
MULTIDISCIPLINARY



Multidisciplinary courses are not necessarily categorized into any one discipline. These courses integrate two or more disciplines into one course of study. The courses count as elective credits toward graduation but more importantly these courses can provide study which will expand an individual's educational background.

0500 **BASIC SKILLS DEVELOPMENT (9, 10) This course is designed to help students become more active in transition planning related to students with an active IEP. This course will also help students improve organizational, self-advocacy, and problem solving skills. **Requirement – student must have an active IEP**

0500 **BASIC SKILLS DEVELOPMENT/READING AND WRITING STRATEGIES (9, 10, 11) This class is designed for students in English 10/11 who need support and also have not passed the ISTEP. The course of study includes ISTEP preparation as well as skills/strategies on pre testing and student questionnaires. **Requirement – student must have an active IEP**

0500 BASIC SKILLS DEVELOPMENT/MATH (10, 11, 12) This class is designed for students who need Algebra I support or for students who have not passed the ISTEP. This course will provide extra practice in developing math skills covered Algebra I. Students will learn and use specific strategies to enrich their math knowledge. **Requirement – Students must have an active 504 or IEP plan.**

0500 *BASIC SKILLS DEVELOPMENT/PREPARING FOR COLLEGE AND THE SAT (10, 11) This one semester course emphasizes preparation for the Scholastic Aptitude Test (SAT). This preparation includes various test taking strategies and practice in both the verbal and math portions of the test. Procedures for selecting and applying for college and financial aid are also addressed. In addition, college life and its different elements are discussed.

5408 EDUCATION PROFESSIONS (CADET TEACHING) (11, 12) The objective of Cadet Teaching is to interest and encourage college-bound students to enter the teaching profession. This yearlong course offers six weeks of in-class preparation and the rest of the semester and second semester primarily of field experience. The course gives students information about a career in education as well as providing actual teaching experience in an elementary or intermediate school classroom. Students will be selected on the basis of an application and an interview. Students who have a desire to choose a career working with youth should apply. **This is a dual credit course through Butler University. Requirement - Completed application and interview. Recommended but not required: experience, 6th period study hall.**

0520 *PEER TUTORING I/SPECIAL NEEDS (9, 10, 11, 12) Students learn to interact with and tutor students with disabilities allowing them to learn teaching and behavior management techniques and terminology. Throughout the semester, students demonstrate knowledge of the following: a) causes of handicapping conditions; b) values and issues related to the integration of students with substantial handicaps in the school and community; c) career options in the field of special education; d) teaching and behavior management techniques and terminology. **Enrollment in this course allows the students to participate in either Peer Tutoring Life Skills or Peer Tutoring Adaptive P.E. Requirement – Completion of application, and an interview with peer facilitating teacher. A student may earn a maximum of 4 credits in Peer Tutoring I and II.**

0520 *PEER TUTORING II/SPECIAL NEEDS (11, 12) Students learn to interact with and tutor students with disabilities allowing them to learn teaching and behavior management techniques and terminology. Throughout the semester, students demonstrate knowledge of the following: a) causes of handicapping conditions; b) values and issues related to the integration of students with substantial handicaps in the school and community; c) career options in the field of special education; d) teaching and behavior management techniques and terminology. **Enrollment in this course allows the students to participate in either Peer Tutoring Life Skills or Peer Tutoring Adaptive P.E. Requirement – Completion of application, and an interview with peer facilitating teacher. A student may earn a maximum of 4 credits in Peer Tutoring I and II.**

0520 *PEER TUTORING/WRITING MENTOR (10, 11, 12) Students selected as Writing Mentors in the Writing Lab serve as peer guides to assist with the instruction of writing and as a means of assistance to fellow students throughout the writing process. Writing Mentors are students highly qualified in the skills of language arts and are willing to work with students in all levels, on all courses across the curriculum, both one-on-one and in a large group setting. Along with checking skill levels, mentors are given guidance on how to interact and provide feedback both to students and on student papers submitted to the lab for peer revision and editing. This course will not only function as a way for the selected students to give feedback, but also improve writing skills through a more thorough understanding of language and its functions as expression of thought. **Required: teacher recommendation. Course may be taken for a semester or as a year-long course. This course does not count as an English credit.**

5974 WORK BASED LEARNING: MULTIPLE PATHWAYS RELATED INSTRUCTION (ICE) (12) Workplace competencies and foundation skills such as orientation to a new job, interpersonal relations, communication skills, evaluations, self-management, decision-making, critical thinking, and responsibility are covered and related to real-world working situations. More information on the Co-op Program can be found at <http://www.hse.k12.in.us/HHS/academics/ice.aspx> **(1 period, 1 credit per semester). Requirement - Completion of an application and an interview**

5974 WORK BASED LEARNING: MULTIPLE PATHWAYS ON-THE-JOB TRAINING (ICE) (12) This course enables students to develop and refine occupational competencies needed to acquire and succeed in a job, adjust to the employment, and advance in an occupation of their choice. On-the-job instruction is supervised by the employer. They work closely with the teacher-coordinator in planning student learning experiences, which are compatible with student and employer goals. Students are to work a minimum of 3 hours per day and 15 hours per week. The student would be released from school for 2 periods per day. More information on the Co-op Program can be found at <http://www.hse.k12.in.us/HHS/academics/ice.aspx> **(2 periods, 2 credits per semester). Requirement - Completion of an application and interview**

0552 ##AP SEMINAR I (CAPSTONE) (11, 12) This Advanced Placement course provides students with opportunities to think critically and creatively, research, explore, pose solutions, develop arguments, collaborate, and communicate using various media. Students explore real-world issues through a cross curricular lens, consider multiple points of view to develop deep understanding of complex issues, and connect these issues to their own lives. This course complements other AP Courses and Exams through scholarly practice and academic intensity. The learning goals include: thinking critically and creatively to construct meaning or gain understanding, planning and conducting a study or investigation, problem finding and problem solving, planning and producing communication in various forms, collaborating to solve a problem or accomplish a goal, and synthesizing and making cross-curricular connections. This course is the first of two required for students to earn the prestigious AP Capstone Diploma. Students who earn scores of 3 or higher in both AP Seminar I and AP Seminar II and on four additional AP Exams of their choosing will receive the AP Capstone Diploma™.

- **Capstone courses taken in Semester 1 will count as General Credit.**
- **The second semester of each Capstone course counts as English Credit.**

0551 ##AP RESEARCH I (CAPSTONE) (12) In AP Research, students investigate real-world issues from multiple perspectives, gathering and analyzing information from various sources in order to develop credible and valid evidence-based arguments. They cultivate the skills and discipline necessary to conduct independent research in order to produce and defend a scholarly academic thesis. Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing will receive the AP Capstone Diploma.

- **Capstone courses taken in Semester 1 will count as General Credit.**
- **The second semester of each Capstone course counts as English Credit.**

5394 COLLEGE READINESS CENTER (CRC) (11, 12) This course is a year-long Ivy Tech course designed to assist and support high school students in becoming academically ready for college and developmentally prepared for the rigors of college life and the culture of college success. The goal of the course is for students to be admitted to Ivy Tech without the qualifier of having to enroll in remedial courses. The curriculum includes teacher-guided, online learning in reading, writing and/or mathematics. During the second semester students will be enrolled in IVYT 111 – Basic Skills course. Topics covered include time management, media literacy, learning styles, study skills, career planning, money management, and resource utilization.

0590 INNOVATIONS (11, 12) This is a year-long learner-centered course empowering students to put their mark on the world. This is a project-based and passion-driven course intended to cultivate leadership skills, community partnerships, and an innovative growth mindset. Through self-guided explorations, research and reflection, Innovations students will gain a greater understanding of themselves as learners, problem-solvers, and contributing members of society. During the first semester, students will develop a solid foundational understanding of future-ready learning skills (self-regulation and reflection, idea generation, design and refinement, openness and courage to explore, communication, creative problem-solving, information literacy, thinking critically, asking effective questions, collaboration, and troubleshooting). During the second semester, students will develop and execute an audience-centered passion project(s) of their choosing by infusing their newly acquired future-ready learning skills with their own personal interests. For more information, visit: <https://www.youtube.com/watch?v=Pam1c9Iz-KQ&feature=youtu.be>.

Recommended prerequisites: 2 or more credits from the following: Entrepreneurship, Intro. to 2D Art, Intro. to 3D Art, Intro. to Computer Science, Intro. to Engineering Design, Mass Media, Marketing, Peer Tutoring, Principles of Biomedical Science, Speech.

HEALTH CARE EXPLORATION - One year, 2 hours per day, 2 elective credits. Recommended Grade Level: Grades 10, 11, 12

Dual Credit: Ivy Tech (6 credits) HLHS 100, HLHS 101.

Certifications: AHA BLS CPR Certification for Healthcare Providers

Students will perform skills related to a range of health career topics: patient nursing care, vital signs, dental care, animal care, medical laboratory, public health, an introduction to health care systems, anatomy, physiology, and medical terminology. Students will gain leadership skills developed through HOSA participation. Students will participate in lab experiences related to your career objectives. Upon successful completion of this course, students will understand the next steps for pursuing a post-secondary program of their choice or the next health science program to take through career and technical training.

HEALTH CARE CAREERS, CNA PREP

One year, 3 hours per day (Dual Credit: Ivy Tech (8 credits) HLHS 100, HLHS 107)

Certifications: Certified Nursing Assistant (CNA) BLS, CPR, AED

Social Security Number required for background check and clinical experience

This program prepares students for an entry level Nursing Assistant position in health care facilities and also provides an exploration of the various careers in the Health Care Industry. Students will provide Nursing Assistant services to patients in a long-term care facility as part of their clinical training. Students will gain leadership skills developed through HOSA participation and can earn a CNA certification if qualifying test is passed. Job Opportunities: Hospitals, Nursing Homes, Home Health and Assisted Living facilities. Some Nursing schools now require a CNA certification to be considered as a potential student.

EMERGENCY MEDICAL TECHNICIAN

One year, 3 hours per day, 3 elective credits.

Dual Credit: Ivy Tech (10.5 credits) HSPS 125 (3 credits for fall semester) and PARM 102 (7.5 credits for spring semester)

Certifications: American Heart Association Healthcare Provider CPR, EMR, and Nationally Registered EMT (Must be 17 years old by May 1 of the school year enrolled in the class to earn certification)

Students will be able to perform the skills needed in a time of emergency that could save someone's life. During the fall semester, students will perform skills such as airway management, splinting of fractured bones, actions to take in a respiratory emergency, adult, child and infant CPR, and vital signs. During the spring semester, students will continue to add to their skillset in emergency first aid, analyzing different types of emergency situations, transporting patients, etc. Students will gain leadership skills developed through HOSA participation. Upon successful completion of the EMT class, students may be qualified to take the EMT national registry certification exam. To obtain the necessary clinical hours and patient contact, students must provide their own transportation to clinical sites. Clinic hours may be obtained weekday evenings or on the weekend, therefore, parents may provide that transportation, if necessary. *Job Opportunities: EMT in the Hospital or pre-Hospital setting*

5974 *WORK BASED LEARNING: MULTIPLE PATHWAYS (12) Work based Learning is designed to provide opportunities for students to explore careers that require additional degrees or certification following high school. The emphasis of the experience is on applying skills developed through instruction and on learning new career competencies at the internship site. The internship is tailored to the unique needs and interests of the student and is considered a high school capstone experience towards fulfillment of the student's future plan. A training agreement will outline the expectations of all parties: the intern, parent/guardian, site supervisor/mentor, internship supervisor, and the school. Internships will be unpaid and will include a series of meetings or seminars with the internship coordinator.

- 5974 Work Based Learning Capstone, Multiple Pathways
- 5975 Work Based Learning Capstone, Advanced Manufacturing and Engineering
- 5260 Work Based Learning Capstone, Business and Marketing
- 5480 Work Based Learning Capstone, Family and Consumer Sciences
- 5207 Work Based Learning Capstone, Health Sciences
- 5892 Work Based Learning Capstone, Trade and Industry

5974 WORK BASED LEARNING CAPSTONE, MULTIPLE PATHWAYS (12) Applied Work Based Learning Capstone is an instructional strategy that can be implemented as a stand-alone course or a component of any CTE course that prepares students for college and career. This strategy builds individual students' skills and knowledge within the area of interest. A standards based training plan is developed by the student, teacher, and workplace mentor to guide the student's work based learning experiences and assist in evaluating progress and performance, whether WBL is a stand-alone course or a component of a discipline-specific CTE course.

5975 WORK BASED LEARNING CAPSTONE, ADVANCED MANUFACTURING AND ENGINEERING (12) Applied Work Based Learning Capstone is an instructional strategy that can be implemented as a stand-alone course or a component of any CTE course that prepares students for college and career. This strategy builds individual students' skills and knowledge within the area of interest. A standards based training plan is developed by the student, teacher, and workplace mentor to guide the student's work based learning experiences and assist in evaluating progress and performance, whether WBL is a stand-alone course or a component of a discipline-specific CTE course.

5260 WORK BASED LEARNING CAPSTONE, BUSINESS AND MARKETING (12) Applied Work Based Learning Capstone is an instructional strategy that can be implemented as a stand-alone course or a component of any CTE course that prepares students for college and career. This strategy builds individual students' skills and knowledge within the area of interest. A standards based training plan is developed by the student, teacher, and workplace mentor to guide the student's work based learning experiences and assist in evaluating progress and performance, whether WBL is a stand-alone course or a component of a discipline-specific CTE course.

5480 WORK BASED LEARNING CAPSTONE, FAMILY AND CONSUMER SCIENCE (12) Applied Work Based Learning Capstone is an instructional strategy that can be implemented as a stand-alone course or a component of any CTE course that prepares students for college and career. This strategy builds individual students' skills and knowledge within the area of interest. A standards based training plan is developed by the student, teacher, and workplace mentor to guide the student's work based learning experiences and assist in evaluating progress and performance, whether WBL is a stand-alone course or a component of a discipline-specific CTE course.

5207 WORK BASED LEARNING CAPSTONE, HEALTH SCIENCE (12) Applied Work Based Learning Capstone is an instructional strategy that can be implemented as a stand-alone course or a component of any CTE course that prepares students for college and career. This strategy builds individual students' skills and knowledge within the area of interest. A standards based training plan is developed by the student, teacher, and workplace mentor to guide the student's work based learning experiences and assist in evaluating progress and performance, whether WBL is a stand-alone course or a component of a discipline-specific CTE course.

5892 WORK BASED LEARNING CAPSTONE, TRADE AND INDUSTRY (12) Applied Work Based Learning Capstone is an instructional strategy that can be implemented as a stand-alone course or a component of any CTE course that prepares students for college and career. This strategy builds individual students' skills and knowledge within the area of interest. A standards based training plan is developed by the student, teacher, and workplace mentor to guide the student's work based learning experiences and assist in evaluating progress and performance, whether WBL is a stand-alone course or a component of a discipline-specific CTE course.