and relationships of geometric entities will include the study of angles, lines, planes, congruent triangles, trigonometric ratios, polygons, circles, and spatial drawings. Estimation and measurement topics will be integrated throughout the year. The course will develop an understanding of the need for proof.

- Grade Levels: 10-12
- Credits: 2 semesters, 1 credit per semester
- Prereq: 2 credits in Algebra I

**AP Calculus AB - 1, 2 (CAL AB AP)**

Calculus provides students with the content that has been established by the College Board. This course covers one semester of college calculus. Generally, topics include: limits, continuity, derivatives, definite integrals, and the techniques of integration involving rational, trigonometric, logarithmic, and exponential functions includes applications of the derivative, the integral, and the theory of calculus. The use of graphing technology is required.

- Grade Levels: 12
- Credits: 2 semesters, 1 credit per semester
- Prereq: 1 credit in Precalculus AND 1 credit in Honors Trigonometry
- Students will be required to take the corresponding AP exam at the end of the school year

**AP Calculus BC - 1, 2 (CALC BC AP)**

AP Calculus BC provides students with the content that has been established by the College Board. This is a fast paced calculus class covering the first year of college calculus. This course covers all the Calculus AB topics. The following additional topics are covered: analysis of planar curves, L'Hospital's Rule, derivatives of parametric, polar, and vector functions, anti derivatives by substitution, parts, and simple partial fractions, improper integrals, solving logistic differential equations, and polynomial approximations and series. The use of graphing technology is required

- Grade Levels: 12
- Credits: 2 semesters, 1 credit per semester
- Prereq: 1 credit in Precalculus AND 1 credit in Honors Trigonometry
- Students will be required to take the corresponding AP exam at the end of the school year
Honors Algebra I
(H ALG I)

Honors Algebra I provides a formal development of the algebraic skills and concepts necessary for students who will take other advanced college-preparatory courses. In particular, the instructional program in this course provides the use of algebraic skills in a wide range of problem-solving situations. The concept of function is emphasized throughout the course. Topics include: properties of real numbers, solution sets, basic operations with polynomials, solving quadratic equations and systems, use of exponents, and introductory topics from statistics and probability.

- Grade Levels: 9
- Credits: 2 semesters, 1 credit per semester
- Department chosen

Honors Algebra II
(H ALG II)

Honors Algebra II expands on the topics of Algebra I and provides further development of the concept of a function. The expanded topics of the course include: the theorems and algorithms of algebra, polynomials and polynomial functions, rational exponents, the complex numbers, sequences, and series, the properties and graphs of conic sections, permutations and combinations, matrices, and exponential and logarithmic functions.

- Grade Levels: 10-12
- Credits: 2 semesters, 1 credit per semester
- Prereq: 2 credits in Algebra I

Honors Geometry 1, 2
(H GEOM)

Honors Geometry provides students with experiences that deepen the understanding of shapes and their properties. Deductive and inductive reasoning as well as investigative strategies in drawing conclusions are stressed. Properties and relationships of geometric figures include the study of angles, lines, planes, congruent and similar triangles, trigonometric ratios, polygons, circles and spatial drawings. An understanding of proof and logic is developed. Use of graphing calculators and computer drawing programs is encouraged.

- Grade Levels: 9-12
- Credits: 2 semesters, 1 credit per semester
- Prereq: 2 credits in Algebra I

Honors Trigonometry
(H TRIG)

Honors Trigonometry provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Trigonometry provides the foundation for common periodic functions that are encountered many disciplines, including music, engineering, medicine, and finance (and nearly all other STEM disciplines). Trigonometry consists of seven strands: Conics; Unit Circle; Geometry; Periodic Functions; Identities; Polar Coordinates; and Vectors. Students will also advance their understanding of imaginary numbers through an investigation of complex numbers and polar coordinates. A strong understanding of complex and imaginary numbers is a necessity for fields such as engineering and computer programming. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Grades Levels: 11-12
- Credits: 1 semester, 1 credit
- Prereq: 1 credit in Precalculus AND must be taken the same school year as Precalculus

Math 10
(MATH 10)

Math 10 is designed to reinforce and elevate the Algebra I & 8th grade geometry knowledge & skills necessary for students to successfully complete high school mathematics courses beyond Algebra I & essentials for passing the state’s qualifying exam in mathematics. Enrollment will be contingent upon recommendation of the math department, based on diagnostic results of performance on mathematics competency assessments.

- Grade Levels: 10-12
- Credits: 1-2 semesters, 1 credit per semester
- Department chosen

Precalculus
(PRECAL)

Precalculus blends together all the concepts and skills that must be mastered prior to enrollment in a college level calculus course. A functional approach provides for the integration of all the concepts listed for the course in Trigonometry plus: the relationship of equations and graphs of linear, quadratic, and parametric equations, translation of axes, and locus and vectors. The course includes the theory of equations, exponential and logarithmic functions, matrices, and determinants. This is not a beginning calculus course.

- Grade Levels: 11-12
- Credits: 1 semester, 1 credit
- Students must also be concurrently enrolled in Honors Trigonometry within the same school year
- Dual credit is available
Probability & Statistics (PROB/STAT)

Probability and Statistics includes the concepts and skills needed to apply statistical techniques in the decision-making process. Topics include: (1) descriptive statistics; (2) probability; and (3) statistical inference. Practical examples based on real experimental data are used throughout. Students plan and conduct experiments or surveys and analyze the resulting data. The use of graphing calculators and computer programs is encouraged.

- Grade Levels: 11-12
- Credits: 1 semester, 1 credit

Quantitative Reasoning (QUANT REAS)

Quantitative Reasoning is a project based mathematics course focused on the study of numeracy, ratio, and proportional reasoning, modeling, probability and statistics. Students build knowledge of and confidence with basic mathematical/analytical concepts and operations required for problem solving, decision making, and economic productivity in real world applications, preparing students to enter an increasingly information-based society. Technology, such as computers and graphing calculators, will be used frequently.

- Grade Levels: 12
- Credits: 1 semester, 1 credit

Trigonometry (TRIG)

Trigonometry provides for the development of the trigonometric relationships from an understanding of the circular functions and their properties and graphs. Inverse trig functions, trig equations and identities, vectors, the Law of Sines and the Law of Cosines, applications of the trig functions, and polar coordinates are also included in the course.

- Grade Levels: 11-12
- Credits: 1 semester, 1 credit
Elective Physical Education B *  
(ELECT PE-B)  
IDOE# 3560
This course identifies what a student should know and be able to do as a result of a quality physical education program. The goal of the physically educated student is to maintain appropriate levels of cardiorespiratory endurance, muscular strength and endurance, flexibility, and lifetime sports and recreational activities and provides an opportunity for an in-depth study in one or more specific areas. A minimum of two of the following activities should be included: team sports; dual gymnastics; and dance. It includes the study of physical development concepts and principles of sport fitness. Students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness. Ongoing assessments include both written performance-based skill evaluation. Individual assessment may be modified for individuals with disabilities, in addition to those with IEP’s and 504 plans (e.g., chronic illness temporary injuries, obesity, etc.).

• Grade Levels: 10-12  
• Credits: 1 semester, 1 credit  
• Prereq: 1 credit in Physical Education I AND 1 credit in Physical Education II

Elective PE-Basketball*  
(ELECT PE-BB)  
IDOE# 3560
This class will be open to boys and girls who want to play basketball. Class will consist of skill work, team tournaments, team strategies, and learning different features of the game. Daily sportsmanship is a requirement. Students 18 years of age or older will be able to explore basketball officiating and become licensed. Evaluation based on participation, attitude, and improvement.

• Grade Levels: 10-12  
• Credits: 1 semester, 1 credit  
• Prereq: 1 credit in Physical Education I AND 1 credit in Physical Education II

Elective PE-Fitness*  
(ELECT PE-F)  
IDOE# 3560
This class will be open to boys and girls who want to improve or maintain their health related fitness. This class will include: a workout program structured to reduce body fat percentage, a plan to improve cardiovascular capabilities, and improve both muscular endurance and body composition. Activities such as calisthenics, stretching exercises, aerobic workouts, jogging/walking, and use of aerobic equipment. Evaluation based on participation, attitude, and improvement.

• Grade Levels: 10-12  
• Credits: 1 semester, 1 credit  
• Prereq: 1 credit in Physical Education I AND 1 credit in Physical Education II

Elective PE, Co-ed Volleyball*  
(ELECT PE-V)  
IDOE# 3560
This course teaches students the basic skills and knowledge of volleyball. Content will include warm-ups, rules, terminology, serve/receive information, basic offenses and defenses, spiking coverage and basic skills – serving, forearm pass, setting, blocking, spiking, dives and dig.

• Grade Levels: 10-12  
• Credits: 1 semester, 1 credit  
• Prereq: 1 credit in Physical Education I AND 1 credit in Physical Education II

Elective PE, Co-ed Soccer*  
(ELECT PE-S)  
IDOE# 3560
An introduction to the fundamental skills, rules and strategies of organized soccer designed to further develop individual skills for the intermediate player. Students will work on the development of individual skills and team communication and strategies: dribbling, passing, trapping, heading, shooting, and team strategies in offense and defense.

• Grade Levels: 10-12  
• Credits: 1 semester, 1 credit  
• Prereq: 1 credit in Physical Education I AND 1 credit in Physical Education II

Elective Physical Education-Strength & Conditioning*  
(ELECT PE-SC)  
IDOE# 3560
Strength & Conditioning includes a wide variety of exercises, lifts, agilities, and techniques designed to maximize one’s overall total fitness, strength, and agility. Throughout this course, student/athletes will take part in weight-lifting, fitness, and agility activities that will enhance the physical well-being of the student/athletes. The student/athlete will gain a better understanding of the human musculature system and how to target specific areas that will enable them to reach personal fitness goals. Finally, this course will enable student athletes to benefit from sports specific movements allowing each student more functional strength used in specific sports. Along with the strength and conditioning coach, student athletes will have the opportunity to develop in appropriate fitness program that enables them to achieve a desired level of fitness. Ongoing assessments include both written and performance based skill evaluation.

• Grade Levels: 10-12  
• Credits: 1 semester, 1 credit  
• Prereq: 1 credit in Physical Education I AND 1 credit in Physical Education II

*students may earn up to a maximum of 8 credits in elective physical education courses.
Physical Education I
(PHYS ED I)

I DOE# 3542

Physical Education I continues the emphasis on health-related fitness & developing the skills & habits necessary for a lifetime of activity. This program includes skill development & the application of rules & strategies of complex difficulty in at least three of the following different movement forms:

1. Health-related fitness activities (cardio-respiratory endurance, muscular strength & endurance, flexibility, & body composition).
2. Aerobic exercise.
3. Team sports.
4. Individual & dual sports.
5. Outdoor pursuits.
6. Aquatics.

- Grade Levels: 9
- Credits: 1 semester, 1 credit
- Required course for 9th grade students

Physical Education II
(PHYS ED II)

I DOE# 3544

Physical Education II emphasizes a personal commitment to lifetime activity & fitness for enjoyment, challenge, self-expression, & social interaction. This course provides students with opportunities to achieve & maintain a health enhancing level of fitness & increase their knowledge of fitness concepts. It includes at least three different movement forms without repeating those offered in Physical Education I. Movement forms may include:

1. Health-related fitness activities (cardio-respiratory endurance, muscular strength & endurance, flexibility, body composition).
2. Aerobic exercise.
3. Team sports.
4. Individual & dual sports.
5. Outdoor pursuits.
6. Aquatics.
7. Recreational games. Ongoing assessment includes both written & performance based skill evaluation. This course will also include discussion & exploration of fitness related careers.

- Grade Levels: 9-12
- Credits: 1 semester, 1 credit

Health & Wellness Education
(HLTH WELL)

I DOE# 3506

Provides the basis to help students adopt & maintain healthy behaviors. Health education should contribute directly to a student's ability to successfully practice behaviors that protect & promote health & avoid or reduce health risks. Through a variety of instructional strategies, students practice the development of functional health information (essential concepts); determine personal values that support health behaviors; develop group norms that value a healthy lifestyle; develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors. This course includes the application of priority areas in a planned, sequential, comprehensive health education curriculum. Priority areas include: promoting personal health & wellness, physical activity, healthy eating; promoting safety & preventing unintentional injury & violence; promoting mental & emotional health, a tobacco-free lifestyle & an alcohol-free drug-free lifestyle; & promoting human development & family health.

- Grade Levels: 9-12
- Credits: 1 semester, 1 credit

LPHS provides the opportunity for students to receive Physical Education credit through participation in IHSAA certified sports. PE Proficiency students may earn one credit in Physical Education II for extracurriculars listed in the PE Proficiency manual. PE Proficiency credit can be used for PE II only. Credits for any Elective Physical Education courses must be earned through enrollment in those respective courses only. If a student/athlete and his/her guardian wish to exercise the PE Proficiency option the student/athlete will be required to:

- Complete the PE Proficiency Credit Program Application Form – (obtaining signatures from Coach, Parent/Guardian, School Counselor, and PE Dept. Head)
- Successfully complete the athletic/marching band season. Completion is defined as the student/athlete was not removed from team participation as a result of: (a) Academics, (b) Discipline and/or attendance, (c) Prolonged injury, (d) any other reason agreed upon by the coach, athletic administration, or PE Dept. head.
- Document in a PE Standards Journal an example of each PE Standard completed during the athletic season. In some cases it may be necessary to supplement additional activities during the designated athletic season in order to meet all the required PE Standards. The PE Standards Journal will be due to the PE Dept. Chair no later than one week prior to the end of the semester.
- PE Proficiency students will be given a Standardized Fitness Test approx. midway through the semester. PE Proficiency students will have to obtain at least an 80% on the Fitness Test Scoring Chart in order to receive credit.
- PE Proficiency students can only receive letter grades of "A" or "F" for the PE Proficiency Credit Program.
- Forms can be obtained from their coach, counselor or downloaded from the LPHS website-https://www.lpcsc.k12.in.us/lphs/

*students may earn up to a maximum of 8 credits in elective physical education courses.*
Advanced Science, Astronomy  
(ADV SCI ST-A)  
IDOE# 3092

Astronomy is a science course which is grounded in extended laboratory, field, and literature investigations. Students enrolled in this course engage in an in-depth study of the application of science concepts, principles, and unifying themes that are unique to astronomy & that address specific technological or health-related issues. Under the direction of the science teacher, students enrolled in this course will complete an end-of-course project and presentation, such as a scientific research paper or science fair project, integrating knowledge, skills, and concepts from astronomy. Topics explored include: ancient and modern astronomy, planets and their motion, moon and sky motions, laws of gravity, stars, and stellar evolution.

- Grade Levels: 11-12  
- Credits: 1 semester, 1 credit  
- Prereq: 4 credits of AHD Science courses

Advanced Science, Genetics  
(ADV SCI ST-G)  
IDOE# 3092

Genetics is a science course which is grounded in extended laboratory, field, and literature investigations. Students enrolled in this course engage in an in-depth study of the application of science concepts, principles, and unifying themes that are unique to genetics and that address specific technological or health-related issues. Under the direction of the science teacher, students enrolled in this course will complete an end-of-course project and presentation, such as a scientific research paper or science fair project, integrating knowledge, skills, and concepts from genetics. Probability, inheritance patterns, defects/diseases and genetic technology will be major areas of attention. Lab work includes students extracting their own DNA, sickle cell trait testing, gel electrophoresis, and genetic transformation of bacteria using the pGLO gene. This course will prepare you for your future schooling in life science areas, and to awaken you to some genetic issues that you may face with your family, friends, or as a parent.

- Grade Levels: 10-12  
- Credits: 1 semester, 1 credit  
- Prereq: 2 credits in Biology with a "B" or higher

Advanced Science, Geology  
(ADV SCI ST-GE)  
IDOE# 3092

Geology is a science course which is grounded in extended laboratory, field, and literature investigations. Students enrolled in this course engage in an in-depth study of the application of science concepts, principles, and unifying themes that are unique to astronomy, and that address specific technological and environmental issues. Under the direction of the science teacher, students enrolled in this course will complete an end-of-course project and presentation, such as a scientific research paper or science fair project, integrating knowledge, skills, and concepts from geology. Topics explored include: geologic principles, methodologies, samples, and current models such as tectonics.

- Grade Levels: 11-12  
- Credits: 1 semester, 1 credit  
- Prereq: 4 credits of AHD Science courses

Anatomy & Physiology 1, 2  
(A & P)  
IDOE# 5276

Anatomy & Physiology is an is a course in which students investigate concepts related to Health Science, with emphasis on interdependence of systems and contributions of each system to the maintenance of a healthy body. Introduces students to the cell, which is the basic structural and functional united of all organisms, and covers tissues, integument, skeleton, muscular and nervous systems as an integrated unit. Through instruction, including laboratory activities, students apply concepts associated with Human Anatomy & Physiology. Students will understand the structure, organization and function of the various components of the healthy body in order to apply this knowledge in all health related fields. Dissection (at least 6) is both appropriate and necessary, and is a required component of this course. You will also study the pathway of blood flow, determine your blood type, view tissue types under a microscope, learn how the brain functions, and study the various body systems. Every person needs to have a basic understanding of his or her body in order to take care of it throughout life. This is a course that you WILL USE once you graduate from High School and far beyond!

- Grade Levels: 11-12  
- Credits: 2 semester, 1 credit per semester  
- Prereq: 2 credits in Biology with a "B" or higher AND 2 credits in Chemistry (may also be taken concurrently) OR 2 credits in ICP with a "B" or higher

AP Biology (L) 1, 2  
(BIO AP)  
IDOE# 3020

Advanced Placement Biology is a course based on the content established by the College Board. The major themes of the course include: The process of evolution drives the diversity and unity of life; Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis; Living systems store, retrieve, transmit and respond to information essential to life processes; Biological systems interact, and these systems and their interactions possess complex properties.

- Grade Levels: 11-12  
- Credits: 2 semester, 1 credit per semester  
- Prereq: 2 credits in Biology with a "B" or higher AND 2 credits in Chemistry (both with a "B" or higher) AND 1 credit in Genetics (may be taken concurrently), OR teacher approval  
- Dual Credit is available  
- Students will be required to take the corresponding AP exam at the end of the school year
AP Chemistry (L) 1, 2 (CHEM AP)  
**IDOE# 3060**  
Advanced Placement Chemistry is a course based on the content established by the College Board. The content includes: (1) structure of matter; atomic theory and structure, chemical bonding, molecular models, nuclear chemistry; (2) states of matter; gases, liquids and solids, solutions; and (3) reactions; reaction types, stoichiometry, equilibrium, kinetics and thermodynamics. Special emphasis is placed on laboratory investigations which will include a journal to document all experiments performed.

- Grade Levels: 11-12  
- Credits: 2 semester, 1 credit per semester  
- Prereq: 2 credits in Chemistry AND 2 credits in Algebra II (both with a "B" or higher) OR teacher approval  
- Students will be required to take the corresponding AP exam at the end of the school year

AP Environmental Science (L) 1, 2 (ENVSCI AP)  
**IDOE# 3012**  
Advanced Placement Environmental Science is a course based on the content established by the College Board. Students enrolled in AP Environmental Science investigate the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Students will engage in the environmental concept with several labs, field trips, community projects, and class projects. The class is an interactive class bringing the issues to the front and letting students decide their opinions.

- Grade Levels: 11-12  
- Credits: 2 semester, 1 credit per semester  
- Prereq: 2 credits in Biology AND 2 credits in Chemistry (both with a "B" or higher) OR teacher approval  
- Students will be required to take the corresponding AP exam at the end of the school year

AP Physics 2: Algebra-Based (L) 1, 2 (PHYS 2 AP)  
**IDOE# 3081**  
Advanced Placement Physics 2 is a course based on the content established by the College Board. AP Physics 2: Algebra-Based will provide instruction in each of the following content areas: (1) Fluid Mechanics, (2) Thermodynamics, (3) Electricity and Magnetism, (4) Optics, and (5) Atomic and Nuclear Physics. This class is recommended for college-bound engineering students.

- Grade Levels: 11-12  
- Credits: 2 semester, 1 credit per semester  
- Prereq: 2 credits in Physics I AND 2 credits in Algebra II with a "B" or higher, OR teacher approval  
- Students will be required to take the corresponding AP exam at the end of the school year

Biology I (L) 1, 2 (BIO I)  
**IDOE# 3024**  
Biology I is a course based on the following core topics: cellular chemistry, structure and reproduction; matter cycles and energy transfer; interdependence of organisms; molecular basis of heredity; genetics and evolution. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

- Grade Levels: 9-12  
- Credits: 2 semester, 1 credit per semester

Chemistry I (L) 1, 2 (CHEM I)  
**IDOE# 3064**  
Chemistry I is a course based on the following core topics: properties and states of matter; atomic structure; bonding; chemical reactions; solution chemistry; behavior of gases; and organic chemistry. Students enrolled in Chemistry I compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

- Grade Levels: 10-12  
- Credits: 2 semester, 1 credit per semester  
- Prerequisites: 2 credits in Biology I & a 2.5 GPA in Algebra I

Earth and Space Science I (L) 1, 2 (EAS SCI I)  
**IDOE# 3044**  
Earth and Space Science I is a course that builds on the natural curiosity of students. By connecting them to the beauty of geological history, the amazing landscapes around the globe, the nature of the sea and air, and the newest discoveries about our universe, it gives students an opportunity to relate to their everyday world in a new way. Students will answer and investigate the following questions: What would happen if an asteroid hit the Earth, causing the earth to stop spinning and its tilt to change? How can we better predict volcanoes and earthquakes to save more lives during these natural disasters? If the continents moved over time, how and why could this have occurred? What does it take to have a snow day in La Porte, Indiana? Where would you want to live in the future in order to ensure that you’re comfortable and safe? Earth and Space Science I is a course focused on the following core topics: study of the earth’s layers; atmosphere and hydrosphere; structure and scale of the universe; the solar system and earth processes. Students analyze and describe earth’s interconnected systems and examine how earth’s materials, landforms, and continents are modified across geological time. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory, and by evaluating and communicating the results of those investigations according to accepted procedures.

- Grade Levels: 9-12  
- Credits: 2 semester, 1 credit per semester
Honors Biology I (L) 1, 2
(H BIO I)

IDOE# 3024
Honors Biology is an advanced laboratory and literature investigations-based course. Students enrolled in Honors Biology examine in greater depth than Biology the following core topics: cellular chemistry, structure and reproduction; matter cycles and energy transfer; interdependence of organisms; molecular basis of heredity; genetics and evolution. Instruction will focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures. In this course, students refine their scientific inquiry skills as they collaboratively and independently apply their knowledge of the unifying themes of biology to biological questions and problems related to personal and community issues in the life sciences.

• Grade Levels: 9
• Credits: 2 semester, 1 credit per semester
• Prereq: Selection based on the cross test Science analysis scores on the PSAT 8 test in addition to the PSAT overall scores & middle school recommendation.

Integrated Chemistry-Physics A, B
(ICP)

IDOE# 3108
Integrated Chemistry-Physics is a course focused on the following core topics: motion and energy of macroscopic objects; chemical, electrical, mechanical and nuclear energy; properties of matter; transport of energy; magnetism; energy production and its relationship to the economy. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

• Grade Levels: 10-12
• Credits: 2 semester, 1 credit per semester
• Prereq: 2 credits in Algebra I

Physics I 1, 2
(PHYS I)

IDOE# 3084
Physics I is a course focused on the following core topics: motion and forces; energy and momentum; temperature and thermal energy transfer; electricity and magnetism; vibrations and waves; light and optics. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

• Grade Levels: 10-12
• Credits: 2 semester, 1 credit per semester
• Prereq: 2 credits in Biology I AND a 2.5 GPA in Algebra I

PLTW Human Body Systems
(HUMAN SYST)

IDOE# 5216
Human Body Systems is a course designed to engage students in the study of basic human physiology and the care and maintenance required to support the complex systems. Using a focus on human health, students will employ a variety of monitors to examine body systems (respiratory, circulatory, and nervous) at rest and under stress, and observe the interactions between the various body systems. Students will use appropriate software to design and build systems to monitor body functions.

• Grade Levels: 10
• Credits: 2 semester, 1 credit per semester
• Prereq: 2 credits in Principles of Biomedical Sciences

PLTW Principles of Biomedical Sciences
(PRIN BIOMED)

IDOE# 5218
Principles of Biomedical Sciences provides an introduction to this field through “hands-on” projects and problems. Student work involves the study of human medicine, research processes and an introduction to bioinformatics. Students investigate the human body systems and various health conditions including heart disease, diabetes, hypercholesterolemia, and infectious diseases. A theme through the course is to determine the factors that led to the death of a fictional person. After determining the factors responsible for the death, the students investigate lifestyle choices and medical treatments that might have prolonged the person’s life. Key biological concepts included in the curriculum are: homeostasis, metabolism, inheritance of traits, feedback systems, and defense against disease. Engineering principles such as the design process, feedback loops, fluid dynamics, and the relationship of structure to function will be included where appropriate. The course is designed to provide an overview of all courses in the Biomedical Sciences program and to lay the scientific foundation necessary for student success in the subsequent courses.

• Grade Levels: 9
• Credits: 2 semester, 1 credit per semester
• Prereq: Department chosen; must be concurrently enrolled in Biology I
AP Psychology 1, 2  
(PSYCH AP)  
IDOE# 1558  
AP Psychology is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas. Topics include: History and Approaches; Research Methods; Biological Bases of Behavior; Sensation and Perception; States of Consciousness; Learning; Cognition; Motivation and Emotion; Developmental Psychology; Personality; Testing and Individual Differences; Abnormal Behavior; Treatment of Abnormal Behavior; and Social Psychology.

- Grade Levels: 11-12  
- Credits: 2 semesters, 1 credit per semester  
- Students will be required to take the corresponding AP exam at the end of the school year  
- Summer work required

AP United States History 1, 2  
(US HIST AP)  
IDOE# 1562  
AP United States History is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP United States History focuses on developing students’ abilities to think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance — identity; peopling; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places.

- Grade Levels: 11  
- Credits: 2 semesters, 1 credit per semester  
- Students will be required to take the corresponding AP exam at the end of the school year  
- Summer work required

AP World History Modern 1, 2  
(WLD HST M AP)  
IDOE# 1612  
AP World History Modern is designed to be the equivalent of a two semester introductory college or university world history course. Students “investigate significant events, individuals, developments, & processes in historical periods from approximately 1200 CE to the present. Students develop & use the same skills, practices, and methods employed by historians: analyzing primary & secondary sources; making historical comparisons; utilizing reasoning about contextualization, causation, & continuity change over time; & developing historical arguments. The course provides five themes that students explore throughout the course in order to make connections among historical developments in different times & places: interaction between humans & the environment; development & interaction of cultures; state building, expansion, & conflict; creation, expansion, & interaction of economic systems; & development & transformation of social structures.

- Grade Levels: 9-12  
- Credits: 2 semesters, 1 credit per semester  
- Prereq: 9th grade students will be department chosen  
- Students will be required to take the corresponding AP exam at the end of the school year  
- Summer work required

Current Problems, Issues, and Events  
(CPIE)  
IDOE#1512  
Current Problems, Issues, and Events gives students the opportunity to apply investigative and inquiry techniques to the study of significant problems or issues. Students develop competence in (1) recognizing cause and effect relationships, (2) recognizing fallacies in reasoning and propaganda devices, (3) synthesizing knowledge into useful patterns, (4) stating and testing hypotheses, and (5) generalizing based on evidence. Problems or issues selected will have contemporary historical significance and will be studies from the viewpoint of the social science disciplines. Community service programs and internships within the community may be included.

- Grade Levels: 10-12  
- Credits: 1 semester, 1 credit
Economics (ECON)  

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

- Grade Levels: 12
- Credits: 1 semester, 1 credit

Ethnic Studies (ETH STUDIES)  

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

- Grade Levels: 9-12
- Credits: 1 semester, 1 credit

Geography & History of the World A, B (GEO-HST WLD)  

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

- Grade Levels: 9-12
- Credits: 2 semesters, 1 credit per semester

Indiana Studies (IN STUDIES)  

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

- Grade Levels: 9-12
- Credits: 1 semester, 1 credit

Psychology 1, 2 (PSYCH)  

Psychology is the scientific study of mental processes and behavior. The course is divided into eight content areas. History & Scientific Method explores the history of psychology, the research methods used, and the ethical considerations that must be utilized. Biological Basis for Behavior focuses on the way the brain and nervous system function, including sensation, perception, motivation and emotion. Development looks at all the changes through one’s life; physical, cognitive, as well as emotional, social and moral development. Cognition focuses on learning, memory, information processing, and language development. Personality and Assessment looks at the approaches used to explain one’s personality and the assessment tools used. Abnormal Psychology explores psychological disorders and the various treatments used for them. Socio-Cultural Dimensions of Behavior covers topics such as conformity, obedience, perceptions, attitudes and influence of the group on the individual. Psychological Thinking explores how to think like a psychologist and expand critical thinking skills needed in the day-to-day life of a psychologist.

- Grade Levels: 9-12
- Credits: 2 semesters, 1 credit per semester

Sociology (SOCILOGY)  

Sociology allows students to study human social behavior from a group perspective. The sociological perspective is a method of studying recurring patterns in people’s attitudes and actions and how these patterns vary across time, cultures, and in social settings and groups. Students describe the development of sociology as a social science and identify methods of research. Through research methods such as scientific inquiry students examine society, group behavior, and social structures. The influence of culture on group behavior is addressed through institutions such as the family, religion, education, economics, community organizations, government, and political and social groups. The impact of social groups and institutions on group and individual behavior and the changing nature of society will be examined. Influences on group behavior and social problems are included in the course. Students also analyze the role of individuals in the community and social problems in today’s world.

- Grade Levels: 9-12
- Credits: 1 semester, 1 credit

Topics in History – Varying (TOP HIST)  

Topics In History provides students the opportunity to study specific historical eras, events, or concepts. Topics classes focus on the development of historical research skills using primary and secondary sources, and makes consistent and effective use of technology. The course focuses on one or more topics or themes related to United States or world history. Topics vary each year and will be announced prior to registration.

- Grade Levels: 10-12
- Credits: 1 semester, 1 credit (per class)
- By-application only
Topics in Social Studies (TOPICS SS)

Topics in Social Science provides students with an opportunity for in-depth study of a specific topic, theme, or concept in one of the social science disciplines such as anthropology, archaeology, economics, geography, political science, psychology, or sociology. One or more of these disciplines will be covered annually. Courses taught under this title emphasize scientific methods of inquiry and help students develop effective research and thinking skills through the use of primary and secondary sources. These courses also involve consistent and effective use of technology. Topics vary each year and will be announced prior to registration.

- Grade Levels: 10-12
- Credits: 1 semester, 1 credit (per class)
- By-application only

United States Government (US GOVT)

United States Government provides a framework for understanding the purposes, principles, and practices of constitutional representative democracy in the United States. Responsible and effective participation of citizens is stressed. Students understand the nature of citizenship, politics, and governments and understand the rights and responsibilities of citizens and how these are part of local, state, and national governments. Students examine how the United States Constitution protects rights and provides the structure and functions of various levels of government. How the United States interacts with other nations and the government’s role in world affairs will be included. Using primary and secondary resources, students will articulate, evaluate, and defend positions on political issues. As a result, they will be able to explain the role of individuals and groups in government, politics, and civic activities and the need for civic and political engagement of citizens in the United States.

- Grade Levels: 12
- Credits: 1 semester, 1 credit

United States History 1, 2 (US HIST)

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

- Grade Levels: 11
- Credits: 2 semesters, 1 credit per semester

World History and Civilization A, B (WLD HST/CVL)

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

- Grade Levels: 9-12
- Credits: 2 semesters, 1 credit per semester
Individual education programs (IEPs) are developed for each student, allowing for the provision of services in the least restrictive environment. All students taking part in any of the listed classes must have qualified for special education services under Article 7.
Advanced Manufacturing I  
(ADV MFTG)  
(IDOE# 5608)

Advanced Manufacturing I is a course that includes classroom and laboratory experiences in two broad areas: Industrial Technology/Software Controls and Manufacturing Trends. Domains include safety and impact, electricity, manufacturing essentials, fluid power principals, mechanical principals, lean manufacturing, and careers in advanced manufacturing. Hands-on projects and team activities will allow students to apply learning on the latest industry technologies. Students take this course with the goal of being a skilled machine operator, repair technician, or working in management at any company that produces goods and services using advanced manufacturing techniques. Work-based learning experiences and industry partnerships are highly encouraged for an authentic industry experience.

- Grade Levels: 11-12
- Credits: 2 semesters, 3 credits per semester
- Dual Credit is available

Advanced Manufacturing II  
(ADV MFTG II)  
(IDOE# 5606)

Advanced Manufacturing II builds on classroom and lab experiences students experienced in Advanced Manufacturing I. Domains include safety and impact, drafting principles, manufacturing programming, CAD/CAM and CNC technologies, automation and robotics, and careers in advanced manufacturing. Hands-on projects and team activities will allow students to apply learning on the latest industry technologies. Students continue this course with the goal of being a skilled machine operator, repair technician, or management at any company that produces goods and services using advanced manufacturing techniques. Work based learning experiences and industry partnerships are highly encouraged for an authentic industry experience.

- Grade Levels: 12
- Credits: 2 semesters, 3 credits per semester
- Prereq: Advanced Manufacturing I
- Dual Credit is available

Automotive Services Technology I  
(AUTO TECH I)  
(IDOE# 5510)

Automotive Services Technology I is a one year course that encompasses the sub topics of the NATEF/ ASE identified areas of Steering & Suspension and Braking Systems. Additional areas of manual transmissions and differentials, automatic transmissions, air conditioning, and engine repair should be covered as time permits. This course provides the opportunity for dual credit for students who meet post-secondary requirements for earning dual credit and successfully complete the dual credit requirements of this course. Mathematical skills will be reinforced through precision measuring activities as well as cost estimation and calculation activities. Scientific principles taught and reinforced in this course include the study of viscosity, friction, thermal expansion, and compound solutions. Written and oral skills will also be emphasized to help students communicate with customers, colleagues, and supervisors.

- Grade Levels: 11-12
- Credits: 2 semesters, 3 credits per semester
- Dual Credit is available

Automotive Services Technology II  
(AUTO TECH II)  
(IDOE# 5546)

The Automotive Services Technology II student will continue his/her studies with in-depth experiences in engine rebuilding, A/C repair, manual transmission and trans-axle as well as automatic transmission rebuilding. The student will also receive advanced training in fuel injection and many specialized automotive fields for today’s Automotive Technician. Successful completion of this program will present the student with the skills required to enter into many areas of this profession.

- Grade Levels: 12
- Credits: 2 semesters, 3 credits per semester
- Prereq: Automotive Services Technology I
- Dual Credit is available

Cosmetology I  
(CSMTLGY)  
(IDOE# 5802)

Cosmetology I offers an introduction to cosmetology with an emphasis on basic practical skills and theories including roller control, quick styling, shampooing, hair coloring, permanent waving, facials, manicuring, business and personal ethics, bacteriology, and sanitation. In the second semester greater emphasis is placed on the application and development of these skills. The State of Indiana requires a total of 1500 hours of instruction for licensure.

- Grade Levels: 11
- Credits: 2 semesters, 3 credits per semester
- Dual Credit is available
Cosmetology II
(CSMTLGY II)  
IDOE# 5806
Cosmetology II builds on concepts learned in Cosmetology I with an emphasis on the development of advanced skills in styling, hair coloring, permanent waving, facials and manicuring. Students will also study anatomy and physiology, professionalism, and salon management in relation to cosmetology.

- Grade Levels: 12
- Credits: 2 semesters, 3 credits per semester
- Prereq: Cosmetology I
- Dual Credit is available

Criminal Justice & Law I
(CRIME I)  
IDOE# 5822
Criminal Justice I introduces specialized classroom and practical experiences related to public safety occupations such as law enforcement, loss prevention services, and homeland security. This course provides an introduction to the purposes, functions, and history of the three primary parts of the criminal justice system as well as an introduction to the investigative process. Oral and written communication skills should be reinforced through activities that model public relations and crime prevention efforts as well as the preparation of police reports. This course provides the opportunity for dual credit for students who meet post-secondary requirements for earning dual credit and successfully complete the dual credit requirements of this course.

- Grade Levels: 11-12
- Credits: 2 semesters, 3 credits per semester
- Dual Credit is available

Criminal Justice & Law II
(CRIME II)  
IDOE# 5824
Criminal Justice II introduces students to concepts and practices in traffic control as well as forensic investigation at crime scenes. Students will have opportunities to use mathematical skills in crash reconstruction and analysis activities requiring measurements and performance of speed/acceleration calculations. Additional activities simulating criminal investigations will be used to teach scientific knowledge related to anatomy, biology, and chemistry as well as collection of evidence, developing and questioning suspects, and protecting the integrity of physical evidence found at the scene and while in transit to a forensic science laboratory. Procedures for the use and control of informants, inquiries keyed to basic leads, and other information-gathering activities and chain of custody procedures will also be reviewed. Current trends in criminal justice and law enforcement will also be covered.

- Grade Levels: 12
- Credits: 2 semesters, 3 credits per semester
- Prereq: Criminal Justice & Law I
- Dual Credit is available

Culinary Arts and Hospitality I
(CULART HOSP)  
IDOE# 5440
The Culinary Science curriculum follows that of the National Restaurant Association’s Pro Start program, providing students with the general knowledge and skills required for entry-level positions in the food services industry. Student chefs cater events at the LPCCTE facility and for outside clients, providing hands-on experience that closely equates to work in the culinary industry.

- Grade Levels: 11-12
- Credits: 2 semesters, 3 credits per semester
- Dual Credit is available

Culinary Arts and Hospitality II: Culinary Arts
(CUL HOSP II: CUL ARTS)  
IDOE# 5346
Advanced Culinary Arts prepares students for occupations and higher education programs of study related to the entire spectrum of careers in the food industry, including (but not limited to) food production and services; food science, dietetics, and nutrition; and baking and pastry arts. Major topics for this advanced course include: basic baking theory and skills, introduction to breads, introduction to pastry arts, nutrition, nutrition accommodations and adaptations, cost control and purchasing, and current marketing and trends. Instruction and intensive laboratory experiences include commercial applications of principles of nutrition, aesthetic, and sanitary selection; purchasing, storage, preparation, and service of food and food products; using and maintaining related tools and equipment; baking and pastry arts skills; managing operations in food service, food science, or hospitality establishments; providing for the dietary needs of persons with special requirements; and related research, development and testing. Intensive laboratory experiences with commercial applications are a required component of this course of study. Student laboratory experiences may be either school-based or “on-the-job” or a combination of the two.

Advanced Culinary Arts builds upon skills and techniques learned in Culinary Arts and Hospitality Management, which must be successfully completed before enrolling in this advanced course. Work-based experiences in the food industry are strongly encouraged. A standards-based plan guides the students’ laboratory and work-based experiences.

- Grade Levels: 12
- Credits: 2 semesters, 3 credits per semester
- Prereq: Culinary Arts & Hospitality I
- Dual Credit is available
Early Childhood Education I
(ECE I)  IDOE# 5412
Early Childhood Education I prepares students for employment in early childhood education and related careers that involve working with children from birth to 8 years (3rd grade) and provides the foundations for study in higher education that leads to early childhood education and other child-related careers. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate the study of suggested topics. Major course topics include: career paths in early childhood education; promoting child development and learning; building family and community relationships; observing, documenting, and assessing to support young children and families; using developmentally effective approaches; using content knowledge to build meaningful curriculum, and becoming an early childhood education professional.

- Grade Levels: 11-12
- Credits: 2 semesters, 3 credits per semester
- Dual Credit is available

Early Childhood Education II
(ECE II)  IDOE# 5406
Early Childhood Education II prepares students for employment in early childhood education and related careers that involve working with children from birth to 8 years (3rd grade) and provides the foundations for study in higher education that leads to early childhood education and other child-related careers. ECE II is a sequential course that builds on the foundational knowledge and skills of Early Childhood Education I, which is a required prerequisite. In ECE II students further refine, develop, and document the knowledge, skills, attitudes, and behaviors gained in the foundational course. Major topics of ECE II include: overview of the Child Development Associate (CDA) credential, safe and healthy learning environment, physical and intellectual competence, social and emotional development, relationships with families, program management, and professionalism.

- Grade Levels: 12
- Credits: 2 semesters, 3 credits per semester
- Prereq: Early Childhood Education I
- Dual Credit is available

Energy Industry I
(ENG IND I)  IDOE# 5616
In partnership with NIPSCO, The Energy Academy prepares students for high-demand jobs in the electronics, energy, and utility industries. The curriculum incorporates hands-on experiences in electromechanical installation and maintenance, energy and environmental technology, public utilities, and residential and commercial energy. Classroom and laboratory instruction is project-based, and course work involves field work and internship opportunities. The Energy Academy prepares students for continued training, post-secondary education, or entry to a career.

- Grade Levels: 11-12
- Credits: 2 semesters, 3 credits per semester
- Dual Credit is available

Energy Industry II
(ENG IND II)  IDOE# 5618
In partnership with NIPSCO, The Energy Academy prepares students for high-demand jobs in the electronics, energy, and utility industries. The curriculum incorporates hands-on experiences in electromechanical installation and maintenance, energy and environmental technology, public utilities, and residential and commercial energy. Classroom and laboratory instruction is project-based, and course work involves field work and internship opportunities. The Energy Academy prepares students for continued training, post-secondary education, or entry to a career.

- Grade Levels: 12
- Credits: 2 semesters, 3 credits per semester
- Prereq: Energy Industry I
- Dual Credit is available

Fire and Rescue I
(FIRE RSCU I)  IDOE# 5820
Today’s firefighters respond to emergency situations requiring technical expertise in many areas; the “old” job of a firefighter only battling fires is long gone! Through this program, students learn about fire extinguishing methods and equipment, special extinguishing agents, hazard considerations, and principles of emergency response. Upon completion of this three-course program, students are trained in all facets of basic fire/rescue operations and earn CPR certification.

- Grade Levels: 11-12
- Credits: 2 semesters, 3 credits per semester
- Dual Credit is available

Fire and Rescue II
(FIRE RSCU II)  IDOE# 5826
Today’s firefighters respond to emergency situations requiring technical expertise in many areas; the “old” job of a firefighter only battling fires is long gone! Through this program, students learn about fire extinguishing methods and equipment, special extinguishing agents, hazard considerations, and principles of emergency response. Upon completion of this three-course program, students are trained in all facets of basic fire/rescue operations and earn CPR certification.

- Grade Levels: 12
- Credits: 2 semesters, 3 credits per semester
- Prereq: Fire and Rescue I
- Dual Credit is available
Health Science Education I
(HLTH ED I)

Health Science Education I gives the student the opportunity to explore careers in the healthcare field, learn medical terminology and basic anatomy, and become CPR and First Aid certified. This class uses the classroom, an in-school laboratory that provides simulated hands-on experience and an extended lab experience in an actual healthcare setting. Career opportunities include: nursing, radiology, physical therapy, respiratory therapy, surgical technology, medical assisting, pharmacy, veterinary assisting, and various other healthcare careers.

- Grade Levels: 11-12
- Credits: 2 semesters, 3 credits per semester
- Dual Credit is available

Radio and Television I
(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. Instructional strategies may include a hands-on school-based enterprise, real and/or simulated occupational experiences, job shadowing, fields trips, and internships.

- Grade Levels: 11-12
- Credits: 2 semesters, 3 credits per semester
- Dual Credit is available
- Prereq: 2 credits in Introduction to Communications

Radio and Television II
(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. During this second-year program students integrate and build on first-year curriculum while mastering advanced concepts in production, lighting, and audio.

- Grade Levels: 12
- Credits: 2 semesters, 3 credits per semester
- Prereq: Radio and Television I
- Dual Credit is available

Health Careers II: Nursing
(HSE II NURS)

Health Careers II: Nursing builds on the competencies acquired in Health Science Education I and allows for more in-depth knowledge, skills, and attitudes to be developed in a specific occupation. Simulated in-school lab experiences and internships will be offered in the healthcare setting. Students will learn the skills of basic patient care to earn the Indiana State Certified Nursing Assistant (CNA) license which will enable them to immediately join the healthcare team and prepare for postsecondary schools. This experience is organized and planned around the student’s individual career objectives. Career opportunities include: nursing, radiology, physical therapy, respiratory therapy, surgical technology, medical assisting, pharmacy, veterinary assisting, and various other healthcare careers.

- Grade Levels: 12
- Credits: 2 semesters, 3 credits per semester
- Prereq: Health Science Education I
- Dual Credit is available

Welding Technology I
(WELD TECH I)

Welding Technology I includes classroom and laboratory experiences that develop a variety of skills in oxy-fuel cutting and Shielded Metal Arc welding. This course is designed for individuals seeking careers in Welding, Technician, Sales, Design, Research or Engineering. Emphasis is placed on safety at all times. OSHA standards and guidelines endorsed by the American Welding Society (AWS) are used. Instructional activities emphasize property of metals, safety issues, blueprint reading, electrical principles, welding symbols and mechanical drawing through projects and exercises that teach students how to weld and prepare for college and career success.

- Grade Levels: 11-12
- Credits: 2 semesters, 3 credits per semester
- Dual Credit is available

Welding Technology II
(WELD TECH II)

Welding Technology II includes classroom and laboratory experiences that develop a variety of skills in Gas Metal Arc welding, Flux Cored Arc welding, Gas Tungsten Arc welding, Plasma Cutting and Carbon Arc. This course is designed for individuals who intend to pursue careers as Welders, Technicians, Sales, Design, Research or Engineering. OSHA standards and guidelines endorsed by the American Welding Society (AWS) are used. Instructional activities emphasize property of metals, safety issues, blueprint reading, electrical principles, welding symbols and mechanical drawing through projects and exercises that teach students how to weld and prepare for college and career success.

- Grade Levels: 12
- Credits: 2 semesters, 3 credits per semester
- Prereq: Welding Technology I
- Dual Credit is available
Level I, a course based on Indiana’s Academic Standards for World Languages, introduces students to effective strategies for beginning world language learning, and to various aspects of their respective cultures. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics, and write short passages with guidance. This course also emphasizes the development of reading and listening comprehension skills, such as reading isolated words and phrases in a situational context and comprehending brief written or oral directions. Additionally, students will examine the practices, products, and perspectives of the target culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding the world language and culture outside of the classroom.

- Grade Levels: 9-12
- Credits: 2 semesters per language, 1 credit per semester
- Prereq: Minimum of "C" average in previous years English classes

Level II

French II (FREN II) IDOE# 2022
German II (GER II) IDOE# 2042
Spanish II (SPAN II) IDOE# 2122

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

- Grade Levels: 10-12
- Credits: 2 semesters per language, 1 credit per semester
- Prereq: 2 credits in a Level I World Language

Level III

French III (FREN III) IDOE# 2024
German III (GER III) IDOE# 2044
Spanish III (SPAN III) IDOE# 2124

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

- Grade Levels: 11-12
- Credits: 2 semesters per language, 1 credit per semester
- Prereq: 2 credits in a Level II World Language

Level IV

French IV (FREN IV) IDOE# 2026
German IV (GER IV) IDOE# 2046
Spanish IV (SPAN IV) IDOE# 2126

Level IV provides a context for integration of the continued development of language skills and cultural understanding with other content areas and the community beyond the classroom. The skill sets that apply to the exchange of written and oral information are expanded through emphasis on practicing speaking and listening strategies that facilitate communication, such as the use of circumlocution, guessing meaning in familiar and unfamiliar contexts, and using elements of word formation to expand vocabulary and derive meaning. Students will continue to develop understanding of the target culture through explaining factors that influence the practices, products, and perspectives of the target culture; reflecting on cultural practices of the target culture; and comparing systems of the target culture and the student’s own culture. This course further emphasizes making connections across content areas through the design of activities and materials that integrate the target language and culture with concepts and skills from other content areas.

- Grade Levels: 12
- Credits: 2 semesters per language, 1 credit per semester
- Prereq: 2 credits in a Level III World Language
- Dual credit is available for ONLY French IV
**ASL I**
(ASL I)

American Sign Language I is a course that introduces students to American Sign Language (ASL) and the deaf community. The course focuses on frequently used signs through a functional-notional approach, and discusses cultural features of the deaf community. Emphasis is placed on development of receptive and expressive language skills. Through this course, students are given the opportunity to develop visual acuity; follow brief verbal instructions; understand short statements, questions, and dialogues; develop short descriptions with guidance; begin to understand the current GLOSSING system used to write ASL; and examine other methods developed to write ASL, including Sign Writing. Students also learn to recognize the difference between the pathological and psychological definitions of deafness, recognize the widespread use of ASL throughout the United States, and develop an understanding of the relationship between languages and cultures as a whole.

- Grade Levels: 10-12
- Credits: 2 semesters, 1 credit per semester
- Prereq: Minimum of "C" average in previous years English classes

**ASL II**
(ASL II)

American Sign Language II is a course that continues the focus on frequently used signs through a functional-notional approach and the discussion of the cultural features of the deaf community. Emphasis is placed on further development of receptive and expressive communication skills in American Sign Language (ASL). Through this course, students are given the opportunity to watch and understand short stories, dialogues and poetry in ASL; continue to develop visual discrimination skills; begin to understand various dialects of ASL by interacting with ASL users within the deaf community; begin to use classifiers appropriately; continue the mastery of the current GLOSSING system used in texts to write ASL; and begin to write in GLOSS their own simple dialogues, poetry and translations. Students will also learn to examine some of the political issues associated with the deaf community, and will further develop an understanding of the relationship between languages and cultures as a whole.

- Grade Levels: 11-12
- Credits: 2 semesters, 1 credit per semester
- Prereq: 2 credits in ASL I
## LaPorte High School 4 Year Plan

**Name:**

**Diploma:** Core 40

**Grad Pathway:**

**Post Secondary Plans:**
- 4 year College
- 2 year College
- 2 year Trade School
- Work
- Military

### 9th Grade

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Department requirements listed with parenthesis (example) are not required for that particular school year, but rather are strongly recommended.
# LaPorte High School 4 Year Plan

**Name:**

**Diploma:** Academic Honors

**Post Secondary Plans:**
(Circle One)
- 4 year College
- 2 year College
- 2 year Trade School
- Work
- Military

### Grad Pathway:

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Department requirements listed with parenthesis (example) are not required for that particular school year, but rather are strongly recommended.
## LaPorte High School 4 Year Plan

**Name:**

**Diploma:** Technical Honors

**Grad Pathway:**

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