# CHESTERTON HIGH SCHOOL
## FOUR-YEAR PLAN

### Student Name: ________________________  Graduation Year: ____________

### 9th Grade
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>English 9</td>
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<tr>
<td>Algebra 1</td>
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<tr>
<td>Biology 1</td>
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<tr>
<td>Geog/Hist Wrld/Wrld History</td>
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<td>Physical Education</td>
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### 10th Grade
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<thead>
<tr>
<th>Course Title</th>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Credits</th>
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<tbody>
<tr>
<td>English 10</td>
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<tr>
<td>Geometry</td>
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<tr>
<td>Chemistry/ICP</td>
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<tr>
<td>Health</td>
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### 11th Grade
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<tr>
<th>Course Title</th>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Credits</th>
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<tbody>
<tr>
<td>English 11</td>
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<tr>
<td>Algebra 2 or Algebra 2/Trig</td>
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<tr>
<td>US History</td>
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<tr>
<td>3rd Core 40 Science</td>
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### 12th Grade
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<th>Course Title</th>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Credits</th>
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<tbody>
<tr>
<td>English 12</td>
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<tr>
<td>US Government</td>
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<td>Economics</td>
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### MINIMUM REQUIREMENTS
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<th>Course</th>
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<td>English 9</td>
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<td>English 10</td>
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<td>English 11</td>
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<td>English 12</td>
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<tr>
<td>Math: Algebra 1</td>
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<tr>
<td>Math: Geometry</td>
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<tr>
<td>Geog/Hist Wrld/Wrld History</td>
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<td>Physical Education</td>
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<td>Government</td>
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<td>Economics</td>
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<td>Physical Education</td>
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<td>Technology</td>
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<td>Health</td>
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<tr>
<td>US History</td>
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### Course and Credit Requirements

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

**40 Total State Credits Required**

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

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

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

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

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

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

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***Chesterton High School requires students to receive 42 credits for the Core40 Diploma***

12-07-2012
1. **HIGH SCHOOL DIPLOMA**

   Students must meet the statutorily defined diploma credit and curricular requirements.
   - GENERAL
   - CORE 40
   - CORE 40 WITH ACADEMIC HONORS
   - CORE 40 WITH TECHNICAL HONORS

2. **LEARN & DEMONSTRATE EMPLOYABILITY SKILLS**

   Students must learn employability skills standards through locally developed programs. Employability skills are demonstrated by one of the following:
   - PROJECT-BASED LEARNING
     - Approved Activities:
       • Computer Science 1
       • Computer Science - Special Topics
       • IB Extended Essay
       • PLTW Computer Integrated Manufacturing
       • PLTW Civil Engineering and Architecture
       • Trailbound - Topics in History
       • Other Approved Activity
   - SERVICE-BASED LEARNING
     - Approved Activities:
       • Extra-curriculars (CHS Band, Choir, Orchestra, Sport or Club)
       • Community Service (Eagle Scout, 4-H, HOSA, Other Approved)
       • Service Based Courses (CAS Project, Community Service)
   - WORK-BASED LEARNING
     - Approved Activities:
       • Governor’s Work Ethic Certification
       • Outside Employment
       • Approved Course (CHS Course, PCCTE Course, School-based Enterprise, Registered Apprenticeship, Internship)

3. **POSTSECONDARY-READY COMPETENCIES**

   Students must complete at least one of the following:
   - ACADEMIC OR TECHNICAL HONORS DIPLOMA
   - ACT COLLEGE READY BENCHMARKS
     - 18 in English OR 22 in Reading AND 22 in Math OR 23 in Science
   - SAT COLLEGE READY BENCHMARKS
     - 480 in EBRW and 530 in Math
   - ASVAB
     - Minimum score of 31
   - STATE & INDUSTRY RECOGNIZED CREDENTIAL OR CERTIFICATION
   - FEDERALLY RECOGNIZED APPRENTICESHIP
   - CAREER-TECHNICAL EDUCATION CONCENTRATOR
     - Must earn a C average in at least 2 CTE courses
   - AP/IB/DUAL CREDIT COURSES
     - Must earn a C average or higher in at least 3 courses
   - CLEP EXAMS
     - Minimum score of 50 on at least 3 subject area exams (at least one in core)
   - LOCALLY CREATED PATHWAY
     - Must meet the framework from and earns the approval of the State Board of Education
PROJECT-BASED LEARNING
can be demonstrated in employer designed exercises with students presenting solutions to employer or community review panels

SERVICE-BASED LEARNING
allows students to engage with community organizations to lead actions to address social, economic, or societal issues

WORK-BASED LEARNING
allows students to learn about work by working in internships, part-time jobs, and other real-life workplace experiences

HIGH SCHOOL DIPLOMA
Students must meet the statutorily defined diploma credit and curricular requirements.

GENERAL
CORE 40
CORE 40 WITH ACADEMIC HONORS
CORE 40 WITH TECHNICAL HONORS

LEARN & DEMONSTRATE
EMPLOYABILITY SKILLS
Students must learn employability skills standards through locally developed programs.
Employability skills are demonstrated by one of the following:

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COMPETENCIES
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ACT COLLEGE READY BENCHMARKS
18 in English
OR
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AND
22 in Math
OR
23 in Science
SAT COLLEGE READY BENCHMARKS
480 in EBRW and 530 in Math
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Minimum score of 31
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LOCALLY CREATED PATHWAY
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PROJECT-BASED LEARNING
Approved Activities:
• Computer Science 1
• Computer Science - Special Topics
• IB Extended Essay
• PLTW Computer Integrated Manufacturing
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• Trailbound - Topics in History
• Other Approved Activity

SERVICE-BASED LEARNING
Approved Activities:
• Extra-curriculars (CHS Band, Choir, Orchestra, Sport or Club)
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WORK-BASED LEARNING
Approved Activities:
• Governor's Work Ethic Certification
• Outside Employment
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CHS IB Program – What 9th Graders and their Families Need to Know

What is the IB Program at CHS?

The International Baccalaureate (IB) Diploma program is a two-year program (11th and 12th grades) at CHS. The IB diploma is a globally recognized diploma that CHS students can earn in addition to their traditional diploma. The courses are advanced college prep courses designed to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. Students complete course work in the fields of English, history, science, math, world languages, and as an option the arts.

What are the benefits of IB?

- Nearly all schools (including the Ivy Leagues) give extra consideration in their decision to grant admittance to incoming IB students.
- Many schools give credit for students who achieve requisite scores on the IB exams (some give as much as two years of credit for achieving the diploma).
- Learning that goes beyond the classroom. Field trips to VU, Ball State, the Fed, camping trips, Chicago to feed the homeless, yoga, local businesses, the Dunes and more are regularly offered to expand learning beyond the classroom. Students will have the opportunity to not only attend educational seminars, but to present at them.
- IB curriculum focuses on depth rather than breadth; this means that students learn significantly more about fewer subjects – this ensures that the information is retained beyond merely a test.
- The IB program has two coordinators helping to ensure a strong safety net for our students.
- Small class sizes are typical of IB courses.
- It is a learning community. The shared experiences (inside and outside the classroom) form a significant bond between classmates that may have never known each other.
- All IB teachers are required to have gone through extensive and continuous professional development hosted by the IB organization.

How does this affect my scheduling right now?

There isn’t anything that needs to be done at this point. Students will have the opportunity to sign up for the IB program before scheduling of their junior year. Most of the courses do not have prerequisites; however, scheduling options increase if the students have already taken Chemistry 1 before junior year begins. If students have questions regarding scheduling they can contact their counselor or the IB coordinator in charge of recruitment.

How do I get more information on IB?

- Contact Chris Lowery at clowery@duneland.k12.in.us and or Becky Uehling at buehling@duneland.k12.in.us to get your questions answered about IB.
- Sophomore year scheduling night always has a presentation regarding the program.
- The Chesterton High School website has information on the program underneath the tab ‘programs and services’ or https://www.duneland.k12.in.us/chs-ib
- The IB website is found at www.ibo.org.
- Follow the CHS IB Twitter profile @ChestertonIB
What does a typical schedule look like?

These are actual schedules of CHS students

**Student #1 - Junior Year:**
- Block 1 – IB History HL
- Block 2 – IB Spanish 4
- Block 3 – IB Psychology SL (IB elective)
- Block 4 – Algebra 2/Trig
- Block 5 – IB English HL
- Block 6 – IB Biology HL
- Block 7 – CAS/TOK
- Block 8 - Digital Design 1 and 2 (Elective)

**Student #1 - Senior Year:**
- Block 1 – IB History HL
- Block 2 – IB Bio HL
- Block 3 – Honors Government/Economics
- Block 4 – IB Spanish SL
- Block 5 – IB English HL
- Block 6 – Math IB
- Block 7 – CAS/TOK
- Block 8 – Student Aide/Intro to Business

**Student #2 – Junior Year***
- Block 1 – IB History HL
- Block 2 – IB Film HL
- Block 3 – Sandpipers/Advanced Chorus
- Block 4 – IB Chemistry SL
- Block 5 – IB English HL
- Block 6 – French 3
- Block 7 – CAS/TOK
- Block 8 – Algebra 2/Trig

**Student #2 - Senior Year***
- Block 1 – IB History
- Block 2 – IB Film HL
- Block 3 – Open Elective
- Block 4 – Government/Econ**
- Block 5 – IB English
- Block 6 – IB French SL
- Block 7 – CAS/TOK
- Block 8 – IB Math

**Course Offerings**

Students must take at least one course in 5 different IB subject areas

*Students take 3 HL (two year courses): English, History, Biology, Film, Art*

*Students take 3 SL (one year courses): World Language, Psychology, Philosophy, World Religions, Business Management, Chemistry, Environmental Systems and Societies, Math (pre-cal or calculus), Art*

*Students participate in the IB Core: Creativity Action Service (CAS), Theory of Knowledge (TOK), and Extended Essay (EE)*

Art is currently the only class that can be taken without taking the full program. Those interested in only ART should first contact Mr. Miller for more information.
International Baccalaureate testimonials

From the University level

**Vanderbilt University, William Shain, dean of undergraduate admissions**, "There is no other curriculum anywhere that does a superior job of both educating students and inspiring a true and broad-based love of learning."

**Massachusetts Institute of Technology, Marilee Jones, former director of undergraduate admissions**, "Send us prepared students a la IB... It is the ‘best’ high school prep curriculum an American school can offer."

**Michigan State University, Pamela Horne, Assistant to the Provost for Enrollment and Director of Admissions**, "My eyes light up when I see "International Baccalaureate Diploma Programme" on a transcript. Students who apply to Michigan State University with IB credentials are assumed to be mature, curious, and creative. They have proven to be successful in a rigorous program that is both broad and deep in its content and intellectual challenge. On campus, IB graduates move with ease in a diverse and global university that demands intercultural skill and adaptability. The challenge of completing an IB diploma means that a student has engaged in the kind of rigorous work that is likely to help them become not just an outstanding college student and citizen of the world, but an exceptional one."

**Duke University, Christoph Guttentag, Director of Undergraduate Admissions** "One of the advantages of an IB curriculum is its structure and quality. It is a coordinated program, well established, well known and well respected. We know the quality of IB courses, and we think the IB curriculum is terrific."

**University of Michigan, Cliff Sjogren, former Director of Admissions** "A transcript that reveals a student's enrollment in International Baccalaureate courses serves notice to the admissions officer that the applicant is someone who accepts rather than avoids educational challenges. Further, a successful IB student will enroll at Michigan with some advantages over students who have taken less intensive programs."

From former CHS students

**Abby, CHS class of 2015, Harvard University class of 2019** “IB prepared me for college by teaching me how to think, not just what to think.”

**Natalie, CHS class of 2017, Indiana University class of 2021** “The skills I gained and honed through IB has made college an absolute breeze for me. As a freshman, I felt completely comfortable enrolling in 300 and 400 level courses and I confidently tackled assignments that seemed daunting to some of my peers.”

**Josh, CHS class of 2014, Ball State University class of 2018, Syracuse University class of 2020** "Being a part of the IB program at CHS has shaped my academic future in so many impactful ways. As a college freshman, I felt so much more prepared compared to many of my peers because of the rigorous program. I was able to use my IB credits to count towards some of my college classes, allowing me to take more classes, which allowed me to pursue a double major at Ball State University. Starting my master’s degree at Syracuse, I can look back at my time in IB as a starting point to where my love for academia began."

**Alisha, CHS class of 2015, Yale University class of 2019** “For me, IB separated itself by being a program that was rigorous across all subjects while incorporating community service and providing a community invested in learning and challenging themselves.”

**Jason, CHS class of 2018, Depaul University class of 2022** “College is definitely easier, the writing is very similar to what we did in IB. We wrote so many essays in IB that college essays are a breeze.”

**Kaley, CHS class of 2014, Indiana University class of 2018, Kings College (UK) class of 2019** “IB prepared me so well for college, provided me with a built-in community, and gave me countless opportunities to volunteer for a variety of causes. Aside from the curriculum, I loved the IB community. Everyone was so supportive of each other and our teachers were always more than willing to help us. IB provides so many unique opportunities both inside and outside of the classroom, I highly recommend it!”