

ACADEMIC PLANNER
and
COURSE DESCRIPTION BOOK

for the
Class of 2013
of
Delta High School

Delta High School
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www.delcomschools.org/dhs

Welcome to Delta High School

This handbook has been prepared to assist students and parents with educational planning to prepare the student for postsecondary study and/or the workplace. Program planning is an important activity for every student. It includes making a schedule of classes for each year of your high school career. Your school counselor will help you plan a realistic program that will include training for work and/or further education.

Everything in this booklet is written with high school graduation as the ultimate goal. Education and training are of vital importance in today's world in order to obtain your desired career goals. Seriously look at all of the information included in this booklet and prepare a plan with course work that meets the requirements to reach your future goals.

Please keep this booklet as a reference for planning your class schedule for your future school years.

Questions ??? See your school counselor:

Delta High School has three counselors. Students are assigned alphabetically by their last name.

A – F	Connie Stinson
G – O	Doug Wilder
P – Z	Tim Brannock

The services offered in the guidance department include educational, personal, social, and career counseling. Students are encouraged to take advantage of the services available to them through the school guidance department.

We have a student resource room located in the guidance area where students may research colleges, vocational and/or technical schools, SAT/ACT information, and the military. Students may also use the computer in the guidance resource room to research career information beginning with interest/personality inventories.

Information for websites, school visitation days, scholarships, as well as other senior news is posted on the bulletin board outside the guidance office and on the Delta High School Website.

Delta High School Mission Statement

Delta High School exists as a learning community continually striving for excellence in acquiring academic skills, for knowledgeable decision making, for effective communication, and for social responsibility.

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General Information

ACT Test: The American College Assessment Test is a curriculum-based achievement test made up of four separate exams in English, reading, mathematics and science, plus an optional writing test. The ACT does not penalize for wrong answers and except for the writing test, is entirely multiple-choice. The ACT is scored on a scale of 1 to 36, with 36 being the highest possible score. It is not necessary to wait until you have taken the test to mail admission applications to colleges. The ACT registration form can be coded to send your scores to the colleges of your choice. If you have registered with the NCAA Clearinghouse, you must have your scores sent to them by using the code 9999. The best way to prepare for the ACT is to take a challenging academic course load in high school. The first testing should be taken during the spring of you junior year. It may be beneficial to enhance the student's academic profile to take both the ACT and the SAT exams. Visit www.actstudent.org for more information.

AP Courses and Exams: Delta High School offers AP courses and exams. An AP course is a full high school academic year of work that is comparable to college level coursework. It is expected that students who take an AP course will seek college credit, college placement, or both, from an institution of higher learning. Exams are taken in order to earn college credit in a particular course. They are scored on a 1-5 point system. Obtaining a 3, 4 or 5 may earn you college credit at some colleges. Delta High School offers the following AP courses:

Calculus AB, AP
Macroeconomics AP

Physics B, AP
Microeconomics AP

College Visitation Days: Juniors are allowed one day and seniors are allowed two days during the school year for college visitation days. Students must pick up a form from the attendance secretary to have signed by the college representative. This signed form must be returned to the attendance secretary for an excused absence to be credited to the student.

Course Changes / Selection of Credits: There is a no "Drop & Add" Policy at Delta High School. Students have adequate time to plan their programs in the spring and summer prior to the opening of school. Serious thought and careful planning will result in proper course selections. Exceptions to this policy shall be for one of the following:

1. To meet immediate graduation requirements.
2. Schedule conflicts.
3. Extenuating circumstances approved by school administration.

Withdrawals from courses after five (5) days are recorded as WF's (withdraw failure) and count as credit attempted by the student. The school administration reserves the right to make exceptions to the above guidelines relative to unusual circumstances.

Credits: A credit is defined as a minimum of 250 minutes of instruction per week for one semester in grades nine (9) through twelve (12). A credit is earned by receiving a grade of "D-" or above as a semester grade average in each class attempted. A student may earn one (1) credit for each class per semester. No credits are given for teacher's aide, library assistant or study halls. ***If a student receives an F in any of the required subjects, he/she must repeat the class or take an acceptable substitute.*** If a student should decide to repeat an academic course for educational purposes, both grades are figured into the grade point average but credit is only awarded one time. Students must have approval of the parents and counselor to repeat a course.

Dual Credit (See Mr. Wilder): Credits earned from dual credit courses will appear on the student's Delta High School transcript as well as the transcript from the partnering college or university. The credits may be transferred to other schools. If the student is planning to attend college out of state, the admissions department of the school should be contacted to be sure the credit will transfer prior to taking the course. The tuition will be the responsibility of the student.

Grades from dual credit courses will have 8% added to the student's final high school grade. This is done to make the college grades a true reflection of what students would likely earn on campus, but at the same time reward students for taking on the challenge and boost their high school grade.

Ball State University:

BSU English 103 – 1 sem, 3 BSU Cr	BSU Physics 112 – 1 sem, 4 BSU Cr
BSU English 104 – 1 sem, 3 BSU Cr	BSU Anatomy/Physiology 201 – 2 sem, 3 BSU Cr
BSU Biology 100 – 2 sem, 3 BSU Cr	BSU Calculus – Math 165S – 2 sem, 4 BSU Cr
BSU Physics 110– 1 sem, 4 BSU Cr	BSU World History 150 – 2 sem, 3 BSU Cr

Ivy Tech / Purdue School of Technology:

Dual credit may be earned in the following Delta High School Technology Courses:

Completion of both CADD courses - Design Processes and Computers in Design and Production Transportation Processes

Project Lead the Way Courses: Introduction to Engineering Design, Principles of Engineering and Civil Engineering and Architecture

Electives: Electives include all classes taken in addition to the required courses. Electives may include as many subject areas as you like. High school classes are planned with the idea of giving you the opportunity to explore as many different areas as possible. You may choose as many electives as time allows.

Grade Point Average (GPA) & Rank-in-Class: Since the secondary record continues to be the single best predictor of academic performance in college, the secondary school has an obligation to prepare such figures in ways that will be fairest and most informative to the institutions to which the high school graduate may be applying. Procedures for determining grade point averages and rank-in-class are implemented not for the purpose of encouraging competition, but for the sole purpose of providing a basis for estimating future academic performance. It is for the purpose of facilitating the school-to-college communication process that Delta High School computes grade point averages and rank-in-class. Grades in all courses that a student earns credits are used in the computation of GPA's.

All Students within each grade level will be ranked on the basis of the computed grade point averages. Students who have tied in terms of their grade point averages will be assigned equal rank. Scholarship and other decisions with deadline due dates before the end of the eighth semester, will be based upon the most current semester class rank. The determination of the class Valedictorian and Salutatorian will be at the end of the eighth semester. The numerical value assigned to each mark is listed below: **(12.0 to 4.0 conversion information on p. 68)**

A+ = 12	B+ = 9	C+ = 6	D+ = 3
A = 11	B = 8	C = 5	D = 2
A- = 10	B- = 7	C- = 4	D- = 1

Grading Policy: All teachers shall be responsible for consistent evaluation and reporting of student progress. Evaluation procedures will be consistent within grade levels. The grading scale is:

A+ 100-98	B+ 89-87	C+ 79-77	D+ 69-67
A 97-93	B 86-83	C 76-73	D 66-63
A- 92-90	B- 82-80	C- 72-70	D- 62-60

Honor Roll: The honor roll is published at the end of each grading period. There is an “A+”, “A”, and “A-B” honor roll. All grades are counted. These lists will be sent to area newspapers for publication.

Classes of 2010 – 2011: ISTEP / Graduation Exam: The GQE exam is a state graduation requirement for all students. The exam is taken the fall of the student’s sophomore year. The GQE is designed to test basic and applied skills through the use of multiple-choice, short-answer, and essay responses to questions and the solving of mathematical problems. Students have five chances to pass this exam: fall of the sophomore year, fall of the junior year, spring of the junior year, fall of the senior year, and spring of the senior year. There is no make-up allowed for this testing. If a student misses any portion of the exam, they fail. For GQE information: <http://doe.state.in.us/istep>

Core 40 End of the Course Exams (ECA): Students, beginning with the graduating class of 2012, will be tested in English 10, Algebra I, and Biology I at the completion of the course. Social studies testing will be added at a later date. Students will need to meet the determined passing scores as part of their graduation requirements.

Job Shadowing: All students grades 9-12 are allowed to spend one day per school year job shadowing a person in a career area of their choice. It is the student’s responsibility to coordinate arrangements for their job shadowing experience. See Mr. Williams for further details.

PSAT Test: This test is designed for sophomores and juniors to give them an estimate of how they will score on the real SAT Reasoning Test. It is shorter, but similar in content and approach as the SAT test. It is generally offered once each year in October. Scores from the PSAT for juniors are used to award National Merit Scholarships.

Records and Transcripts: A permanent record of the courses taken by each student, the grades received, the student’s attendance record and scores on special tests are kept in the office complex. To obtain a transcript of a student’s grades for any reason, a parent or guardian must sign a grade release form. When a student transfers to another school or applies for admission to college, the office will forward a transcript of this record. A student may obtain his grade point average and class rank from his school counselor.

Any student who has an address or telephone number change should notify the school office of such changes.

Recruiting: Students wishing to meet with college, vocational school, or armed service recruiters who come into the school are to do so only after clearing their absence with the appropriate teacher. Such appointments should be scheduled in advance with the school attendance secretary.

Report Cards: The school year is divided into two semesters. Each semester, four grade reports will be issued. (Two nine-week grading period reports and two mid-term reports). All grades will stand as recorded three weeks after the semester ends.

SAT Reasoning Test: A college admissions exam. This is the most common standardized test, used to measure certain abilities that are believed to be predictors of academic success. The test includes a writing sample, critical reading and math sections. Each SAT section is scored on a scale of 200-800. The average score on the SAT is about 500 per section. It is not necessary to wait until you have taken the test to complete and mail your college admission applications. You can have your test scores sent directly to the colleges of your choice thru the SAT application process. If you have registered with the NCAA Clearinghouse, you must have your scores sent to them by using the code 9999. The best way to prepare for the SAT is to take a challenging academic course load in high school. Students should take the SAT for the first time in the spring of their junior year. It may be beneficial to enhance the student's academic profile to take both the SAT and ACT exams. Visit the College Board website for more information and practice tests: www.collegeboard.com, www.testprep.com, www.ets.org, or www.freevocabulary.com.

Summer School: Students may earn summer school credit by attending four hours a day for a four-week session. Students must be in attendance every day for credit to be awarded.

Time Requirements: All students are required to enroll for seven courses per semester for eight semesters. Release time will not be permitted except for those who are pursuing advanced studies, participating in school sponsored cooperative programs, completing course work in excess of eight semesters of attendance, or considered hardship cases during their eighth semester of attendance. (An example of a hardship case would be where the student is the sole means of financial support of the family.)

Withdrawing from School: Any student who anticipates withdrawing from school should contact the attendance secretary. At that time the student will be given a withdrawal form that describes the procedures necessary to properly withdraw from attendance at Delta High School.

Under Indiana law, students under the age of 18 are not permitted to withdraw from school without a court order, doctor's order, or verifiable hardship. Students who are able to withdraw from school under one of these reasons will not qualify to obtain work permits or driver's licenses in Indiana. An exit interview with an administrator is required for any student who withdraws from school.

National Honor Society

Before receiving an invitation to join NHS, a student must have achieved excellence in four areas: Scholarship, Leadership, Service and Character.

1. Students may not apply for membership in NHS. Membership is granted only to those students selected by the Faculty Council.
2. Selection process must be public information available to parents and students upon request.
3. Candidates must have a cumulative scholastic average of at least 3.0 (on a 4.0 scale) or the equivalent standard of excellence for the individual school. "Candidates shall then be evaluated on the basis of service, leadership, and character."
4. "Selection of members to the chapter shall be by a majority vote of the Faculty Council." All faculty members may, however, be asked to assist in the initial evaluation process.
5. "Students who are eligible scholastically should be notified, and told that for future consideration for selection to the NHS chapter they must complete the Student Activity Information Form."

The following guidelines will give further help in the definition of leadership, service, and character.

Leadership: The student who exercises leadership:

- is resourceful in proposing new problems, applying principles, and making suggestions
- demonstrates leadership in promoting school activities
- exercises influence on peers in upholding school ideals
- contributes ideas that improve the civic life of the school
- is able to delegate responsibilities
- exemplifies positive attitudes
- inspires positive behavior in others
- demonstrates academic initiative
- successfully holds school offices or positions of responsibility, conducts business efficiently and effectively and without prodding, demonstrates reliability and dependability
- demonstrates leadership in the classroom, at work, and in school or community activities
- is thoroughly dependable in any responsibility accepted

Service: The student who serves:

- is willing to uphold scholarship and maintain a loyal school attitude
- participates in some outside activity: Girl Scouts, Boy Scouts, church groups, volunteer services for aged, poor or disadvantaged, and/or family duties
- volunteers dependable and well-organized assistance, is gladly available, and is willing to sacrifice to offer assistance
- works well with others and is willing to take on difficult or inconspicuous responsibilities
- cheerfully and enthusiastically renders any requested service to the school
- is willing to represent the class or school in inter-class and inter-scholastic competition
- does committee and staff work uncomplainingly
- shows courtesy by assisting visitors, teachers, and students

Character: The student of character:

- takes criticism willingly and accepts recommendations graciously
- consistently exemplifies desirable qualities of behavior (cheerfulness, friendliness, poise, stability)
- upholds principles of morality and ethics
- cooperates by complying with school regulations concerning property, programs, office, halls, etc.
- demonstrates the highest standards of honesty and reliability
- shows courtesy, concern and respect for others
- observes instructions and rules, punctuality and faithfulness both inside and outside of the classroom
- has powers of concentration and sustained attention as shown by perseverance and application to studies
- manifests truthfulness in acknowledging obedience to rules, avoiding cheating in written work and showing an unwillingness to profit by the mistakes of others
- actively helps to rid the school of bad influences or environment

ATHLETIC NCAA ELIGIBILITY (www.ncaa.org)

All athletes must be passing **FIVE** subjects to be eligible to participate in high school sports. If an athlete wants to practice and play intercollegiate athletics during their freshman year at an **NCAA** Division I or Division II College, he/she must satisfy the requirements of the **NCAA** Bylaw 14.3. Students must register with the NCAA Clearinghouse after August 1 following the completion of their junior year of high school.

- Bylaw 14.3 requires you to:
1. Graduate from high school
 2. Successfully complete a core curriculum of at least 16 academic courses
 3. Achieve a minimum GPA of 2.0 on a 4.0 scale
 4. Achieve a minimum combined score of 1010 on the SAT or a minimum ACT 86 sum score (A sliding scale is used, if GPA is higher, SAT / ACT scores can be lower, example: if GPA is 2.5+ then an SAT of 820 and ACT of 68 is needed)
SAT/ACT scores must be reported to the NCAA by the testing agency.
The NCAA reporting code is 9999.

DIVISION I

16 Core Courses:

4 years of English
3 years of Math
(Algebra I or higher)
2 years natural / physical science
(1 year of lab if offered)
1 year of additional English,
mathematics or natural / physical science
2 years of social studies
4 years of additional courses from any
area above, foreign language or
nondoctrinal religion / philosophy

DIVISION II

14 Core Courses:

3 years of English
2 years of Math
(Algebra I or higher)
2 years of natural / physical science
(1 year of lab if offered)
2 years of additional English,
mathematics or natural / physical science
2 years of social science
3 years of additional courses from any
area above, foreign language or
nondoctrinal religion / philosophy

The following is a list of approved core courses for Delta High School.

ENGLISH

English Honors 9, 10, 11, 12
English 9, 10, 11, 12
English 9S, 10S, 11S, 12S
Speech
Themes in Literature
Composition
Advanced Composition
Adv Eng-LA/Col Cr/BSU 103
Adv Eng-LA/Col Cr/BSU 104

SOCIAL STUDIES

World History and Civilization
Geography and History of the World
US History/American Studies Honors 11
US History
US History Special
US Government
US Government Special
Macroeconomics AP
Microeconomics AP
Economics
Economics Special
Psychology I
Psychology II
Sociology
Sociology Special
Adv SS/Col Cr/West World 150

MATHEMATICS

Algebra I
Algebra IS
Algebra Honors II
Algebra II
Geometry Honors
Geometry
Geometry Special
Pre-Calculus/Trigonometry
Calculus AB Advanced Placement
Adv Ma College Cr/BSU Calculus 165 S

ELECTIVES

Spanish I, II, III, IV
French I, II, III, IV

NATURAL or PHYSICAL SCIENCE

Biology I
Biology I Sp
Integrated Chemistry/Physics
Integrated Chemistry/Physics Sp
Earth and Space Science I
Chemistry I
Chemistry I Honors
Biology II
Chemistry II
Physics I
Physics II
Advanced Science-Anatomy & Physiology
Advanced Life Sciences, Animals
Chemistry AP
Physics B AP
Adv Sci College Cr/BSU Biology 100
Adv Sci College Cr/BSU Physics 110 and 112
Adv Sci College Cr/BSU Anatomy/Physio 201

**Courses taken at the 8th grade level do not meet core course requirements (ex: Algebra I)

**Vocational course work does not meet core course requirements.

The following courses do **not qualify as NCAA core courses:

Broadcasting	Computer Applications	Art Survey (2 dimensional art)
WWDS Radio	Advanced Computer Application	Pre-Algebra
Business Math	Introduction to Computers	Animal Science
Bible Lit	Film Lit	

Additional information:

1. If you have attended more than one high school, you must have an official transcript from each high school submitted.
2. Good information to know about potential schools is the graduation rates of the athletic programs and the athletes in your sport area and what academic support services are available to student athletes and how academic progress is tracked.
3. **For Division I and Division II qualifying information, recruiting guidelines and more complete information, check the NCAA website, with your athletic director, coach, or the clearinghouse booklet.**

To register with the NCAA Clearinghouse online: (After August 1 following your Junior year)
www.ncaaclearinghouse.net

1. select: prospective student-athletes

-Delta High School code is 152480 (Delta is listed as Muncie-Delta)

-Once you begin the process, you must complete all information and follow all instructions clicking continue at the end, or the info will be lost and you will have to begin from the beginning.

-The registration fee must be paid with a credit card.

-If a prospective student-athlete wishes to pay by check or money order, the student must complete the paper form. Forms may be accessed at www.ncaa.org. From the home page select Parent/Prospect from the Custom Home Page then select Guide for the College-Bound Student Athlete.

Helpful websites for athletes: www.CampusChamps.org and www.athleticaid.com/index/html

Business Educational Partnership

The Muncie-Delaware County Chamber of Commerce recognized the need to stress graduation and created the Business Education Partnership. Graduates must have the knowledge and skills that are needed by business, industry and government. This program is designed to secure commitment from business to give preferential hiring consideration to individuals who graduate from Muncie and Delaware County high schools. The following companies participate in the Business Education Partnership in Delaware County:

A.G. Edwards and Sons, Inc.
Alltrista Consumer Products
American Electric Power
American Lawn Mower Company
Ball Memorial Hospital
Bank One
Boyce Forms Systems
Carpenter's Local #1016
City of Muncie
Coldwell Banker Lunsford
Communications Network, Inc.
Cowan Community Schools
Daleville Community Schools
Danner's Books
Delaware Community Schools
Delaware County Housing Authority
Delaware County Sheriff's Department
Delaware Machinery and Tool Company
ECI Workforce Investment Board
East Central Opportunities, Inc.
F.B. Fogg
First Merchants Bank, N.A.
Gill Brothers Furniture
Gooden & Ellis Architects, LLP
Harrison-Washington Community Schools
Henman Engineering and Machine, Inc.
Heritage Hall Christian School
Hiatt Metal Products
Horizon Convention Center
Indiana-American Water Co., Inc.
Indiana Business College
Indiana Title Insurance Co., LLC
InnoVisions, Inc.
Ivy Tech State College
J & T Systems, Inc.
Jack's Camera Shop, Inc.
Jud Construction
Keihin Aircon North American, Inc.
CS Kern, Inc.
Knapp Supply Co., Inc.
Koorsen Fire and Safety
Lees Inn
Liberty-Perry Community Schools
LifeStream Services, Inc.
Lift-A-Loft Corporation
Littler Diecast Corporation
Mancino's Pizza & Grinders
Manpower, Inc.
Manual Transmissions of Muncie, LLC
Marsh Supermarkets
Maxon Corporation
Meeks Mortuary, Inc.
Midwest Health
Mid-West Metal Products Co., Inc.
Moss Electric Co., Inc.
Motivate our Minds, Inc.
Mt. Pleasant Township Community Schools
Muncie Boys & Girls Club
Muncie Children's Museum
Muncie-Delaware Co. Chamber of Commerce
Muncie Eye Center
Muncie Power Products
Munsee Meats, Inc.
Mutual Federal Savings Bank
Old National Bank – Muncie
Ontario Corporation
Pathologists Associated
Printing Creations, Inc.
Roberts Hotel
Rosema Corporation
Rutter Communications
Saint-Gobain Containers
Sater Electric, Inc.
Sherry Laboratories, Inc.
Shrader Industrial Systems, Inc.
Star Financial Bank
The Star Press
Taurus Tool & Engineering, Inc.
Terhunes, Inc.
Thornburg Studio
Tomken Tool & Engineering, Inc.
Twoson Tool Company
United Day Care Center of Delaware County
U.S. Architects
Westminster Village
WGE Federal Credit Union
White River Landing
Wimmer Temporaies, Inc.
WLBS/WXFN Radio
Youth Opportunity Center, Inc.

Preparing for Your Future

Middle School Years

Start thinking about your career now. Identify your skills, abilities, and knowledge.

Strengths: Are you/do you:

a good organizer	work well independently
a good planner	ask a lot of questions
a confident person	like to read
a self-assured person	like to write
a calm person	like to work with numbers
a laid back person	like to work with your hands making things
a person with a lot of energy	an analytical person
a creative person	a team player
a person that is always on time	a person others look up to as their leader

Career path:

management:	look for the person that is emerging as a natural leader - leadership, high energy, motivation, commitment
technicians:	mechanical aptitude and likes to work with his/her hands
marketing:	creative
research:	analytical
carpentry:	like to work with hands

Weaknesses: Look at weaknesses with a positive attitude.

lazy and disorganized but well liked – These characteristics may equal a person that is laid back and would do well in an organization where teamwork and creativity are highly valued. This type of person may also do well with a career in the military where he/she will have no choice but to learn to be well organized, but may emerge as a leader.

Opportunities:

After determining strengths and weaknesses look at opportunities. The most obvious first choice is do you plan to attend college? Are you planning to attend a two year or four year college or a technical/vocational school? Are you planning a career in retail or a service area? This decision needs to be made early and courses planned accordingly. This does not mean that once the decision is made it is a final decision. But, high school course selection will be an important factor.

Threats:

The greatest threat to your career is not planning for your career. Know your capabilities and skills. Plan and identify your career options.

Begin planning for scholarship opportunities now.

Get involved in your school and your community to start developing the leadership and teamwork skills that colleges value.

Course selection – include requirements of the Core 40/Academic Honors Diploma, the Core 40/Technical Honors Diploma, or the Core 40 Diploma.

Grades – work to the best of your ability to earn the highest grades possible – students who develop good study habits at the middle school level are much better prepared for high school

Extra-curricular activities – get involved, be a member of a team

School organizations – be an active member and leader of your school organizations

Community Service activities – get involved in programs that give back to your community (Red Cross, ARF, Cornerstone Center for the Arts, Motivate our Minds, Muncie Children's Museum, Muncie Mission, Salvation Army, Nursing homes)

Freshman Year

1. Take high level, challenging coursework.
2. Work on improving your vocabulary and math skills so you will do well on the Core 40 exams and the PSAT, SAT, and ACT tests.
3. Now is the time to think seriously about what you want to do after high school. Research, career areas that are of interest to you with job shadowing. There are many different types of schools for all types of goals. You may attend a community college, a state university, a private college, an out-of-state college or university, or vocational or technical school. In the end, if you decide college is not for you, you will find that with the coursework and preparation you have done you will be better prepared for the job market.
4. Get involved in extracurricular activities and organizations as well as community service projects to help build leadership and teamwork skills. Build a strong resume.
5. Begin to make college campus visits, even if just on the way while traveling somewhere else.

Sophomore Year

1. Plan a course schedule with strong academic classes to help build skills and vocabulary that will help with achievement and SAT/ACT testing.
2. Participate in resume building activities.
3. Consult with your counselor about preparing for post-secondary education and career plans.
4. Continue researching and visiting colleges, attend college fairs.

Junior year

1. Take the PSAT test in the fall of your Junior year.
(Scores from this testing are for National Merit Scholarship)
2. Visit college campuses when school is in session to get a feel for the campus atmosphere.
3. Consider advanced placement courses or dual credit courses for your senior year.
4. Meet with college representatives who visit your school.
5. Continue high level course work.
6. Continue community service projects and resume building activities.
7. Assemble writing samples, applications essays, portfolios or audition tapes as required.
8. Take the SAT/ACT tests during the spring of your junior year. (DHS CEEB #152480 and NCAA code 9999)
9. Use your summer vacation to make college visits and attend college fairs.
10. Continue to evaluate colleges to make your final choices.

Senior Year

1. Register to take the fall SAT/ACT to improve scores, if needed.
2. Attend college fairs.
3. Contact your final school choices for catalogs and applications.
4. Mail college applications early (by November 1st)
5. Listen to daily announcements and check the Delta High School website for scholarship information and applications.
6. Complete FAFSA application (after Jan 1) and return by required due date.
7. Continue with high level course work and school and community activities.
8. Keep a calendar of deadline dates.
9. Athletes should register with NCAA clearinghouse in the early fall of their senior year if they plan to participate in college athletics.
10. Meet with college representatives as they visit Delta High School.
11. Make note of deadlines for notifying schools of your attendance plans (a deposit may be required).
12. Review financial aid information for your college or university, report any private grants or scholarships you have been awarded.

HIGH SCHOOL GRADUATION REQUIREMENTS

Diploma Options

Core 40 / Academic Honors Diploma: The Core 40 / Academic Honors Diploma requires 47 credits in a rigorous set of classes while maintaining an 8.0 GPA on a 12.0 scale. All semester grades must be a “C-” or above in all required (47 credits) courses . This diploma is the highest recognition of academic achievement given by the State of Indiana. Earning this diploma will help you earn admission to selective colleges and universities and may qualify you for additional financial aid.

Core 40 / Technical Honors Diploma: The Core 40 / Technical Honors Diploma requires 47 credits in a rigorous set of academic coursework with the addition of 8 credits in a career-technical program. This diploma also requires an 8.0 GPA on a 12.0 scale, and a “C” or above in all require courses.

Core 40 Diploma: *The Core 40 diploma is the required basic diploma for all students.* The expectations direct students toward achievement of life goals beyond high school. These expectations are defined in the requirements of the Indiana Core 40. Students must meet the Core 40 standard to be considered for admission to an Indiana four-year college or university. Students should meet the Core 40 standards to ensure success in one and two-year college and technical training programs and to ensure success in the workforce. Students who earn a cumulative GPA of at least a “C”, show need and eligibility, and complete the Core 40 requirements may qualify for additional financial aide. Delta High School requires 46 credits for the Core 40 Diploma.

General Diploma: This option offers the basic graduation requirements established by the State of Indiana Commission of Education and the Board of Trustees of the Delaware Community School Corporation. Delta High School requires 46 credits for this diploma option. **Students may complete this option only after completing the “opt-out” requirements as required by the State of Indiana.**

Certificate of Completion: This option is open to those students who are identified non-diploma tract in a Case Conference. The students who participate in this curriculum are not seeking a Delta High School Diploma. It is not a requirement to take the Graduation Qualifying Exam for this diploma option.

GRADUATION CREDIT REQUIREMENTS

	<u>CORE40/AH</u>	<u>CORE 40/TH</u>	<u>CORE 40</u>
ENGLISH:			
English 9 – Honors/Reg/Sp	2	2	2
English 10 – Honors/Reg/Sp	2	2	2
English 11 – Honors/Reg/Sp	2	2	2
English 12 – Honors/Reg/Sp –Bible Lit – Film Lit - Themes in Lit – Composition – Adv Composition - Speech – BSU English 103 – BSU English 104 - World Literature	2	2	2
MATH:			
Algebra I	2	2	2
Geometry – Regular or Honors	2	2	2
Algebra II – Regular or Honors	2	2	2
Pre-Calculus/Trigonometry	2		
SCIENCE:			
Biology I – Regular or Special	2	2	2
Chemistry I or Integrated Chemistry/Physics Regular or Special	2	2	2
Adv. Science Course: Bio II – Chem II – Physics I – Earth Space I - Anatomy/Physiology – Adv Life Animal	2	2	2
The following AP Courses will meet the Adv Science Requirement: Physics B AP			
The following BSU Dual Credit Courses will meet the Adv Science Requirement: Biology 100 – Anatomy/Physiology 201 – Physics 110 and 112			
***MATH OR PHYSICS <u>MUST BE TAKEN IN GRADES 11 OR 12</u>			
SOCIAL STUDIES:			
Geography and History of the World OR World History and Civilization	2	2	2
US History - Honors/Regular/Sp	2	2	2
US Government – Regular/Sp	1	1	1
Economics – AP/Regular/Sp	1	1	1
***CREDITS FROM GEOGRAPHY OR WORLD HISTORY <u>CANNOT BE SPLIT</u>			
WORLD LANGUAGES:			
Spanish or French 6 Credits from one or 4 Credits from each	6 or 8 Credits	0	0

	<u>CORE 40/AH</u>	<u>CORE 40/TH</u>	<u>CORE 40</u>
Fine Arts/Vocational Arts	2 FA	2 FA/VA	2 FA/VA
Health Education:	1	1	1
PE I	1	1	1
PE II	1	1	1
Personal Finance	1	1	1
Speech	1	1	1
Complete one of the following:	YES	NO	NO
1. 4 Credits in AP Courses and take Exam 2. 6 College Credits in Dual Credit Courses 3. 2 AP + 3 College Dual Course Credits 4. Math and Verbal SAT Score of 1200+ 5. ACT score of 26+			
Career-Tech Program:	0	8 – 10	0
Any combination: Ag, Business, Family & Consumer Science, Technology or MACC			
Certification:	NO	YES	NO
Choose One from Each:			
A. WorkKeys qualifying score B. 6 Technical Dual Credits A. Professional Careers Internship or Cooperative Education Internship B. 2 year (140 hr) Tech Program C. State approved industry recognized certification			
Directed Electives	5	5	5
Any combination: World Language / Fine Arts / Career Technical			
The 8-10 credit Career-Tech Program requirement for the Core-40 Technical Honors Diploma may be used to meet this requirement.			
TOTAL REQUIRED CREDITS:	47	47	46
Other:			
1. Pass the GQE Exam	YES	YES	YES
2. Earn a "C-" or above in all required courses	YES	YES	NO
3. "B" overall GPA (8.0)	YES	YES	NO
4. 2.0 on 4.0 GPA scale for financial aid	N/A	N/A	YES
Opt-Out Option for General Diploma: (46 Credits)			
Beginning with students who enter high school in 2007-2008 – students graduating in 2011, the completion of Core 40 becomes an Indiana graduation requirement. Indiana's Core 40 curriculum provides the academic foundation all students need to succeed in college and the workforce. The following conditions may trigger a discussion about opting-out of Core 40:			
1. Parent's request 2. Failure of at least three (3) required Core 40 courses 3. GQE score at or below the 25 th percentile on the first testing			
General Diploma Requirements:			
English	8 Credits		
Math	4 Credits (Two must be from Algebra I, earned grades 9-12)		
Science	4 Credits (Two must be from Biology I)		
Soc Studies	4 Credits (US History, US Gov, Economics)		
Health	1 Credit		
PE I	1 Credit		
PE II	1 Credit		
Speech	1 Credit		
Personal Finance	1 Credit		
Fine Arts / Voc Arts	2 Credits		
Career Academic Seq	6 Credits		
Flex Credits	5 Credits (Credits from: dual credit courses, exploratory careers, MACC, additional English, math, science, or social studies courses)		

Indiana Career Clusters

Career Academic Sequence Courses

The State of Indiana has developed career clusters for most career areas. The following is a listing of the career cluster areas, a few examples of careers within each area and course work that would be beneficial to study for the career cluster area.

1. AGRICULTURE, FOOD & NATURAL RESOURCES

Occupations within this cluster include farming, fish and wildlife management, food science & food processing animal training, garden & landscape services, forest / conservation work, and timber harvesting, production, agricultural services & supplies

Electives: Animal Science, Agricultural Science/Business, Landscaping, Natural Resources, Horticulture Science, Computer Document Formatting, Computer Advanced, Marketing Foundations, Accounting I & II, Transportation Systems & Processes, Communication Systems & Processes, Construction, Foreign Language, Nutrition & Wellness, Human Development, Family Wellness

2. ARTS, AV TECHNOLOGY & COMMUNICATIONS

Occupations within this cluster include arts & crafts, dance, music, dramatic arts, photography, interior design, landscape architecture, literature & foreign languages, library science, and liberal arts & humanities video/film, archival sciences

Electives: Two Dimensional Art, Speech/Mass Media, Theatre, Speech, Foreign Language, Communication Systems & Processes, Design I & II, Landscaping, Housing & Interiors, Interpersonal Relationships, Textiles & Fashion Technologies, Computer Document Formatting, Marketing Foundations, Film Literature, Social Studies, Library Assistant, Music

3. SCIENCE, ENGINEERING, & INFORMATION TECHNOLOGY

Occupations within this cluster include all engineering occupations (agriculture, marine, aeronautical, metallurgical, chemical, civil, electrical, industrial, mechanical, mining, nuclear & petroleum engineering), engineering technology occupations (such as industrial engineering technology, communications, electronics, & drafting), natural sciences/technology group (such as life sciences, biology, medical sciences, physics, astronomy, space or atmospheric sciences, chemistry, earth science, water & waste treatment, nuclear technology, and biological & agricultural technology), quantitative research occupations (such as mathematics, actuarial science, business research), and computer systems occupations.

Electives: Design I & II, Manufacturing Systems & Processes, Construction Systems & Processes, Technology Systems, Cisco Networking, Electronic Media, Agriculture, Two Dimensional Art, Business, Foreign Language, Family & Consumer Science, English Electives, Muncie Area Career Center

4. MANUFACTURING & PROCESSING

Occupations within this cluster include printing & publishing occupations (such as photographic processing, printing, typesetting & composing, lithography & plate making, printing press operation, and desktop publishing equipment operation), metal & plastic production/processing occupations (such as welding, metal machining, tool & die making, and metal fabrication), and other production occupations (such as orthotics/prosthetics, optical technology, quality control, clothing production, tailoring, home furnishing, upholstery, leather work, shoemaking & repair, woodworking, line supervision, and power plant operation).

Electives: Manufacturing Systems & Processes, Construction Systems & Processes, Transportation Systems & Processes, Design I & II, Technology Systems, Electronic Media, Cisco Networking, Computer Document Formatting & Computer Advanced, Marketing Foundations, Two Dimensional Art, Textiles and Fashion Technologies, Housing and Interiors, Foreign Language, Agriculture, Communications, English Electives, Muncie Area Career Center

5. MECHANICAL REPAIR & PRECISION CRAFTS

Occupations within this cluster include appliance & light equipment/instrument repair occupations (such as electro mechanical equipment repair or production, air condition/heating installation & repair, appliance/equipment repair, computer & business machine repair or production, musical instrument repair, jewelry & watch repair, medical equipment repair, and building maintenance) and engine and heavy equipment repair (such as automobile mechanics, aircraft mechanics, agricultural mechanics, auto body repair, diesel or small engine repair, and bicycle repair).

Electives: Agriculture, Computer Document Formatting & Computer Advanced, Marketing Foundations, Accounting I & II, Foreign Language, Design I & II, Technology Systems, Cisco Networking, Electronic Media, Manufacturing Systems & Processes, Transportation Systems & Processes, Muncie Area Career Center

6. BUSINESS, MANAGEMENT & FINANCE

Occupations within this cluster include food service & lodging management, public administration, medical services management, business management & administration, personnel management, accounting & financial management & administration, personnel management, accounting & financial management, securities sales, stenography, secretarial, legal secretary, medical records health unit coordinating, bookkeeping, office clerical, data entry, banking support services and computer operation.

Electives: Computer Document Formatting & Computer Advanced, Marketing Foundations, Personal Finance, Accounting I & II, Marketing Advanced, Electronic Media, Family & Consumer Science, English electives, Math Foreign Language, Muncie Area Career Center

7. BUILDING & CONSTRUCTION

Occupations within this cluster include bricklaying, carpentry, electrical power, general construction, painting & wallpapering, plumbing, and construction equipment operation.

Electives: Construction Systems & Processes, Design I & II, Technology Systems, Communication Systems & Processes, Two Dimensional Art, Agriculture, Business, Foreign Language, Muncie Area Career Center

8. EDUCATIONAL SERVICES

Occupations within this cluster include educational administration, special education, teaching assisting, elementary education, preschool education, instructional design, adult education & continuing education, and secondary & vocational education.

Electives: Art, Business, Foreign Language, English Electives, Family & Consumer Science, Music, Exploring Careers. Vocational Areas of Interest

9. HEALTH SERVICES

Occupations within this cluster include all health diagnosis and treatment occupations (such as speech pathology, dentistry, physician assisting, medicine, nursing, optometry, podiatry, and veterinary medicine), dental hygiene, cardiology & laboratory technology, emergency medical technology, radiological technology, surgical technology, other medical technologies, occupational therapy, physical therapy, respiratory therapy, health assisting occupations, pharmacy, and optical dispensing.

Electives: Chemistry, Biology, Mathematics, English, Child Development & Parenting, Nutrition & Wellness, Interpersonal Relationships, Child Development & Parenting, Computer Document Formatting & Computer Advanced, Electronic Media, Foreign Language, Muncie Area Career Center

10. PERSONAL & COMMERCIAL SERVICES

Occupations within this cluster include barbering, cosmetology, funeral services, child care, home assisting, travel services, flight attending, laundry & dry-cleaning, housekeeping/building services, food service, bartending, waiter/waitress, dietetics/nutrition, baking, chef, and butchering.

Electives: Computer Document Formatting & Computer Advanced, Personal Finance, Accounting I & II, Marketing Foundations, Child Development & Parenthood, Nutrition & Wellness, Advanced Foods & Nutrition, Human Development & Family Wellness, Interpersonal Relationships, Adult roles & Responsibilities, English, Foreign Language, Art, Muncie Area Career Center

11. SOCIAL & RECREATIONAL SERVICES

Occupations within this cluster include, counseling, psychology, social work, recreation, religious education, religion, urban & regional planning, and economics.

Electives: Computer Document Formatting & Computer Advanced, Accounting I & II, Marketing Foundations, Child Development & Parenthood, Nutrition & Wellness, Human Development & Family Wellness, Interpersonal Relationships, Design I & II, Construction Systems & Processes, Electronic Media, Social Studies, Art Survey Physical Education English Electives, Exploring Careers

12. LAW, PUBLIC SAFETY & SECURITY

Occupations within this cluster include, legal services, law enforcement, security services, and fire safety.

Electives: Foreign Language, Interpersonal Relationships, Adult roles & Responsibilities, Child Development & Parenting, Human Development & Family Wellness, Science, Math, English electives, Technology Education, Computer Keyboarding & Computer Advanced, Personal Finance, Accounting I and II, Muncie Area Career Center

13. MARKETING, SALES & PROMOTION

Occupations within this cluster include marketing, advertising, public relations, real estate sales, fashion merchandising, sales, food marketing, purchasing, insurance, and automobile sales/service.

Electives: Computer Keyboarding & Computer Advanced, Marketing Foundations, Sales Promotions, Personal Finance, Accounting I & II, Marketing Advanced, Electronic Media, Technology Systems, Cisco Networking, Nutrition & Wellness, Human Development & Family Wellness, English electives, Art Survey, Foreign Language, Muncie Area Career Center

14. TRANSPORTATION, DISTRIBUTION & LOGISTICS

Occupations within this cluster include truck & bus driving, airplane piloting, air traffic control, and water transportation.

Electives: Transportation Systems & Processes, Communication Systems & Processes, Technology Systems, Computer Keyboarding & Computer Advanced, English Electives, Social Studies, Science, Math, Foreign Language, Business

Delta High School Courses:

Agriculture

0241/0242	11 12	Advanced Life Sciences, Animals	2 Semesters
0151	9 10 11 12	Agricultural Mechanization I	1 Semester
0152	11 12	Agricultural Mechanization II	1 Semester
0201/0202	9 10 11 12	Animal Science	2 Semesters
0101	10 11 12	Fundamentals of Ag/Science/Business I	1 Semester
0102	11 12	Fundamental of Ag/Science Business II	1 Semester
0321/0322	9 10 11 12	Horticultural Science (Greenhouse)	2 Semesters
0401	10 11 12	Landscape Management I	1 Semester
0421	10 11 12	Landscape Management II	1 Semester
0521/0522	9 10 11 12	Natural Resource Management	2 Semesters
0921/0922	10 11 12	Supervised Agriculture Experience Co-Op PM	2 Semesters

Business Education

2131/2132	10 11 12	Accounting I	2 Semesters
2501/2502	9 10 11 12	Business Foundations	2 Semesters
2451/2452	10 11 12	Business Math	2 Semesters
2031	9 10 11 12	Computer Applications	1 Semester
2101	9 10 11 12	Computer Applications, Advanced	1 Semester
2641	11 12	Personal Finance	1 Semester

Family & Consumer Sciences

4031/4032	11 12	Advanced Child Development	2 Semesters
4091/4092	10 11 12	Advanced Nutrition and Foods I and II	2 Semesters
4111	9 10 11 12	Fashion and Textiles Foundations	1 Semester
4021/4022	10 11 12	Child Development and Parenting	2 Semesters
4081/4082	9 10 11 12	Nutrition and Wellness I and II	2 Semesters

Fine Arts – Music

1071/1072	9 10 11 12	Beginning Chorus	2 Semesters
1081/1082	9 10 11 12	Intermediate Chorus	2 Semesters
1091/1092	9 10 11 12	Advanced Chorus	2 Semesters
1201/1202	9 10 11 12	Beginning Concert Band	2 Semesters
1211/1212	9 10 11 12	Intermediate Concert Band	2 Semesters
1221/1222	9 10 11 12	Advanced Concert Band	2 Semesters
1251/1252	9 10 11 12	Jazz Ensemble	2 Semesters
1261/1262	9 10 11 12	Advanced Jazz Ensemble	2 Semesters
1062	9 10 11 12	Music History and Appreciation	1 Semester
1061	9 10 11 12	Music Theory and Composition	1 Semester

Fine Arts – Theatre

1801/1802	10 11 12	Theatre Arts	1 or 2 Semesters
1811/1812	11 12	Advanced Theatre Arts	1 or 2 Semesters

Fine Arts – Visual Art

1301	9 10 11 12	Introduction to Two-Dimensional Art	1 Semester
1321/1322	9 10 11 12	Fine Arts Connections I-II	2 Semesters
1401	9 10 11 12	Ceramics I	1 Semester
1411	10 11 12	Ceramics II	1 Semester
1412	10 11 12	Ceramics III	1 Semester
1341	9 10 11 12	Drawing I	1 Semester
1351	10 11 12	Drawing II	1 Semester
1421	9 10 11 12	Jewelry	1 Semester
1381	9 10 11 12	Photography I	1 Semester
1391	10 11 12	Photography II	1 Semester
1361	9 10 11 12	Painting I	1 Semester
1371	10 11 12	Painting II	1 Semester
1431	9 10 11 12	Sculpture	1 Semester

Fine Arts – WWDS

State Title is: Radio/TV Broadcasting/Telecommunications 2-6 Credits for 2-4 Semesters

3541/3542	11 12	WWDS Radio	2 Semesters
3551/3552	11 12	WWDS Radio/TV Broadcasting/Telecommunications	2 Semesters
3561/3562	12	Advanced WWDS	2 Semesters
3571/3572	11 12	WWDS Radio (AM)	2 Semesters
3581/3582	11 12	WWDS Radio (PM)	2 Semesters

Language Arts

3001/3002	9	English Honors 9	2 Semesters
3021/3022	9 10 11 12	English 9	2 Semesters
3051/3052	9 10 11 12	English 9S	2 Semesters
3101/3102	10	English Honors 10	2 Semesters
3121/3122	10 11 12	English 10	2 Semesters
3151/3152	10 11 12	English 10S	2 Semesters
3201/3202	11	English Honors/American Studies 11	2 Semesters
3221/3222	11 12	English 11	2 Semesters
3251/3252	11 12	English 11S	2 Semesters
3301/3302	12	English Honors 12	2 Semesters
3321/3322	12	English 12	2 Semesters
3401	10 11 12	Composition	1 Semester
3402	10 11 12	Advanced Composition	1 Semester
3411	10 11 12	Speech	1 Semester
3421/3422	10 11 12	Speech / Mass Media	2 Semesters
3431	11 12	Technical/Business Communications	1 Semester
3432	11 12	Advanced Technical/Business Communications	1 Semester
3441	11 12	Themes in Literature	1 Semester
3451	12	Film Literature	1 Semester
3461	12	Biblical Literature	1 Semester
3442	11 12	World Literature	1 Semester
3471/3472	9 10 11 12	Student Publications – Newspaper	2 Semesters
3481/3482	10 11 12	Student Publications – Yearbook	2 Semesters
3491/3492	10 11 12	Advanced Student Publications	2 Semesters
3511	12	Adv Eng/College Credit/BSU 103	1 Semester – 3 BSU Credits
3512	12	Adv Eng/College Credit/BSU 104	1 Semester – 3 BSU Credits

Mathematics

6001/6002	9 10 11	Pre-Algebra	2 Semesters
6121/6122	9 10 11 12	Algebra I	2 Semesters
6131/6132	9 10 11 12	Algebra II	2 Semesters
6141/6142	9 10 11 12	Geometry	2 Semesters
6221/6222	9 10 11 12	Algebra Honors II	2 Semesters
6231/6232	9 10 11 12	Geometry Honors	2 Semesters
6241/6242	11 12	Pre-Calculus/Trigonometry	2 Semesters
6801/6802	11 12	Calculus AB AP	2 Semesters
6821/6822	11 12	Adv Math/College Credit/BSU Calculus S165	2 Semesters – 4 BSU Credits

Physical Education / Health and Wellness

9191	9 10 11 12	PE I	1 Semester
9192	10 11 12	PE II	1 Semester
9211	11 12	Elective PE-Games	1 Semester
9221/9222	11 12	Elective PE-Wt Lift I	2 Semesters
9231/9232	12	Elective PE-Wt Lift II	2 Semesters
9241	11 12	Elective PE-Life-guarding	1 Semester
9281	9 10 11 12	Health and Wellness	1 Semester

Science

7011/7012	9 10 11 12	Integrated Chemistry/Physics	2 Semesters
7021/7022	9 10 11 12	Integrated Chemistry/Physics SP	2 Semesters
7101/7102	9 10 11 12	Biology I	2 Semesters
7121/7122	9 10 11 12	Biology I SP	2 Semesters
7131/7132	11 12	Biology II	2 Semesters
7201/7202	9 10 11 12	Earth and Space Science I	2 Semesters
7211/7212	10 11 12	Chemistry I	2 Semesters
7301/7302	11 12	Chemistry II	2 Semesters
7411/7412	11 12	Physics I	2 Semesters
7511/7512	11 12	Adv Science, Anatomy & Physiology	2 Semesters
7901/7902	12	Physics B Advanced Placement	2 Semesters
7701	12	Adv Science/College Credit/BSU Physics 110	1 Semester – 4 BSU Credits
7702	12	Adv Science/College Credit/BSU Physics 112	1 Semester – 4 BSU Credits
7721/7722	11-12	Adv Science/College Credit/BSU Anat/Phy 201	2 Semesters – 3 BSU Credits
7731/7732	11-12	Adv Science/College Credit/BSU Biology 100	2 Semesters – 3 BSU Credits

Social Studies

8021/8022	9 10 11 12	Geography and History of the World	2 Semesters
8031/8032	10 11 12	World History and Civilization	2 Semesters
8111/8112	11	US History/American Studies Honors 11	2 Semesters
8121/8122	11 12	US History	2 Semesters
8131/8132	11 12	US History Sp	2 Semesters
8221	12	US Government	1 Semester
8231	12	US Government Sp	1 Semester
8321	12	Psychology I	1 Semester
8322	12	Psychology II	1 Semester
8421	12	Economics	1 Semester
8431	12	Economics Sp	1 Semester
8521	12	Sociology	1 Semester
8841	12	Macroeconomics AP	1 Semester
8842	12	Microeconomics AP	1 Semester
	12	Adv SS/College Credit/BSU World History 150	2 Semesters – 3 BSU Credits

Special Education

9041/9042	9 10 11 12	Learning Center	2 Semesters
9043/9044	9 10 11 12	Learning Center/Reading	2 Semesters
9111/9112	9 10 11 12	Life Skills	
9151/9152	9 10 11 12	Life Skills/I Can	
9171	9 10 11 12	PE I Sp	
9172	9 10 11 12	PE II SP	

Technology Education

5021	9 10 11 12	Construction Systems	1 Semester
5022	9 10 11 12	Construction Processes	1 Semester
5141/5142	11 12	Transportation Processes	2 Semesters
5201/5202	9 10 11 12	Design Processes (CADD)	2 Semesters
5211/5212	10 11 12	Computers in Design/Production Systems (CADD II)	2 Semesters
5061/5062	9 10	Introduction to Engineering Design (Proj Lead the Way)	2 Semesters
5071/5072	10 11 12	Principles of Engineering (Proj Lead the Way)	2 Semesters
5081/5082	11 12	Civil Engineering and Architecture (Proj Lead the Way)	2 Semesters
5501/5502	12	Independent Study in Technology	2 Semesters

World Languages

3751/3752	9 10 11 12	French I	2 Semesters
3761/3762	10 11 12	French II	2 Semesters
3771/3772	11 12	French III	2 Semesters
3781/3782	12	French IV	2 Semesters
3851/3852	9 10 11 12	Spanish I	2 Semesters
3861/3862	10 11 12	Spanish II	2 Semesters
3871/3872	11 12	Spanish III	2 Semesters
3881/3882	12	Spanish IV	2 Semesters

Muncie Area Career Center

9801/9802	11 12	Muncie Area Career Center AM	2 - 4 Semesters
9811/9812	11 12	Muncie Area Career Center PM	2 - 4 Semesters

Subject Areas:

Auto Mechanics	Engineering Technician – CNC Programming
Building Trades	Health Occupations
Cosmetology	IT Academy
Dental Careers	Project Lead the Way
Education & Early Childhood Services	Public Safety
Electricity / Electronics	Welding Technology

Miscellaneous

9301/9302	12	Career Exploration Internship	2 Hr Block/1 Cr per Sem	2 Semesters
9321/9322	12	Library Assistant	non credit	1 or 2 Semesters
9331/9332	12	Teacher's Aide	non credit	1 or 2 Semesters
9901/9902	9 10 11 12	Study Hall	non credit	1 or 2 Semesters

Delta Learning Center – Albany

Placement by approval of Mr. Briggs, Assistant Principal at Delta High School

9911/9912	Delta Learning Center (Alternative School) AM
9921/9922	Delta Learning Center (Alternative School) PM

AGRICULTURE

The mission of agriculture education is that all people value and understand the vital role of agriculture, food, fiber, and natural resource systems in advancing personal and global well-being; and that students are prepared for successful careers and a lifetime of informed choices in agriculture.

Advanced Life Sciences, Animals

2 Semesters / 2 Credits

Grade Level 11-12

Advanced Life Science, Animals, is a standards-based interdisciplinary science course that integrates biology, chemistry, and microbiology in an agricultural context. Students enrolled in this course formulate, design, and carry out animal-based laboratory and field investigations as an essential course component. Students investigate key concepts that enable them to understand animal growth, development and physiology as it pertains to agricultural science. This course stresses the unifying themes of both biology and chemistry as students work with concepts associated with animal taxonomy, life at the cellular level, organ systems, genetics, evolution, ecology, and historical and current issues in animal agriculture. Students completing this course will be able to apply the principles of scientific inquiry to solve problems related to biology and chemistry in highly advanced agricultural applications of animal development.

Prerequisite: Biology I and Chemistry I

Agricultural Mechanization I

1 Semester / 1 Credit

Grade Level 9-12

Agricultural Mechanization is a course in which students develop an understanding of basic principles of selection, operation, maintenance, and management of agricultural production equipment. Topics covered include: small gas engine repair, arc and gas welding, concrete, wood, and metal. Students are introduced to career opportunities in agricultural mechanization.

Agricultural Mechanization II

1 Semester / 1 Credit

Grade Level 11-12

A second semester of Agricultural Mechanization continues with basic principles of selection, operation, maintenance, and management of agricultural production equipment including small gas engine repair, arc and gas welding, concrete, wood, and metal. Additional time is devoted to career opportunities. Prerequisite: Agricultural Mechanization I and Fundamentals of Ag/Science/Business I

Animal Science

2 Semesters / 2 Credits

Grade Level 9-12

Animal Science is a lab course that provides students with an overview of the field of animal science. Both large and small animals are studied. Topics covered include: anatomy and physiology, genetics, reproduction, nutrition, aquiculture, careers in animal science, common diseases and parasites, social and political issues related to the industry, and management practices for the care and maintenance of animals.

Fundamentals of Agricultural Science and Business I

1 Semester / 1 Credit

Grade Level 10-12

Agricultural Science and Business is highly recommended as a prerequisite and foundation for all other agricultural classes. The course provides students with an introduction to careers and the fundamentals of agriculture science and business with emphasis on the understanding and techniques of the four basic welding processes. Topics covered: animal science, plant and soil science, food science, horticultural science, farm and agribusiness management, landscape management, natural resources management, agricultural mechanization, and a supervised agricultural experience.

Fundamentals of Agricultural Science and Business II

1 Semester / 1 Credit

Grade Level 11-12

An additional semester of Fundamental of Agricultural Science and Business offers additional instructional time on exploring careers and fundamentals of agriculture science and business with an emphasis on the understanding and techniques of the welding processes.

Prerequisite: Fundamentals of Agricultural Science and Business I

Horticultural Science

2 Semesters / 2 Credits

Grade Level 9-12

Horticultural Science is designed to give students a background in the field of horticulture. It addresses the biology and technology involved in the production, processing, and marketing of horticultural plants and products. Topics covered include: reproduction and propagation of plants, plant growth, growth media, management practices for field and greenhouse production, marketing concepts, production of herbaceous, woody and nursery stock; fruit, nut, and vegetable production, and pest management.

Landscape Management I

1 Semester / 1 Credit

Grade 10-11

Landscape Management will develop the student's understanding of planning, designing and maintaining landscaping. Students will use current technology practices, the principles and procedures involved with landscape construction. The course will also provide an overview of the many career opportunities in the diverse field of landscape management.

Landscape Management II

1 Semester / 1 Credit

Grade Level 10-11

An additional semester of landscape management that will further develop the students understanding of planning, designing and maintaining landscaping. Students will gain experience in the theory, operation and application of small gas engines and turf management.

Natural Resource Management**2 Semesters / 2 Credits****Grade Level 9-12**

Natural Resource Management is a course that provides students with a background in natural resource management. Students are introduced to career opportunities in natural resource management and related industries, the history of the forest industry and forest policy, the importance and uses of forest plants, factors which influence the development of forests, forest improvement and management, proper care and use of forest tools, conservation practices, water and its importance to natural waterfowl and fish management, hazardous waste management, native wildlife, recreational areas, outdoor safety and weather.

Supervised Agricultural Experience (SAE) Co-Op Class**2 Semesters / 2 Credits****Grade Level 10-12**

Students are provided the opportunity to gain experience in the agricultural field(s) in which they are interested. Students gain experience and apply what is learned in the classroom to real-life situations. Students work closely with their agricultural science teacher, parents, and employers. A maximum of 8 credits may be earned through the SAE course.

BUSINESS EDUCATION

Business Education is an emerging, expanding, and challenging field. Students are prepared to live and work as productive citizens in a changing global society by providing essential business experiences, education, and training.

Accounting I

2 Semesters / 2 Credits

Grade Level 10-12

This is an introductory course to accounting principles and procedures for proprietorships, partnerships, and corporations using the double-entry accounting method. This is a great introductory course for any student who may be interested in studying business at the college level.

Accounting II

2 Semesters / 2 Credits

Grade Level 11-12

Accounting II expands the principles and procedures introduced in Accounting I to include corporate accounting and decision-making. Specialized records, such as payroll, and departmental accounting are covered. Students will be using computerized accounting practices for problems and practice sets. Prerequisite: Accounting I

Business Foundations

2 Semesters / 2 Credits

Grade Level 9-12

Business Foundations is the introductory business course that provides the framework for future business courses. This core course acquaints students with personal finance, communications, technology, management, marketing, law, economics, insurance, entrepreneurship, and business careers. The application and importance of business etiquette and ethics will be introduced. Instructional strategies may include computer and technology applications, simulations, projects, teacher demonstrations, and cooperative ventures between school and community.

Business Math

2 Semesters / 2 Credits

Grade Level 10-12

2 credit

Business Math emphasizes computational skills involving whole numbers, fractions, decimals, mixed numbers, and percentages. Many aspects of math are covered which will aid the student both in their personal life and in the world of work. Areas covered include: Money records, metric system, wages, borrowing, home expenses, transportation, retailing, and wholesaling.

Computer Applications

1 Semester / 1 Credit

Grade Level 9-12

Computer Applications introduces students to Word Processing, Data Base, and Spreadsheet using Microsoft Office software. There is also a brief introduction to Desk Top Publishing. The course will also introduce students to Internet skills necessary for navigating on the Internet. The class is a hands-on experience where students will be using Internet information as well as instructor-supplied information to complete computer application assignments.

Computer Applications Advanced**1 Semester / 1 Credit****Grade Level 9-12**

Advanced Computer Applications is an extension of the beginning course. Students will continue their experiences with Word Processing, Data Base, Spreadsheet, and Desktop Publishing. The students will also be introduced to presentation software (Power Point). Internet use is heavily integrated into this course. Prerequisite: Computer Applications

Personal Finance**1 Semester / 1 Credit****Grade Level 11-12**

Personal Finance is a course that is designed to build competencies in the following areas: Personal financial planning, financial services, budgeting, investments, insurance, credit, and decision making skills for all aspects of their lives as consumers, producers, entrepreneurs, and economic citizens.

Note: This course is a graduation requirement for all students.

FAMILY & CONSUMER SCIENCES

Knowledge gained in the Family and Consumer Sciences class areas can be applied to both academic and career-and-technical (vocational) education and easily reaches beyond the education system into the community as it focuses on the needs of individuals and families. Essential Family and Consumer Sciences preparation includes acquisition of problem-solving, decision-making, higher order thinking, communication, literacy, and numerical skills in applied work and family contexts.

Advanced Child Development

2 Semesters / 2 Credits

Grade Level 11-12

This course is designed to help students understand the challenges and responsibilities of guiding young children in their social, emotional, physical, and mental development. The class concentrates on the development of the toddler to school age. Special attention is also given to career opportunities in childcare. Students are given the opportunity of “hands-on” experience as they participate in the operation of a nursery school. Students will plan and implement activities for children 4-5 years old who come to Delta 2-3 times per week.

Prerequisite: Child Development & Parenting is recommended but not required.

Advanced Nutrition and Foods I & II

2 Semesters / 2 Credits

Grade Level 10-12

This class is designed to improve one’s skills and knowledge of meal planning and preparation. Emphasis will be placed on meals for the family as well as entertaining. Special units include: Foreign Foods, cakes and frostings, specialty desserts, buffets, picnic and party planning preparing food for special diets. Prerequisite: Nutrition & Wellness I and II. None for Seniors

Fashion and Textiles Foundations

1 Semester / 1 Credit

Grade Level 9-12

The course addresses knowledge and skills related to design, production, acquisition, and distribution in fashion and textiles arenas. Topics include exploration of textiles and fashion industries; elements of science and design in textiles and apparel; textiles principles and applications; social, psychological, cultural and environmental aspects of clothing and textiles selection; clothing and textile products for people with special needs; critical thinking applied to consumer options for fashion, textiles, and related equipment and tools; care and maintenance of textile products, equipment, and tools. Impacts of technology; construction and alteration skills; contemporary issues, laboratory, and/or service learning experiences are to be included; and portfolio activities are required.

Child Development and Parenting

2 Semesters / 2 Credits

Grade Level 10-12

This course is designed to help students learn the importance of proper prenatal care, to encourage the development of a healthy infant, and later focuses on the emotional, mental, physical, and social development of the child from birth through age 3. Students are given the opportunity of “hands-on” experience as they participate in the operation of an infant-toddler nursery school.

Nutrition and Wellness I & II

2 Semesters / 2 Credits

Grade Level 9-12

Students will learn basic nutrition and meal planning procedures. Emphasis will be placed on purchasing and preparing snacks and foods for the family. Students will use all types of equipment including the microwaves, crock-pot, blender, etc. Foods prepared include fruits, vegetables, salads, breads & cereals, meats, casseroles, pies and cookies.

FINE ARTS

In order to provide a quality education for every child, it is important to provide for all aspects of human growth. The artistic, expressive, and cultural aspects of each child's intellectual, emotional, physical, and social development are vital components of this growth. Research involving the impact of arts education upon mental functions supports the convictions of many educators, parents, and business leaders that the fine arts are essential due to their ability to provide students with the means to think, feel, and understand the world around them in unique ways. Literacy in the arts strengthens a person's participation in society by enhancing problem solving and communication skills as well as fostering self-expression, aesthetic awareness, and multiple points of view.

FINE ARTS – MUSIC

Beginning Chorus

2 Semesters / 2 Credits

Grade Level 9-12

Students will study and sing repertoire that will consist of Concert choral literature as well as Pop, Broadway, and Jazz. Correct vocal production, performance protocol, beginning music theory and basic choreography will be emphasized. Music reading and basic sight singing will also be emphasized. A few choral performances will be programmed throughout the year. Students will be responsible for purchasing performance attire for those concerts. Since this course is co-curricular, additional required rehearsals may be held after school or in the evenings as the director sees fit. The rehearsals will be scheduled in advance to accommodate students' outside schedules.

Intermediate Chorus

2 Semesters / 2 Credits

Grade Level 9-12

Students will study and sing repertoire that will consist of Concert choral literature as well as Pop, Broadway, and Jazz. Correct vocal production, performance protocol, beginning to intermediate music theory, and basic choreography will be emphasized. Music reading and sight singing will also be emphasized. Performances, contest, and outfits are required at the expense of the student. Since this course is co-curricular, additional required rehearsals may be held after school or in the evenings as the band director sees fit. These rehearsals will be scheduled in advance to accommodate students' outside schedules.

Prerequisite: Audition required.

Advanced Chorus

2 Semesters / 2 Credits

Grade Level 9-12

Students will study and sing repertoire consisting of Concert choral literature as well as Pop, Broadway, and Jazz. Basic dance ability is required. Correct vocal production, performance protocol and beginning to intermediate music theory will be emphasized. Music reading and sight-reading will also be emphasized. Performances, contests and outfits are required at the expense of the student. Performances in the local community and outside the local community may be scheduled in addition to those at school. Rehearsals may be held after school or in the evenings as the director sees fit. Since this course is co-curricular, the rehearsals are required and will be scheduled in advance to accommodate students' outside schedules.

Prerequisite: Audition required.

Concert Band (Beginning, Intermediate or Advanced)

2 Semesters / 2 Credits

Grade Level 9-12

Beginning, Intermediate and Advanced Concert Band are offered for students who wish to continue their study of band music and improve their skills to perform at an advanced level. Emphasis is placed on proper breathing, tone quality, intonation, articulation, development of range, music, reading skills, etc. Students grow as educated music performers, both individually and collectively. Students in Concert Band are required to be members of the Delta High School Pep Band, which performs at all home varsity football and basketball games. The Concert Band presents two to four concerts each year and participates in various festivals and other co-curricular activities as deemed appropriate. Extended experiences are possible through various small ensembles which may be offered contingent on student interest and participation.

Prerequisite: Suitable instrumental experience or teacher permission.

Jazz Ensemble

2 Semesters / 2 Credits

Grade Level 9-12

The Jazz Ensemble is a performance based ensemble placing an emphasis on all types of commercial literature, including, but not limited to, swing, jazz, and rock. The group performs at concerts, adjudicated festivals, various civic occasions, and other co-curricular functions. Special emphasis is placed on developing improvisation skills and ensemble playing. This ensemble is a feeder program for the Advanced Jazz Ensemble, and is suitable for students who do not play traditional jazz ensemble instruments as well as students who desire to learn the basics of jazz ensemble performance. Concurrent registration in Concert Band is strongly recommended.

Prerequisite: Audition or Teacher permission is required.

Advanced Jazz Ensemble

2 Semesters / 2 Credits

Grade Level 9-12

The Advanced Jazz Ensemble is a performance based ensemble placing emphasis on all types of commercial literature, including but not limited to, swing, jazz, and rock. Membership requires a high degree of musical skill and personal discipline. The group performs at concerts, adjudicated festivals, various civic occasions, and other co-curricular functions. Special emphasis is placed on developing improvisation skills and ensemble playing.

Prerequisite: Jazz Ensemble and Teacher permission

Music History and Appreciation

1 Semester / 1 Credit

Grade Level 9-12

This course explores music and major musical style periods through understanding music in relation to both Western and Non-Western history and culture. Activities include but are not limited to: (1) listening to, analyzing, and describing music; (2) evaluating music and music performances; and (3) understanding relationships between music and the other arts, as well as disciplines outside the arts.

Music Theory and Composition

1 Semester / 1 Credit

Grade Level 9-12

This course develop skills in the analysis of music and theoretical concepts. Students: (1) develop ear training and dictation skills, (2) compose works that illustrate mastered concepts, (3) understand choral and harmonic structures and analysis, (4) understand modes and scales, (5) study a wide variety of musical styles, (6) study traditional and nontraditional music notation and sound sources as tools for musical composition, and (7) receive detailed instruction in other basic elements of music. Students have the opportunity to experience live performances, by professionals, during and outside of the school day.

FINE ARTS – THEATRE

Theatre Arts

2 Semesters / 2 Credits

Grade Level 10-12

This course is designed to give students an introduction to acting. Much time is spent on stage practicing the various techniques of acting, such as movement, characterization, voice and diction. Improvisation is used extensively. Students are introduced to the history of drama, the fundamentals of play and musical production, set design and construction, and makeup. Students also write and produce a script. Memorization is required for some assignments.

Prerequisite: English 9

Advanced Theatre Arts

2 Semesters / 2 Credits

Grade Level 11-12

This course is designed to give students advanced training in acting and play production. Advanced techniques are taught through the production of plays, theatre performances, or other theatrical experiences. Prerequisite: Theatre Arts and permission of the teacher

FINE ARTS – VISUAL

Introduction to Two-Dimensional Art

1 Semester / 1 Credit

Grade Level 9-12

This course is a prerequisite to all other art courses and a full semester must be **successfully** completed before taking other art courses. This is the foundation class of the art program. Areas of study include: art history and aesthetics, elements and principles of design, composition of art work in both two and three dimensional media.

Required Materials: Folder, 2B&6B pencil, Box 12 Colored pencils, 14X17 sketchbook, rubber eraser, kneader eraser, and 12" ruler. Supplies may be purchased at the school store the first week of class.

Fine Arts Connections I-II

2 Semesters / 2 Credits

Grade Level 9-10

Fine Arts Connections I and II is a full year course designed as the foundation class for challenge art students. Fine Arts Connections I and II meets the Two Dimensional Art prerequisite for those individuals on the honors track. Areas of study include: portfolio development, art history, advanced design concepts, focus on individual talent, and building an awareness of art and related occupations. Exception: Transfer students or high achievers in Two Dimensional Art, who at the request of the teacher may test out of Two Dimensional Art and continue in the Fine Arts Connections I and II course. Required Materials: Same as 2-D Art.

Prerequisite: Recommendation by Middle School or 2-D Art Teacher

Ceramics I

1 Semester / 1 Credit

Grade Level 9-12

Ceramics I introduces students to all aspects of clay work. Hand building techniques such as pinch, drape, slab, coil, extrusion and wheelwork will be covered. Decoration and glazing methods will also be stressed. Recommendation: Take Ceramics I & II for a full year of clay work. Required Materials: Folder, kitchen size plastic trash bags, an old terry cloth towel.

Prerequisite: 2-D Art or FA Connections - No prerequisite for seniors.

Ceramics II

1 Semester / 1 Credit

Grade Level 10-12

Ceramics II is a continuation of Ceramics I and is designed for those students who want to continue advanced studies in clay work. Individualized study of hand or wheel techniques and the decoration and firing of pottery will be stressed. Required Materials: Same as for Ceramics I.

Prerequisite: Ceramics I

Ceramics III

1 Semester / 1 Credit

Grade Level 10-12

Ceramics III is a continuation of Ceramics II and is designed for those students who want to continue advanced studies in clay work. Individualized study of hand or wheel techniques and the decoration and firing of pottery will be stressed. Required Materials: Same as for Ceramics I

Prerequisite: Ceramics II

Drawing I

1 Semester / 1 Credit

Grade Level 9-12

This course is intended for those students interested in developing their drawing skills. Various drawing techniques in a wide variety of media will be addressed in depth. Drawing I is the next step for all art students after the prerequisite Two Dimensional Art or Art Honors I has been met. Drawing is the foundation skill to all art related areas be it two or three dimensional. This is a very important class for portfolio development. Recommendation: Take Drawing I & II in sequence for a full year before Painting. Required Materials: folder, 18X24 sketchbook, 2B & 6B pencils, rubber eraser, kneaded eraser, 12-24 set of high quality color pencils. Prerequisite: 2-D Art or FA Connections - No prerequisite for seniors.

Drawing II

1 Semester / 1 Credit

Grade Level 10-12

This course is a continuation of Drawing I. Creative expression along with technical skills will be stressed. Recommendation: Take Drawing I & II before Painting I & II. Required Materials: Same as Drawing I. Prerequisite: Drawing I

Jewelry I

1 Semester / 1 Credit

Grade Level 9-12

This is an introduction course of hand-building techniques in jewelry making. Metal forming, and soldering will be covered. Required Materials: Small fine needle file set, large fine flat file, fine and medium wet/dry emery paper, propane torch and pencil tip, sketchbook, and a combination lock. Work in gold or silver will be at the student's expense as will the purchase of gemstones for jewelry settings. Prerequisite: 2-D Art or FA Connections - No prerequisite for seniors.

Painting I

1 Semester / 1 Credit

Grade Level 9-12

Painting I introduces the student to painting techniques in various painting media (watercolor, tempera and pastels) and subjects. Students will also study how each medium was developed and used historically. Recommendation: Take Drawing I & II first. Required Materials: folder and #3 watercolor brush. Prerequisite: 2-D Art or FA Connections - No prerequisite for seniors.

Painting II

1 Semester / 1 Credit

Grade Level 10-12

Painting II offers students the chance to learn to work in oils. Along with developing the student's painting skills. Developing personal style will be encouraged. Recommendation: Take Drawing I & II first. Required Materials: Stretcher bars, brushes Prerequisites: Painting I

Photography I

1 Semester / 1 Credit

Grade Level 9-12

Students in photography engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works, creating photographs, films, and videos utilizing a variety of digital tools and dark room processes. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers. Prerequisites: 2-D Art or FA Connections - No prerequisite for seniors.

Photography II
1 Semester / 1 Credit
Grade Level 10-12

The second semester photography class covers the second half of the Photographic Eye, the Photography I text. Students will work on improving dark room technique and their understanding of the 35 mm camera. Emphasis will be placed upon creative interpretation of assignments and meeting production deadlines. Required Materials: Same as for Photography I and an additional \$65 fee Prerequisite: Photography I

Sculpture I
1 Semester / 1 Credit
Grade Level 9-12

This course includes three-dimensional work in wire, paper, plaster, wood, and clay. Both relief and freestanding pieces will be created then a variety of patinas or surface finish techniques will be used. Students will work with subtractive, additive and modeling techniques of sculpture. Required materials: Plastic kitchen trash bags, a kitchen paring knife, exact-o knife, and a folder. Prerequisite: 2-D Art or FA Connections - No prerequisite for seniors.

Sampling of Career Possibilities in Art and Art Related Fields:

Graphic Design, Computer Graphics, Architecture, Industrial Design, Fashion Design, City Planning, Landscape Architecture, Interior Design, Photography, Art Direction for the Performing, Arts Animation, Special Effects Design, Art Education, Fine Artist

Department will give counseling for admissions, degree requirements, scholarship applications and other career guidance.

FINE ARTS - WWDS

WWDS Radio

WWDS Radio AM

WWDS Radio PM

2 Semesters each / 2 Credits each

Grade Level 11-12

WWDS Radio and WWDS Radio are two one-semester courses taken together for the school year. This is a laboratory designed to give select students actual on-the-air experience. This offering is available every period during the day, and because it is on-the-air before and after school it can accommodate specially selected students before and after school. Students are selected and assigned on an individual basis. Prerequisite: Speech/Mass Media and teacher selection. This course may be used as a fine arts credit for the Academic Honors Diploma.

WWDS Radio/TV Broadcasting/Telecommunications

2 Semesters / 2 Credits

Grade Level 11-12

WWDS Radio/TV Production and WWDS Radio/TV Production are two one-semester courses taken together for the school year. This is a laboratory class designed to give selected students practical experience in "on-air" radio operation and studio television production. Prerequisite: Speech/Mass Media and teacher selection. This course may be used as fine arts credit for the Academic Honors Diploma.

Advanced WWDS

2 Semesters / 2 Credits

Grade Level 12

Advanced WWDS and Advanced WWDS are two one-semester courses taken together for the school year. This course is designed to give students advanced training in WWDS, or WWDS Radio/TV Production. Prerequisite: Speech/Mass Media, WWDS, or WWDS Radio/TV Production and teacher recommendation. This course may be used for fine arts credit for the Academic Honors Diploma.

LANGUAGE ARTS

A balance of reading, writing, listening, speaking, grammar, literature, and media studies are the most important academic functions in every area of learning. Reading and Language Arts is not just something we should do primarily to be used to develop competent and competitive work force but further, to connect ourselves more fully with others in our society and the world.

English Honors 9

2 Semesters / 2 Credits

Grade Level 9

English Honors 9 is designed to exceed Indiana's Academic Standards. Students read a wide variety of literary genres including short stories, novels, the drama, essays, and factual documents, and they discuss issues such as purpose, bias, and identification by genre. Organized class discussion has more of a focus and is more specifically goal-oriented than English 9. Composition writing focuses upon development of thesis, ranking of ideas, the importance of audience, modes of discourse (description, persuasion, comparison-contrast, etc.) and the use of word processing. Compositions are longer and more complex than in English 9. Competent grammar and style is always stressed. Vocabulary is developed through literary study and reference to Greek and Latin roots, prefixes, and suffixes. Novel study also develops the concept of independent reading, and much more is done than in English 9. Oral communication is stressed through presentations, class discussions, and other activities. **This class is open only to students that have completed Challenge Language Arts at the 8th grade level or by teacher recommendation. To remain in the English Honors program, students are required to maintain a minimum 80% (B-) grade per semester. In addition, once a student is removed from the class for not making the grade requirement, or he/she voluntarily chooses to leave, the student may not re-enter the program.**

English 9

2 Semesters / 2 Credits

Grade Level 9-12

English 9 is designed to meet or exceed Indiana's Academic Standards. Students read a wide variety of literary genres including short stories, novels, the drama, essays, and factual documents, and they discuss issues such as purpose, bias, and identification by genre. Composition writing focuses upon development of thesis, ranking of ideas, the importance of audience, modes of discourse (description, persuasion, comparison-contrast, etc.) and the use of word processing. Competent grammar and style is always stressed. Vocabulary is developed through literary study and reference to Greek and Latin roots, prefixes, and suffixes. Novel study also develops the concept of independent reading. Oral communication is stresses through presentations, class discussions, and other activities.

English 9S

2 Semesters / 2 Credits

Grade Level 9-12

The class will provide extra assistance and additional time for skill development in the areas of application of vocabulary, reading comprehension, literacy analysis, grammar and composition. Students will use the same textbooks and curriculum as English 9 (see above description). Students will complete various activities including oral reading, listening, critical thinking, writing based on the works read and vocabulary. Activities will be completed both independently and in cooperative groups. Placement in this class is dependent upon previous special needs and test scores. A student must be specifically recommended for this course.

English Honors 10
2 Semesters / 2 Credits
Grade Level 10

English Honors 10 is designed to exceed Indiana's Academic Standards, building on the foundation of English 9. **Students must receive a semester grade of B- (80%) in English Honors 9 to move on to English Honors 10.** English 10 first focuses upon world literature with its specific traits and important authors in short stories, novels, drama, and a wide variety of other fictional and factual documents. **The Honors class reads more literature of a more difficult nature than English 10 classes.** Vocabulary is developed through literary study and reference to Greek and Latin roots, prefixes, and suffixes. Composition writing continues to focus upon modes of discourse (description, persuasion, comparison-contrast, etc.) and the use of word processing. Students continue to study how to use evidence to support a thesis and add detail to an argument or narrative. The Honors course stresses more analysis and the incorporation of a research paper or project. Competent grammar and style is always stressed **with corrections being allowed after the evaluation of the composition.** Oral communication, through presentations, class discussions, and other forums emphasizes good delivery in the various types of speeches. Technology is encouraged in presentations. **A student must receive a B- (80%) for the first semester of English Honors 10 to remain for the second semester.**

English 10
2 Semesters / 2 Credits
Grade Level 10-12

English 10 is designed to meet or exceed Indiana's Academic Standards, building on the foundation of English 9. English 10 first focuses upon world literature with its specific traits and important authors in short stories, novels, drama, and a wide variety of other fictional and factual documents. Vocabulary is developed through literary study and reference to Greek and Latin roots, prefixes, and suffixes. Composition writing continues to focus upon modes of discourse (description, persuasion, comparison-contrast, etc.) and the use of word processing. Students continue to study how to use evidence to support a thesis and add detail to an argument or narrative. Competent grammar and style is always stressed and the grammar handbook is used to promote consistency in both areas. Oral communication, through presentations, class discussions, and other forums emphasizes good delivery in the various types of speeches. Technology is encouraged in both individual and group presentations.

English 10S
2 Semesters / 2 Credits
Grade Level 10-12

The class will provide extra assistance and additional time for skill development in the areas of grammar and composition, reading comprehension, vocabulary development, journal writing, career reports, and mini research reports. The students in this course will use the same textbook as English 10 and follow the same curriculum (see above course description). Critical thinking skills are strengthened through literary readings, textbooks, and other sources. A job shadowing experience is required to practice work application and interviewing skills. Computer and oral skills are practiced. Students must be specifically recommended for this course.

English Honors / American Studies 11

2 Semesters / 2 Credits

Grade Level 11

English Honors / American Studies 11 is designed to exceed Indiana's Academic Standards, building on the foundation of English 9 and 10. English Honors / American Studies 11 integrates a survey of American literature, focusing especially upon the Romantic, Realistic, Naturalistic, and Modern time periods and literary movements, with an American history course. Speeches, essays, and historical documents are also important. American Studies goes much more deeply into the connections between American literature and literary movements and American history than the regular English 11 course could. Composition focuses upon the modes of discourse (description, persuasion, comparison-contrast, etc.) and analysis of representative literary works from the respective literary eras, such as the writings of Dr. Martin Luther King jr. and Malcolm X, Miller's Death of a Salesman, and Steinbeck's In Dubious Battle (novel). The research paper and/or project is the culmination of the junior year composition program, with its emphasis on MLA Style usage. The history component of the course also stresses research, both traditional and Internet-based. Competent grammar and style is always stressed and the grammar handbook is used to promote consistency in both areas. Vocabulary heavily stresses Greek and Latin roots, prefixes, and suffixes and works on analogies all year long in preparation for the SAT. Oral communication through class discussion and presentations is more organized and complex than in previous years. Again, presentations in American Studies make more complex connections with American history.

English 11

2 Semesters / 2 Credits

Grade Level 11-12

English 11 is designed to meet or exceed Indiana's Academic Standards, building on the foundation of English 9 and 10. English 11 integrates a survey of American literature, focusing especially upon the Romantic, Realistic, Naturalistic, and Modern time periods and literary movements, into this year's course of study. Speeches, essays, and historical documents are also important. Composition focuses upon the modes of discourse (description, persuasion, comparison-contrast, etc.) and analysis of representative literary works from the respective literary eras, such as Thoreau's "Civil Disobedience" (essay), Miller's Death of a Salesman (drama), Frost's "Design" (poem) and Wharton's Ethan Frome (novel). The research paper and/or project is the culmination of the junior year composition program, with its emphasis on MLA Style usage. Competent grammar and style is always stressed and the grammar handbook is used to promote consistency in both areas. Vocabulary heavily stresses Greek and Latin roots, prefixes, and suffixes and works on analogies all year long in preparation for the SAT. Oral communication through class discussion and presentations is more organized and complex than in previous years.

English 11S

2 Semesters / 2 Credits

Grade Level 11-12

The course is designed for those students who need extra time and additional assistance with both writing and reading skills development. The students in this course will use the same textbook as English 11 and will follow the same curriculum (see above course description). Reading comprehension is improved with high-interest, lower level novels and short stories that have themes which deal with relevant life choices. Reading skills are enhanced with journals and essays that relate to the literature themes. Vocabulary is stressed as students use the text vocabulary in their writings. The curriculum of the regular English 11 classes is followed. However, both the reading selections and the writing assignments are taught at a much slower pace. Corrections are emphasized to enable students to retain information. Students must be specifically recommended for this course.

English Honors 12
2 Semesters / 2 Credits
Grade Level 12

English Honors 12 is designed to exceed Indiana's Academic Standards, building on the foundation of English 9, 10, and 11. Literature in English 12 focuses on world literature and culturally important British works. Works are analyzed critically in various genres to understand world cultural viewpoints. The Honors class reads more and more complex works of literature and goes more deeply into their analysis. Vocabulary is developed through close attention to Latin roots, prefixes, and suffixes, and supplemented through the world and British literature. Composition continues to refine the writing process through modes of discourse (description, persuasion, comparison-contrast, etc.) and use of research in adding support to a thesis or detail to an argument or narrative. The Honors class writes more papers, longer papers, and more complex papers. Technology, both word processing and Internet research, is almost a given, and a research paper or project integrates the use of literary skills, composition, and technology. Oral communication through class discussion and presentations becomes more complex and organized than in previous years with an additional reliance on logic and reasoning. Class discussions in Honors also tend to be more focused and more complex, much closer to a university's approach.

English 12
2 Semesters / 2 Credits
Grade Level 12

English 12 is designed to meet or exceed Indiana's Academic Standards, building on the foundation of English 9, 10, and 11. Literature in English 12 focuses on world literature and culturally important British works. Works are analyzed critically in various genres to understand world cultural viewpoints. Vocabulary is developed through close attention to Latin roots, prefixes, and suffixes, and supplemented through the world and British literature. Composition continues to refine the writing process through modes of discourse (description, persuasion, comparison-contrast, etc.) and use of research in adding support to a thesis or detail to an argument or narrative. Technology, both word-processing and Internet research, is almost a given, and a research paper or project integrates the use of literary skills, composition, and technology. Oral communication through class discussion and presentations becomes more complex and organized than in previous years with an additional reliance on logic and reasoning.

English 12S
2 Semesters / 2 Credits
Grade Level 12

The class provides extra time and additional assistance for skill development, reading comprehension, and writing skills. Vocabulary is stressed as students use the text vocabulary in their writings. Students in this course will use the same textbooks as the English 12 course and they will follow the same curriculum (see above course description). Both the reading selections and the writing assignments are taught at a much slower pace than the English 12 class. Corrections are emphasized to enable students to retain information. Students must be specifically recommended for this course.

Composition
1 Semester / 1 Credit
Grade Level 10-12

Composition provides the students with an opportunity to learn to write by writing. Students will have frequent opportunities to write for different audiences and purposes. Students enrolling in this course should have a good command of the basic language skills since one of the main objectives is to brighten and make more effective the student's attempts at writing. These writings may include poetry, short stories, essays, reviews, and group projects. Prerequisite: B average in English. To continue with 2nd semester, teacher permission is required.

Advanced Composition

1 Semester / 1 Credit

Grade Level 10-12

Advanced composition further develops and refines writing skills introduced in other composition courses. Students will also read and evaluate samples of good writing to enhance their own writing. Students enrolling in this course are expected to possess an outstanding record in Creative Writing/Beginning. The main objective of this course is to further refine the writing skills through development of individual projects and the publication of a literary journal. Prerequisite: Creative Writing/Beginning and teacher permission.

Speech

1 Semester / 1 Credit

Grade Level 10-12

This course is designed to provide students the opportunity to study and practice the basic principles and techniques of effective oral communication. It gives the student a general introduction to communications through exposure to the various listening, conversation, group discussion, and formal speeches. The course includes instruction in adapting speech to different audiences and purposes. Students will have opportunities to create visuals, to research using technology tools and multimedia resources, to organize and deliver practiced presentations using established guidelines, and to make different types of oral presentations including: (1) viewpoint, (2) instructional, (3) demonstration, (4) informative, (5) persuasive, and (6) impromptu. Students will be given the opportunity to express subject matter knowledge and content through creative, analytical, and expository writing, as well as reading a variety of literary genre related to course content and speaking assignments. This course emphasizes research, careful organization and preparation, and practice for development of critical listening skills. Prerequisite: None

Speech and Mass Media

2 Semesters / 2 Credits

Grade Level 10-11

(Will meet 1 Credit requirement for English 12 for Core 40 and General Diploma)

This course is designed to provide students the opportunity to study and practice the basic principles and techniques of effective oral communication. It gives the student a general introduction to communications through exposure to the various listening, conversation, group discussion, and formal speeches. The course includes instruction in adapting speech to different audiences and purposes. Students will have opportunities to create visuals, to research using technology tools and multimedia resources, to organize and deliver practiced presentations using established guidelines, and to make different types of oral presentations including: (1) viewpoint, (2) instructional, (3) demonstration, (4) informative, (5) persuasive, and (6) impromptu. Students will be given the opportunity to express subject matter knowledge and content through creative, analytical, and expository writing, as well as reading a variety of literary genre related to course content and speaking assignments. This course emphasizes research, careful organization and preparation, and practice for development of critical listening skills.

This class is a prerequisite course for students who have an interest in radio and television. The course includes a study of radio and television as well as other media forms. Students will also gain skills in practical broadcasting and speaking techniques. Students will study FCC rules. Students will be selected from this class to take WWDS or Radio/TV Production the following year. Prerequisite: None

Technical/Business Communications / Advanced Technical Business Communications

1 Semester / 1 Credit (each)

Grade Level 11-12

This course enables students to explore and develop various media applications using Internet resources and electronic media. Students will learn HTML code and design pages. Students will have the opportunity to learn and apply modern communication techniques in understanding how to most effectively use and maintain the Delta High School web site. Prerequisite: Student Publications-Newspaper and/or Computer Applications are recommended but not required.

Themes in Literature**1 Semester / 1 Credit****Grade Level 11-12**

This course is a basic survey of Greek, Roman, and Norse mythology, world folklore, and American folklore. Prerequisite: English 9 and 10

Film Literature**1 Semester / 1 Credit****Grade Level 12**

Students will study the diversified ideas and concepts that interact when written literature is adapted to film or when a work of literary art is originally conceived for film presentation. This course will include the impact of film on the ways in which people perceive the human condition, the ways in which the roles of men and women and various ethnic minorities are portrayed, visual interpretations of literary techniques and auditory language effects and history of film as a medium of literary interpretation, and the limitations and special capacities of the two media to present the work. Through a comprehensive speech/media component, students will be given opportunities to present and discuss their ideas as well as opportunities to role-play as movie directors to stage scenes, in front of and behind cameras. Students will also have frequent writing assignments in which they explore and analyze issues of interpretation, production, and cross-genre adaptation.

Biblical Literature**1 Semester / 1 Credit****Grade Level 12**

This course will survey the classic stories from the Bible through the examination of genre, pattern, theme, and convention. These stories will be studied both in the context of the past but through their uses as allusions in classical and modern literature. The emphasis will be on the metaphorical as well as the literal power of the books and verses. The course will also address the topic of what material was put into the Bible (certain apocryphal and "heretical" writings) and the pleasures and perils of interpretation. Related literature - especially poetry - may be included as it fits into the exploration of archetypal themes. The key will be writing and explicating symbolism.

World Literature**1 Semester / 1 Credit****Grade Level 11-12**

A course based on *Indiana's Academic Standards for English/Language Arts* and emphasizing the *High School Literature Standards*, is a study of ancient and modern representative works by major authors from six continents: Africa, Asia, Australia, Europe, North America, and South America. Students examine a wide variety of literary genres and themes. Students analyze how the ideas and concepts presented in the works are both interconnected and reflective of the cultures and historical periods of the countries represented by the authors.

Student Publications / Newspaper**2 Semesters / 2 Credits****Grade Level 9-12**

Students will learn the basic concepts of journalism. In this class they will have the practical experience of publishing the school newspaper. Prerequisite: Application and or Recommendation by English Teacher

Student Publications / Yearbook**2 Semesters / 2 Credits****Grade Level 10-12**

Students will have the practical learning experience of creating the yearbook. Prerequisite: Journalism/Newspaper & teacher recommendation. Photography is helpful.

Advanced Student Publications

2 Semesters / 2 Credits

Grade Level 10-12

Course for those students who want to do advanced work on either the Newspaper or the Yearbook. Prerequisite: Journalism/Newspaper or Journalism/Yearbook and teacher recommendation. Students may earn 4 credits in Journalism/Advanced

Adv Eng/College Credit/BSU 103

1 Semester / 1 DHS Credit – 3 BSU Credits

Grade 12

Introduction to composition with an emphasis on writing short essays. Includes assigned readings. Introduction to basic research methods. Students are selected for this class by GPA ranking.

Adv Eng/College Credit/BSU 104

1 Semester / 1 DHS Credit – 3 BSU Credits

Grade 12

Further instruction in composition with an emphasis on writing longer essays. Includes assigned readings. Further instruction and practice in research methods. Prerequisite: Ball State English 103 or SAT Critical Reading Score of 510+

MATHEMATICS

Technology is changing the workplace, the home, and daily life. To equip students for productive, fulfilling lives in the Information Age, students should be encouraged and enabled to: 1) explore, 2) reason logically, 3) draw inferences, and 4) employ a variety of mathematical methods in order to become mathematically literate.

Pre-Algebra

2 Semesters / 2 Credits (elective credit)

Grade Level 9-11

This course is designed to solidify number concepts previously taught but not fully understood with the intent to prepare the student with a background for Algebra I. Topics that are covered include patterns, number theory, fractions, decimals, percent, proportions, probability, integers, solving equations and inequalities, statistics, graphing data and linear equations, concepts of geometry and problem solving. Prerequisite: None

Algebra I

2 Semesters / 2 Credits

Grade Level 9-12

This course concentrates on basic operations with sets of integers, rational numbers and real numbers, linear equations and inequalities, factoring, relations and functions, system of linear equations, and graphing. This course also meets the proficiencies for those students on the Tech Prep Curriculum. Throughout this course application based problems are presented to the students. Prerequisite: Student must have a passing score on the 8th grade ISTEP math standard **or** have a passing grade in Pre-Algebra.

Students taking Algebra I at the 8th grade level that earn a "B-" or above in BOTH semesters may elect to take elective credit for Algebra I and begin with Geometry or Algebra II as a freshman. Please check math requirements for the diploma option your child is pursuing.

Algebra II

2 Semesters / 2 Credits

Grade Level 9-12

This course is an extension of Algebra I with the same areas of concentration but a greater degree of difficulty. Additional topics are: quadratic equations, conic sections, progressions and series, complex numbers, logarithms, and selected topics from analytic geometry. Prerequisite: Algebra I Honors or Algebra I

Geometry

2 Semesters / 2 Credits

Grade Level 9-12

The purpose of Geometry is to develop, through the use of geometric models, a reasonable knowledge of the process of deductive reasoning and its application. The course includes the study of logical reasoning, triangle congruence, parallel lines, similar figures, circles, spheres, area of plane regions, surface area and volume of solids, loci, basic constructions, the Pythagorean theorem, and elementary coordinate geometry. Prerequisite: Algebra I/Hon or Algebra I

Algebra Honors II
2 Semesters / 2 Credits
Grade Level 9-10

Algebra II Honors is the second course in a two-year program of algebra for the advanced math student. The purpose of the course is to comprehend and utilize algebraic concepts and skills and to make application of these concepts. Topics covered will be: sets of numbers, open equations, linear programming, solving inequalities, solving quadratic equations, solving systems of equations and inequalities, matrix theory, (including solving systems by using augmented matrices) irrational numbers, rational exponents, conic sections, introduction to trigonometry and probability. Prerequisite: Algebra I Honors or Algebra I

Geometry Honors
2 Semesters / 2 Credits
Grade Level 9-11

The purpose of Geometry/honors is to develop, through the use of geometric models, a reasonable knowledge of the process of deductive and inductive reasoning and its application. The course includes the study of logical reasoning, triangle congruence, parallel lines, perpendicular lines, quadrilaterals, geometric ratios and proportions, similar figures, circles, loci, basic constructions, the Pythagorean theorem, properties of right triangles including some basic trigonometric functions, and elementary coordinate geometry. Prerequisite: Algebra I/Honors or Algebra I

Pre-Calculus/Trigonometry
2 Semesters / 2 Credits
Grade Level 11-12

Pre-Calculus/Trigonometry blends the concepts and skills that must be mastered before enrollment in a college-level calculus course. The course includes the study of (1) relations and functions, (2) exponential and logarithmic functions, (3) trigonometry in triangles, (4) trigonometric functions, (5) trigonometric identities and equations, (6) polar coordinates and complex numbers, (7) sequences and series and (8) data analysis. Prerequisite: Algebra II Honors or Algebra II and Geometry Honors or Geometry.

Calculus AB Advanced Placement
2 Semesters / 2 Credits
Grade Level 11-12

Calculus AB, Advanced Placement or College Credit is a course that provides students with the content established by the College Board. Topics include: (1) functions, graphs, and limits, (2) derivatives, and (3) integrals. The use of graphing technology is required. The course prepares students for intermediate and advanced college courses by developing the students understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. making demands upon them equivalent to those of full-year introductory college courses. Students must pass the Advanced Placement Calculus test before receiving college credit. Prerequisite: Pre-Calculus.

Adv Math/College Credit/BSU Calculus 165
2 Semesters / 2 DHS Credits – 4 BSU Credits
Grade 11 or 12

Calculus 1: Differential calculus of algebraic and transcendental functions and applications, antidifferentiation and the Riemann integral. Includes the use of graphing calculators.

PHYSICAL EDUCATION / HEALTH and WELLNESS

The Report of the Surgeon General on Physical Activity and Health indicates that Americans can substantially improve their health and quality of life by including moderate amounts of physical activity in their daily lives. The overall aim of these classes is to help students develop lifelong skills that include regular exercise and sport and recreational activities. The program should assist individuals in assuming responsibility for their own health and well-being through an active lifestyle.

Physical Education I

1 Semester / 1 Credit

Grade Level 9-12

Physical Education I is a required class for all 9th grade Delta students. Major emphasis is placed on developing an appreciation for lifetime physical fitness. The student is evaluated on how he attempts to improve himself and not on his present physical condition. The student's time in PE I is divided between (1) health-related fitness activities (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition), (2) aerobic exercise, (3) team sports, (4) aquatics, (5) recreational games; and classroom discussion/study involving the course textbook. The student must pass the aquatics segment before he is given credit in this class. Skill levels in swimming are taken into consideration. Students train for a tri or biathlon to be completed at the end of the semester. Prerequisite: none

Physical Education II

1 Semester / 1 Credit

Grade Level 10-12

Physical Education II is a required class that stresses the importance of developing interest in leisure time activities that can be participated in throughout one's life. Enjoyment, challenge, self-expression, and social interaction are outcomes of this development. Fitness concepts and health-enhancing physical fitness opportunities are introduced through (1) health related fitness activities, (2) team sports, (3) individual and dual sports, and (4) recreational activities. Instruction, training, and participation are stressed in this class. Unit packets, worksheets, written tests, and skill tests are given to evaluate a student's progress in each unit. A comprehensive written semester test is given. Prerequisite: Physical Education I

Elective PE/Games

1 Semester / 1 Credit

Grade Level 11-12

This course builds on the skills and knowledge obtained during PE II. Sport and lifetime activities are stressed with an emphasis on strategy and an increased skill level. Participation in games and competition are part of daily activities. Prerequisite: PE I & PE II

Elective PE/Weight Lifting I

2 Semesters / 2 Credits

Grade Level 11-12

This course is offered to provide year around weight training and conditioning for Delta Students. The student must be self-disciplined and motivated to follow a specialized weight training program. Special emphasis is given to the study of muscles as they relate to exercise. Prerequisite: PE I, PE II, and Health.

Elective PE/Weight Lifting II**2 Semesters / 2 Credits****Grade Level 12**

This course is a continuation of Elective Physical Education I. Different types of workout programs are explored with an emphasis on assessing one's needs for specific performances. Individuals work toward developing an IWP (individual workout program) that will carry over to post high school training experiences. Prerequisite: Elective Physical I or Permission of Department Chairperson

Elective PE/Life-guarding**1 Semester / 1 Credit****Grade Level 11-12**

This course is offered to help students who intend to become certified as a lifeguard. A student, based on skill level, could be certified during this course. Skills taught are CPR Professional Rescuer, standard First Aid and life-guarding. Prerequisite: PE 9, proficient in crawl stroke and treading water. This course may be repeated for 1 additional credit by teacher permission.

Health and Wellness**1 Semester / 1 Credit****Grade Level 9-12**

Health Education is designed to emphasize the importance of a sound mind in a fit body. Students are encouraged to recognize at-risk behaviors and take positive steps toward the creation of a life-long healthy life style. The physical, social, emotional, and intellectual aspects of wellness are stressed as they relate to an individual's quality of life. Students are urged to assume responsibility for a lifetime of healthy living by exploring (1) Growth and Development, (2) Mental and Emotional Health, (3) Community and Environmental Health, (4) Nutrition, (5) Family Life, (6) Consumer Health, (7) Personal Health, (8) Alcohol, Tobacco, and Other Drugs, (9) Intentional and Unintentional Injury, and (10) Health Promotion and Disease Prevention. Prerequisite: none

SCIENCE

Humans have a natural curiosity about their surroundings. Science education should enhance students' ability to explore natural phenomena and sustain this innate curiosity by helping them develop skills to investigate and understand local and global environments and the relationships between science, technology, society, and the quality of life.

Integrated Chemistry-Physics

2 Semesters / 2 Credits

Grade Level 9-12

Integrated Chemistry-Physics for progress is developed around principles and processes in Physics, and Chemistry. The science principles included are those found to be within the range and interest of students who have not as yet taken physics and chemistry courses. The science is designed to serve a dual purpose as preparation for taking Physics, Biology Advanced, and/or Chemistry and as a terminal course for students who do not elect to go further in science. The principles selected from the various branches of science are fused in such a way that each principle and its relationship to other principles will be more completely understood.

Prerequisite: Algebra I completed or concurrently recommended

Integrated Chemistry-Physics Sp

2 Semesters / 2 Credits

Grade Level 9-12

Integrated Chemistry-Physics Special is physical science course designed for those students with special needs. Students are assigned to this class through a case conference or teacher recommendation. Prerequisite: None

Biology I

2 Semesters / 2 Credits

Grade Level 9-12

The beginning laboratory life science course, biology, covers the basic concepts of plant and animal life placing an emphasis on the history of biology, cellular biology, genetics, classification, and the differences between unicellular and multi-cellular organisms. Students are also introduced to various careers associated with the biological field including medical/laboratory careers, field experience, and research. Students are exposed to ecology and ecological issues with an emphasis placed on how energy moves through the biosphere and how human intervention can change an ecosystem. Biology I also introduces students to human anatomy and physiology through a comparison study of organisms from various phyla. Prerequisite: none

Biology I Sp

2 Semesters / 2 Credits

Grade Level 9-10

Biology Special is a life science course designed for those students with Special needs. Students are assigned to this class through a case conference or teacher recommendation. Prerequisite: None

Biology II

2 Semesters / 2 Credits

Grade Level 11-12

Biology II is the second course in biological science. Topics covered in Biology II provide extended understanding of the processes and subjects taught in Biology I. Topics include comparative anatomy of animal groups, advanced genetics, advanced human anatomy in conjunction with the dissection of a fetal pig, ecology, and bacteriology.

Prerequisite: Biology I and Chemistry I

Earth and Space Science I

2 Semesters / 2 Credits

Grade Level 9-12

Earth and Space Science gives students an opportunity to study the ever-changing earth and the celestial environment in which it is found. Students will study the earth's celestial environment, atmosphere, hydrosphere, and lithosphere concentrating on how energy has constantly modified our planet and the universe throughout geologic time. This course takes a look at the historical development of our world helping students to gain an understanding of the processes that are affecting our planet today. Various careers are discussed along with social and personal issues facing future generations. Prerequisites: none

Chemistry I

2 Semesters / 2 Credits

Grade Level 10-12

This is the beginning laboratory class in Chemistry. The principles covered in this course are the properties and structure of matter, nature of chemical change and energy, the basic structures and reactions of organic chemicals, and historical perspectives of chemistry. Some of the basic concepts covered are: structure and bonding, chemical reactions, periodicity, stoichiometry, and possible careers in science. The major objectives are: to present the basic principles of chemistry, to strive for analytical and logical thinking processes, to stimulate an interest in science and people, to prepare students for future scientific studies and/or careers, and to develop scientifically literate citizens. Laboratory experiences help augment these principles, concepts, and objectives. Prerequisites: Algebra I and Biology I.

Chemistry II

2 Semesters / 2 Credits

Grade Level 11-12

Chemistry II provides an extensive investigation of areas of chemistry, such as the structure of matter, equilibria, thermodynamics, organic and biochemistry. The historical perspective will be addressed along with the varied careers that are now available. Laboratory investigations will deal with gathering and interpreting qualitative as well as quantitative data. Prerequisites: Chemistry I and Algebra II

Physics I

2 Semesters / 2 Credits

Grade Level 11-12

Physics I aids students understanding of the basic principles and concepts concerning matter and energy and energy through the laboratory study of mechanics, wave motion, heat, light, electricity, magnetism, and atomic and nuclear physics. Students will be able to learn about the history of physics and its relationship to technology. Students will also explore the use of models, theories, and laws in various careers and have an opportunity to relate them to social issues and personal needs. Prerequisites: Pre-Calculus completed or Pre-Calculus concurrently with Physics I.

Advanced Sciences – Anatomy & Physiology

2 Semesters / 2 Credits

Grade Level 11–12

Students will be introduced to the specialized terms, basic concepts, and principles important to an understanding of the human body and forensic science. There will be two primary goals:

- (1.) Building a foundation of essential knowledge in human anatomy and physiology. Constructing this knowledge requires answers to questions such as: What structure is that? How does it work? What happens when it does not work?
- (2.) Providing a framework for interpreting and applying information that can be used in problem-solving. This framework is based on the fact that certain themes and patterns appear again and again in the study of anatomy and physiology. These themes and patterns provide the hooks on which to organize and hang the information students learn about the human body. These concepts can be explored through high interest topics such as forensic science. Problems that require interpreting and applying information include general questions such as : How does a change in one body system affect the others? How does aging affect body systems? Prerequisite: Biology I and Chemistry I

Chemistry Advanced Placement

2 Semesters / 2 Credits

Grade Level 12

The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. The course will contribute to the development of the students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. Topics covered are structure of matter, kinetic theory of gases, chemical equilibria, chemical kinetics and basic concepts of thermodynamics. Students will engage in the process of calculations in chemistry problems. This course follows the College Board examination guidelines for advanced placement chemistry. Prerequisite: Chemistry I, Chemistry II, Algebra II

Physics B Advanced Placement

2 Semesters / 2 Credits

Grade Level 12

The Advanced Placement Program in Physics is designed to provide students with the skills and science knowledge necessary to deal with problems and materials in physics. The course prepares students for intermediate and advanced college courses by making demands upon them equivalent to those of a full-year introductory college course. The College Board guidelines are followed. The understanding and the ability to apply the fundamental concepts and principles concerning matter and energy through the laboratory study of mechanics, wave motion, heat, electricity, magnetism, and atomic and nuclear physics will be the focus of the course. The students must pass the Advanced Placement Physics test before receiving college credit for this course. Prerequisites: Physics I and Pre Calculus/Trig

Adv Science/College Credit/BSU Physics 110

1 Semester / 1 DHS Credit – 4 BSU Credits

Grade 12

General Physics 1: Studies the laws of Newtonian mechanics. Introductory fluid statics and dynamics, heat and thermodynamics, and wave motion and sound.

Prerequisite: Physics I or by Teacher Recommendation

Adv Science/College Credit/BSU Physics 112

1 Semester / 1 DHS Credit – 4 BSU Credits

Grade 12

General Physics 2: Static and current electricity, magnetism, light and optics, and an introduction to modern physics including relativity and elements of atomic and nuclear physics.

Prerequisite: Physics I and Physics 110 or by Teacher Recommendation

Adv Science/College Credit/BSU Anatomy and Physiology 201

2 Semesters / 2 DHS Credits – 4 BSU Credits

Grade 11 or 12

Anatomy 201 is a Ball State University and Delta High School dual credit course allowing students the opportunity to earn both college and high school credits. This health science focused course is designed to provide a comprehensive introduction to the structure of the human body. For the student studying anatomy for the first and possible only time, the course provides a meaningful foundation of anatomical knowledge. This knowledge is the basis for applications in a number of career fields, including biological, medical, nursing, allied health, health science, and physical education. The rigor of this course will be periodically reviewed by the Ball State University Anatomy and Physiology department in an effort to maintain the high quality of education that each student receives.

Because of the unique format of this course, students must decide if they wish to receive dual BSU/DHS credit or only high school science credit during the enrollment period. Students who choose to take the course only for high school credit and receive a passing grade may **not** register at a later date or repeat the course the following year for college credit.

Anatomy 201 is a college majors level course which is accepted at most university nursing and other allied health programs.

Prerequisites: Biology I, Chemistry I, Integrated Chemistry/Physics

Recommended to have completed: Chemistry II or Biology II

Adv Science/College Credit/BSU Biology 100

2 Semesters / 2 DHS Credits – 3 BSU Credits

Grade 11 or 12

A BSU General Studies Course. Same as DHS Biology II.

This is an introductory college level biology course which is designed to meet the need of all students. The course emphasizes human and social aspects of biology: reproduction, development, genetics, immunology, evolution, biodiversity, ecology, forensics, biotechnology, environmental concerns, and science ethics.

Biology 100 is a non-majors level course which counts as a general studies credit at Ball State University and is accepted at many other universities for general students credit.

Because of the unique format of this course, students must decide if they wish to receive dual BSU/DHS credit or only high school science credit during the enrollment period. Students who choose to take the course only for high school credit and receive a passing grade may **not** register at a later date or repeat the course the following year for college credit.

Prerequisite: Biology I and Chemistry I or Integrated Chemistry/Physics with a grade of "C" or above.

SOCIAL STUDIES

Social Studies focuses on lifelong learning to understand, analyze, react to, and act upon the relationships between people and their environments in time and space. Social Studies provides opportunities that develop knowledge and skills which enable students to grow in: 1) personal and civic responsibility; 2) perspectives that allow students to see themselves as a part of a larger human experience; 3) critical understanding of history, geography, economics, political and social institutions, traditions, and civic virtues in America and the world; and 4) thinking analytically and applying the concepts learned.

Geography and History of the World

2 Semesters / 2 Credits

Grade Level 9-12

The historical geography concepts used to explore the global themes in this course include change over time, origin, diffusion, physical systems, cultural landscapes, and spatial distribution and interaction. By using these skills, concepts and the processes associated with them, students are able to analyze, evaluate, and make predictions about major global developments. Geography and History of the World is designed to nurture perceptive, responsible citizenship, encourage and support the development of critical thinking skills and lifelong learning.

World History and Civilization

2 Semesters / 2 Credits

Grade Level 10-12

This two-semester course emphasizes key events and developments in the past that influenced peoples and places in subsequent eras. Students are expected to practice skills and processes of historical thinking and inquiry that involve chronological thinking, comprehension, analysis and interpretation, research, issues-analysis, and decision-making. They examine the key concepts of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present.

United States History/American Studies Honors 11

2 Semesters / 2 Credits

Grade Level 11

United State History/American Studies Honors is a junior level college preparatory class in U.S. History and is taught in conjunction with English 11 in a two-period block. It is a continuation of the Honors (Challenge) Program. Students in this course identify and review significant events and movements in the development of the modern United States and relate them to the significant literature of the particular periods. A thematic and/or comparative approach may be used to analyze and synthesize these ideas. Students develop inquiry skills through activities such as idea-driven chronologies, mock-Constitutional conventions and governments, and historical and literary essays. The two-semester, two hour block supplies credit for and meets the Indiana Standards of U.S. History and English 11.

United States History
2 Semesters / 2 Credits
Grade Level 11-12

United States History is a two-semester course required for graduation that builds upon concepts previously developed in previous studies of American History. It will include the study of Colonialism, Nationalism, Sectionalism and conflict, Industrialism, Imperialism, and Internationalism. After review of fundamental themes in the early development of the nation emphasis will be placed on the historical developments of the late nineteenth, twentieth, and early twenty-first centuries through the study of the key events, people, groups, and movements in those time periods, as they relate to life in Indiana and the United States.

Upon completion of United State History, students will be able to trace and summarize key ideas , events, people, and developments from the Founding Era through the Civil War and Reconstruction. They will examine the political, economic, social, and cultural development of the United States during the following periods in United States History; the Industrial Age of the United States (1870-1900), the emergence of the modern United States (1897-1920), through the prosperity and Depression of the United States from 1920 to 1940, World War II (1939-1945), Postwar United States (1945-1960), the troubled era in the United States History (1960-1980), and the contemporary United States (1980-present). Students will be able to sequence historical events, examine cause and effect, identify different perspectives, and relate historical situations to current issues.

Students will accomplish this through use of historical research that will include, the forming of research questions, developing thesis, using of primary and secondary sources to document and present their findings through a variety of mediums. Students learn to exercise their skills as citizens in a democratic society by engaging in problem solving and civic decision making in the classroom, school, and community settings.

United States History Special
2 Semesters / 2 Credits
Grade Level 11-12

United States History Special is designed to meet the requirements of special need students. Students are assigned either through a case conference or teacher recommendation. It is a two-semester course, required for graduation that builds upon concepts previously developed in previous studies of American History. It will include the study of Colonialism, Nationalism, Sectionalism and conflict, Industrialism, Imperialism, and Internationalism. After review of fundamental themes in the early development of the nation emphasis will be placed on the historical developments of the late nineteenth, twentieth, and early twenty-first centuries through the study of the key events, people, groups, and movements in those time periods, as they relate to life in Indiana and the United States.

Upon completion of United State History, students will be able to trace and summarize key ideas , events, people, and developments from the Founding Era through the Civil War and Reconstruction. They will examine the political, economic, social, and cultural development of the United States during the following periods in United States History; the Industrial Age of the United States (1870-1900), the emergence of the modern United States (1897-1920), through the prosperity and Depression of the United States from 1920 to 1940, World War II (1939-1945), Postwar United States (1945-1960), the troubled era in the United States History (1960-1980), and the contemporary United States (1980-present). Students will be able to sequence historical events, examine cause and effect, identify different perspectives, and relate historical situations to current issues.

Students will accomplish this through use of historical research that will include, the forming of research questions, developing thesis, using of primary and secondary sources to document and present their findings through a variety of mediums. Students learn to exercise their skills as citizens in a democratic society by engaging in problem solving and civic decision making in the classroom, school, and community settings.

United States Government Honors**1 Semester / 1 Credit****Grade Level 12**

United States Government Honors may replace United States Government as the required course for graduation. The course provides a framework for understanding the purposes, principles, and practices of American government as established by the United States Constitution. Students are expected to understand their rights and responsibilities as citizens and how to exercise these rights and responsibilities in local, state, and national government. Students are also expected to understand the importance of citizen participation in the democratic process. In United States Government Honors, students are expected to take a more in depth approach to the study of United States government. Prerequisite: none

United States Government**1 Semester / 1 Credit****Grade Level 12**

United States Government is required for graduation. The course provides a framework for understanding the purposes, principles, and practices of American government as established by the United States Constitution. Students are expected to understand their rights and responsibilities as citizens and how to exercise these rights and responsibilities in local, state, and national government. Students are also expected to understand the importance of citizen participation in the democratic process.

United States Government Sp**1 Semester / 1 Credit****Grade Level 12**

United States Government Special is designed for the special needs students and is a requirement for graduation. The course provides a framework for understanding the purposes, principles, and practices of American government as established by the United States Constitution. Students are expected to understand their rights and responsibilities as citizens and how to exercise these rights and responsibilities in local, state, and national government. Students are also expected to understand the importance of citizen participation in the democratic process.

Economics**1 Semester / 1 Credit****Grade Level 12**

Economics includes a study of the allocation of scarce resources and their alternative uses for satisfying human wants. This course examines basic models of decision making at various levels and in different areas including: (1) decisions made as a consumer, producer, saver, investor, and voter, (2) business decisions to maximize profits; and (3) public policy decisions in specific markets dealing with output and prices in the national economy. Students will demonstrate basic economic theory of economic institutions, policies, and practices. Students will be given opportunities to demonstrate their knowledge of a basic understanding of economic principles used in everyday life by engaging in problem solving and decision making in the classroom, school, and community settings.

Economics Special**1 Semester / 1 Credit****Grade Level 12**

Economics Special is designed for the special needs student. The same course materials and textbooks will be used as in the general education Economics course. The course work will be set to individual student needs and pace.

Psychology I**1 Semester / 1 Credit****Grade Level 12**

This one-semester course establishes psychology as an empirical science emphasizing experimental design and ethical considerations. In addition, students will study brain structure and neurological function, the endocrine system, and altered states of consciousness and understand the connection between body function, disease, and mental health. Study of learning theories will lead to self-examination of human behavior and behavior modification approaches. After study of cognitive theories, students will develop personal memory-enhancing techniques, and this will culminate in performance of actual scientific experiments.

Sociology**1 Semester / 1 Credit****Grade Level 12**

In Sociology, students will be expected to study and understand human behavior from a group perspective, including recurring patterns of attitudes and actions and how these patterns vary across time, among cultures, and in social groups. Students will examine society, group behavior, and social structures, as well as the impact of cultural change on society, through research methods using the scientific method. Students are expected to realize the impact of groups and group behavior on individual life and society as a whole.

Sociology Special**1 Semester / 1 Credit****Grade Level 12**

Sociology Special is designed for the special needs student. In Sociology, students will be expected to study and understand human behavior from a group perspective, including recurring patterns of attitudes and actions and how these patterns vary across time, among cultures, and in social groups. Students will examine society, group behavior, and social structures, as well as the impact of cultural change on society, through research methods using the scientific method. Students are expected to realize the impact of groups and group behavior on individual life and society as a whole.

United States History Advanced Placement**2 Semesters / 2 Credits****Grade Level 11**

This class may be taken instead of U.S. History and college credit may be earned. The Advanced Placement Program in American History is designed to provide students with the analytic skills and factual knowledge necessary to deal with the problems and materials in American History. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those of full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, their reliability, and their importance—and to weigh the evidence and interpretations presented in historical scholarship. The Advanced Placement American History course should provide students the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. Students must pass the Advanced Placement/US History test before receiving college credit. This course follows College Board Entrance Examination guidelines and is offered for credit at postsecondary institutions upon passing the Advanced Placement/US History test.

Macroeconomics AP
1 Semester / 1 Credit
Grade Level 12

This AP course will provide a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.

Microeconomics AP
1 Semester / 1 Credit
Grade Level 12

The purpose of an AP course in microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.

SPECIAL EDUCATION

Life Skills: (Placement by Case Conference) Grade Level 9-12

The Life Skills program provides students with academic classes (English, Reading, Math, Biology, US History, and Health Education) oriented to the every skill needed in today's world. Placement into these classes is by a case conference decision.

Like Skills/I Can

PE I Special

PE II Special

Resource Room 2 Semesters / 2 Credits Grade Level 9-12

Tutorial assistance is often needed to enhance a student's academic performance. Students are assigned to the Learning Center as a result of individual testing qualifying for this type of tutorial service. Basic skills in the areas of Language Arts, Math, Spelling, Study Skills and daily living skills are taught on a daily basis. Oral testing, taped text materials, ISTEP skills, and academic consultation are additional services to students who are referrals to the Learning Program. Prerequisite: Case Conference placement

TECHNOLOGY EDUCATION

An action-based program for all students to learn how to develop, produce, use, and assess the impacts of products and services that extend the human potential to improve and control the natural and human-made environment.

Construction Systems - 1 Semester / 1 Credit
Construction Processes – 1 Semester / 1 Credit
Grade Level 9-12

Construction is taken as a year-long course. The course explores the application of tools, materials, and energy in developing, producing, using and assessing constructed works. Students will explore techniques used to apply technology in producing residential, commercial, and industrial buildings and a variety of civil structures. The second semester explores the technological processes used to produce residential, commercial, and industrial buildings and a variety of civil structures.

Transportation Processes
2 Semesters / 2 Credits
Grade Level 11-12

This two-semester class will compete in the Indiana Mathematics, Science and Technology Education Alliance Super Mileage Challenge. In an effort to increase public awareness in the area of fuel economy, a fuel economy challenge will be held. Participating students will be challenged to build a one man, fuel-efficient vehicle powered by a single cylinder four-stroke cycle engine. The vehicles will run a specified course with the vehicle obtaining the highest miles-per-gallon rating winning the challenge. Awards at the contest will be given for best integration of Mathematics, Science and Technology into the design and construction of the vehicle, best design, craftsmanship, sportsmanship, teamwork, and closest to estimated performance. This course will explore the technological processes used to move people and cargo in vehicles and by other means on land and in water, air and space.

*A limited number of students will accepted into this class.

Prerequisites: Design Processes, Computers in Design and Production or approval from instructor.

Design Processes (CADD)
2 Semesters / 2 Credits
Grade Level 9-12

This year long course allows the students to perform introductory skills in the area of computer aided drafting and design. He/she will perform basic skills in areas of mechanical and architectural drafting. Students will be confronted with problems dealing with design.

Prerequisites: none

Credits transfer to Ivy Tech or any state school with completion of the second year of CADD.

Computers in Design and Production Systems (CADD)

2 Semesters / 2 Credits

Grade Level 10-12

This two-semester course will provide the student with the knowledge to perform advanced applications using computer aided drafting, such as 3D modeling, and computer animation. Students will solve problems with architectural and mechanical designing. He/she will be expected to perform intermediate drafting skills with advanced applications in the area of computer aided drafting and design. Students will be engaged in experiences with ACAD 2010 and Inventor 2010.

Prerequisite: Design Processes and/or Introduction to Engineering (PLTW).

CADD credits transfer to Ivy Tech upon completion of this second year course.

Project Lead The Way (PLTW)

PLTW has developed a four year sequence of courses which, when combined with college preparatory mathematics and science courses in high school, introduces students to the scope, rigor and discipline of engineering and engineering technology prior to entering college.

With the Completion of each PLTW course, and the exit exam, students will receive college credit at variety of in state schools including the Purdue School of Technology.

Introduction to Engineering Design (PLTW Course)

2 Semesters / 2 Credits

Grade Level 9 – 12

New to curriculum 2007-2008 school year.

Introduction to Engineering Design is an introductory course, which develops student problem solving skills with emphasis placed on the development of three-dimensional solid models. Students will work from sketching simple geometric shapes to applying a solid modeling computer software package. They will learn a problem solving design process and how it is used in industry to manufacture a product. The Computer Aided Design System (CAD) will also be used to analyze and evaluate the product design. The techniques learned, and equipment used, is state of the art and is currently being used by engineers throughout the United States.

Recommended prerequisite: Successful completion of Algebra I. An Academic Honors Diploma elective or a Core 40 directed elective as part of a technical career area.

Principles of Engineering (PLTW Course)

2 Semesters / 2 Credits

Grade Level 10 – 12

Principles of Engineering is a broad-based survey course designed to help students understand the field of engineering and engineering technology and its career possibilities. Students will develop engineering problem solving skills that are involved in postsecondary education programs and engineering careers. They will also learn how engineers address concerns about the social and political consequences of technological change course. POE is a college preparation course is a part of a pre-engineering program. Students are also expected to complete a college preparatory sequence of courses in mathematics.

Recommended prerequisite: Introduction to Engineering.

Civil Engineering and Architecture (PLTW Course)

2 Semesters / 2 Credits

Grade Level 11-12

A college prep course that is part of a pre-engineering program. The course introduces student to the fundamental design and development aspects of civil engineering and architectural planning activities. Application and design principles will be used in conjunction with mathematical and scientific knowledge. Computer software programs will allow students opportunities to design, simulate, and evaluate the construction of buildings and communities. During the planning and design phases, instructional emphasis should be placed on related transportations, water resources, and environmental issues. Activities should include the preparation of cost estimates as well as a review of regulatory procedures that would affect the project design.

Prerequisite: Introduction to Engineering and Principles of Engineering

WORLD LANGUAGES

Language and communication are the heart of the human experience. Students should be equipped linguistically and culturally in order to communicate successfully.

Recommendations from the **Foreign Language Department: A good foundation in language skills and English grammar is strongly recommended.** All foreign language courses require memorization, practice, spelling, reading, speaking, listening and disciplined study skills. It is advisable that you check the entrance requirements of the college or university of your choice, as well as the various majors within that college or university. Although foreign language courses are recommended by many colleges, requirements vary widely from institution to institution, and may even vary among majors within a given institution. It is also advisable that students who are planning to study two or more years of a language purchase a dictionary for that language.

French I

2 Semesters / 2 Credits

Grade Level 9-12

All objectives/outcomes included in French I, unless otherwise specified, are to be produced by the student in both oral and written forms in French. Students are routinely assessed in the areas of writing, reading, listening, and speaking, and are expected to be able to say anything they can write. French I provides students the opportunity to: (1) respond to and give oral directions and commands and to make routine requests in the classroom and in public places, (2) understand and use appropriate forms of address in courtesy expressions and be able to tell about daily routines and events, (3) ask and answer simple questions and participate in brief guided conversations related to their needs and interests, (4) read isolated words and phrases in a situational context, such as menus, signs, and schedules, (5) comprehend brief written directions and information, (6) read short narrative texts on simple topics, (7) write familiar words and phrases in appropriate contexts and respond in writing to various stimuli, (8) learn about nonverbal communication, such as gestures and body language, (9) learn about awareness of current events in the cultures, (10) learn about major holidays and geographical features of France, (11) learn greeting and leave taking behaviors in a variety of social situations, (12) learn the appropriate way to respond to introductions and use courtesy behaviors, and (13) learn the appropriate etiquette in a variety of social settings.

French II

2 Semesters / 2 Credits

Grade Level 10-12

It is to be understood that all objectives/outcomes included in French I will continue to be expectations for the level II student as well. All objectives/outcomes included in French II, unless otherwise specified, are to be produced by the student in both oral and written forms in French. Students are routinely assessed in the areas of writing, reading, listening, and speaking, and are expected to be able to say anything they can write. French II provides students the opportunity to: (1) ask questions regarding routine activities, (2) participate in conversations on a variety of topics, (3) relate a simple narrative about a personal experience or event, (4) interact in a variety of situations to meet personal needs, such as asking permission, asking for or responding to an offer of help, and expressing preferences pertaining to everyday life, (5) understand main ideas and facts from simple texts over familiar topics, (6) read aloud with appropriate intonation and pronunciation, (7) write briefly in response to given situations, for example, postcards, personal notes, phone messages, and directions, as well as write letters using culturally appropriate format and style, (8) become familiar with major geographical features, historical events, and political structures of the country, (9) become familiar with different aspects of the culture, including visual arts, architecture, literature, music, using French where appropriate, (10) be able to extend and respond to hospitality as a host or guest, and (11) be aware of time expectations, such as arriving for appointments and social engagements.

French III
2 Semesters / 2 Credits
Grade Level 11-12

It is to be understood that all objectives/outcomes included in French I and II will continue to be expectations for the level III students as well. All objectives/outcomes included in French III, unless otherwise specified, are to be produced by the student in both oral and written forms in French. Students are routinely assessed in the areas of writing, reading, listening, and speaking, and are expected to be able to say anything they can write. French III provides students the opportunity to: (1) respond to factual and interpretive questions and interest in a variety of social situations, such as expressing regrets, condolences, and complaints, and using more than rote memory formula phrases, (2) read for comprehension from a variety of authentic materials, such as advertisements in newspapers and magazines and cartoons and personal correspondence, (3) read short literary selections of poetry, plays, and short stories, (4) take notes that require familiar vocabulary and structures, (5) write paraphrases, summaries, and brief compositions, (6) describe different aspects of the culture, using the French language where appropriate, including: (a) major historical events, (b) value systems, (c) visual arts, (d) architecture, (e) literature, and (f) music, and (7) seek help in a crisis situation and participate appropriately at special family occasions, such as birthdays, weddings, funerals, and anniversaries.

French IV
2 Semesters / 2Credits
Grade Level 12

It is to be understood that all objectives/outcomes included in French I, II, and III will continue to be expectations for French IV students as well. All objectives/outcomes included in French I, II, and III, unless otherwise specified, are to be produced by the student in both oral and written forms in French. Students are routinely assessed in the areas of writing, reading, listening, and speaking, and are expected to be able to say anything they can write. French IV provides students the opportunity to: (1) respond to factual and interpretive questions, interact in complex social situations, and express opinions and make judgments, (2) give presentations on cultural topics including traditions, historical and contemporary events and major historical and artistic figures, (3) paraphrase or restate what someone else has said, (4) read for comprehension from a variety of longer authentic materials, such as newspapers and magazines articles, novels, and essays, as well as make judgments about what is read, (5) write well-organized compositions on a given topic, (6) begin using French creatively in writing simple poetry and prose, (7) be aware of relationship between various art forms in at least one major historical period, (8) be aware of the major literary, musical, and artistic periods and genres of at least one of the cultures in which the language is spoken, (9) be able to adjust speech appropriate to the situation and audience, and (10) be able to participate appropriately in a variety of specific circumstances which could include public meetings, attending concerts, and using public transportation.

Spanish I
2 Semesters / 2 Credits
Grade Level 9-12

All objectives/outcomes included in Spanish I, unless otherwise specified, are to be produced by the student in both oral and written forms in Spanish. Students are routinely assessed in the areas of writing, reading, listening, speaking and culture, although assessment of speaking skills and cultural understanding is only assessed in the target language, minimally, in Spanish I. Students are expected to be able to write and spell anything they can say in Spanish, and vice versa. Spanish I provides students the opportunity to: (1) respond to oral directions and commands and to make routine requests in the classroom and in public places, (2) understand and use appropriate forms of address in courtesy expressions, (3) be able to tell about daily routines and events, (4) describe and introduce themselves, friends and family, (5) read isolated words and phrases in a situational context (menus, signs, schedules, etc), (6) comprehend brief written directions and information, (7) read short narrative texts on simple topics, (8) write basic words and phrases in appropriate contexts and respond in writing to various prompts/stimuli, (9) learn about nonverbal communication, such as gestures or personal space, (10) learn about major holidays, cultural customs, cultural events and geographical locations and features, (11) learn greeting and leave-taking behaviors/phrases and ways to respond to introductions in a variety of social situations, (12) comprehend basic situational scenarios in the target language through both video and audio CD, (13) use and understand grammar concepts of the target language.

Spanish II
2 Semesters / 2 Credits
Grade Level 10-12

It is to be understood that all objectives/outcomes included in Spanish I will continue to be expectations for the level II student as well. All objectives/outcomes included in Spanish II unless otherwise specified are to be produced by the student in both oral and written forms of Spanish. Students are routinely assessed in the areas of writing, reading, speaking, listening and culture. Students are expected to be able to spell vocabulary and write complete sentences and phrases correctly. Spanish II provides students the opportunity to: (1) ask questions regarding routine activities (2) participate in conversations on a variety of topics (3) relate a simple narrative about a personal experience or event (4) interact in a variety of situations to meet personal needs, such as asking permission, asking for or responding to an offer of help, and expressing preferences pertaining to everyday life (5) understand and read main ideas and facts from simple texts over familiar topics (6) read in the target language for comprehension (7) write briefly in response to given situations, for example, postcards, personal notes, phone messages, and directions (8) become familiar with major geographical features and historical events (9) become familiar with different aspects of the culture, including visual arts, architecture, literature, music, and holidays (10) be able to extend and respond to hospitality as a host or guest (11) be aware of time expectations, such as arriving for appointments and social engagements (12) comprehend simple passages/conversations spoken by a native speaker (13) use and understand grammar concepts of the target language (14) comprehend basic situational scenarios in the target language through both video and audio CD.

Spanish III
2 Semesters / 2Credits
Grade Level 11-12

It is to be understood that all objectives/outcomes included in Spanish I and II will continue to be expectations for the level III students as well. Students are routinely assessed in the areas of writing, reading, listening, culture and speaking, and are expected to be able to spell vocabulary and write complete sentences and phrases correctly. Spanish III provides students the opportunity to (1) ask questions regarding a variety of social situations, such as expressing regrets, condolences, and complaints, and using more than rote memory formula phrases (2) read for comprehension from a variety of authentic materials, such as advertisements in newspapers, magazines, cartoons and personal correspondence (3) read short literary selections of poetry, plays, and short stories (4) complete authentic forms and documents and take notes that require familiar vocabulary and structures (5) write paraphrases, summaries, and brief compositions (6) describe different aspects of the culture, using the Spanish language where appropriate, including: (a) major historical events (b) value systems (c) visual arts (d) architecture (e) literature (f) music (7) seek help in a crisis situation and participate appropriately at special family occasions, such as birthdays, weddings, funerals and anniversaries (8) use and understand grammar concepts of the target language (9) comprehend basic situation scenarios in the target language through both video and audio

Spanish IV
2 Semesters / 2 Credits
Grade Level 12

It is to be understood that all objectives/outcomes included in Spanish I, II, and III will continue to be expectations for Spanish IV students as well. Students are routinely assessed in the areas of reading, writing, listening, culture and speaking, and are expected to be able to spell vocabulary and write complete sentences and phrases correctly. Spanish IV provides students the opportunity to (1) ask questions regarding a variety of social situations, and express opinions and make judgments (2) give presentations on cultural topics including traditions, historical and contemporary events and major historical and artistic figures (3) paraphrase or restate what someone else has said (4) read for comprehension from a variety of longer authentic materials, such as newspapers, magazine articles, novels, essays, as well as make judgments about what is read (5) write well-organized compositions on a given topic (6) begin using Spanish creatively in writing simple poetry and prose (7) be aware of relationship between various art forms in at least one major historical period (8) be aware of the major literary, musical, and artistic periods and genres of at least one of the cultures in which the language is spoken (9) be able to adjust speech appropriate to the situation and audience (10) be able to participate appropriately in a variety of specific circumstances which could include public meetings, attending concerts, and using public transportation (11) use and understand grammar concepts of the target language (12) comprehend basic situation scenarios in the target language through both video and audio CD.

MISCELLANEOUS

Career Exploration Internship (2 Hour Block)

2 Semesters / 2 Credits

Grade Level 12

The Career Exploration Internship course is a work experience in the public or private sector that provides for workplace learning in an area of student career interest. This course is an elective for seniors who have focused career goals and wish to do an internship. Students must arrange for an academically beneficial unpaid internship prior to the start of the school year. Students are not permitted to work with parents or immediate family members or at job sites where parents are also employed without the specific approval of the program supervisor. A senior may create his/her internship with the help of the School-to-Work Coordinator and the Guidance Department.

1. The student must have no more than 5 uncertified absences in any class in the semester prior to the beginning of the internship.
2. The student must have no failing grades in the previous semester prior to the beginning of the internship.
3. The student must have no disciplinary referrals in the semester prior to the beginning of the internship.
4. The student must be a senior and have sufficient credits for graduation to allow for the completion of the internship.
5. The student must have arranged for an internship that will benefit the student academically prior to the beginning of the semester in which the internship will occur.

Library Assistant

1 or 2 Semesters / 0 Credits

Grade Level 12

This is an opportunity for students to work in the library as an aide to the Librarian performing a variety of tasks: checking books in and out, shelving books, keeping books and shelves neatly and correctly arranged, preparing and delivering overdue notices, assisting students, and other miscellaneous tasks. Permission of **must** be granted by Mrs. Lewman **prior** to scheduling library assistant in the student schedule.

Teacher's Aide

1 or 2 Semesters / 0 Credits

Grade Level 11-12

The student is responsible for securing a teacher and having the forms completed to participate as a teacher's aide. The form must be completed and approved by the principal before the student may begin working with a teacher. Prior to approval, the student will be scheduled into a study hall. Grades will be a determining factor in the approval process.

Study Hall

1 or 2 Semesters / 0 Credits

Grade Level 9-12

DELTA LEARNING CENTER

Students may enroll at the Delta Learning Center to complete requirements needed for graduation. This option is available to students who have not been successful in the traditional school setting. An interview and approval with school administration is necessary prior to placement.

Delta Learning Center AM
Delta Learning Center PM

All graduation requirement courses are available.

MUNCIE AREA CAREER CENTER (MACC)

Muncie Area Career Center: AM

Muncie Area Career Center: PM

By application only:

All Career Center Courses are 3 periods in length and earn 3 credits per semester. Prerequisite: Courses offered at Delta High School that would prepare the student for the vocational area in which he/she plans to enroll.

Muncie Area Career Center (MACC): The Muncie Area Career Center provides practical occupational training for high school students and adults to meet the needs of modern society and individuals working within that society. Training programs are designed to develop skills, work habits, attitudes, and understandings found in the world of work in preparation for entering employment and training or re-training for advancement within an occupational area.

Students must apply for approval to attend the MACC. All Career Center courses are three (3) periods in length and earn three (3) credits per semester. **See Mr. Brannock if you are interested in this program.**

Auto Mechanics

2-4 semesters

Includes classroom and laboratory experiences that incorporate training in service and repair work on all types of automotive vehicles. Instruction and practice provides opportunities for students to diagnose malfunctions, disassemble units, perform parts inspections, and repair and replace parts. The course provides entry level skills. The course is based on the NATEF/ASE standards allowing students to prepare for ASE certification. Students will be required to purchase tools to participate in the program.

Building Trades

2-4 semesters

This program provides students the opportunity to learn about cost estimating, concrete work, framing, roofing, drywall installation, interior and exterior finishing, blueprint reading, building codes, safety codes, and use of power and hand tools. Students construct a home from the foundation to completion of the interior during the school year. Students will be required to purchase tools and outerwear.

Cosmetology

4 semesters

As a service professional, you will be shampooing, cutting, styling, straightening, perming, and coloring hair, giving manicures, providing scalp and facial treatments, and furnishing makeup analysis. At the end of the course students will be eligible to take the Indiana State Board of Cosmetology Examination. Special requirements and additional hours are required. This is a two-year program, and only junior-level students are admitted. Students are required to purchase a \$400 cosmetology kit.

Dental Health Careers

2-4 semesters

This course is designed to introduce you to the field of dentistry through classroom and lab instruction, and clinic experiences. Students will learn dental assisting skills, dental terminology, infection control, oral anatomy, first aid and CPR, dental charting procedures, four-handed dentistry procedures, professional ethics, and many other skills required to be a successful Dental Assistant.

Education and Early Childhood Services

2-4 semesters

This program prepares students for employment in early childhood education service and provides the foundations for study in higher education that leads to early childhood or elementary education careers. This course study includes planning appropriate activities for preschool age children; developmentally appropriate practices of guidance and discipline; application of basic health and safety principles when working with children; overview of management and operation of licensed childcare facilities; and Indiana state childcare regulations and licensing requirements.

Electricity/Electronics

2-4 semesters

This course provides students the opportunity to learn electrical theory, residential wiring, commercial wiring, industrial wiring, AC/DC, wired and wireless security systems, audio and video security systems, power supplies, amplifiers, oscillators, fiber optics, digital circuits and programming controllers. This course provides students with the fundamental skills in electricity and electronics.

Engineering Technician – CNC Programming

2-4 semesters

This program emphasizes precision measurement, machine operations, and mechanical design. In addition, students have the opportunity to learn MasterCam software and how to write programs that operate advanced machines, such as Computer Numerical Control (CNC), Haas Milling machine, and Haas Lathe.

Health Occupations

2-4 semesters

Students will learn the skills and procedures necessary to function in such health care agencies as hospitals, nursing homes, laboratories, and physicians' offices. First-year students will learn basic health care technical skills, CPR/First Air Certification, and will participate in a clinical internship that will make them eligible for a Certified Nursing Assistance license. Second-year students will concentrate on learning about medical law and ethics, medical terminology, and anatomy/physiology. They will be given the opportunity to prepare for and take required entrance examinations for nursing and other health occupation programs at Ivy Tech.

IT Academy**4 semesters**

The IT Academy is a curriculum framework that features four occupational cluster areas that reflect the job opportunities and skills required for Information Technology specialists. Upon entrance into the IT Academy, students select one of four strands of study: Network Systems, Interactive Media, Information Support and Services, and Programming and Software Development. As students learn the basic core IT skills and career options available, they may move from one strand to another during the course of study.

Project Lead the Way**2-4 semesters**

Project Lead the Way can provide you the opportunity to explore, through hands-on experiences, what the field of engineering is all about. Project Lead the way (PLTW) is a series of courses taken throughout your high school career which initially introduces you to the field of engineering, and, for those students who find this is the field for them, prepares the student to be successful in college engineering programs.

Public Safety**2 semesters**

Students in this course will learn numerous skills that are commonly used by entry-level employees in public safety positions. This one-year course is divided into two sections: Law Enforcement and Fire Service. The focus of the course is to provide students exposure to the numerous career opportunities in the areas of public safety. Students will spend one semester learning about the field of law enforcement and criminal justice. The fire science component is taught in the alternate semester. Students will have the opportunity to earn a first responder medical certificate that is needed for all of the public safety professions.

Welding Technology**2-4 semesters**

Students will learn the techniques of layout and development, blueprint reading, forming, shearing, arc welding, mig, tig, oxy-aceylene, fusion, brazing and arc aircutting and resistance welding. All students will gain machine operation experience with welding machines, drill press, grinder, metal saw, bender, and vertical mill operations. Students who meet the requirements may earn AWS (American Welding Society) Certification. Students will be required to purchase welding helmet, gloves and jacket.

College Admissions

I. Selecting A College:

A. factors to consider

1. yourself:abilities, interests, maturity, finances, desired area of study
2. colleges: location, curriculum, admission standards, tuition costs, housing cost, size, campus activities, work opportunities, campus resources, course offerings, required courses, class size, personal goals, retention and graduation rates

B. how to proceed:

1. examine college catalogs
2. visit college campuses – Monday through Friday (begin **before** your senior year)
3. talk with students attending the college
3. check the internet for additional information

II. College Admissions:

A. Making Application

1. It is perfectly acceptable to apply to more than one college.
2. Applications are available online or request by phone or mail (some applications are available in the student resource room)
3. **Apply Early!** Many of the schools award financial aid based on applications made before November 1. Some colleges even waive the application fee if you apply in September.
4. You do not have to wait for SAT scores to mail college applications. Code your SAT application to have the scores sent to the colleges where you have sent applications.

B. Applications

1. Read all instructions carefully and complete the application completely **AND** neatly.
2. When you have completed the application, take it to your counselor to complete the school information section. If you apply online, be sure to print the “counselor page” and submit it to your counselor.

Be Organized! Keep a folder for every school in which you are interested. Keep photocopies of all admission and scholarship forms. Use the outside of the folder for notes on deadlines and application requirements.

You will need letters of recommendations from principals, counselors, teachers, coaches, employers, or other persons from the community. Please contact these people early to give them time to compose their letters without feeling rushed.

It is recommended that you provide a transcript and a resume with all your school activities, memberships, accomplishments, awards, community service, and employment to help people compose letters of recommendation.

Important Factors for College Admission:

Courses: Have you taken college preparatory classes? Following the guideline for the Academic Honors Diploma or the Core 40 Diploma will give you the coursework that you will need for college admission. It is said that the single best predictor of college success is the amount of math courses taken during the high school years. Take a rigorous academic course load for all four years.

G P A: GPA is important, but not as important as course work. It will NOT help you to drop academic classes and take easy ones to try to raise your GPA. In fact, a transcript that indicates a drop in academic selection is much more likely to hurt you.

Class Rank: Your class rank generally needs to be in the top half of your class, but not being in the top half does not necessarily rule out getting into college. Academic scholarships most often go to students in the top 10%-15% of their class.

Test Scores: The SAT (Language and Math) and the ACT (Language, Math, Science and Social Studies) are college entrance exams. Colleges will consider your scores on these tests as part of the admission process. Practice for these tests using sample versions, read directions carefully, review work.

Attendance in high school: YES, I said attendance! Studies have shown a direct relationship between attendance in high school and attendance/success in college and on the job. Colleges and employers have little faith in people who say they will change after they get there. They want current proof. Establish good habits NOW!

Extra-curricular activities: Involvement translates into a greater success rate in college as well as earning scholarships.

Community Service: Many scholarship applications want to know what your community service and/or volunteer work activities have been. Many scholarships are awarded just for community service.

Final semester Senior year: It is important to maintain your grades and attendance during your final semester. Colleges will request and review your final transcript they can withdraw their acceptance if they feel your performance has declined.

School attended: Reputation, size of school, number of students going to college, location, etc. are sometimes considered when trying to predict a student's ability to be successful in college. Delta High School stands well in this regard.

Submit your college applications early: Work for a November 1 deadline for mailing college applications. Complete the applications accurately and completely. Read the directions carefully and follow them precisely. Craft excellent application essays, be clear, concise and well-organized, check grammar and spelling.

Note: Keep in mind that colleges and universities look for challenging coursework, a strong GPA, involvement in extra-curricular activities such as sports, volunteer work, clubs, organizations church.

The above information is also recommended for students planning to attend two- year colleges and vocational schools as well. For those planning on going directly into the workforce, employers are telling us that many of these items are becoming increasingly important in today's highly competitive world of work.

FINDING THE FINANCES:

Almost all financial aid requires you and your family to complete the **Free Application for Federal Student Aid (FAFSA)**. The deadline for completing and **returning (not postmarked)** the FAFSA form for state aid is March 10 of the year you wish to attend school. However, it is best that you complete and mail this form as soon after January 1 as possible. **Federal aid comes in many forms.** Financial aid can be **need based** (based on financial information from filing the FAFSA) or **merit based** (based on grades and testing scores). There are four types of financial aid: 1) grants – money does not have to be repaid 2) work-study – money that is earned 3) loans 4) scholarships – money does not have to be repaid

Some examples of financial aid:

Scholarships: Many schools, businesses, fraternal organizations, churches, newspapers, etc. offer scholarships. Check on line with the State Student Assistance Commission, your school guidance office, the public library, the college you have chosen, and the listed websites to search for scholarship information. There are many “free” resources for scholarship searches, it usually is not necessary to pay for this service.

Federal Pell Grants: These are not loans and need not be repaid. They are awarded based on need and may be used towards tuition, room and board or books.

Federal Stafford Loans: These are self-help loans that must be repaid. They are both subsidized (the government pays the interest until you graduate) and unsubsidized (not need-based and you pay the interest from the beginning).

Federal PLUS Loans for parents: These are not need-based. Repayment of principal and interest begins within 60 days of disbursing the loan.

Federal College Work-Study Programs (CWS): The student works “in the public interest” on campus or with a private not-for-profit or public agency.

Federal Perkins Loan: These are funded at a low interest rate by the federal government and awarded by the institution. Repayment and interest begin nine months after a student leaves school and may offer up to ten years to repay.

***There are now tax credits available to parents through the HOPE Scholarship Program and Lifetime Learning Credits, IRA Education Savings Accounts and Student Loan Interest Deductions.

****State financial aid program for Core 40 students:**

The State Student Assistance Commission (SSACI) has added a “Core 40 bonus” for postsecondary students who are eligible for the regular state grant program. In the regular state grant program, an eligible student with the greatest financial need receives 80% of tuition and fees at an Indiana college or university or an award determined by formula at an Indiana independent college or university.

The grant award is based on financial need calculated from the federal needs assessment mechanism available through the Free Application for Federal Student Aid (FAFSA). The Core 40 bonus will raise awards for highest-need eligible students for payment of tuition and fees at the public institutions, and to a correspondingly higher level at the independent institutions.

Eligibility will be determined by financial need and by confirmation that a student has completed the Core 40 curriculum and maintained a grade point average of 2.0 on a 4.0 scale for 90% award and 3.0 on a 4.0 scale for 100% award.

Information You will Need for Scholarship Application Forms:

List of Activities:

You will need to compile an up-to-date list of all activities you have participated in during your high school career. Activities to include: volunteer work, community service, school clubs and organizations, athletics, church groups, 4-H club, scouting, honors and awards. Try to include everything no matter how trivial it may seem to you.

Autobiography:

You will need to write your autobiography. Many scholarships require an autobiography as part of the application.

References:

You will need to have at least four or five people who are willing to write letters of recommendation for you. You need teachers, coaches, and people outside of education who know you well and are willing to write letters in your behalf. It is important that you contact these references at least two weeks before you need the recommendation.

Personal Statements:

Many scholarships ask for personal statements from you. It is important that you write your final draft on white unlined paper.

Essay:

Many scholarships ask for an essay written on a specific topic. When this is requested, please write your final draft on white unlined paper.

SAT and ACT scores: (Delta High School CEEB Code is: 152480)

It is part of the application process to all four-year colleges and universities and some vocational and technical schools to have scores included on the application. If you have not taken the SAT or the ACT we recommend that you register for the first test given in the fall. Registration applications are available in the Guidance Office. Tests taken later than this date delay your college admission process.

College and Technical School Applications:

After you have completed your applications, please take them along with your checks and stamps for each application to your counselor. Your counselor will complete the Secondary School Information section, attach a transcript of your grades and mail the applications.

GPA: Many sources refer to a 4.0 scale. Delta is on a 12 (twelve) point scale as follows:

12 Point Scale:

A+ = 12	A = 11	A- = 10
B+ = 9	B = 8	B- = 7
C+ = 6	C = 5	C- = 4
D+ = 3	D = 2	D- = 1

4 Point Scale:

A = 4.0
B = 3.0
C = 2.0
D = 1.0

To convert from 12 point to 4 point GPA: Add 1. to GPA and divide by 3.

Web Resources from High School to College:

Career Information:

www.bsu.edu/student/careers/quest Ball State University - helps students match interests with majors and careers

www.careervoyages.gov US Dept of Labor and US Dept of Education – info on high growth, high demand occupations along with skills and education needed to attain these jobs

www.driveofyourlife.org a fun online career exploration game

www.humanmetrics.com The Jung Typology Test is actually the Myers-Briggs test. This is a short, free test that can tell you about your personality with links to match test results with careers

www.inpathways.net/inventories.htm this site contains more than twenty career interest inventories designed to enable users to sharpen perceptions and knowledge and to explore career options

www.learnmoreindiana.org info on careers and college – find Hoosier Hot 50 jobs here

www.mymajors.com assists students in finding a college major, offers free assessments and access to information about a variety of majors at a broad range of institutions

www.princetonreview.com take a career quiz that is an introduction to how you need to know yourself before you can find that career that you really want – quick (24 questions)

www.studentcenter.com search engine that allows you to match your college major or interests with a career and companies

College/Scholarship/Financial Aid Information:

www.anycollege.net free college engine with over 5,500 colleges in its searchable database

www.college.net a guide to college information organized by subject, with links to collegiate sites.

www.fafsa.ed.gov financial aid forms, questions, answers, help

www.fastaid.com claims to be the largest and oldest private sector free scholarship database

www.fastweb.com a free search that matches skills, abilities and interests to a data base of more than 400,000 scholarships – **one of the best sites to start your scholarship search**

www.inpathways.net/IPCNLibrary

www.indianacollegechoices.org a review of Indiana's 31 independent colleges

www.learnmoreindiana.com free college search engine, gives information for colleges, financial aid, interest and personality surveys for career info and resumes, **one of the best sources**

www.petersons.com great resource for all kinds of college and career related info on private schools, colleges and universities, and graduate study throughout the United States and abroad.

www.princetonreview.com/college advice and tools for choosing a college, graduate school, or career, with in-depth information on financial aid, SAT/ACT prep, business, law, and medicine.

www.state.in.us/ssaci

www.studentaid.ed.gov help for students through the various stages of their postsecondary education - getting federal student aid, apply for FAFSA handbook describing major federal student aid programs at <http://ifap.ed.gov>

www.TripToCollege.org

Test Prep:

www.actstudent.org ACT website

www.collegeboard.com SAT website - students can register online for the SAT, search for colleges that meet your needs, find scholarship sources, and financial aid applications

www.March2success.com a free no obligation website provided by the US Army to help improve testing skills for math, language arts, science, SAT, ACT, and ISTEP

9th GRADE	
1st SEMESTER	
1	
2	
3	
4	
5	
6	
7	

9th GRADE	
2nd SEMESTER	
1	
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3	
4	
5	
6	
7	

10th GRADE	
1st SEMESTER	
1	
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10th GRADE	
2nd SEMESTER	
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11th GRADE	
1st SEMESTER	
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11th GRADE	
2nd SEMESTER	
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12th GRADE	
1st SEMESTER	
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12th GRADE	
2nd SEMESTER	
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DIPLOMA OPTION: _____

POST GRADUATE GOAL: _____
