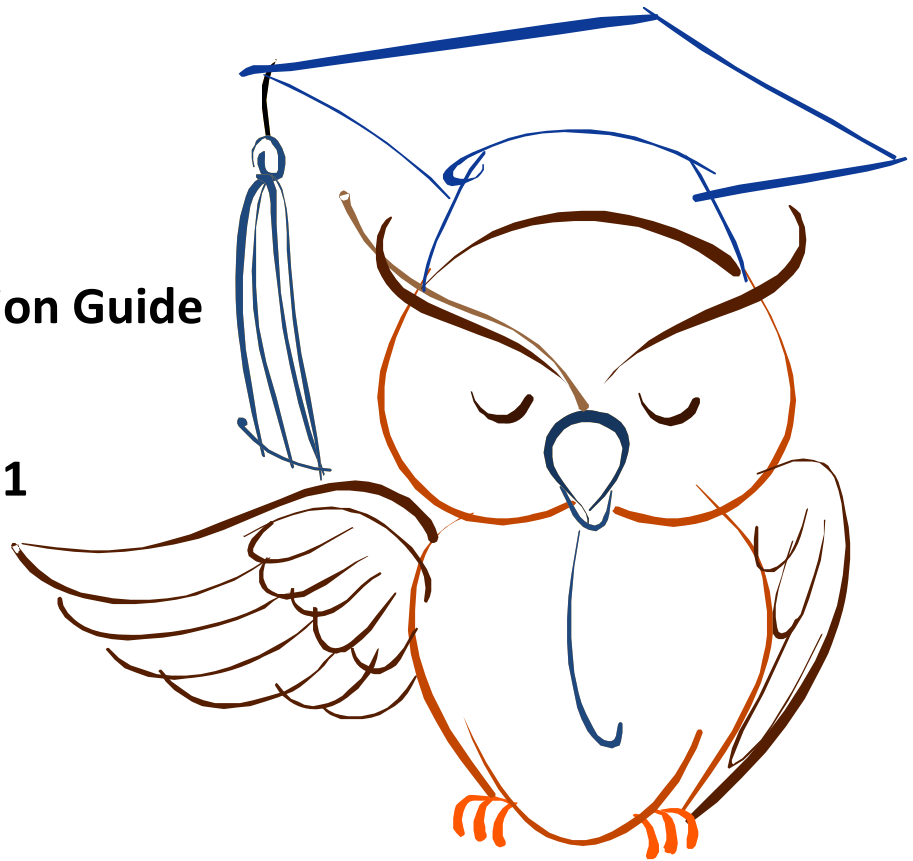


# Burris High School

## Course Description Guide

2010-2011



Revised February 2010

## CORE 40

All students entering the ninth grade should work toward completing the Indiana Core 40. Students completing Core 40 at Burris shall have completed a minimum of 45 credits.

Students should complete the Core 40 to be considered for admission to Indiana's four-year colleges. The same courses are strongly suggested for admission to a two-year public college or entry into the workforce. Complete the Core 40 by:

### 1. Taking 28 to 30 credits.

Language Arts	8 credits in literature, composition, and speech
Mathematics	6-8 credits in Algebra I, Geometry, Algebra II, and beyond
Science	6 credits in laboratory science from the following: 2 Biology 2 Physics or Chemistry and 2 additional credits from Chemistry, Physics, Earth/Space Science, Environmental Science, Physical Science, or other advanced science courses
Social Studies	6 credits distributed as follows: 2 U.S. History 1 U.S. Government 1 Economics 2 World History and Civilization
Physical Education	2 credits (two semesters)
Health and Wellness	1 credit (one semester)

### 2. Choosing 8 credits in courses from the list above or the list below.

Foreign Languages	Chinese, French, German, Japanese, Latin, Russian, or Spanish
Arts	Art, Music or Drama
Computers	Computer Applications
Career Area	At least 6 credits in a logical sequence from a technical career area.

### 3. Choosing 2 to 4 more credits from any courses at your school.

**It is the responsibility of the student to see that the requirements for graduation are met.**

All high school students are required to enroll in six credits per semester. To maintain enrollment at Burris, students must take all course work at Burris Laboratory School, Indiana Academy, or Ball State University. It is the responsibility of each student to complete and submit the proper paperwork for taking independent studies and Ball State University courses.

**May term is a graduation requirement for all Burris High School students. Students should earn 6.0 May term credits per year. Letter grades are earned for May Term classes, but they are not calculated into the student's grade point averages.**

**Students considering athletics in college are strongly urged to be familiar with the NCAA Approved Course list and plan their academic courses accordingly. The list can be found on [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net).**

## CORE 40 with ACADEMIC HONORS

In order for a Burris graduate to be eligible for a Core 40 with Academic Honors Diploma, the student must complete a minimum of forty-seven (47) high school semester credits earned during enrollment in grades 9-12. The following areas and courses are required:

- |                           |                |
|---------------------------|----------------|
| (1) English Language Arts | 8 credits      |
| (2) Social Studies        | 6 credits      |
| (3) Mathematics           | 8 credits      |
| (4) Science               | 6 credits      |
| (5) Foreign Language      | 6 or 8 credits |
| (6) Fine Arts             | 2 credits      |
| (7) Health and Wellness   | 1 credit       |
| (8) Physical Education    | 2 credits      |

In addition to the minimum course requirements, courses counting toward a Core 40 with Indiana Academic Honors Diploma are subject to the following requirements:

- (1) Language arts credits must include speech, literature, and composition
- (2) Social studies credits must include one semester of economics, one semester of government, two semesters of U.S. History, and two semesters of World History and Civilization.
- (3) Mathematics credits must include algebra II and another upper level mathematics course. If a student has completed algebra I in middle school, that student must earn only six (6) high school mathematics credits.
- (4) Science credits must include:
  - (A) 2 credits in biology
  - (B) 2 credits in chemistry or physics
  - (C) 2 additional credits from Chemistry, Physics, Earth/Space Science, Environmental Science, Physical Science, Adv. Chemistry, Adv. Physics or any other Core 40 science course
- (5) Foreign language credits must include:
  - (A) 6 credits in one language; or
  - (B) 4 credits in one language and 4 credits in another language.
- (6) To meet the fine arts requirement, credit will be awarded for all fine arts and music classes including those that have a major emphasis on art or music history. Credit may be given in art media if the course emphasis is on production of creative products rather than technical aspects of the area.

Only courses in which a student has earned a grade of "C" or above may count toward a Core 40 with Academic Honors Diploma. To be eligible for a Core 40 with Academic Honors Diploma, a student must have a grade point average of "B"/3.0 or above. The overall average must be calculated by counting all courses taken. Thus, if a student retakes a course, the previous course grade or credit(s) cannot be dropped from the calculation of the grade point average. The number of attempted credits recorded on the student's transcript is used in calculating the overall grade point average. Independent studies and internships may not be used to complete the required courses credits for a Core 40 with Academic Honors Diploma, but can count towards the total of 47 credits as elective credits.

Also, complete one of the following:

- Two Advanced Placement courses (4 credits) and corresponding AP exams
- Dual credit high school/college credit courses (6 transferable college credits)
- A combination of AP course (two credits) and corresponding AP exams and dual high school/college credit course(s) (3 transferable college credits)
- Score 1200 or higher on the combined SAT critical reading and math
- Score a 26 composite ACT
- An International Baccalaureate Diploma (not currently offered at Burris)

**It is the responsibility of the student to see that the requirements for graduation are met.**

All high school students are required to enroll in six credits per semester. To maintain enrollment at Burris, students must take all course work at Burris Laboratory School, Indiana Academy, or Ball State University. It is the responsibility of each student to complete and submit the proper paperwork for taking independent studies and Ball State University courses.

**May term is a graduation requirement for all Burris High School students. Students should earn 6.0 May term credits per year. Letter grades are earned for May Term classes, but they are not calculated into the student's grade point averages.**

**Students considering athletics in college are strongly urged to be familiar with the NCAA Approved Course list and plan their academic courses accordingly. The list can be found on [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net).**

## CORE 40 with TECHNICAL HONORS

In order for a Burris graduate to be eligible for a Core 40 with Technical Honors Diploma, the student must complete a minimum of forty-seven (47) high school semester credits earned during enrollment in grades 9-12. Students should complete the Core 40 to be considered for admission to Indiana's four-year colleges. The same courses are strongly suggested for admission to a two-year public college or entry into the workforce. The following areas and courses are required:

### 1. Taking 29 to 31 credits.

Language Arts	8 credits in literature, composition, and speech
Mathematics	6-8 credits in Algebra I, Geometry, Algebra II, and beyond
Science	6 credits in laboratory science from the following: 2 Biology 2 Physics or Chemistry and 2 additional credits from Chemistry, Physics, Earth/Space Science, Environmental Science, Physical Science, or other advanced science courses
Social Studies	6 credits distributed as follows: 2 U.S. History 1 U.S. Government 1 Economics 2 World History and Civilization
Physical Education	2 credits (two semesters)
Health and Wellness	1 credit (one semester)

### 2. Choosing 8 credits in courses from the list above or the list below.

Foreign Languages	Chinese, French, German, Japanese, Latin, Russian, or Spanish
Arts	Art, Music or Drama
Computers	Computer Applications
Career Area	At least 6 credits in a logical sequence from a technical career area.

- Students must complete a career-technical program resulting in 8 or more related credits
- It is recommended that students earn 2 additional credits in mathematics and 4-8 credits in World Languages for four year college admission.

Also, complete two of the following, one must be A or B:

- Score at or above the following levels on WorkKeys: Reading for Information—Level 6; Applied Mathematics Level 6; Locating Information—Level 5
- Complete dual high school/college credit courses in a technical area (6 college credits)
- Complete a Professional Career Internship course or Cooperative Education course (2 credits)
- Complete an industry-based work experience as part of two-year technical education program (minimum 140 hours)
- Earn a state-approved, industry recognized certification

Only courses in which a student has earned a grade of "C" or above may count toward a Core 40 with Technical Honors Diploma. To be eligible for a Core 40 with Technical Honors Diploma, a student must have a grade point average of "B"/3.0 or above. The overall average must be calculated by counting all courses taken. Thus, if a student retakes a course, the previous course grade or credit(s) cannot be dropped from the calculation of the grade point average. The number of attempted credits recorded on the student's transcript is used in calculating the overall grade point average. Independent studies and internships may not be used to complete the required courses credits for a Core 40 with Technical Honors Diploma, but can count towards the total of 47 credits.

### It is the responsibility of the student to see that the requirements for graduation are met.

All high school students are required to enroll in six credits per semester. To maintain enrollment at Burris, students must take all course work at Burris Laboratory School, Indiana Academy, or Ball State University. It is the responsibility of each student to complete and submit the proper paperwork for taking independent studies and Ball State University courses.

**May term is a graduation requirement for all Burris High School students. Students should earn 6.0 May term credits per year. Letter grades are earned for May Term classes, but they are not calculated into the student's grade point averages.**

**Students considering athletics in college are strongly urged to be familiar with the NCAA Approved Course list and plan their academic courses accordingly. The list can be found on [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net).**

**Academy Classes** - Burris students may enroll in classes at the Indiana Academy when appropriate and if class space is available. Advanced placement, distance learning, and optional foreign languages are open to Burris students. Enrollment is by permission only and placement testing may be required. Academy classes taken by Burris students will appear on the official transcript. Students interested in enrolling in an Academy class should discuss this option with the guidance counselor at Burris. Academy classes will, in most cases, count toward the Indiana Academic Honors Diploma and meet the requirements set by the NCAA for students wishing to participate in NCAA athletics. Students should check with the guidance counselor before enrolling to make certain that courses meet all requirements for the Indiana Academic Honors Diploma and the NCAA, where applicable.

**Ball State University Classes** - Burris juniors and seniors who have mastered the appropriate courses may investigate taking a course or courses at Ball State University. (Younger students who have not met junior status but who have an interest in a special Ball State offering must seek special permission from the principal). Burris requires that students have a minimum cumulative GPA of 3.00 or above to enroll in college classes. Students receiving a grade lower than a "C" in a college class will be required to take a full load of classes in Burris during the next term. No more than one college class may be taken each semester during the junior year and no more than two college classes may be taken each semester during the senior year unless special permission is granted by the principal. Students interested in taking Ball State courses should first consult with their parents and then discuss their interests with the guidance counselor. The appropriateness of said courses will be checked and each student will be informed of the necessary steps to register for a Ball State University course. Please note that a three credit hour course at Ball State University equals one Burris credit. A one or two credit hour course at Ball State University cannot be taken in place of one Burris class. Courses requested by a student are identified, and the guidance counselor will check to see if the desired course/courses will fit into the student's schedule and meet specific academic needs. If so, pink slips with specific instructions will be prepared and, after the student submits the forms to the guidance counselor, the forms will be taken to Burris 133A. Letters to the appropriate Ball State department chairs will be prepared so the student can acquire departmental permission to take the university courses, and the Burris principal will review and approve or deny the student's request. When a student returns to Room 133A to pick up the letter which goes to a department chair for a signature of approval, the student will be given a complete packet of materials which clearly defines the process to be completed before registration in a college class is official. A student will be officially enrolled in a Ball State class only if the student has completed all of the designated steps and paid the assigned university fees. Any student not appearing as a registered student in the Ball State University computer system cannot count the class as one of their six classes. Students and their parents are responsible for fees associated with university courses. Some students take courses for high school credit only (audit fee). Other students choose to take courses for dual credit (high school and college). In such a case, university fees for specific hours apply. The student and parents should make a determination of the type of credit that a student earns. Any questions concerning these options may be addressed to the guidance counselor at 285-2341. All courses taken at the university become part of the student's official schedule, appear on the official high school transcript, and count toward the Indiana Academic Honors Diploma requirements, if applicable.

**Effort Grade (E)** - Faculty members at Burris Laboratory School have the option of issuing an E grade. This grade is granted when a student has worked to his/her highest potential in a class but was unable to master the assigned work at the passing level identified by the individual teaching the class. An E grade is a credit-bearing grade; however, it has no impact on the GPA. Only A, B, C, D, and NC grades are included in a student's GPA. An E grade in a course does count toward graduation requirements. When a faculty member is considering an E grade, consultation with the counselor, resource room personnel, section 504 coordinator, or other personnel working with the student's academic program is appropriate and recommended.

**High School Credit Below Grade 9** - High school credit will be given for algebra or geometry taken during middle school at Burris. Transfer students will receive credit IF the prior school awarded high school credit. Students wishing to earn high school credit before entering the ninth grade must seek approval from the principal. Approval must be sought before the course is taken. Each request will be considered on an individual basis.

**INC (Incomplete)** - Should unusual circumstances arise, such as an illness or family emergency, that prevents the student from completing course work at mid-term or the end of the semester by the deadlines for grades to be issued, a teacher may issue an "I" (Incomplete) grade. To request a grade of "I", the teacher must request a form that is available in room 133A. This form must be submitted according to the deadlines for the submission of all other mid-term or final grades (8:00 a.m. on the third school day following the end of the mid-term or the semester, unless otherwise noted). Instructions for completing the form are included on the form. A deadline for completing assignments must be indicated on the form. To change the grade from "I", the teacher must complete an official grade change form no later than the end of the second school day following the above deadline. If the above requirements are not met and the grade change form is not filed, the "I" grade will automatically become a "NC" (no credit) on the third school day following the above deadline. Grades of "I" earn no credit, do not affect the GPA, and are not considered passing when determining athletic eligibility for a student. However, when the "I" grade is changed according to the above deadlines, the new grade will be used to determine athletic eligibility. All requests for use of "I" require completion of the form and approval of the principal.

**Independent Study** - Independent study is an option for juniors and seniors only with a cumulative GPA of 3.00 or above. This program provides students with an opportunity to extend their education beyond the courses that are on the schedule for the academic year (No course that appears on the schedule is to be taken as an independent study). Independent studies may not be used to meet the required credits for an Indiana Academic Honors Diploma, but can count towards the total of 47 credits. The NCAA Clearinghouse does not recognize Independent studies. Students who are planning to participate in NCAA athletics should not take independent study courses unless they are above and beyond regular graduation requirements. A student wishing to consider an independent study should discuss the appropriateness of the option with parents and the guidance counselor. The student must develop the program for the independent study with the assistance of a faculty advisor. Each student may include only one independent study as part of the required six classes each semester. Seniors may not take an independent study if enrolled in an internship. A student wishing to pursue an independent study must prepare the necessary forms that are available in the Burriss Counseling Center. An Independent Study Proposal must be filled out appropriately, turned in by the established deadline, and signed by the student, parent, and advisor. The principal's approval is required for each completed proposal to be valid. Failure to complete the proposal by the established deadline may result in the denial of the proposal and the placement of the student in a course from the Burriss schedule. Grades for independent study are issued at mid-term and at the end of the semester. Time logs are to be maintained. Each independent study is worth one credit, and 90 hours of study must be documented. A final project, determined by the student and advisor of each independent study, is required. Each student will share the final project with peers and faculty personnel in an appropriate setting. Independent studies are part of a student's regular schedule and appear on the official transcript. Independent studies do **not** count toward the required courses for the Indiana Academic Honors Diploma credits.

**Internships** - Internships are an option for seniors only and must be career oriented. Students must have a minimum cumulative GPA of 3.00 or above. This program would extend their education beyond the courses that are on the schedule for the academic year. Only elective credit will be given for a completed internship. Students will not be permitted to take an internship and an independent study during the same semester. Internships require a documented log of 90 hours per semester credit. A student wishing to consider an internship should discuss the appropriateness of this option with parents, the guidance counselor, and the principal. A proposal for an internship must be completed, turned in by the established deadline, and signed by the student, parent, and supervisor of the internship. The principal's approval is required for each internship. Internships are part of a student's regular schedule and appear on the official transcript. Failure to complete the proposal by the established deadline may result in the denial of the proposal and the placement of the student in a course from the Burriss schedule.

**NC Grade** - The indicator NC (No Credit) identifies a failing grade and is factored into the grade point average. NC is used when the student has not satisfactorily completed work assigned with a passing grade; the classroom teacher is responsible for determining the assignment of an NC.

**Retaking Courses** - Students wishing to repeat a course taken during the Fall Semester should take the course over during the Fall Semester. Students wishing to repeat a course taken during the Spring Semester should take the course over during the Spring Semester. The student's overall grade point average must be calculated by counting all attempted course credits and grades. Thus, if a student retakes a course, the previous course grade and credit(s) cannot be dropped from the calculation of the grade point average. No record of courses is dropped from the transcript. If a student retakes a class which was previously passed in an attempt to earn a higher grade, both grades will remain on the transcript, but the student will earn a credit for only the second course taken. If a student retakes a course previously passed and fails the second attempt, the credit from the first course remains and both grades are listed on the transcript. If a student has a question about retaking a class, the student should clear it through the guidance counselor. For athletic eligibility, students must pass 5 full credit courses (Burriss PE counts as 1, BSU course must be a 3 hour course to count as 1) for which the student has not received prior credit. Example: A student retaking a course for an improved grade when the original grade was a D- or better is not allowed to count that course toward athletic eligibility. Consult the athletic director or guidance counselor for any clarification of this IHSAA rule.

**Seventh Semester Graduation** - Students may opt to petition the principal to graduate at the completion of all graduation requirements at the end of the student's seventh semester in school. The principal may grant or deny the request.

## ART

All courses are for one semester credit.

**ART HISTORY: Offered Spring 2011.** Art History is a course based on the Indiana Academic Standards for Visual Art. Students taking Art History engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production. Students study works of art and artifacts from world cultures, engage in historically relevant studio activities; utilize research skills to discover social, political, economic, technological, environmental, and historical trends and 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.

- Recommended Grade Level: 9, 10, 11, or 12
- Credits: a 1-semester course for 1 credit
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- No prerequisite required for this class
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence or Flex Credit course

**CERAMICS: Not currently offered.** The ceramics students will be introduced to different hand-building methods of pottery, such as coil, slab, pinch, drape, plus the opportunity to throw on the potter's wheel. They will engage in sequential learning experiences that encompass art history, art criticism, aesthetics and production and lead the creation of portfolio quality works.

- Art history, students search for meaning, significance, and direction in their work through an in-depth analysis of historical and contemporary ceramics from a variety of cultural groups identifying relationships between context, form and function.
- Art criticism, students search for meaning, significance and direction in their work by critically examining the relationships between context, form, function, and meaning in their own work and in historical and contemporary ceramic works;
- Aesthetics, students search for meaning, significance, and direction in their work by; (1) formulating evaluations of historic and contemporary ceramic works, (2) responding to personal questions about the nature of art, (3) reflecting on their changing definitions of art, and (4) assessing their ideas in relation to the art community; and
- Production, students search for meaning, significance, and direction in their work by choosing and evaluating subject matter, symbols, and ideas that communicate intended meaning in their artwork. They also use organizational principles and functions to solve specific visual problems, and they apply media, techniques, and processes with sufficient skill to communicate intended meaning.

Students will reflect on multicultural ceramics and historical connections, (2) write about the process and self assessment, (3) make presentations and (4) work individually and in groups and (5) explore career opportunities. Trips to museums, galleries, studios and community resources are utilized.

- A Core 40 and AHD course
- Pre-requisite: Introduction to Two-Dimensional Art

**DRAWING: Not currently offered.** The drawing students will be introduced to different processes such as sketching, rendering, contour, gesture, and perspective drawing. They will engage in sequential learning experiences that encompass art history, art criticism, aesthetics and production and lead the creation of portfolio quality works.

- Art history, students search for meaning, significance, and direction in their work through an in-depth analysis of historical and contemporary drawings from a variety of cultural groups identifying relationships between context, form and function.
- Art criticism, students search for meaning, significance and direction in their work by critically examining the relationships between context, form, function, and meaning in their own work and in historical and contemporary drawings;
- Aesthetics, students search for meaning, significance, and direction in their work by; (1) formulating evaluations of historic and contemporary drawings, (2) responding to personal questions about the nature of art, (3) reflecting on their changing definitions of art, and (4) assessing their ideas in relation to the art community; and
- Production, students search for meaning, significance, and direction in their work by choosing and evaluating subject matter, symbols, and ideas that communicate intended meaning in their artwork. They also use organizational

principles and functions to solve specific visual problems, and they apply media, techniques, and processes with sufficient skill to communicate intended meaning.

Students will reflect on multicultural and other disciplines and historical connections, (2) write about the process and self assessment (3) makes presentations and (4) work individually and in groups and (5) explore career opportunities. Trips to museums, galleries, studios and community resources are utilized.

- A Core 40 and AHD course.
- Pre-requisite: Introduction to Two-Dimensional Art

**FIBER ARTS: Not currently offered.** Students create fiber art works utilizing processes such as loom and off-loom construction, dyeing/tying fabric, stitchery, and batik. Students additionally: (1) reflect upon the outcome of these experiences, (2) explore historical connections, (3) write about the process, (4) make presentations about their progress at regular intervals, (5) work individually and in groups, (6) find direct correlation to other disciplines, and (7) explore career options related to jewelry design. Art museums, galleries, studios and community resources are utilized.

- A Core 40 and AHD course.
- Pre-requisite: Introduction to Two-Dimensional Art

**INTRODUCTION TO TWO-DIMENSIONAL ART: Offered each semester.** Students taking Introduction to Two-Dimensional Art will be using a variety of different projects utilizing the different media that will be used to demonstrate the importance of proper use of the elements and principles of design. The students will be engaged in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works.

\*Art History - Students will be introduced to a variety of cultures, styles and art movements and famous artists that relate to each of the learning experiences to provide background information that will help students search for meaning, significance, and direction in two dimensional works of art.

\*Art Criticism - The students will be engaged in critically examining current works and artistic trends, 2) the importance of the art critic in society, and (3) art criticism related their own work to identify strength and weaknesses.

\*Aesthetics - The students will search for meaning, significance, and direction in two-dimensional works of art and artifacts by (1) attempting to respond to their personal questions about the nature of art, (2) reflecting on their own changing definitions of art, and (3) assessing their ideas and definitions in relation to the art community in general.

Students will create works of art, analyze their experiences, learn about historical and interdisciplinary connections, write critical assessments, make presentations that require them to use the art vocabulary, and explore career options in visual art. Students will also learn to use technology to develop ideas, gather information, and use for presentations.

- A Core 40 and AHD course
- A one credit course
- Prerequisite for all studio classes

**JEWELRY: Offered Spring 2011.** Students create works of jewelry design and fabrication techniques including, sawing, piercing, filing, soldering, bead making, macramé, papier-mâché, wire and bead, copper enameling and ceramics. Students additionally: (1) reflect upon the outcome of these experiences, (2) explore historical connections, (3) write about the process, (4) make presentations about their progress at regular intervals, (5) work individually and in groups, (6) find direct correlation to other disciplines, and (7) explore career options related to jewelry design. Art museums, galleries, studios and community resources are utilized.

- A Core 40 and AHD course.
- Pre-requisite: Introduction to Two-Dimensional Art

**PAINTING: Offered Fall 2010.** The painting students will be introduced to different methods of painting, such as oil, acrylic, watercolor, oil pastels and mixed media. They will engage in sequential learning experiences that encompass art history, art criticism, aesthetics and production and lead the creation of portfolio quality works.

- Art history, students search for meaning, significance, and direction in their work through an in-depth analysis of historical and contemporary paintings from a variety of cultural groups identifying relationships between context, form and function.
- Art criticism, students search for meaning, significance and direction in their work by critically examining the relationships between context, form, function, and meaning in their own work and in historical and contemporary painting;



- Aesthetics, students search for meaning, significance, and direction in their work by; (1) formulating evaluations of historic and contemporary painting, (2) responding to personal questions about the nature of art, (3) reflecting on their changing definitions of art, and (4) assessing their ideas in relation to the art community; and
- Production, students search for meaning, significance, and direction in their work by choosing and evaluating subject matter, symbols, and ideas that communicate intended meaning in their artwork. They also use organizational principles and functions to solve specific visual problems, and they apply media, techniques, and processes with sufficient skill to communicate intended meaning.

Students will reflect on historical connections, (2) write about the process and self assessment (3) make presentations and (4) work individually and in groups and (5) explore career opportunities as they create abstract and realistic paintings. Trips to museums, galleries, studios and community resources are utilized.

- Prerequisite: Intro. Two or Three Dimensional Art (Design and Composition)
- A Core 40 and AHD course
- The nature of this course allows for successive semesters of instruction at an advanced level provided that defined standards are utilized.

**PRINTMAKING: Not currently offered.** The students will be introduced to different printing methods such as relief, woodcut, etchings, silkscreen, calligraphy, and embossment. They will engage in sequential learning experiences that encompass art history, art criticism, aesthetics and production and lead the creation of portfolio quality works.

- Art history, students search for meaning, significance, and direction in their work through an in-depth analysis of historical and contemporary prints from a variety of cultural groups identifying relationships between context, form and function.
- Art criticism, students search for meaning, significance and direction in their work by critically examining the relationships between context, form, function, and meaning in their own work and in historical and contemporary prints;
- Aesthetics, students search for meaning, significance, and direction in their work by; (1) formulating evaluations of historic and contemporary prints (2) responding to personal questions about the nature of art, (3) reflecting on their changing definitions of art, and (4) assessing their ideas in relation to the art community; and
- Production, student's search for meaning, significance, and direction in their work by choosing and evaluating subject matter, symbols, and ideas that communicate intended meaning in their artwork. They also use organizational principles and functions to solve specific visual problems, and they apply media, techniques, and processes with sufficient skill to communicate intended meaning.

Students will reflect on multicultural prints and historical connections, (2) write about the process and self assessment (3) make presentations and (4) work individually and in groups and (5) explore career opportunities. Trips to museums, galleries, studios and community resources are utilized.

- Prerequisite: Intro. Two or Three Dimensional Design (Design and Composition)
- A Core 40 and AHD course

**SCULPTURE: Offered Fall 2010.** The sculpture students will be introduced to different sculptural techniques, such as, construction, assemblage, carving, modeling and casting. They will engage in sequential learning experiences that encompass art history, art criticism, aesthetics and production and lead the creation of portfolio quality works.

- Art history, students search for meaning, significance, and direction in their work through an in-depth analysis of historical and contemporary sculptures from a variety of cultural groups identifying relationships between context, form and function.
- Art criticism, students search for meaning, significance and direction in their work by critically examining the relationships between context, form, function, and meaning in their own work and in historical and contemporary sculpture works;
- Aesthetics, students search for meaning, significance, and direction in their work by; (1) formulating evaluations of historic and contemporary sculptures, (2) responding to personal questions about the nature of art, (3) reflecting on their changing definitions of art, and (4) assessing their ideas in relation to the art community; and
- Production, students search for meaning, significance, and direction in their work by choosing and evaluating subject matter, symbols, and ideas that communicate intended meaning in their artwork. They also use organizational principles and functions to solve specific visual problems, and they apply media, techniques, and processes with sufficient skill to communicate intended meaning.

Students will reflect on multicultural sculpture and historical connections, (2) write about the process and self assessment (3) make presentations and (4) work individually and in groups and (5) explore career opportunities. Trips to museums, galleries, studios and community resources are utilized.

- A Core 40 and AHD course
- Pre-requisite: Introduction to Two-Dimensional Art

## ENGLISH

Each course is worth one **English** credit based on Indiana's Academic Standards for English. All English courses listed below are approved for Core 40 and AHD.

**ADVANCED SPEECH AND COMMUNICATION: Offered Spring 2011.** This course is the study and application of skills in listening, oral interpretation, media communications, research methods, and oral debate. Students deliver different types of oral and multi-media presentations, including speeches to inform, to motivate, to entertain, and to persuade through the use of impromptu, extemporaneous, memorized, or manuscript delivery. Students will complete a project, such as multi-media presentations that are reflective, reports or historical investigations, responses to literature, or persuasive arguments, which demonstrates knowledge, application, and speaking progress in the Advanced Speech and Communication course content.

- Recommended Grade Level: Grades 9-12
- Recommended Prerequisites: Speech, English 9 or instructor permission
- Credits: 1 credit
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence or Flex Credit course

**AMERICAN LITERATURE: Not currently offered.** This one semester course is study of literary terms and movements from Pre-colonial to Modern American Literature in addition to grammatical, composition, and vocabulary skills. Students will study and analyze at least 4 novels in addition short stories, poems, plays, and pieces of non-fiction. Students will be assigned written activities, projects, and essays based upon course content. The honing of analytical and writing skills will be the focus. Students are highly encouraged to be enrolled in, or have taken, US History due to the influence of historical events upon the subsequent movements. Outside reading is required and each student will complete a research paper.

**CONTEMPORARY LITERATURE: Offered Fall 2010.** Contemporary Literature focuses on literature since the 1950s. The course emphasizes how contemporary issues from around the world are explored in literature. Students will read from multiple genres and to develop a sense of how particular genres are used today to represent ideas and events. As a part of this study, students also learn to use different theories and methods of textual criticism, especially theories popular during this period, for example, the American New Criticism. Source texts are taken from around the world, including North America, Europe, post-colonial countries in Africa and Asia, and other world literature. In addition to the reading, students explore issues of interpretation, genre, and theme through creative and analytical writing, group discussion, and oral presentations.

**CREATIVE WRITING: Not currently offered.** Creative Writing is intended to be an unfolding of the writer's abilities; attention is given to ideation, to brainstorming, somewhat to sequencing and development, but the emphasis is on finding one's voice. Students write in several genres. Although the class will have assignments in common, there are many individual options. Students are encouraged to enter contests and to send "best writing" to publishers. There is some inclusion of writing theory. Enrollment in this course is open to juniors and seniors, or by permission of the instructor.

**DEBATE: Offered Fall 2010.** Debate is the study and application of the basic principles of debate involving support for the basic types of arguments (induction, deduction, causation) and debate strategies (affirmative or negative argument construction and extension, case development, refutation or rebuttal of argument claims and evidence, and persuasive speaking). Students will complete a project, such as a mock debate or trial, participation in a forum, competition, or tournament, or an argument supporting or opposing different sides of a major issue, which demonstrates knowledge, application, and presentation progress in the Debate course content. Tournament participation is an expectation of the course; students unable to participate in extracurricular events will be offered alternative assignments.

- Recommended Grade Level: Grades 9-12
- Recommended Prerequisites: Speech, English 9 or instructor permission
- Credits: 1 credit. The nature of this course allows for the second semester of instruction at an advanced level.
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence or Flex Credit course

**DRAMATIC LITERATURE: Not currently offered.** Dramatic Literature provides a study of plays and literary art, with particular focus on dramatic conventions that differentiate drama from other literary genres. Drama is an oral medium meant to be seen and heard but not read; the course reflects this by providing students with ample opportunities to see live and televised productions of plays and by providing opportunities for students to stage scenes from plays. By watching these productions, and also through an extensive oral component in the classroom, students see and practice how staging a drama alters interpretation from the silent texts. Several subcategories of genre are considered, especially tragedy and comedy. The history of drama as entertainment is also considered, including: (1) representative works of important playwrights, (2) dramatic and literary movements, and (3) developments in stagecraft and acting that alter the means of stage production and hence alter the way we interpret plays. Students are also given opportunities to express their knowledge of course content through creative, analytical, and expository writing.

**ENGLISH 9: Offered 2010-2011.** English 9, an integrated English course based on Indiana's Academic Standards for English/Language Arts in Grade 9, 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 responses to literature, expository and persuasive compositions, research reports, business letters, and technical documents. Students deliver appropriate oral presentations access, analyze, and evaluate online information. If you have earned credits in Speech and World Literature, this class is not recommended.

**ENGLISH 10: Offered 2010-2011.** English 10, an integrated English course based on Indiana's Academic Standards for English/Language Arts in Grade 10, is a study of language, literature, composition, and oral communication with a focus on exploring universal themes across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 10 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 deliver grade-appropriate oral presentations and access, analyze, and evaluate online information. If you have earned credits in Expository Writing and American Literature, this class is not recommended.

**ENGLISH LITERATURE: Offered 2010-2011.** This two semester course combines literary, grammatical, composition, and vocabulary skills. Students will study and analyze at least 4 novels in addition to *The Canterbury Tales*, *Macbeth*, *Paradise Lost*, epics, poems, plays, and pieces of non-fiction. Students will be assigned written activities, oral presentations, projects, and essays based upon course content. The honing of higher level analytical and writing skills will be the focus. Due to the nature of course, knowledge of historical events will behoove students' understanding of the movements. Thus, outside reading will be both historical and literary. Each student will complete a research paper and a literary analysis. Students must complete the first semester before enrolling in the second semester of this course; students are to take the courses consecutively.

**ENGLISH LITERATURE AND COMPOSITION, ADVANCED PLACEMENT: Offered 2010-2011.** This two semester course is based on the content established by the College Board. Students enrolled in English Literature and Composition will critically analyze the structure, style, and themes of a representative literature from various genres and periods. Students will also describe the use of elements of language such as figurative language, imagery, symbolism and tone. Students will write well-developed and organized essays that are clear, coherent and persuasive in nature. Prerequisites: English 9, English 10, or equivalent courses (English 12 could be incorporated into the Advanced Placement course) A Core 40 and AHD course with standards defined. English Literature and Composition, AP may be taken in place of or in addition to two semesters of English Literature. Open to juniors and seniors only.

**ETNHIC LITERATURE: Not currently offered.** Ethnic Literature is a study of literature produced by writers representing various ethnic cultures. Students are provided the opportunities to explore experiences, themes, and ideas of multicultural authors to this particular type of literature. The course focuses on specific ethnic issues, including the formation and expression of identity and other socioeconomic issues of particular interest to a given ethnic group. Issues such as these provide cohesiveness to a course that surveys literature from several ethnic groups. Opportunities to compare and contrast the experiences, themes, and ideas are provided through analytical and creative writing, class and group discussion, and oral reports. Proposed authors include Amy Tan, Sherman Alexi, James T. Farrell, Jean Toomer, Art Spiegelman, Aimee Phan, Gregory Williams and others

**EXPOSITORY WRITING: Not currently offered.** This one semester course will study and employ various modes of discourse. Fiction and non-fiction writing will be examined and serve as examples of topics of inventions such as analysis, classification, exemplification, comparison/contrast, process analysis, and others. Students will develop and execute effective research skills to produce a paper of exceptional quality. While approaches to research might involve interviews, the research will be composed primarily of academic textual searches. MLA documentation will be taught and employed. Students will share and present work. Students produce at least six papers.

**FILM LITERATURE: Offered Spring 2011.** Film Literature is a study of how literature is adapted for film or media. Students will read about the history of film, the reflection or influence of film on the culture, and study film techniques including but not limited to the technology of film, the language of film, cinematography, mise en scene, lighting, set direction, art direction and editing. Students will compare and contrast the literature to its film counterpart. They will also independently read works that have been adapted to the screen and write an analysis of the adaptation based on the criteria established in class discussion. If time allows, the students will complete a project, such as doing an historical timeline and bibliography on the development of film or the creation of a short subject film using iMovie, which demonstrates knowledge, application, and progress in the Film Literature course content.

**GROUP DISCUSSION: RHETORIC Offered Spring 2011.** Group Discussion is a study and application of the basic principles and techniques of effective group discussion. Students formulate questions that are appropriate in group settings, connect ideas and concepts, and practice critical and active listening. A chronological examination of theory / rhetoric from its beginnings (Plato, Aristotle, Horace, etc.) to the modern age provides the anchor for group discussions. Students participate in debates, small and large group discussions, lesson instruction, seminar, and formal conference panel presentations. With each, emphasis is placed on effectively incorporating evidence in oral argumentation, though written work is required to prepare for oral demonstrations.

**SPEECH: Not currently offered.** Speech provides the study of and practice in the basic principles and techniques of effective oral communication. This course includes instruction in adapting speech to different audiences and purposes. Students have opportunities to make different types of oral presentations including: (1) viewpoint, (2) instructional, (3) demonstration, (4) informative, (5) persuasive, and (6) impromptu. Students are given opportunities 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 using technology and careful organization and preparation. Students also practice and develop critical listening skills.

**TWENTIETH CENTURY LITERATURE: Not currently offered.** Twentieth Century Literature is a survey of canonical twentieth-century literature, with a heavy emphasis on the Modern Period. This course covers a variety of genres in the period, including the novel, short story, poetry, and drama. The course includes major figures from the United States, such as William Faulkner, Edith Wharton, F. Scott Fitzgerald, Ernest Hemingway, Zora Neale Hurston, Ezra Pound, T.S. Eliot, Kate Chopin, and John Steinbeck, as well as the British Isles and Europe, such as James Joyce, Henry James, Virginia Woolf, Butler Yeats, Samuel Beckett, Marcel Proust, Albert Camus, and Luigi Pirandello. The course may be organized chronologically or thematically. Classroom discussion, writing assignments, and presentations give students the opportunity to analyze and explain their responses to the great works of the twentieth century.

**WOMEN IN LITERATURE: Not currently offered.** Women in Literature deals with literature by and about women from the 1300s through modern day. It focuses on women as characters within novels, short stories, poetry, etc., as well as those writings by women, even though there may be masculine, main characters. This course also explores feminist theory and how the lens of feminism can be used to interpret literature. Enrollment in this course is open to juniors and seniors, or by permission of the instructor.

**WORLD LITERATURE: Not currently offered.** World Literature surveys literature written by major authors of the Western and Eastern worlds. This course takes a comparative approach to analyzing representative works produced by writers of various nationalities. It may also be organized by historical period, theme, or genre. Integrated into the study of world literature are group discussions and written interpretations.

## **FAMILY AND CONSUMER SCIENCE**

All courses are for one semester credit.

**ADVANCED LIFE SCIENCE, FOODS: Offered Spring 2012.** This course 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 food based laboratory and field investigations as an essential course component. Students understand how biology, chemistry, and physics principles apply to the composition of foods, food nutrition and development, food processing, and storage. Students completing this course will be able to apply the principles of scientific inquiry to solve problems related to biology, physics and chemistry the context of highly advanced agricultural applications of food.

**ADVANCED NUTRITION AND FOODS: Offered Spring 2011.** This course is a sequential course that builds on concepts from Nutrition and Wellness or Culinary Arts Foundations. This course addresses more complex concepts in nutrition and foods, with emphasis on contemporary issues, or on advanced special topics such as International, Regional, and/or Cultural Foods; Food Science, Nutrition, or Dietetics; or with emphasis on a particular aspect of the food industry, such as Baking, Catering, or Entrepreneurial Endeavors. Higher order thinking, communication, leadership and management processes will be integrated in classroom and laboratory activities. Topics include: In-depth study of daily nutrition and wellness throughout the life span; Acquiring, organizing, and evaluating information about foods and nutrition; Selecting and preparing nutritious meals; Safety and sanitation in food production; Meal planning and preparation for specific economic, psychological, and nutritional needs; Community and world food concerns, including scarcity and hunger; Advanced impacts of science and technology on nutrition, food, and related tools and equipment; Exploring careers in nutrition and food industries. Laboratory experiences with advanced applications are required. School-based entrepreneurial enterprises, field-based observations/experiences or internships, and service learning activities are recommended.

Prerequisites: Nutrition and Wellness or Adv. Life Science

**CHILD DEVELOPMENT AND PARENTING: Offered Fall 2011.** This Course addresses the knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development of infants and children. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of child development and parenting. The focus is on research-based nurturing and parenting practices and skills, including brain development research, which supports positive development of children. Topics include consideration of the roles, responsibilities and challenges of parenthood; human sexuality; adolescent pregnancy; prenatal development; preparation for birth; the birth process; meeting the physical, social, emotional, intellectual, moral, and cultural growth and developmental needs of infants and children; impacts of heredity, environment, and family and societal crisis on development of the child; meeting children's needs for food, clothing, shelter, and care giving; caring for children with special needs; parental resources, services, and agencies; and career awareness. Applications through authentic settings such as volunteer experiences, internships, and service learning are encouraged. This course is recommended for all students regardless of their career cluster or pathway to build basic parenting skills and is especially appropriate for students with interest in human services and education-related careers.

**COFACS – Cooperative Occupational Family and Consumer Science: Offered every semester.** The COFACS class is a program in which the school and local business community work cooperatively to provide hands on job training for the students. The students are required to work a minimum of 15 hours per week. It is also mandatory for students to keep a job at all times. Three credits per semester earned upon satisfactory completion of the related classroom work and also from the job training experience. Employers will evaluate the success of each student's success. The goal of this program is for every student to gain the knowledge, experience and necessary skills that it takes to become a productive citizen. The classroom curriculum includes projects, lecture, class discussion, computer research, guest speakers, videos, presentations, and portfolio work.

- Open to juniors and seniors
- May be taken for up to four semesters

**HOUSING AND INTERIOR DESIGN FOUNDATIONS: Offered Spring 2012.** *Housing and Interior Design Foundations* addresses selecting and planning living environments to meet the needs and wants of individuals and families throughout the family life cycle. Economic, social, cultural, technological, and environmental, maintenance, and aesthetic factors are considered. The project-based approach in this course utilizes higher order thinking, communication, leadership, and management processes to integrate housing and interior design content. Topics to be studied include: housing styles, locations, zones, restrictions, and ownership options; managing resources (including financing options and tax considerations) to provide shelter; contemporary housing issues, including homelessness; environmental and energy issues; impacts of technology; housing to meet special needs; elements and principles of design related to interiors, housing, and architecture; creating functional, safe, and aesthetic spaces; historical aspects and contemporary trends in housing, interiors, furniture, and appliances; exploration of housing-related careers. Applications through authentic settings such as work-based observations, internships, and service learning experiences (e.g., Habitat for Humanity) are appropriate. Direct, concrete applications of mathematics proficiencies in projects are encouraged. This course is recommended for any student for enrichment and as a foundation for students with interests in any career or profession related to housing, interiors, and furnishings. It is recommended as a core component of the four-year career plans for the career clusters of agriculture, food & natural resources; art, A/V technology & communications; science, engineering & information technology; manufacturing & processing; business, management & finance; building & construction; education & training; health services; personal & commercial services; social & recreational services; law, public safety & security; and marketing, sales & promotion.

**HUMAN DEVELOPMENT AND FAMILY WELLNESS: Offered Spring 2011.** This course addresses development and wellness of individuals and families throughout the life cycle. A project-based approach that utilizes higher order thinking,

communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of individual and family issues. Topics include human development and wellness theories, principles, and practices; roles, responsibilities, and functions of families and family members throughout the life cycle; individual and family wellness planning; prevention and management of illnesses and disease; impacts of diverse perspectives, needs, and characteristics on human development and family wellness; gerontology and intergenerational aspects, including adult care giving; contemporary family issues, including ethics, human worth and dignity, change, stress, and family crisis-abuse-violence; physical, mental, and emotional health issues, including substance use/abuse and eating disorders; managing the family's health-related resources; community services, agencies, and resources; and exploration of human and family services careers. Applications through authentic settings such as volunteer experiences, internships, and service learning are encouraged.-related resources; community services, agencies, and resources; and exploration of human and family services careers.

**NUTRITION AND WELLNESS: Offered Fall 2010.** This course enables students to realize the components and lifelong benefits of sound nutrition and wellness practices and empowers them to apply these principles in their everyday lives. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of individual and family issues. 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 Food Guide 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. This course is recommended for all students regardless of their career cluster or pathway, in order to build basic nutrition and wellness knowledge and skills, and is especially appropriate for students with interest in human services, wellness/fitness, health, or food and nutrition-related career pathways.

**ORIENTATION TO LIFE AND CAREERS: Offered Fall 2011.** This course addresses the essential knowledge, skills, and behaviors all students need to live successfully in today's world. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of individual and family issues. The focus of the course is on the impact of today's choices on tomorrow's possibilities. Topics to be addressed include higher order thinking, communication, leadership, and management processes; exploration of personal aptitudes, interests, principles, and goals; life and career exploration and planning; examining multiple life roles and responsibilities as individuals and family members; planning and building employability skills; transferring school skills to life and work; decision making and organizational skills; and managing personal resources. This course is not open to students taking COFACS.

**FASHION AND TEXTILES FOUNDATIONS: Offered Fall 2010** *This 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, including global applications. Work-based, entrepreneurial, experimental, laboratory, and/or service learning experiences are to be included; and portfolio activities are required.

## HEALTH AND PHYSICAL EDUCATION

All courses are for one semester credit unless otherwise noted.

**ELECTIVE PHYSICAL EDUCATION:** (one credit per semester) Offered Spring Semester 2010-2011. Elective Physical Education promotes lifetime sport and recreational activities and provides an opportunity for an in-depth study in specific areas. A minimum of two of the following activities will be included: (1) health-related fitness activities (cardio respiratory endurance, muscular strength and endurance, flexibility and body composition), (2) team sports, (3) individual or dual sports, (4) outdoor pursuits. It includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. Students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness. Ongoing assessments include both written and performance-based skill evaluations.

- Prerequisites: Physical Education I and II
- This course does NOT meet requirements for the PE credits required for graduation. It is an elective credit only.

**HEALTH EDUCATION:** This course provides the basis for continued methods of developing knowledge, concepts, skills, behaviors and attitudes related to student health and wellbeing. This course includes the major content areas in a planned, sequential, comprehensive health education curriculum as expressed in the Indiana Health Education Standards Guide: (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.

- Required Course

**PHYSICAL EDUCATION I:** This course emphasizes health-related fitness and development of those skills and habits necessary for a lifetime of activity. The class stresses skill development and the application of rules and strategies in health-related fitness activities (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition), aerobic exercise, team sports, individual and dual sports, and recreational activities. Ongoing assessment includes both written and performance-based skill evaluations.

- Required Course (Both Physical Education I and II are required)
- A 1 semester credit (one semester)

**PHYSICAL EDUCATION II:** This course emphasizes a personal commitment to lifelong activity and fitness for enjoyment, challenge, self-expression, and social interaction. This course provides students with opportunities to achieve and maintain a health-enhancing level of physical fitness, and increases their knowledge of fitness concepts through health-related body composition, (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition), team sports, individual dual sports gymnastics, outdoor pursuits, dance, and recreational activities.

- Required Course (Both Physical Education I and II are required)
- A 1 semester credit (one semester)

## **MATHEMATICS**

All courses are for one semester credit each semester.

**ALGEBRA I:** This two-semester sequence provides a formal development of the algebraic skills and concepts necessary for students to succeed in advanced courses. In particular, the instructional program in this course provides for the use of algebraic skills in a wide range of problem-solving situations. The concept of function is emphasized throughout the course. Topics include: (1) operations with real numbers, (2) linear equations and inequalities, (3) relations and functions, (4) polynomials, (5) algebraic fractions, and (6) nonlinear equations.

- A Core 40, AHD and THD course
- Credits: A two credit course

**GEOMETRY:** In this two-semester sequence, geometry students examine the properties of two- and three-dimensional objects. Proof and logic, as well as investigative strategies in drawing conclusions, are stressed. Properties and relationships of geometric objects include the study of: (1) points, lines, angles and planes; (2) polygons, with a special focus on quadrilaterals, triangles, right triangles; (3) circles; and (4) polyhedra and other solids. Use of graphing calculators and computer drawing programs is included.

- Prerequisite: Algebra I
- A Core 40, AHD and THD course
- Credits: A two credit course

**ALGEBRA II:** This two-semester course extends the content of Algebra I and provides further development of the concept of a function. Topics include: (1) relations, functions, equations and inequalities; (2) conic sections; (3) polynomials; (4) algebraic fractions; (5) logarithmic and exponential functions; (6) sequences and series; and (7) counting principles and probability.

- Prerequisite: Algebra I
- A Core 40 and AHD course
- Credits: A two credit course

**PRE-CALCULUS/TRIGONOMETRY:** This is a two-semester course sequence that 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.

- Prerequisites: Algebra II and Geometry
- A Core 40, AHD and THD course
- Credits: A two credit course

**CALCULUS AP AB:** A two semester course sequence which 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.

- Prerequisite: Pre-Calculus
- A Core 40, AHD and THD course
- Credits: A two credit course

**MATH LAB:** Mathematics Lab provides students with individualized instruction designed to support success in completing mathematics coursework aligned with *Indiana's Academic Standards for Mathematics*.

- This course does **not** meet mathematics credit requirements for graduation.
- This course may be offered for one to eight elective mathematics credits.
- You **must have a math teacher recommendation** to register for math lab.

**STATISTICS AP:** In this class, we will learn different methods of gathering and evaluating statistical data. We will also take the tools we acquire and apply them to real life situations. This course examines both descriptive statistics and inferential statistics. We will use graphing calculators, spreadsheets, and statistical software to analyze data. We will use different methods of simulation to simplify real life situations so we may more easily explore them. Additionally, experiment design and sampling methods will be studied with an emphasis on the importance of randomization.

- Prerequisite: Algebra II
- A Core 40, AHD and THD course
- Credits: A two credit course

## MEDIA

All courses are for one semester elective credit unless otherwise noted.

**TV BROADCASTING:** Emphasis will be placed on career opportunities, production, programming, announcing, broadcast equipment operation, news, broadcast regulations and laws, station organization, technical, and oral and written communication, and listening skills. Students will learn how to produce video projects. Students will produce a weekly program called "NEWS IN A FLASH" done in a news format and a monthly program called "15 MINUTE MAGAZINE" which is done in a more relaxed variety show style and a monthly program called "PARENTAL NEWS" which is done in a news magazine type format. Some work will need to be done outside of regular class time (i.e. setting up interviews, taping sporting events, editing of projects.) Our cable access channel 61 and the in-building video system will air productions.

## MUSIC

All courses are for one semester fine arts credit unless otherwise noted.

**ADVANCED BAND:** This is a performing organization for woodwinds, brass, and percussion in which students develop increasing performance skills individually and in ensemble with emphasis on the stylistic characteristics of the music studied. Full year enrollment is required for those students who desire to participate in any ISSMA or other state music events.



**ADVANCED ORCHESTRA (Strings Only)**: This course is open to students who have attained and demonstrated advanced proficiencies on their instrument. Students should be able to perform: several keys, complex rhythm, several time signatures, and advanced bowing techniques. The string orchestra performs standard repertoire, jazz, and rock (on electric instruments). The nine national standards are incorporated in the course to develop comprehensive musicianship. All members are required to participate in all scheduled concerts and performances. Full year enrollment is required for those students wishing to participate in ISSMA events, All-State Orchestra, and youth orchestras.

**ADVANCED CHOIR**: The purpose of the high school choir is to provide students with the opportunity to sing vocally in a group and to improve their singing ability. Emphasis is placed on correct singing techniques, vocal blend, and learning to read music. National standards are incorporated into the course to develop comprehensive musicianship. The choir performs all styles of music, from classical music to jazz, and has three or four performances a year. Students are required to participate in all concerts and performances. Full year enrollment is required for those students wishing to participate in ISSMA or other state music events.

## PUBLICATIONS

All courses are for one semester credit. **English credit is not given for any publication course.**

**JOURNALISM (offered Spring Semester)**: ELECTIVE CREDIT. This one-semester course includes the processes involved in the art of journalism and the profession of journalists. Topics covered include, but are not limited to, (1) news gathering, (2) reporting and writing news stories, (3) the legal and social responsibilities involved in newspaper publications, and (4) the ethics of accurate and fair reporting. Advertising design and sales, page layout and design and yearbook techniques will also be covered. Students will use computers and current desktop publishing software to produce journalistic products. Students enrolling must have solid English language skills.

**PHOTOGRAPHY: Offered fall semester. FINE ARTS CREDIT.** This is a one-semester course where students will create works utilizing a *digital camera* and computer graphics software to combine photography and graphic arts principles to create products for publication. In addition, students will reflect on their work, explore historical connections, write about the process and make presentations of their work. Students will work individually and in groups to find direct correlations to other disciplines and explore career options related to the media arts. Students will be required to have their own 3-megapixel digital camera. Those taking the class are expected to photograph events beyond the regular school day.

- **This is a fine arts credit. This class is not open students who have credit in Mass Media or Media Arts.**

**STUDENT PUBLICATIONS – YEARBOOK**: ELECTIVE CREDIT. This is a ***one-year class and students must plan to take both semesters***. This course provides practice in gathering and analyzing information, interviewing and note-taking for the purpose of writing, editing and publishing; the gathering, editing and preparation of digital images; and the design and preparation of page layouts for the high school yearbook. Advertising design and sales are also required. The publication will conform to the Associated Press Style book and Libel Manual. The concept of responsible journalism is also discussed. Students must have their own 3-megapixel camera.

- Pre-requisite: Journalism, Photography or permission of the instructor.

**STUDENT PUBLICATIONS - NEWSPAPER**: ELECTIVE CREDIT. A one-semester class offered each semester. This course provides the study of an practice in gathering and analyzing information, interviewing and note taking for the purpose of: (1) writing, (2) editing, (3) publishing for the high school newspaper. This course includes instruction and practice in effective journalistic writing forms and techniques as well as layout, design and typography. Representative examples of amateur and professional journalism are studied. The concept of reasonable journalism also is discussed. The publication will conform to the Associated Press Style book and Libel Manual. Computers and current desktop publishing software is used to produce the newspaper,

- Pre-requisite: Journalism, Photography or permission of the instructor.

## SCIENCE

All courses are for one semester credit unless otherwise noted.

**BIOLOGY I (L):** Biology I is a course based on laboratory investigations that include a study of the structures and functions of living organisms and their interactions with the environment. At a minimum, students enrolled in Biology explore the structure and function of cells, cellular processes, and the interdependencies of organisms within populations, communities, ecosystems, and the biosphere. Students work with concepts, principles, and theories of the living environment. In addition, students enrolled in this course are expected to: (1) gain an understanding of the history and development of biological knowledge, (2) explore the uses of biology in various careers, and (3) investigate biological questions and problems related to personal needs and societal issues.

- Recommended Grade Level: 9-10
- Credits: A two credit course
- Fulfills the Biology requirement for the General (Class of 2010 and subsequent classes), Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence or Flex Credit course

**BIOLOGY, ADVANCED PLACEMENT (L): To be offered 2011-2012.** Biology, Advanced Placement is a course based on the content established by the College Board. Topics include: (1) molecules and cells: chemistry of life, cells, cellular energetics; (2) heredity and evolution: heredity, molecular genetics, evolutionary biology; and (3) organisms and populations: diversity of organisms, structure and function of plants and animals, ecology. The major themes of the course include: science as a process, evolution, energy transfer, continuity and change, relationship of structure to function, regulation, interdependence in nature and science, technology, and society. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:

<http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

- Recommended Grade Level: 11-12
- Recommended Prerequisite: Biology I and Chemistry I, or with permission from the Science and Counseling Departments
- Credits: A two credit course
- Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

A Career Academic Sequence or Flex Credit course

**CHEMISTRY I (L):** Chemistry I is a course based on laboratory investigations of matter, chemical reactions, and the role of energy in those reactions. Students enrolled in Chemistry I compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. In addition, students enrolled in this course are expected to: (1) gain an understanding of the history of chemistry, (2) explore the uses of chemistry in various careers, (3) investigate chemical questions and problems related to personal needs and societal issues, and (4) learn and practice laboratory safety.

- Recommended Grade Level: 10-12
- Recommended Prerequisite: Algebra I
- Credits: A two credit course
- Fulfills a Chemistry I requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors or a Science Course requirement of the General Diploma
- A Career Academic Sequence or Flex Credit course

**CHEMISTRY, ADVANCED PLACEMENT (L): Offered 2010-2011.** Chemistry, Advanced Placement is a course based on the content established by the College Board. The content includes: (1) structure of matter: atomic theory and structure, chemical bonding, molecular models, nuclear chemistry; (2) states of matter: gases, liquids and solids, solutions; and (3) reactions: reaction types, stoichiometry, equilibrium, kinetics and thermodynamics. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:

<http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

- Recommended Grade Level: 12
- Recommended Prerequisite: Chemistry I, Algebra II, Precalculus/Trigonometry or with permission by the Science and Counseling Departments
- Credits: A two credit course
- Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence or Flex Credit course

**EARTH AND SPACE SCIENCE I (L): To be offered 2011-2012.** Earth and Space Science I is a course focusing on the study of the earth's layers, atmosphere, hydrosphere, and the structure and scale of the Universe. Students analyze and describe Earth's interconnected systems and examine how Earth's materials, landforms, and continents are modified across geological time. Through laboratory and field investigations, students understand the history and development of the Earth and space sciences, explore the uses of Earth and space science in various careers, and investigate Earth and space science problems concerning personal needs and community issues related to science.

- Recommended Grade Level: 9-12
- Credits: A two credit course offered every other year
- Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence or Flex Credit course
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**ENVIRONMENTAL SCIENCE ADVANCED (L): Offered 2010-2011.** Environmental Science, Advanced, is an interdisciplinary course that integrates biology, Earth science, chemistry, and other disciplines. Students enrolled in this course conduct in-depth scientific studies of ecosystems, population dynamics, resource management, and environmental consequences of natural and anthropogenic processes. Students formulate, design, and carry out laboratory and field investigations as an essential course component. Students completing Environmental Science, Advanced acquire the essential tools for understanding the complexities of national and global environmental systems.

- Recommended Grade Level: 11-12
- Recommended Prerequisite: Two credits in Core 40 and AHD science coursework
- Credits: A two credit course offered every other year
- Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence or Flex Credit course

**PHYSICS I (L): Not currently offered.** Physics I is a laboratory-based course in which students synthesize the fundamental concepts and principles related to matter and energy, including mechanics, wave motion, heat, light, electricity, magnetism, atomic and subatomic physics. Through regular laboratory study using such quantities as velocity, acceleration, force, energy, momentum, and charge, students (1) examine the nature and scope of physics, including its relationship to other sciences and its ability to describe phenomena using physical laws, (2) describe the history of physics and its role in the birth of technology, (3) explore the uses of its models, theories, and laws in various careers, and (4) investigate physics questions and problems related to personal needs and societal issues.

- Recommended Grade Level: 11-12
- Recommended Co-requisite: Successful Completion of Algebra II and currently enrolled in Pre-Calculus
- Credits: A two credit course
- Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence or Flex Credit course

**PHYSICS B, ADVANCED PLACEMENT (L): Offered 2010-2011.** Physics B, Advanced Placement is a course based on content established by the College Board that is the equivalent of a terminal, one year college physics course. AP Physics B should provide instruction in each of the content areas (1) Newtonian Mechanics (35%); (2) Fluid Mechanics and Thermal Physics (15%); (3) Electricity and Magnetism (25%); (4) Waves and Optics (15%); and (5) Atomic and Nuclear Physics (10%). A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:

<http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

- Recommended Grade Level: 12
- Recommended Prerequisite: Physics I, Pre-Calculus/Trigonometry or with permission by the Science and Counseling Departments
- Credits: A two credit course
- Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence or Flex Credit course

## SOCIAL STUDIES

All courses are for one semester credit unless otherwise noted.

**CURRENT PROBLEMS, ISSUES AND EVENTS:** Offered Spring 2011. Current Problems, Issues and Events provide opportunities to apply techniques of investigation and inquiry to the study of significant problems or issues. Students develop competence in:

(1) recognizing cause and effect relationships, (2) recognizing fallacies in reasoning and propaganda devices, (3) synthesizing knowledge into useful patterns, (4) stating and testing hypotheses, and (5) generalizing based on evidence. Problems or issues selected should have contemporary historical significance and should be studied from the viewpoint of the social science disciplines. Community service programs, such as internships or other service experiences within the community, might be included.

- This course is an elective course that may be taken by students in grades 9-12.
- One semester class
- A Core 40, AHD and THD course

**ECONOMICS:** Economics is the social studies course that examines the allocation of scarce resources and their alternative uses for satisfying human wants. This course analyzes the economic reasoning used as consumers, producers, savers, investors, workers, voters, and government agencies make decisions. Key elements of the course include a study of scarcity and economic reasoning, supply and demand, market structures, the role of government, national income determination, money and the role of financial institutions, economic stabilization, and trade. Students will explain that because resources are limited, people must make choices in all aspects of daily life and demonstrate understanding of the role that supply, demand, prices, and profits play in a market economy. Students will examine the functions of government in a market economy and study market structures, including the organization and role of businesses. Students will understand the role of economic performance, money, stabilization policies, and trade of the United States. While the economic way of thinking involves scientific tools and techniques, economics remains a social science, which endeavors to systematically study the behavior of people, institutions, and societies.

- Recommended for Juniors/Seniors
- A Core 40, AHD and THD course
- One semester required for graduation

**UNITED STATES GOVERNMENT:** United States Government provides a framework for understanding the purposes, principles, and practices of constitutional representative democracy in the United States of America. Responsible and effective participation by citizens is stressed. Students will understand the nature of citizenship, politics, and government when they understand their rights and responsibilities as citizens and be able to explain how those rights and responsibilities as citizens are part of local, state, and national government in the United States today. Students examine how the United States Constitution protects individual rights and provides the structures and functions for the various levels of government affecting their lives. Students will also analyze how the United States government interacts with other nations and evaluate the United States' role in world affairs. Students inquire about American government through primary and secondary sources and articulate, evaluate, and defend positions on political issues with sound reasoning and evidence. As a result, students can explain the roles of citizens in the United States and the participation of individuals and groups in government, politics, and civic activities, recognize the need for civic and political engagement of citizens, and exercise rights and responsibilities in order to preserve and improve their civil society and constitutional government.

- Recommended for Juniors/Seniors
- A Core 40, AHD and THD course
- One semester required for graduation

**MACROECONOMICS AP:** Offered Spring 2011. Macroeconomics, Advanced Placement is a course that provides students with the content established by the College Board. Topics include: (1) Basic economic concepts, (2) measurement of economic performance, (3) national income and price determination, (4) economic growth, and (5) international finance, exchange rates, and balance of payments.

- Recommended for Juniors/Seniors.
- A Core 40 and AHD course

**PSYCHOLOGY:** Offered Fall 2010. Psychology is the scientific study of mental processes and behavior. The Standards have been divided into six content areas. These areas include: Scientific Methods, Developmental, Cognitive, Personality, Assessment and Mental Health, Socio-cultural and Biological Bases of Behavior. In the Scientific Methods area, research methods and ethical considerations are discussed. Developmental psychology takes a life span approach to physical, cognitive, language, emotional, social, and moral development. Cognitive aspects of psychology focuses on

learning, memory, information processing, and language. Personality, Assessment and Mental Health topics include psychological disorders, treatment, personality, and assessment. Socio-cultural dimensions of behavior including topics such as conformity, obedience, perceptions, attitudes, and the influence of the group on the individual. The Biological Bases focuses on the way the brain and nervous system functions, including topics such as sensation, perception, motivation, and emotion.

- This course is an elective course that may be taken by students in grades 9-12.
- A Core 40, AHD and THD course

**PSYCHOLOGY, ADVANCED PLACEMENT: Offered Spring 2011.** Psychology, Advanced Placement is a course that provides students with the content established by the College Board. Topics include: (1) history and approaches, (2) research methods, (3) biological bases of behavior, (4) sensation and perception, (5) states of consciousness, (6) learning, (7) cognition, (8) motivation and emotion, (9) developmental psychology, (10) personality, (11) testing and individual differences, (12) abnormal psychology, (13) treatment of psychological disorders, and (14) social psychology.

- Prerequisite: Psychology or permission of the teacher
- A Core 40, AHD and THD course
- A one-credit course
- Recommended for Juniors and Seniors

**TOPICS IN HISTORY: 20<sup>th</sup> CENTURY: Offered Fall 2010.** Topics in History provide students with studies of specific historical eras, events, or concepts in 20<sup>th</sup> Century. The development of historical research skills using primary and secondary sources is emphasized. The course focuses on one or more topics or themes related to the United States. Examples might include such topics as: (1) twentieth-century conflict, (2) the American West, (3) the history of the United States Constitution, and (4) democracy in history.

- This course is an elective course that may be taken by students in grades 9-12.
- A Core 40, AHD and THD course

**UNITED STATES HISTORY:** United States History is a two-semester course, which builds upon concepts developed in previous studies of American history. Students in this course are expected to identify and review significant events, persons, and movements in the early development of the nation. After providing such a review, the course gives major emphasis to the interaction of key events, persons, and groups with political, economic, social, and cultural influences on state and national development in the late nineteenth, twentieth, and early twenty-first centuries. Students are expected to trace and analyze chronological periods and examine the relationship of significant themes and concepts in Indiana and United States history. They are expected to develop skills and processes of historical thinking and inquiry that involve chronological thinking, comprehension, analysis and interpretation, and research that uses primary and secondary sources found at local and state historic sites, museums, libraries, and archival collections, including electronic sources. Opportunities are given to develop inquiry skills by gathering and organizing information from primary source material and a variety of historical and contemporary sources, accounts, and documents that provide diverse perspectives. Investigation of themes and issues includes cultural pluralism and diversity of opinion in American society. Students should exercise their skills as citizens in a democratic society by engaging in problem solving and civic decision-making in the classroom, school, and community setting.

- Recommended for the sophomore year
- Recommended: take World Geography the freshman year to prepare for United States History and World History.
- A Core 40, AHD and THD course
- Standards written for a typical, two-semester course
- Two semesters required for graduation

**WORLD GEOGRAPHY:** World Geography is a two-semester course that provides an opportunity to study the interaction of humans and their environments in a world setting. Students study global patterns of physical (natural) and cultural (human) characteristics, including earth/sun relationships, atmospheric and oceanic circulation, landforms, climate, vegetation, population, economic activity, political structures, culture, cultural diffusion, and international and interregional links. They use maps, graphs, and technology, such as geographic information systems (GIS) to establish spatial relationships: the interaction of two or more physical and cultural characteristics within a designated place, area, or region. Historical trends and events provide a context for understanding cultural change. Countries and regions selected for study include examples from each continent. Students are expected to apply knowledge of geographic concepts to research, inquiry, and participatory processes. Geographic concepts that guide the course follow the Five Themes of Geography and the Six Basic Elements of the National Geography Standards. The Five Themes of Geography are Location, the Characteristics of Place, Human/Environment Interaction, Movement between Places and Regions. The Six Elements of the National Geography Standards are: (1) The World in Spatial Terms, (2) Places and Regions, (3) Physical Systems, (4) Human Systems, (5) Environment and Society, and (6) The Uses of Geography.

- This course is an elective course that may be taken by students in grades 9-12 for one or two semesters.

- Highly recommended for freshmen to prepare for future social studies courses
- A Core 40, AHD and THD course

**WORLD HISTORY AND CIVILIZATION:** World History is a two-semester course. It emphasizes events and developments in the past that greatly affected large numbers of people across broad areas of the earth and that significantly influenced peoples and places in subsequent eras. Some key events and developments pertain primarily to particular people and place; others, by contrast, involve transcultural interactions and exchanges between various peoples and places in different parts of the world. 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 are expected to compare and contrast events and developments involving diverse peoples and civilizations in different regions of the world. Students are expected to examine examples of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present. Finally, students are expected to apply content knowledge to the practice of thinking and inquiry skills and processes. There should be continuous and pervasive interactions of processes and content, skills and substance, in the teaching and learning of history.

- This is a required course.
- Recommended for juniors.
- A Core 40, AHD and THD course
- Standards are written for a typical, two-semester course

## STUDY SKILLS

All courses are for one semester credit.

**STUDY SKILLS:** Students will develop skills to retrieve, organize, and express information in ways that support success in other credit-bearing courses based on individual needs.

- Prerequisite: Recommendation by the Case Conference Committee in the special education Individualized Education Program

## WORLD LANGUAGE

All world language courses are full year sequences and are for one semester credit each semester.

**SPANISH I:** The course is structured to expand the students' Spanish language speaking, listening, reading, writing and thinking skills, while broadening their understanding of grammatical structures, verb tenses and grade-level vocabulary. Furthermore, the course provides authentic opportunities to negotiate and polish the language in appropriate social situations. The course also introduces a variety of Spanish literary works and cinema in order to acquire a better understanding of cultural and social practices of the Spanish language. The course is conducted primarily in Spanish.

Within this context, the course provides students with opportunities to:

- respond to and give oral directions and commands and to make routine requests in the classroom and in public places;
- understand and use appropriate forms of address in courtesy expressions and be able to tell about daily routines and events;
- ask and answer simple questions and participate in brief guided conversations related to their needs and interests;
- read isolated words and phrases in a situational context, such as menus, signs, and schedules;
- comprehend brief written directions and information;
- read short narrative texts on simple topics; and
- write familiar words and phrases in appropriate contexts and respond in writing to various stimuli;
- learn about nonverbal communication, such as gestures and body language;
- learn about awareness of current events in the cultures;
- study the major holidays and geographical features of the countries being studied;
- learn greeting and leave taking behaviors in a variety of social situations;
- learn the appropriate way to respond to introductions and use courtesy behaviors; and
- the appropriate etiquette in a variety of social settings;
- express likes and dislikes in regards to a variety of topics; and
- discuss what they and other people do using the present tense.

**Prerequisite: Successful completion of 8<sup>th</sup> Grade Middle School Spanish.**

A Core 40, AHD and THD course

A two credit course based on Indiana's Academic Standards for Level I World Languages

**SPANISH II:** This course is structured to continue developing the students' Spanish language speaking, listening, reading, writing and thinking skills, while expanding their understanding of grammatical structures, verb tenses and grade-level vocabulary. Furthermore, the course provides authentic opportunities to negotiate and polish the language in appropriate social situations. The course also examines contemporary Spanish literary works and cinema in order to acquire a better understanding of cultural and social practices of the Spanish language. The course is conducted primarily in Spanish.

Within this context, the course provides students with opportunities to:

- ask and answer questions regarding routine activities;
- participate in conversations on a variety of topics;
- relate a simple narrative about a personal experience or event;
- 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;
- understand main ideas and facts from simple texts over familiar topics;
- read aloud with appropriate intonation and pronunciation;
- 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, and short personal essays;
- become familiar with major geographical features, historical events, and political structures of the country or countries being studied; and
- become familiar with different aspects of the culture, including the visual arts, architecture, literature and music, using the world language where appropriate.

**Prerequisite: Successful completion of Spanish I or Spanish I Advanced**

A Core 40, AHD and THD course

A two credit course based on Indiana's Academic Standards for Level II World Languages

**SPANISH III:** This course is designed for students who have a strong desire to enhance and strengthen their Spanish language communicative skills (speaking, listening, reading and writing) as well as to extend their cultural knowledge. Spanish Level III will use a multi-media approach, which will include but is not limited to authentic films, internet, pod casts, classic and modern works of literature, *telenovelas* in the target language w/out subtitles, magazines, CD's, downloads from itunes, and DVD's. The course will comprise of a comprehensive review of grammatical structures and concepts, introduction of new grammatical structures and concepts, the study and practice of essay writing and the translation, analysis and discussion of authentic language text/materials. Spanish is the exclusive language of the classroom.

The goal of this course is for students to attain a high level of proficiency in the four linguistic skills (speaking, listening, reading and writing). By the end of this course students should be able to communicate in all communicative modes (interpersonal, interpretive and presentational) at or near a proficient level. All four-language skills will be practiced every day through the context of the themes and functions evident in the daily classroom conversation, daily journal entries, Spanish grammar book, Advanced Spanish Reader, various literary works, authentic texts and film, and other supplemental texts and authentic materials. This course is conducted primarily in Spanish during introductory grammar lessons and exclusively in Spanish during all other forms of classroom discussion and interaction.

Within this context, the course provides students with opportunities to:

- respond to factual and interpretive questions and interact in a variety of social situations, such as expressing regrets, condolences, and complaints, and using more than rote memory formula phrases;
- read for comprehension from a variety of authentic materials, such as advertisements in newspapers and magazines, and cartoons and personal correspondence;
- read short literary selections of poetry, plays, and short stories;
- complete authentic forms and documents and take notes that require familiar vocabulary and structures;
- write paraphrases, summaries, and brief compositions; and
- describe different aspects of the culture, using the world language where appropriate, including: (1) major historical events, (2) political structures, (3) value systems, (4) visual arts, (5) architecture, (6) literature, and (7) music.

**Prerequisites: Successful completion of Spanish I or Spanish I Advanced and Spanish II**

A Core 40, AHD and THD course

A two credit course based on Indiana's Academic Standards for Level III World Languages

**SPANISH LANGUAGE, Advanced Placement:** This course is designed for students who have a strong desire to continue enhancing and strengthening their Spanish language communicative skills (speaking, listening, reading and writing) as well as to extend their cultural knowledge, and successfully complete the Spanish Language Advanced Placement Examination.

Advanced Placement Spanish will use a multi-media approach, which will include but is not limited to authentic films, internet, pod casts, classic and modern works of literature, *telenovelas* in the target language w/out subtitles, magazines, CD's, downloads from itunes, and DVD's. The course will comprise of a comprehensive review of grammatical structures and concepts, conversation tables, the study and practice of essay writing and the translation, analysis and discussion of authentic language text/materials in order to enable students to succeed in attaining a high level of language competency/proficiency on the Spanish Language Advanced Placement Exam. Spanish is the exclusive language of the classroom.

The goal of this course is for students to attain a high level of proficiency in the four linguistic skills (speaking, listening, reading and writing) as well as to succeed on the Spanish Language Advanced Placement Exam. By the end of this course students should be able to communicate in all communicative modes (interpersonal, interpretive and presentational) at the level of a proficient student enrolled in a 3<sup>rd</sup>-year Spanish language college course. All four-language skills will be practiced every day through the context of the themes and functions evident in the daily classroom Spanish conversation and discussion, daily journal entries, authentic materials presented by students various Spanish textbooks, Spanish AP® Text, Advanced Spanish Reader, various literary works, authentic texts and films, Spanish AP® practice tests and studies, and other supplemental texts and materials. This course is conducted exclusively in Spanish.

Within this context, the course provides students with opportunities to:

- partake in informal discussions;
- present information to a group of students, and teach parts of class;
- interview others;
- converse and debate;
- give professional reports;
- participate in literature discussions;
- listen to a variety of authentic spoken language;
- listen for certain vocabulary words and grammatical structures and concepts;
- listen to a variety of native speakers from different countries (understanding different accents);
- interpret spoken script from Spanish to English and English to Spanish;
- partake in both discussions and conversations that require both listening and speaking;
- complete a variety of writings;
- respond to factual and interpretive questions, interact in complex social situations, and express opinions and make judgments;
- give presentations on cultural topics including: (1) traditions, (2) historical and contemporary events, and (3) major historical and artistic figures;
- paraphrase or restate what someone else has said;
- read for comprehension from a variety of longer authentic materials, such as newspapers and magazine articles, novels, and essays, as well as make judgments about what is read;
- write well-organized compositions on a given topic;
- be aware of the relationship between various art forms in at least one major historical period;
- be aware of the major literary, musical, and artistic periods and genres of at least one of the cultures in which Spanish is spoken; and
- be able to adjust speech appropriate to the situation and audience.

Upon successful completion of the course, students are expected to take the Spanish Language Advanced Placement Exam if the exam can be administered to the student free of charge.

**Prerequisites: Successful completion of Spanish I, Spanish II, and Spanish III**

A Core 40, AHD, and THD course

A two credit course based on Indiana's Academic Standards for AP® World Languages



## WAIVER (Non-Standard) COURSES

Courses are ELECTIVE credit.

**CRISIS AND PREPAREDNESS FOR OUR SCHOOL: Not currently offered.** This course is taught on a course waiver (#9620/1441-09/10-78) was approved 3/30/2007. Description: Study of:

- a. Analysis of environment of the school building for safety
- b. School management plan evaluation and preparedness for crisis
- c. Crisis from within for students and staff (violence, gangs, bullying, hate, peer pressure, harassment)
- d. Crisis from outside our school for students and staff
- e. Pre-crisis interventions for students, staff, and community
- f. Crisis management and response
- g. Post-crisis analyzing, rehabilitation, and planning
- h. Personal attributes, personality study, self esteem
- i. Promotion of safety in our school
- j. Related school incidents from around the world and what has been learned from those cases to improve school safety

**LOGIC AND CRITICAL THINKING I: Not currently offered.** This course is taught on a course waiver (#9620-441/2009-10/83) approved on 5/11/2007. This course will reinforce mental faculties with long-term positive ramifications commensurate with the effort submitted. Students will learn about cognitive development theories, basic syllogistic logic, propositional and predicate calculus, informal fallacies, mathematical logic, rhetoric and compositional argumentation, scientific logic and the logical underpinnings of the scientific philosophy, and will engage in serious discussions regarding current events and philosophical claims. The class, given the proper effort, will considerably enhance ability to argue and comprehend arguments, and judge between dissimilar and conflicting values and courses of action. In turn, these abilities will increase performance in every class and insure lasting intellectual acuity and confidence. This elective course will be offered during the fall semester. It is open only to 11<sup>th</sup> and 12<sup>th</sup> grade students or by permission of both the Guidance Department and Instructor.

**LOGIC AND CRITICAL THINKING II: Not currently offered.** This course is taught on a course waiver (#9620-441/2009-10/83) approved on 5/11/2007. This course, the extension of Logic and Critical Thinking I, will deepen and enhance the abilities instilled in the first semester. Students will continue to expand and apply logic to science and mathematics, media bias recognition, debate, Robert's Rules of Parliamentary Procedure, policy debate on the school, local and state level, attending city council meetings, writing to government representatives, reflective journaling, and rhetoric. Simultaneously, students will consider and present resolve to issues relevant to the community at large, as well as ponder philosophical claims and engage in stimulating debate within and outside the classroom. Given the proper effort, this class will reinforce and further increase intellectual capacity, as well as augment mathematical and scientific understanding and improve rhetorical ability. A student who succeeds in this class will truly have prepared him/herself to learn, understand, and succeed in life. This elective course will be offered during the spring semester. It is open only to 11<sup>th</sup> and 12<sup>th</sup> grade students. Pre-requisite: Successful completion of Logic and Critical Thinking I or by permission of both the Guidance Department and Instructor.