



Freshman

Career & Education

Planning Guide

2021-2022

- ***Graduation Requirements***
- ***Core 40 Curriculum***
- ***Academic/Technical Honors Diploma***
- ***Course Descriptions***



Evansville Vanderburgh School Corporation

Bringing Learning to Life

Central High School
5400 N. First Avenue
Evansville, Indiana 47710
Phone: (812) 435-8292
Fax: (812) 435-8874



Indiana High School Graduation Requirements

Beginning with the Class of 2023

These requirements seek to ensure that every student graduates from high school with:

1. A strong foundation of academic and technical skills
2. Employability skills that lead directly to meaningful opportunities for postsecondary education, training, and gainful employment
3. A broad awareness of and engagement with individual career interests and associated career options

1.

High School Diploma

Earn one of the diploma designations:

- Core 40
- Academic Honors
- Technical Honors
- General

2.

Learn & Demonstrate Employability Skills

Complete at least one of the following experiences:

- Project-Based Learning Experience
- Service-Based Learning Experience
- Work-Based Learning Experience

3.

Postsecondary-Ready Competencies

Must meet at least one of these competencies:

- **Honors Diploma:** Fulfill all requirements of either the Academic or Technical Honors Diploma
- **ACT:** College-ready benchmarks
- **SAT:** College-ready benchmarks
- **ASVAB:** Earn at least a minimum AFQT score to qualify for placement into one of the branches of the US military
- **State- and Industry-recognized Credential or Certification**
- **State-, Federal-, or Industry-recognized Apprenticeship**
- **Career-Technical Education Concentrator:** Must earn a C average or higher in at least 6 high school credits in a career sequence
- **AP/IB/Dual Credit/Cambridge International courses or CLEP Exams:** Must earn a C average or higher in at least three courses
- **Locally Created Pathway:** Meets the framework from and earns the approval of the State Board of Education



Course and Credit Requirements	
English/ Language Arts	8 credits
	Including a balance of literature, composition and speech.
Mathematics	6 credits (in grades 9-12)
	2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II <i>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</i>
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 2 credits: World History/Civilizations 1 credit: U.S. Government 1 credit: Economics
Directed Electives	5 credits
	World Languages Fine Arts Career and Technical Education
Physical Education	3 credits (**EVSC requires 1 more PE credit than the IDOE requires)
Health and Wellness	1 credit
Electives*	6 credits (College and Career Pathway courses recommended)
41 Total Credits Required	

**Schools may have additional local graduation requirements that apply to all students (IDOE=40 and EVSC=41)

* 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.

**with Academic Honors***(minimum 47 credits)***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 transcribed college credits in dual credit courses from the approved dual credit list.
 - C. Earn two of the following:
 1. A minimum of 3 verifiable transcribed 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.

**with Technical Honors***(minimum 47 credits)***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 transcribed 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.

Freshman Courses Recommended for the Indiana Diploma Choices

Subject Requirements	**Core 40 and **Core 40 with Technical Honors	<u>Core 40 w/ Academic Honors</u>	<i>Standard Diploma*</i>
English	English 9, 9A, 9H	English 9, 9A, 9H	English 9, 9A, *English 9
World Languages	2 yrs. of high school study in one language is recommended	3 yrs of one language OR 2 yrs of one language <u>AND</u> 2 yrs of another language	None required
Social Studies	US History, World History H	US History, World History H	US History
Mathematics	Algebra I, Algebra IH, Geometry H	Algebra I, Algebra IH, Geometry H	Algebra I
Science	Biology I or Biology IH	Biology I or Biology IH	None in Grade 9
Fine Arts	None required	1 year of Fine Arts during high school	None Required
Physical Education	1 semester of PE and 1 semester of Health	1 semester of PE and 1 semester Health	1 semester of PE and 1 semester Health



Medical Professions Academy: The MPA provides a curriculum that prepares students for college while integrating content and experiences focused on careers in science and medicine. The curriculum integrates Biology IH, English 9H, Project Lead the Way Principles of Biomedical Science, Digital Applications & Responsibility and Health. In Biology IH, the students have opportunities to gain an understanding of the history of the development of biological knowledge, to explore the uses of biology in various careers, and to investigate biological questions and problems related to personal needs and social issues. In Principles of Biomedical Science, the students explore the concepts of human medicine and are introduced to research processes and bioinformatics. Hands-on projects enable students to investigate human body systems and various health conditions. A course description for English 9H is found under English in this guide. The course description for Digital Applications & Responsibility can also be found in this guide under Business Department. These courses meet Core 40, Academic Honors and/or Technical Honors requirements.

(Students must complete a separate application on the MPA website for admittance to the program. (evscschools.com/mpa))

CORE CURRICULUM

English

English 9: This year-long course is based on the five critical areas of English 9 as laid out in the Indiana Academic Standards for English/Language Arts.

It is a study of language, literature, composition, and oral communication with a focus on exploring a wide-variety of genres and their elements. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 9 in classic and contemporary literature balanced with nonfiction. Students write short stories, responses to literature, expository and persuasive compositions, research reports, business letters, and technical documents. Students will be expected to deliver grade-appropriate oral presentations and access, analyze, and evaluate online information.

English 9 fulfills an English/Language Arts requirement for the General, Core 40, Academic Honors and Technical Honors diplomas.

English 9A: This year-long, integrated ninth-grade course focuses on developmentally appropriate skills for students to become discerning readers, insightful writers, effective communicators, and perceptive listeners. English 9A further develops students' use of language as a tool for learning and thinking and as a source of pleasure. Students examine a variety of literary genres, including short story, poetry, drama, nonfiction, and novel. Students receive instruction and practice in the writing process which emphasizes purpose, organization, and style as students pre-write, draft, revise, edit, and publish. Students refine skills identified in the ninth-grade Indiana language arts standards and competencies, as well as test-taking strategies.

English 9H (Honors): The Discovery of Self is the theme of the year-long ninth-grade course integrating the study of language, literature, and written and oral communication. Students investigate various genres of literature including, poetry, nonfiction, novel and drama. Students develop skills in descriptive, persuasive, narrative, and expository writings. They also develop creative writing skills and consistently practice critical, creative and affective thinking. Students refine skills identified through the Indiana language arts standards, as well as test-taking strategies, to ensure excellence in application of skills. (The course is designed for high-ability students in language arts who are self-motivated to meet academic challenges. High achievers who wish admittance to this course but do not meet high ability criteria may apply for admission.)

Mathematics

Algebra I & Algebra I Lab (Every Day Math) 2 periods: This program consists of a period of Algebra I and a period of Algebra I Lab. The two classes provide students the opportunity to receive instruction in mathematics every day on our block schedule. The course will cover Algebra I standards and consists of two periods. The Algebra I Lab is a mathematics support course taken in conjunction with Algebra I. The course provides students with additional time to build the foundations necessary for high school math courses, while concurrently having access to rigorous, grade-level appropriate course work. The five critical areas of Algebra I Lab align with the critical areas of Algebra I: Relationships between Quantities and Reasoning with Equations; Linear and Exponential Relationships; Descriptive Statistics; Expressions and Equations; and Quadratic Functions and Modeling. However, whereas Algebra I contains exclusively grade-level content, Algebra I Lab combines standards from high school courses with foundational standards from the middle grades.

Algebra IH: Algebra IH helps students to: 1) understand some of the basic structures of algebra; 2) recognize the techniques of algebra as reflections of this structure; 3) acquire facility in applying algebraic concepts and skills; 4) perceive the role of deductive reasoning in algebra; and 5) appreciate the need for precision of language. Students planning to attend college or plan for careers in technical areas should take this course. **(Prerequisite: Students who complete Algebra in 8th grade with a 'B' or higher but do not pass the EVSC Algebra Final will be scheduled into Algebra IH.)**

GeometryH: Geometry H formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Five critical areas comprise the Geometry course: Logic and Proofs; Points, Lines, Angles, and Planes; Triangles; Quadrilaterals and Other Polygons; Circles; Transformations; and Three-dimensional Solids. The Process Standards for Mathematics apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course fulfills the Geometry/Integrated Mathematics II requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas and counts as a Mathematics Course for the General Diploma. **(Prerequisite: Students who complete Algebra in 8th grade with an 'A' and pass the EVSC Algebra I Final will be scheduled into Geometry H.)**

P.E. and Health

Physical Education I : This one semester class is required for all freshmen. The course provides students with the opportunity to learn about the physical, mental, and social aspects of physical education and athletics. Students will be taught the basic skills, rules, and strategies of a variety of popular team sports. Most importantly, the course also provides students with a basic understanding of physical fitness and a wide variety of activities to use in becoming physically fit and maintaining an appropriate level of physical fitness.

Health Education: Health education is a one semester course designed to help students attain competence in identifying, understanding, and helping to solve the health problems of today's society. Included in the health education program are: prevention of accidents; first aid and CPR; health concepts-an overview of body functions; medicines and medical care; mental health; pathology and diseases; ecology and health; emotions and personality; use, misuse, and abuse of tobacco, alcohol, and drugs; AIDS and human sexuality (includes human reproduction, venereal disease, and family living).

● Social Studies

- **United States History:** This is a year long course that is a continuation of previous U.S. history classes. The course will emphasize the geographic, political, economic, and social factors that have influenced the development of the United States since the late 19th century.

World History Honors: World History Honors emphasizes events and developments in the past that greatly affected large numbers of people across broad areas and that significantly influenced peoples and places in subsequent eras. Key events related to people and places as well as transcultural interaction and exchanges are examined in this course. Students are expected to compare and contrast events and developments involving diverse peoples and civilizations in different regions of the world. They will examine examples of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present. Students are also expected to practice skills and process of historical thinking and research and apply content knowledge to the practice of thinking and inquiry skills and processes. here will be continuous and pervasive interactions of processes and content, skills and substance, in the teaching and learning of history. **(This course is designed for high-ability students who are self-motivated to meet academic challenges.)**

● Science

- **Biology I:** Biology I is a year long course based on the following core topics: cellular chemistry, cell structure and reproduction; matter cycles and energy transfer; interdependence of organisms; molecular basis of heredity; genetics and evolution. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures. Biology I fulfills the life science requirement for the General diploma, and the Biology credit for Core 40, Core 40 w/ Academic Honors and Core 40 w/Technical Honors.

Biology H: This course is based on cellular chemistry, structure and reproduction; matter cycles and energy transfer; interdependence of organisms; molecular basis of heredity; genetics and evolution. Instruction will focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures. **(All freshman who are enrolled in English 9H should take Biology IH.)**

ELECTIVES

Business Department

Introduction to Business: This is a one semester course that develops business vocabulary and provides an overview of business and the role that business plays in economic, social, and political environments. The course covers business management, entrepreneurship, marketing fundamentals, and business ethics and law.

Introduction to Computer Science: This course allows students to explore the world of computer science. Students will gain a broad understanding of the areas composing computer science. Additionally, there is a focus on the areas of computer programming, gaming/mobile development, and artificial intelligence/robotics.

Introduction to Entrepreneurship: Introduction to Entrepreneurship provides an overview of what it means to be an entrepreneur. Students will learn about starting and operating a business, marketing products and services, and how to find resources to help in the development of a new venture. This course is ideal for students interested in starting their own art gallery, salon, restaurant, etc.

Preparing for College and Careers: Preparing for College and Careers is a one-semester course that is designed to provide all students with the knowledge, skills, and behaviors needed to be prepared for success in college, career, and life. The focus of the course is the impact of today's choices on tomorrow's possibilities. Topics to be addressed include twenty-first century life and career skills; higher order thinking, communication, leadership, and management skills; exploration of personal aptitudes, interests, values, and goals; examining multiple life roles and responsibilities as individuals and family members; planning and building employability skills; transferring school skills to life and work; and managing personal resources.

Family and Consumer Science (FACS)

Nutrition and Wellness: Nutrition and Wellness enable students to realize the lifelong benefits of sound nutrition and wellness practices and empowers them to apply these principles in their everyday lives. Topics include impact of daily nutrition and wellness practices on long-term health and wellness; physical, social, and psychological aspects of healthy nutrition and wellness choices; planning for wellness and fitness; selection and preparation of nutritious meals and snacks based on USDA Dietary Guidelines including the MyPlate Pyramid; safety, sanitation, storage, and recycling processes and issues associated with nutrition and wellness; impacts of science and technology on nutrition and wellness issues; and nutrition and wellness career paths. Laboratory experiences which emphasize both nutrition and wellness practices are required components of this course. **Nutrition and Wellness is a prerequisite for Advanced Nutrition and Wellness.**

Interpersonal Relationships: Interpersonal Relationships is an introductory course that is especially relevant for students interested in careers that involve interacting with people. It is also valuable for all students as a life foundation and academic enrichment. This course addresses knowledge and skills needed for positive and productive relationships in career, community, and family settings. Major course topics include communication skills; leadership, teamwork, and collaboration; conflict prevention, resolution, and management; building and maintaining relationships; and individual needs and characteristics and their impacts on relationships. This course provides a foundation for continuing and post-secondary education for all career areas that involve interacting with people both inside and outside of a business/organization, including team members, clients, patients, customers, and the general public.

Fine Arts

Music:

Concert Band (Marching Band): The highest level of band performance is attained in the concert band. Membership in this organization is chosen on the basis of ability and instrumentation requirements. A great deal of the activity of this organization is "production work." During football season, most of the time is spent in preparing music and marching routines for presentation at football games. Following football season, basic fundamentals are stressed in connection with the study of more difficult literature with the emphasis placed upon refinement of musicianship. The concert band is responsible for numerous concert appearances in addition to other varied activities. Smaller ensembles and chamber groups may be formed from the band membership to promote individual development and to meet the needs of the school and/or the community. **(Prerequisite: Approval of Instructor)**

Orchestra Advanced: Orchestra students are provided with a balanced comprehensive study of music through the orchestra, string, and/or full orchestra, which develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop and refine elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of orchestral literature, integration of other applicable disciplines. Students develop the ability to understand and convey the composer's intent in performance of music. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom. **(Prerequisite: Approval of Instructor)**

Beginning Choir: Beginning Choir is for freshman students. This choir will serve as a training choir meaning that you have to be in this ensemble in order to audition for the upperclassmen choirs. Emphasis will be placed on beginning sight-reading skills and basic musicianship skills and choral/vocal terminology. This choir performs a minimum of 4 performances per year. At the end of the year, students have the opportunity to audition for Concert Choir, the top mixed choir or be placed in Intermediate Choir, the next step above Beginning Choir. There may be additional rehearsals called at director's discretion.

Music History & Appreciation

Music History and Appreciation is a one semester course designed to explore music and major musical styles and periods through understanding music in relation to both Western and Non-Western history and culture. **This course fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma.**

Fine Arts

Theatre:

Theatre Arts 1 & 2: Theatre Arts is based on the Indiana Academic Standards for Theatre. Students enrolled in Theatre Arts read and analyze plays, create scripts and theatre pieces, conceive scenic designs, and develop acting skills. These activities incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore career opportunities in the theatre, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community. Defined standards are utilized to allow for two successive semesters of instruction at this level. Each semester of this course fulfills a Fine Arts credit for a Core 40 with Academic Honors diploma.

Musical Theatre: This is a one-semester course based on the Indiana Academic Standards for Theatre. Students in this course study the history of musical theatre and its place in today's society. They participate in staging, choreographing, rehearsing, and performing an original or existing musical work. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore career opportunities in the theatre, attend and critique theatrical productions, and recognize the responsibilities and importance of individual theatre patrons in their community. Musical Theatre counts as a Fine Arts credit for a Core 40/Academic Honors diploma.

Visual Arts:

Introduction to Art 2D/3D: The arrangement of elements (line, shape, color, texture, value, space and form) and principles (balance, emphasis, variety, repetition, harmony, etc.) of art are studied in these two courses. Students will explore these design elements with a variety of materials. The basics of drawing and painting are studied in the **Intro to 2D class**. Students will complete drawings, monotypes, and paintings. **In the Intro to 3D class**, the projects include relief prints, enameling on copper, ceramics, and sculpture. Although production of projects is emphasized, both classes also include history, criticism, and aesthetics. These classes are a prerequisite for all other art classes except Art History. Intro to 2D and Intro to 3D Art are both one semester courses and are available during both first and second semester.

(Note: Middle school art teachers may recommend that skilled students exempt introductory art courses if they deem that student is "beyond freshman proficiency". A portfolio of the student's work must be submitted to the high school art teachers for review. Eight to ten pieces of the student's best work should be included in the portfolio. If a sketchbook is available, it should also be submitted. The high school teacher shall have the final authority to determine whether the student needs to take the introductory courses. After recommendations from the middle school art instructors and portfolio are reviewed by the high school art instructors, the freshman counselor will be notified that the students who are exempted may enroll in Drawing 1 or Ceramics 1.)

All high school art courses have written components and contain written tests as well as evaluations based on production. Courses are designed to prepare students for further art study as well as to develop observant and discerning art consumers.

Engineering & Technology Education

Introduction to Construction: Introduction to Construction is a course that will offer hands-on activities and real world experiences related to the skills essential in residential, commercial and civil building construction. During the course students will be introduced to the history and traditions of construction trades. The student will also learn and apply knowledge of the care and safe use of hand and power tools as related to each trade. In addition, students are introduced to blueprint reading, applied math, basic tools and equipment, and safety. Students will demonstrate building construction techniques, including concrete and masonry, framing, electrical, plumbing, dry walling, HVAC, and painting as developed locally in accordance with available space and technologies. Students learn how architectural ideas are converted into projects and how projects are managed during a construction project in this course. Students study construction technology topics such as preparing a site, doing earthwork, setting footings and foundations, building the superstructure, enclosing the structure, installing systems, finishing the structure, and completing the site. Students also investigate topics related to the purchasing and maintenance of structures, special purpose facilities, green construction and construction careers.

Introduction to Engineering and Design:

This introductory course develops student problem solving skills, with emphasis placed upon the concept of developing a 3-D model or solid rendering of an object. Students focus on the application of visualization processes and tools provided by modern, state-of-the-art computer hardware and software. Inventory will be the primary software used. This modern computer-based process replaces traditional hand drawing methods. Various design applications will be explored with discussion of possible career opportunities. (Prerequisite: Algebra I- (may be taken concurrently.)

Introduction to Design Processes:

This course specializes on modern design and engineering processes with a focus on creative problem solving in developing, testing, communicating, and presenting post-evaluation of products. Students use the design process to analyze research, develop ideas, and produce product solutions. This process gives a framework through which they design, manufacture, test and present their ideas. Students will demonstrate and utilize design principles and elements for visual presentation. Designing aspects will also cover aesthetics, ergonomics, the environment, safety, and production.

World Language

“The EVSC world language philosophy stresses the engagement of students in authentic activities to promote an appreciation and acceptance of other cultures and to develop high levels of communicative competency in the target language. Students develop skills necessary to become independent language learners and to use the language in multiple settings throughout their lives.” The world language department at Central High School offers a full course of study in **French, German, and Spanish**. The following descriptions apply to each of these languages.

Level I

Level I world language courses provide instruction, based on authentic materials and supported by technology, in which students engage in basic interpersonal communication and gain introductory knowledge and understanding of other cultures. In addition, the students begin to reinforce and further their knowledge of other disciplines as it relates to world language, develop initial insight into the nature of language and culture, and participate in multilingual communities at home and around the world at the beginning level.

Level II

Level II world language courses provide instruction with enhanced use of authentic materials and support of technology to provide student re-entry into Level I information. Level II courses reinforce beginning proficiencies and emphasize the further development of student competency in the areas of communication, cultural awareness, interdisciplinary connections, comparative studies and community involvement as they relate to the world language. Freshmen who have completed Level I of a world language with at least a B average in middle school may enroll in Level II of that language.

Multi-disciplinary

Junior ROTC at Harrison High School (Reserve Officers' Training Corps) Level 1: Students who enroll in this two semester interdisciplinary elective should understand that there is absolutely no requirement to join any branch of the military. The curriculum is based on military educational styles with emphasis on leadership principles, discipline, physical fitness, teamwork, logical thinking, ethical values, effective communication, and principles that underlie good citizenship. Along with the course curriculum, students (Cadets) may participate in any of the four co-curricular teams of the Army JROTC Program. There is not a cost (rental fees) for curriculum materials, uniforms, or associated equipment.

Special Education

Students in grades 9-12 who qualify for special education are offered a full continuum of services as mandated by the State of Indiana. The special education department offers courses from all of the core disciplines, and placement of a student is determined by his or her Case Conference Committee. The Evansville-Vanderburgh School Corporation recognizes the right of all students to full and equal education and is committed to educating students with disabilities in the least restrictive environment.

Students have an opportunity to access the general education setting for most core subjects. Central High School offers Inclusion classes in English, mathematics, social studies and science. General education and special education teachers design and deliver instruction and assess students using the student's Individual Education Program (IEP) to guide them.

Students may be placed in the Inclusion classes through recommendation of teachers, their ISTEP scores and their grades. Placement is made at the Annual Case Review where the Individual Education Program is written. Students may use the Learning Resource Center for help with assignments and tests.

To ensure strict compliance with Indiana's Special Education laws, Indiana IEP (IIEP) is the tool used by our Teachers of Record to develop and monitor their student's IEP.



Additional Important Information

Students who are entering the EVSC for the first time must provide the following for enrollment:

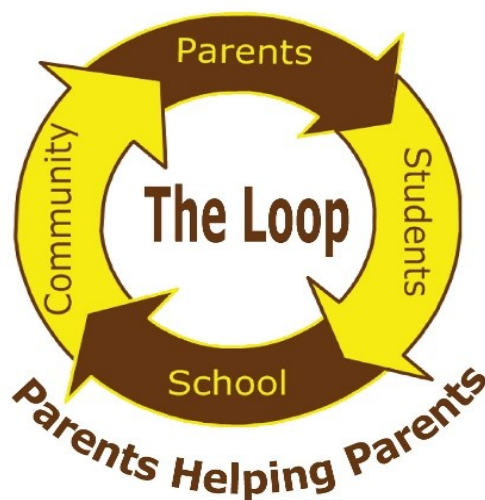
1. A valid birth certificate. *This must be the certificate provided by the local Health Dept. and not the decorative certificate received from the hospital.*
2. Student's current immunization record
3. Proof of residence in the Central attendance district or an approved ***Adjustment Transfer***.

PHYSICAL EXAMINATION: Written documentation of a physical examination by a physician or nurse practitioner is required for students **entering EVSC for the first time**, students enrolling in kindergarten, students entering the sixth grade, **and students entering the ninth grade**. A test for tuberculosis is recommended. Physical Examination Forms are available at the school, at the Center for Family, School, and Community Partnerships, 123 Main Street, Evansville (corner of Main and 2nd Streets in downtown Evansville) or may be accessed online at www.evscschools.com, click on Educational Support Service at the top of the page, then click on the "forms" button.

A physical is also required for all student athletes. A completed **IHSAA** physical form must be turned in to the Athletic Office prior to the student athlete's first practice participation. This form is in addition to the EVSC Physical Form. The **IHSAA** Physical Evaluation Form and all other requirements for student athletes are outlined in the Eligibility Brochure found at www.ihsaa.org. Just click on "Schools" and then click on "Forms."



Link Crew have been welcoming the freshman class to Central High School since 2006. We are already making plans to welcome the ***Class of 2025***. **Freshman Orientation will take place the week prior to the start of school in August of 2021.** Incoming 9th graders will receive their class schedule and books, tour the building, find and open their lockers, all with the helpful guidance of our ***Link*** Leaders.



During summer break, students will receive a post card invitation as well as a personal phone call from their ***Link*** Leader encouraging them to attend this fun and exciting event.

The Loop is a group of parents who already have children attending Central High School. They will host an informational event for the **parents of our incoming freshman**. This event takes place on the same date as Freshman Orientation, in the evening.

The Loop provides Parent Handbooks and a wealth of information about the upcoming school year. Freshman Parents can expect to receive a post card invitation this summer with the date and time.