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# **Graduation Pathways**

## ***Episode 1***

# Overview

Who:

Optional for Class of 2022 but will apply to future years

What:

Indiana moved towards pathways for students to graduate instead of a one size fits all based on credits and standardized testing.

Why:

We believe God's path for students is not the same for each student. We look forward to helping students truly prepare for a variety of post high school opportunities and careers.

# The Three Buckets

## Credits

- Your class requirements will remain the same

## Employability Skills

- A learning experience
- Reflective Student Work Product

## Postsecondary-Ready Competencies

- Honors Diploma, ACT, SAT, ASVAB, Certification, Apprenticeships, Dual Credit

**Understanding  
your credits.**

# CCHS Credits Requirements 1 of 2

	Academic Honors Diploma	Core 40 Diploma	General Diploma
English	8	8	8
Math	8	8	6
Science	6	6	4
Social Science	7	7	6
Religion	4	4	4
World Languages	6	4	2

# CCHS Credits Requirements 2 of 2

	Academic Honors Diploma	Core 40 Diploma	General Diploma
Fine Arts	<b>2</b>	<b>2</b>	<b>2</b>
Physical Education	<b>2</b>	<b>2</b>	<b>2</b>
Health & Wellness	<b>1</b>	<b>1</b>	<b>1</b>
<i>College &amp; Career Readiness</i>	<b>1</b>	<b>1</b>	<b>1</b>
Required Subtotal	<b>45</b>	<b>43</b>	<b>36</b>
Elective Subtotal	<b>7</b>	<b>5</b>	<b>8</b>
TOTAL CREDITS	<b>52</b>	<b>48</b>	<b>44</b>

# Timeline

- Working towards your buckets may begin July 1 of the summer before starting high school.
- All 3 buckets must be complete by the week of graduation

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**Thanks for tuning in!**

**Ask questions at**  
**[srodriquez@dmcsemail.org](mailto:srodriquez@dmcsemail.org)**



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# **Graduation Pathways**

## ***Episode 2***

# The Three Buckets

## Credits

- Your class requirements will remain the same

## Employability Skills

- A learning experience
- Reflective Student Work Product

## Postsecondary-Ready Competencies

- Honors Diploma, ACT, SAT, ASVAB, Certification, Apprenticeships, Dual Credit

# Employability Skills

## When

- Experiences can be during the school day, after school, and during breaks starting July 1 before freshman year and ending the week of the students' graduation.

## What

- Experiences need to have quality, scope, and value for the student.
- It's not a number of hours for all experiences

## How

- Students pursue experiences through school and employment.
- Students complete work products that will be evaluated.

# Overview- 3 options for bucket #2

## Project-Based:

A **Project-Based Experience** allows students to gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question. Must match the Design Principles:

## Service-Based:

A **Service-Based Experience** integrates academic study with service experience, reflects larger social, economic, and societal issues, and collaborative efforts between students, schools, and community partners. Must match K-12 Service Learning Standards and the design principles.

## Work-Based:

A **Work-Based Experience** are activities that occur in a workplace while developing the student's skills, knowledge, and readiness for work. Must match the Design Principles for Work Based Learning. Design Principles:

**1 experience**

**1 student work  
product**

# Service Based Experiences

Integrates academic study with service experience. Its aim is to reflect larger social, economic, and society issues and collaborative efforts between students, schools, and community partners.

Must match K-12 Service Learning Standards and Design Principles through the National Youth Leadership Council

Examples: Student Council participation, Theatre production, Sports season completion, NHS, Yearbook, and Chapel Committee.

# **Work Based Experiences**

Happens in the workplace. Involves an employer assigning a student meaningful job tasks to develop his or her skills, knowledge, and readiness for work.

Must meet work-based learning design principles from the National Governors Association.

Examples: Internship, Cadet Teaching. School-Based Enterprise, on-the-job training, and employment.

# Process for Bucket #2

## 1 Complete Experience

- Options in next slide.

## 2 Evaluation

- Employer Evaluation
- Extracurricular Evaluation

## 3 Work Product

- Turn in your selected reflective work product to Mrs. Rodriguez on time.



# Experience Options

1

## Part-Time Employment

- Supervisor completes the Employer Evaluation.

2

## School-Based Enterprises

- Needs to be an approved creation and sale of items or services.
- Examples include Art items, Construction items, Small Engines repairs and services, Agriculture products.

3

## Internships

- Semester long internship that includes the requirements created in January of 2020.
- Cadet Teaching also falls in this category.

# Experience Options

4

## Athletics

Completion of a sports season and the coach completes the CCHS Extracurricular Employability Skills Evaluation.

5

## Student Group Membership & Participation

Membership in an approved student group and participation that is tracked and reflected upon by the student and sponsor. Sponsor completes the DMCHS Extracurricular Employability Skills Evaluation.

5

## Theatre Production Participation

Participation in the cast or production team in a theatre production with participation that is tracked and reflected upon by the student and sponsor. Director completes the DMCHS Extracurricular Employability Skills Evaluation.

**1 experience**

**1 student work  
product**

# Student Work Products

## Video

- Share what the experience was.
- Share how it applies to future endeavors.
- Share what you've learned.
- Share how it's impacted your faith journey.
- Time range is 7-10 minutes.

## Paper

- 3 page paper sharing what the experience was, what they learned, how it applies to future endeavors, and how it impacted your faith journey.

## Resume

- Professional format and adequate information.
- 1 page minimum.

## Portfolio

- Must Include 15 items

# Student Work Products

## Slideshow

- Should be presented to Mrs. Rodriguez.
- Minimum of 7 minutes long with at least 10 slides of quality content.
- Share what the experience was, what they learned, how it applies to their future endeavors, and how it's impacted their faith journey.

## Presentation

- Should be presented to Mrs. Rodriguez.
- Should be 7 minutes long with a visual of the students' choice.
- Have quality content and share what the experience was, what they learned, how it applies to their future endeavors, and how it's impacted their faith journey.

## Five Year Goal Plan

- Plan should include educational, professional, and personal goals.
- A written portion should explain how this work product assists with post secondary readiness.

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# **Graduation Pathways**

## ***Episode 3***

# The Three Buckets

## Credits

- Your class requirements will remain the same

## Employability Skills

- A learning experience
- Reflective Student Work Product

## Postsecondary-Ready Competencies

- Honors Diploma, ACT, SAT, ASVAB, Certification, Apprenticeships, Dual Credit



# Postsecondary- Ready Competencies

## ACT

College Ready  
Benchmarks must earn 2  
of the 4 subjects based  
on subject area:

- 18 in English OR
- 22 in Reading
- 22 in Math OR
- 23 in Science

## SAT

College Ready  
Benchmarks:

- 480 in Evidence Based Reading & Writing
- 530 in Math

# Postsecondary- Ready Competencies

## ASVAB

- AFQT (Armed Forces Qualification Test) score of 31.
- Testing will be for grades 10 and opt in for grades 11 and 12.
- Minimum score of 31

## Honors Diploma

- All CCHS credits
- Earn a grade of a “C” or better in courses that count toward the diploma
- GPA of 3.0 or better
- Complete ONE of the following:
  - Year of Dual Credit
  - SAT score 1250 (560 math, 590 EBW)
  - ACT score of 26

## Industry Certification

- Needs to be approved by the Department of Workforce Development
- Outside entity

# Postsecondary- Ready Competencies

## Apprenticeship

- Needs to be a federally recognized option. .

## Career and Technical Education Concentrator

- There are online HS courses that are approved by a CTE Pathway however students need at least 2 advanced HS courses in that format with a C average or higher to complete this.

## Classes

- Qualifying classes include AP, IB, **Dual Credit**, and CLEP.
- C average or higher in 3 courses.
- US History, English 12, and Rhetoric and Argument

# **Waiver qualifications**

- Class of 2022 only
- Only waives the  
Postsecondary Ready  
Competencies bucket
- 3 separate PRC attempts

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# **Waiver requirements**

- C average
- 95% attendance
- Satisfy all other state and local PRC requirements
- Postsecondary Planning
  - ◆ College Acceptance
  - ◆ Acceptance into an occupational training program
  - ◆ Workforce Entry
  - ◆ Military enlistment

# Examples: Seniors

## Bucket 1:

- Completed all of CCHS' credit requirements

## Bucket 2:

- Bucket 2, Experience: full year of Student Council participation.
- STUCO sponsor completes evaluation.

## Bucket 3:

- Honors Diploma



- Student Work Product
  - Student presents a slideshow to Mrs. Rodriguez that meets the requirements and is reflective of what they learned in STUCO that applies to post high school.

# Examples: Juniors

## Bucket 1:

- On track to graduate with a Core 40 diploma

## Bucket 2:

- Bucket 2, Experience : Basketball sophomore year.
- Coach completes evaluation.

## Bucket 3:

- Completed US History Dual Credit with a B- both semesters
- Enrolling in Dual Credit English as a senior (need to get a C or higher)



- Student Work Products
  - 3 page paper reflecting what they've learned being part of the basketball team as it relates to post high school.

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