

Lawrence North High School

Program of Study

2022-2023



The Curriculum Guide is published to assist students and their families in making appropriate course selections. Lawrence North offers a wide range of courses and opportunities so students can achieve their goals. Included in the guide is information about graduation requirements, grading scales and programs like International Baccalaureate, Immersion, Advanced Placement and the Advanced College Project along with course descriptions.

Students are encouraged to review the information before making course selections. Students will meet with their counselor to complete the selection process. Every attempt should be made to complete the process by mid-March. Students may change their course selections until the end of the first week of the new semester provided space is available.

Schedules may also be changed for the following reasons:

- To correct computer errors.
- To correct level placement when recommended and approved by the classroom teacher, parents and appropriate department leader within the first six weeks of the semester.
- To balance class size.
- To drop a second semester class upon teacher recommendation in cases where first semester mastery is needed for success in the second semester.



GRADUATION REQUIREMENTS

For class of 2023 & Beyond

Beginning with the graduation class of 2023, Indiana high school students must satisfy three Graduation Requirements:

- Earn an Indiana High School Diploma - Box 1
- Demonstrate Employability Skills - Box 2
- Demonstrate at least one Post-Secondary Readiness Competency - Box 3

1

Box 1: Diploma Options

- Core 40 Diploma [44 Credits] OR
- Academic Honors Diploma [47 Credits] OR
- Technical Honors Diploma [47 Credits]

2

Box 2: Employability Skills

- Completion of a Project-Based Learning Experience OR
- Completion of a Service-Based Learning Experience OR
- Completion of a Work-Based Learning Experience

3

Box 3: Post-Secondary Readiness Competencies

Earn at least ONE of the following:

- Academic or Technical Honors Diploma
- Minimum Score on ACT, SAT or ASVAB
- State and/or Industry Recognized Credential or Certification
- 6 Credits with C Average in State-Approved Career Pathway
- Same as Above Plus Take the State-Approved Assessment
- Credits in 3 AP, IB or Dual-Credit Courses with a C Average
- 6 Credits with C Average in Locally-Created Pathway

Course and Credit Requirements

English/ Language Arts	8 credits Including a balance of literature, composition and speech.
Mathematics	6 credits (in grades 9-12) 2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II <i>Or complete Integrated Math I, II, and III for 6 credits. Students must take a math course or quantitative reasoning course each year in high school</i>
Science	6 credits 2 credits: Biology I 2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics 2 credits: any Core 40 science course
Social Studies	6 credits 2 credits: U.S. History 1 credit: U.S. Government 1 credit: Economics 2 credits: World History/Civilization or Geography/History of the World
Directed Electives	5 credits World Languages Fine Arts Career and Technical Education
Physical Education	2 credits
Health and Wellness	1 credit
Electives*	10 credits <small>(College and Career Pathway courses recommended)</small>

44 Total Credits Required

CORE40 with Academic Honors *(minimum 47 credits)*

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

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits.
- Earn 6-8 Core 40 world language credits
(6 credits in one language or 4 credits each in two languages).
- Earn 2 Core 40 fine arts credits.
- Earn a grade of a “C” or better in courses that will count toward the diploma.
- Have a grade point average of a “B-” or better.
- Complete one of the following:
 - A. Earn 4 credits in 2 or more AP courses and take corresponding AP exams
 - B. Earn 6 verifiable transcribed college credits in dual credit courses from the approved dual credit list.
 - C. Earn two of the following:
 1. A minimum of 3 verifiable transcribed college credits from the approved dual credit list,

- 2. 2 credits in AP courses and corresponding AP exams,
 - 3. 2 credits in IB standard level courses and corresponding IB exams.
 - D. Earn a composite score of 1250 or higher on the SAT and a minimum of 560 on math and 590 on the evidence based reading and writing section.**
 - E. Earn an ACT composite score of 26 or higher and complete written section
 - F. Earn 4 credits in IB courses and take corresponding IB exams.
- **New score requirements based on newly formatted SAT exam

CORE40 with Technical Honors *(minimum 47 credits)*

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

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

Grade Point Average

GPA is calculated by dividing the total grade points each semester by the number of credit points. The GPA calculation includes 0.5 additional quality points for honors courses in the core academic areas and 1.0 additional quality points for AP (Advanced Placement), IB (International Baccalaureate) or ACP (Advance College Project)/ Dual College Credit. The grading scale is:

Letter Grade	GPA Points	Percentage
A +	4.333	98 - 100
A	4.000	93 - 97
A -	3.667	90 - 92
B +	3.333	87 - 89
B	3.000	83 - 86
B -	2.667	80 - 82
C +	2.333	77 - 79
C	2.000	73 - 76
C -	1.667	70 - 72
D +	1.333	67 - 69
D	1.000	63 - 66
D -	0.667	60 - 62
F	0.000	59 and below

The school year is divided into two semesters; each semester has 2 nine week grading periods. Class rank is determined by cumulative GPA calculated each semester.

Advanced Placement, AP Capstone, International Baccalaureate, and Indiana University Advance College Project

ADVANCED PLACEMENT (AP)

Advanced Placement courses provide in-depth study in a number of subjects and preparation for national tests administered by the College Board, which are given in May of each year. These examinations are scored on a scale of one to five with five being the highest score. Many students who perform well on the Advanced Placement exams, upon entering college, receive college credit and/or advanced placement in their college course work. Each college determines its own Advanced Placement policy and will specify the score on each exam necessary for credit or advanced standing. A significant number of colleges and universities grant advanced standing to students who begin their studies with credits earned through the Advanced Placement program. Curriculum will meet the requirements for taking the AP test. ***With the exception of AP Economics*, all AP courses are yearlong and students are expected to complete both semesters of the course. All students are expected to take the AP exam. The AP exam must be taken if the class is being completed as one of the requirements of the Core 40 with Academic Honors Diploma.***

Art History—AP	German Lang & Culture—AP	Seminar—AP
Biology—AP	Human Geography—AP	Spanish Language—AP
Calculus AB—AP	Micro-Economics—AP	Spanish Literature—AP
Calculus BC—AP	Music Theory—AP	Statistics—AP
Chemistry—AP	Physics 1—AP	Studio Art—Drawing—AP
Computer Science—AP	Physics 2—AP	Studio Art—AP, 2D
English Language & Comp—AP	Physics Mechanics C—AP	Studio Art—AP, 3D
English Literature & Comp—AP	Psychology—AP	US Government—AP
Environmental Science—AP	Psychology-Forensics—AP	US History—AP
French Lang & Culture—AP	Research—AP	World History—AP

INTERNATIONAL BACCALAUREATE (IB) DIPLOMA

The International Baccalaureate (IB) Program is a rigorous pre-university course of studies leading to examinations that meet the needs of highly motivated secondary school students between the ages of 16 and 19 years. The Diploma Program's grading system is criterion-referenced, which means that each student's performance is measured against well-defined levels of achievement. These are consistent from one examination session to the next and are applied equally to all schools. The two-year program was born of efforts to establish a common curriculum and university entry credential for students moving from one country to another. International educators were motivated by practical considerations but also by an idealistic vision. They believe that students should share an academic experience that would emphasize critical thinking, intercultural understanding and exposure to a variety of points of view. The program offers unique components that enhance the traditional liberal arts curriculum.

Theory of Knowledge (TOK) is an interdisciplinary required course intended to stimulate critical reflection on the knowledge and experience gained inside and outside the classroom. The course challenges students to question the bases of knowledge, to be aware of subjective and ideological biases and to develop the ability to analyze evidence that is expressed in rational argument. This course is taken during the second semester of junior year and first semester of senior year.

Creativity, Action, Service (CAS) is a key requirement of the diploma curriculum. It encourages students to share their energy and special talents with others. Students may, for example, participate in theatre or musical productions, sports and community service activities. Students should, through these activities, develop greater awareness of themselves, concern for others, and the ability to work cooperatively with other people.

Extended Essay is a 4,000-word essay in which the student has the opportunity to investigate a topic of special interest. The essay requirement acquaints diploma candidates with the kind of independent research and writing skills expected by universities.

Curriculum

The International Baccalaureate has a two-year program that contains six academic areas surrounding a core. Subjects are studied concurrently, and students are exposed to the two great traditions of learning: the humanities and the sciences. Diploma candidates are required to select one route from each of the six subject groups. At least three and not more than four are taken at Higher Level (HL), the others at Standard Level (SL). HL courses represent 240 teaching hours; SL courses cover 150 hours. By arranging work in this fashion, students are able to explore some subjects in depth and some more broadly over the two-year period.

International Baccalaureate (IB) Routes

- Group 1: English A1 (HL)
- Group 2: French B (SL), French B (HL), Spanish B (SL), Spanish B (HL), German B (SL), German B (HL), Japanese B (SL)
- Group 3: History of the Americas (HL), Economics (SL), Psychology (SL), Psychology (HL)
- Group 4: Physics (SL), Biology (SL), Biology (HL), Chemistry (SL)
- Group 5: Math Studies (SL), Mathematics (SL)
- Group 6: Music (SL), Music (HL), Visual Arts (SL), Visual Arts (HL), Theatre Arts (HL)

AP Capstone (Advanced Placement)

AP Capstone™ is a diploma program from the College Board. It’s based on two yearlong AP courses: **AP Seminar (11th grade) and AP Research (12th grade)**. Rather than teaching subject-specific content, these courses develop students’ skills in research, analysis, evidence-based arguments, collaboration, writing, and presenting. Students who complete the two-year program can earn one of two different AP Capstone awards, which are valued by colleges across the United States and around the world.

Students who earn scores of **3 or higher in AP Seminar and AP Research AND on four additional AP Exams** of their choosing receive the AP Capstone Diploma™. Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams receive the AP Seminar and Research Certificate



Advance College Project (ACP)

The Advance College Project (ACP) is for high school students who have adequate preparation and desire for more advanced work. Through the various courses available, the program allows a wide range of students to engage in college level work for college credit. The same general standards that apply for admission to Indiana University apply to students who wish to elect these courses for credit; however, acceptance does not constitute regular admission to Indiana University. Students who elect to take a course for credit will be charged tuition and books must be purchased, which usually is reflected in a larger book rental fee. Students eligible for free or reduced lunch will not be charged tuition fees.

Indiana University—Advanced College Project

ACP Composition—Reading, Writing & Inquiry	ENG W131
ACP Genres of Literature—Literary Interpretation	ENG L202
ACP Speech—Public Speaking	SPCH S121
ACP Chemistry—Elementary Chemistry I	CHEM C101/121 and Lab

ACP Biology—Humans and the Biological World	BIOL L100
ACP US History—American History	HIST H105
ACP Calculus—Calculus I	MATH M211
ACP Honors Pre-Calc/Trigonometry	MATH M025; MATH M026
ACP Statistics—Statistical Techniques	PSY K300
ACP Spanish—2 nd Year Spanish 1	HISP S200
ACP Spanish—2 nd Year Spanish 2	HISP S250
ACP Psychology—Introductory Psychology I & II	PSY P101, PSY P102
ACP Education Professions—Examining Self as a Teacher	EDUC F200

The ACP course offerings will vary slightly each year, based on faculty accreditation and course availability. The list above is included as a “sampling” of the courses available as ACP dual-credit courses through Indiana University-Bloomington and Butler University.

MSDLT Weighted Courses

1.0 Weight

1002 GT	English 9 Lyceum	3020	Biology AP/ACP
1004 GT	English 10 Lyceum	3080	Physics AP
1058	English Lit & Comp AP	3088	Chemistry AP
1056	English Lang & Comp AP	3090	Honors Chemistry (dual-credit)
1124C	Advanced Composition ACP	3060	Environmental Science AP
1124S	Advanced Speech & Communications ACP	3012	IB Biology II – Anatomy and Physiology
		2164	ASL IV
1124L	Genres of Literature ACP	3036IB	French IV
1562	U.S. History AP	2026	French Language AP
1574	U.S. History ACP	2032	German IV
1590	History, Higher Level IB (20 th Century America)	2046	German Language AP
1552	US Government AP	2052	Spanish IV
1560	U.S. Government & Politics AP	2126	Spanish Language AP
1558	Psychology AP	2132	Spanish Literature AP
1558IB	Psychology II I	2134	Studio Art 2D AP (Drawing)
1558F	Forensic Psychology—AP	4048	Music Theory AP
1564	World History AP	4210	Visual Arts HL IB
1572	Human Geography—AP	4090	Visual Arts SL IB
1554	Economics AP	4092	Advanced Theatre Arts
1604	Psychology, Higher Level IB	4240	Music Appreciation and History (I and II)/ IB Music
0514	Humanities/ Multidisciplinary (Amer. Lit and US Hist AP)	4206	Theatre Production
056011	Theory of Knowledge	4248	Studio Art 3D AP
056012	Theory of Knowledge	4052	Studio Art 2D AP (Design)
1534	Sociology ACP	4050	Information Tech Support (CompTIA A+ Certification)
1540GL	Government/ Constitutional Law	5230M	Networking I (CompTIA Network + Certification)
2562	Calculus AB AP	5234M	Networking II/Infrastructure Systems
2572	Calculus BC AP	4588M	Networking II/Servers & Security
2564H	Pre-Calculus Honors (dual-credit)	5257M	Civil Engineering and Architecture
2570	Statistics AP	4802M	Aerospace Engineering
2570 DC	Statistics ACP	4816M	Medical Interventions
2584	IB Math	5217M	Biomedical Innovations
4170	Advanced Band – Wind Ensemble	5219M	Environmental Sustainability
4174	Advanced Orchestra (Orchestra 3)	4818M	Engineering Design & Development
4188	Advanced Chorus – Legacy; Bellabravada	4828M	Cosmetology I (DC)
4146	Advanced Dance (Dance 5)	5802M	Cosmetology II (DC)
4248	Advanced Theatre Arts	5806M	Auto Service Tech I (DC)
4812M	Intro to Engineering Design	5510M	Auto Service Tech II (DC)
4814M	Principles of Engineering	5546M	Strategic Marketing
5514M	Collision Repair I (DC)	5918M	Health Sciences I (DC)

5544M Collision Repair II (DC)
 4801M Computer Science I: Visual Basic
 5236M Computer Science II: Programming
 5252M Computer Science II: Video Gaming Apps
 5580M Construction Trades I (DC)
 5578M Construction Trades II (DC)
 5440M Culinary Arts & Hospitality (DC)
 5346M Adv Culinary Arts & Hospitality II (DC)
 4562M Principles of Business Management (DC)
 4524M Intro to Accounting
 4564M Advanced Accounting (DC)

5282M Health Sciences II (DC)
 5530M Graphic Design and Layout
 5232M Interactive Media II
 5284M CIM-Computer Integrated Manufacturing
 4810M Digital Electronics
 4826M Entrepreneurship & New Ventures (DC)
 5966M Merchandising—Advanced Business (DC)
 4564M Administrative & Office Management (DC)
 5268M Principles of Marketing (DC)

Weight 0.5

1002H English 9 Honors
 1004H English 10 Honors
 1006H English 11 Honors
 1570H Geography History of the World Honors
 ***** Level 3 world Language Courses

3024H Biology Honors
 3108H Integrated Chemistry and Physics Honors
 5218M Principles of Biomedical Science
 5216M Human Body Systems
 2532H Geometry Honors
 2522H Algebra II Honors

Extracurricular Eligibility Procedures

1. The GPA requirements for extracurricular participation are:

Grade 9 –	Pass 5 solid credits
Grade 10 –	Pass 5 solid credits and a 1.667 average
Grade 11 –	Pass 5 solid credits and a 1.834 average
Grade 12 –	Pass 5 solid credits and a 2.0 average
2. In determining participation, the higher of the overall GPA or the current nine-week's grading period GPA will be used.
3. Any Special Education student who plans to participate should have an IEP that states the appropriate eligibility standard.
4. High school credit awarded for summer school, correspondence classes, and evening classes will count toward the standard.
5. The superintendent or the superintendent's designee may defer the implementation of the eligibility standard for a period not to exceed one (1) semester to allow for unforeseen circumstances.
6. Any student transferring from another high school shall have the remainder of that semester as a grace period to meet the appropriate grade level eligibility standard. A student enrolling during the third grading period of a semester will have the following semester as a grace period.
7. All coaches, teachers, school counselors, and all other appropriate staff will continue to give assistance to all students unable to meet the eligibility standard. Future discussion will be held in order to add an extracurricular position to coordinate these activities.
8. All students who represent the school as a result of tryouts, auditions, or elections are subject to the Extracurricular Eligibility Procedures and the constitution/ standards of the organization/activity. Student participation in activities as part of a co-curricular course will be exempt from these procedures.
9. Review Committee – after review by this committee (appointed by the superintendent), any recommended changes will be made to the superintendent. This will be accomplished prior to January in order to facilitate scheduling and for printing in the student handbooks.

NCAA Academic Standards

The NCAA Eligibility Center verifies the academic and amateur status of all student-athletes who wish to compete in Division I or II athletics. Visit www.eligibilitycenter.org for the complete list of rules and registration.

College-bound student-athletes, who want to practice, compete and receive athletically related financial aid during their first year at a Division I or II school need to meet the following requirements:

- Graduate from high school.
- Complete a minimum of 16 core courses for Division I or II.
- Earn a minimum required grade-point average in core courses.
- Earn a qualifying test score on either the ACT or SAT.
- Request final amateurism certification from the NCAA Eligibility Center.

For Division I student-athletes who will enroll in COLLEGE August 1, 2016 and later, the requirements to compete in the first year will change. In addition to the above standards, students must:

- Earn at least a 2.3 grade-point average in core courses.
- Meet an increased sliding-scale standard (for example, an SAT score of 820 requires a 2.5 high school core course GPA)
- Successfully complete 10 of the 16 total required core courses before the start of their seventh semester in high school. Seven of the 10 courses must be successfully completed in English, math and science.

Students that earn at least a 2.0 GPA but not a 2.3 GPA and meet the current sliding scale standard (ex: an SAT score of 1,010 requires a 2.025 high school core course GPA) will be eligible for practice in the first term and athletically related financial aid the entire year, but not competition. Freshmen who are academically successful in the first term will earn the ability to continue to practice for the remainder of the year.

NCAA DIV I SLIDING SCALE – 2016 and beyond		
CORE GPA	SAT (Verb/Math)	ACT (Sum)
3.55	410	38
3.40	460	42
3.30	500	44
3.20	540	47
3.10	580	49
3.00	620	52
2.90	660	54
2.80	700	57
2.70	730	60
2.60	780	64
2.50	820	68
2.40	860	71
2.30	900	75
2.20	940	79
2.10	980	82
2.00	1020	86
1.99 - below	INELIGIBLE	INELIGIBLE

English

INTRODUCTION

A balance of reading, writing, listening, speaking, grammar, literature, and media studies are the most important academic functions in every area of learning—not just as individual subject areas. Reading and language arts is not just something we should do primarily to be used to develop a competent and competitive work force but, further, to connect ourselves more fully with others in our society and the world. Teachers, then, create a sense of community within the classroom as they share this knowledge and help students to understand all aspects of reading and the language arts, including the ability to think critically, and then act on this knowledge that empowers both teachers and students to expand beyond the classroom into the larger societal community.

The goal of the study of *literature* is to provide students with frequent and continual opportunities to: (1) learn and apply essential skills in reading and writing; (2) read widely to build a better understanding of various types of texts, genres, and cultures of our country and those in other parts of the world; (3) read well; (4) acquire new information that will assist in responding to the needs of the workplace and society as a whole; and (5) make reading a lifelong pursuit. Literature courses provide students with opportunities to respond to literature critically, reflectively, and imaginatively both in writing and speaking and to develop concepts and strategies for making independent critical evaluations of literature. These types of courses enhance students' awareness of various cultures and develop a sense of identity. Literature courses include reading for pleasure and expose students to reading materials available in school media centers and public libraries.

The goal of *composition* is to provide students with frequent and continual opportunities to learn and apply essential skills in writing, using a process that includes: (1) prewriting, (2) drafting, (3) revising, (4) editing, and (5) producing a final, corrected product. Strategies should include evaluating and responding to the writing of others. In addition to instruction in creating clear, coherent, and organized paragraphs and multi-paragraph essays for a variety of audiences and purposes, the courses teach strategies for collecting and transforming data for use in writing as well as teach criteria to use in the evaluation and revision of various types of writing. Instruction in grammar, usage, and mechanics is integrated with writing instruction so that students develop a common language for discussion. All writing in its final publication form follows accepted conventions of language, style, mechanics, and format.

***Students will be provided a “Recommended Placement” based on multiple performance standards: SRI data from previous year; ISTEP and/or ECA data; Grade-level reading and writing assessments and teacher recommendation. Students will be scheduled into the**

English course recommended. Students/parents wishing to enroll in a course level not recommended must confer with the Counselor and/or the English teacher/ English Department Chairperson.

ENGLISH 9 (ENG 9)

1002
1002H
1002GT (Lyceum)

English 9, an integrated English course based on *Indiana’s Academic Standards for English/Language Arts in Grade 9* and the *Common Core State Standards for English/Language Arts*, is a study of language, literature, composition, and oral communication with a focus on exploring a wide-variety of genres and their elements. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 9 in classic and contemporary literature balanced with nonfiction. Students write short stories, responses to literature, expository and persuasive compositions, research reports, business letters, and technical documents. Students deliver grade-appropriate oral presentations and access, analyze, and evaluate online information.

- **Recommended Grade Level:** Grade 9
- **Recommended Prerequisites:** None
- **Credits:** 2 credits, a two-semester course with 1 credit per semester
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ENGLISH 10 (ENG 10)

1004
1004H
1004GT (Lyceum)

English 10, an integrated English course based on *Indiana’s Academic Standards for English/Language Arts in Grade 10* and the *Common Core State Standards for English/Language Arts*, 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.

- **Recommended Grade Level:** Grade 10

- **Recommended Prerequisites:** English 9 or teacher recommendation
- **Credits:** 2 credits, a two-semester course with 1 credit per semester
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

ENGLISH 11 (ENG 11)

1006
1006H

English 11, an integrated English course based on *Indiana's Academic Standards for English/Language Arts* in Grade 11 and the *Common Core State Standards for English/Language Arts*, is a study of language, literature, composition, and oral communication with a focus on exploring characterization across universal themes and 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 11 in classic and contemporary literature balanced with nonfiction. Students write fictional narratives, short stories, responses to literature, reflective compositions, historical investigation reports, resumes, and technical documents incorporating visual information in the form of pictures, graphs, and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

- **Recommended Grade Level:** Grade 11
- **Recommended Prerequisites:** English 9 and English 10 or teacher recommendation
- **Credits:** 2 credits, a two-semester course with 1 credit per semester
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ENGLISH 12 (ENG 12) 1008

English 12, an integrated English course based on the *Indiana Academic Standards for English/Language Arts* for Grades 11-12, is a study of language, literature, composition, and oral communication focusing on an exploration of point of view or perspective 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 in classic and contemporary literature balanced with nonfiction. Students write narratives, responses to literature, academic essays (e.g. analytical, persuasive, expository, summary), and more sustained research assignments incorporating visual information in the form of pictures, graphs, charts and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

- **Recommended Grade Level:** Grade 12

- **Recommended Prerequisites:** English 9, English 10, and English 11 or teacher recommendation
- **Credits:** 2 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

ENGLISH AS A NEW LANGUAGE (ENL) 2190

English as a New Language, an integrated English course based on *Indiana's English Language Proficiency (ELP) Standards*, is the study of language, literature, composition and oral communication for Limited English Proficient (LEP) students so that they improve their proficiency in listening, speaking, reading, writing and comprehension of standard English. Students study English vocabulary used in fictional texts and content-area texts, speak and write English so that they can function within the regular school setting and an English-speaking society, and deliver oral presentations appropriate to their respective levels of English proficiency.

- **Recommended Grade Level:** The intent of the ENL course is to move students as successfully, smoothly, and rapidly as possible into the Core 40 English courses offered in grades 9-12.
- **Recommended Prerequisites:** English proficiency placement test results
- **Credits:** A two-semester course, one credit per semester. The nature of this course allows for successive semesters of instruction at advanced levels (up to a maximum of four credits).
- English/Language Arts credit (1012): If ENL course work addresses *Indiana's Academic Standards for English/Language Arts*, up to four (4) credits accrued can be counted as part of the eight (8) required English/Language Arts credits for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.
- World Language credit (2188): If ENL course work addresses *Indiana's Academic Standards for World Languages* and is taken concurrently with another English/Language Arts course, up to four (4) credits accrued may count as World Language credits for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

AP, IB and Dual Credit Courses:

AP ENGLISH LANGUAGE AND COMPOSITION 1056

English Language and Composition, Advanced Placement, is an advanced placement course based on content established by the College Board. An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the

way generic conventions and the resources of language contribute to effectiveness in writing.

- **Recommended Grade Level:** Grade 11-12 (College Board does not designate when this course should be offered).
- **Recommended Prerequisites:** English 9H and English 10H AND teacher recommendation
- **Credits:** 2 credits, a two-semester course with 1 credit per semester
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

AP ENGLISH LANGUAGE AND COMPOSITION/ AP UNITED STATES HISTORY (INTERDISCIPLINARY) 0514

Interdisciplinary Studies integrates the disciplines of American History, Literature, and the Arts. United States History and American Literature are taught in a daily block of time by a team of teachers. Various methodologies are utilized with an emphasis on discussion and group work. An honors designation will be indicated on the students' transcript for successful completion of the course study. The History portion of the class follows the AP United States History curriculum. Students are expected to take the AP United States History test, which is administered in the spring semester and requires a registration fee. English students are expected to take the AP examination in American Literature administered by the College Board.

- **Recommended Grade Level:** Grade 11
- **Recommended Prerequisites:** None
- **Credits:** A 2 semester course, 2 credits per semester
- Fulfills the English 11 and the US History requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective for any diploma

AP ENGLISH LITERATURE AND COMPOSITION 1058

English Literature and Composition, Advanced Placement, is an advanced placement course based on content established by the College Board. An AP English course in Literature and Composition engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit.

- **Recommended Grade Level:** Grades 12 College Board does NOT designate the grade level (Grade 11 or 12) when this course should be offered.
- **Recommended Prerequisites:** English 9H and English 10H AND teacher recommendation
- **Credits:** 2 credits, a two-semester course with 1 credit per semester
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ACP GENRES OF LITERATURE 1124L (SPRING)

Genres of Literature, a course based on *Indiana's Academic Standards for English/Language Arts* and the *Common Core State Standards for English/Language Arts*, is a study of various literary genres, such as poetry, dramas, novels, short stories, biographies, journals, diaries, essays, and others. Students examine a set or sets of literary works written in different genres that address similar topics or themes. Students analyze how each genre shapes literary understanding or experiences differently, how different genres enable or constrain the expression of ideas, how certain genres have had stronger impact on the culture than others in different historical time periods, and what the most influential genres are in contemporary times.

- **Recommended Grade Level:** Grades 12
- **Recommended Prerequisites:** Advanced Composition, ACP AND Teacher Recommendation
- **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

ACP ADVANCED COMPOSITION 1124C (F/S)

ENG W131: Reading, Writing and Inquiry I is a one-semester Indiana University course that offers instruction and practice in the critical reading and writing skills required for college-level work, with an emphasis on written assignments that call for summary, critique, analysis, and arguments based on sources.

- This is an Indiana University course. The purpose of this course is to prepare students for the rigor of writing throughout college. The focus is on scholarly investigation of sources, critical thinking and reading, learning how to recognize and utilize specific writing strategies, skills and fluency. Each unit will include preliminary work and assignments leading to a major essay to conclude. Points will be accumulated from homework, in-class assignments, participation, and final written assignments. Since much work and discussion will be carried on in class, impeccable attendance and assignment submission is imperative.
- **Recommended Grade Level:** Grades 12
- **Recommended Prerequisites:** English 9H, English 10H, English 11H or AP Language & Composition AND teacher recommendation

- **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

English Language Arts Electives:

LANGUAGE ARTS LAB 1010

Language Arts Lab is a supplemental course that provides students with individualized or small group instruction designed to support success in completing language arts course work aligned with *Indiana's Academic Standards for English/Language Arts* in Grades 9-12 and the *Common Core State Standards for English/Language Arts*, focusing on the Writing Standards (Standards 4, 5, and 6).

- **Recommended Grade Level:** Grade 9
- **Recommended Prerequisites:** TEACHER RECOMMENDATION
- **Credits:** 2 semester course, 1 credit per semester
- Counts as an English/Language Arts Elective only for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is for students who need additional support in all the language arts (reading, writing, speaking and listening), especially in writing.

ADVANCED SPEECH AND COMMUNICATION 1124S (F/S)

Advanced Speech and Communication, a course based on *Indiana's Academic Standards for English/Language Arts* and emphasizing the *High School Speech and Communication Standards*, 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. **ADVANCED SPEECH AND COMMUNICATION PROJECT:** Students 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 11 or 12
- **Recommended Prerequisites:** none
- **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

ETYMOLOGY 1060 (F/S)

Etymology, a language studies course based on *Indiana's Academic Standards for English/Language Arts* and the *Common Core State Standards for English/Language Arts*, is the study and application of the derivation of English words and word families from their roots in ancient and modern languages (*Latin, Greek, Germanic, Romance Languages*). Students analyze meanings of English words by examining roots, prefixes, suffixes. Students analyze the connotative and denotative meaning of words in a variety of contexts and the reasons for language change. Students write about word history and semantics in texts that require etymological sensitivity, such as Renaissance poetry or works in translation. **ETYMOLOGY PROJECT:** Students complete a project, such as doing a case study on specific words or creating an historical timeline of the development of specific words, which demonstrates knowledge, application, and progress in Etymology course content.

- **Recommended Grade Level:** Grades 10-11 as an elective; Grade 12 as an elective OR may be used to fulfill one *required* English credit when *combined with a composition or literature course DURING* senior year.
- **Recommended Prerequisites:** None
- **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

THEORY OF KNOWLEDGE, IB (TOK IB) 0506

Theory of Knowledge, International Baccalaureate is unique to the International Baccalaureate Organization and is an interdisciplinary requirement intended to stimulate critical reflection on the knowledge and experience gained inside and outside the classroom. It is based on the curriculum published by the International Baccalaureate Organization. The 100-hour course challenges students to question the bases of knowledge, to see the consilience between the academic disciplines, to be aware of subjective and ideological biases, and to develop the ability to analyze evidence that is expressed in rational argument. It is a key element in encouraging appreciation of other cultural perspectives.

- **Recommended Grade Level:** Grades 11 and 12
- **Credits:** 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

WORLD LITERATURE 1052 (F/S)

World Literature, a course based on *Indiana's Academic Standards for English/Language Arts* and the *Common Core State Standards for*

English/Language Arts, is a study of ancient and modern representative works by major authors from six continents: Africa, Asia, Australia, Europe, North America, and South America. Students examine a wide variety of literary genres and themes. Students analyze how the ideas and concepts presented in the works are both interconnected and reflective of the cultures and historical periods of the countries represented by the authors.

- **Recommended Grade Level:** Grades 12
- **Recommended Prerequisites:** English 9, English 10 AND English 11
- **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

NOTE: Students are strongly encouraged to combine this course with a composition course taken before, concurrently, or after this course

DEBATE 1070 (F/S)

Debate, a course based on Indiana's Academic Standards for English/Language Arts and the Common Core State Standards for English/Language Arts, 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). **DEBATE PROJECT:** Students 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.

- **Recommended Grade Level:** Grades 10-11 as an elective; Grade 12 as an elective OR may be used to fulfill one required English credit when combined with a composition or literature course **DURING** senior year.
- **Recommended Prerequisites:** none
- **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 diploma

COMPOSITION 1090 (F/S)

Composition, a course based on Indiana's Academic Standards for English/Language Arts and the Common Core State Standards for English/Language Arts, is a study and application of the rhetorical (effective) writing strategies of narration, description, exposition, and persuasion. Using the writing process, students demonstrate a command of vocabulary, English language conventions, research and organizational skills, an awareness of the audience, the purpose for

writing, and style. Students read classic and contemporary literature or articles and use appropriate works as models for writing. Students write a variety of types of compositions with a focus on fictional narratives, reflective compositions, academic essays, and responses to literature.

- **Recommended Grade Level:** Grades 12
- **Recommended Prerequisites:** English 9, English 10 and English 11
- **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

CREATIVE WRITING 1092 (F/S)

Creative Writing provides students with ample opportunities to combine literary creativity with the discipline written discourse. The concept of the manipulation of language to convey ideas, feelings, moods and visual images is the basis of the course. Students become familiar with standard literary elements through the reading and study of published prose and poetry and are taught to use those elements in their own writing. Additionally, students learn strategies for evaluating and responding to their own writing and the writing of others in a peer-sharing component. This class is recommended for students who have mastered the formal writing styles and have a strong love and desire to expand their writing skills in a more advanced and competitive level. May not substitute for English 10. CORE 40 and AHD course.

- **Recommended Grade Level:** Grades 11 or 12
- **Recommended Prerequisites:** none
- **Credits:** 1credit
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

FILMS IN LITERATURE 1034 (F/S)

Film Literature, a course based on Indiana's Academic Standards for English Language Arts, is study of how literature is adapted for film or media and includes role-playing as film directors for selected scenes. Student read about the history of film, the reflection or influence of film on the culture, and issues of interpretation, production, and adaptation. Students examine the visual interpretation of literary techniques and auditory language in film and the limitations or special capacities of film versus text to present a literary work. Students analyze how films portray the human condition and the roles of men and women and the various ethnic or cultural minorities in the past and present. **FILM LITERATURE PROJECT:** Students complete a project, such as doing a historical timeline and bibliography on the development of film or the

creation of a short-subject film, which demonstrates knowledge, application, and progress in the Film Literature course content.

Recommended Grade Level: Grades 11 or 12

- **Recommended Prerequisites:** English 9, English 10 and Passing score on ISTEP
- **Credits:** 1credit
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- **Note: Students are strongly encouraged to combine this course with a composition course they take before, concurrently, or after the course.**

GENRES OF LITERATURE—HIP HOP LITERATURE 1036H (F/S)

Genres of Literature—Hip Hop Discourse offers a unique look at the ever relevant struggle between culture and capital examining the social stratification present in today's society. Hip-hop holds a unique place in America and the complex implications are examined in a modern multi-media manner. Students will examine historical conditions from which hip-hop arose and will analyze various societal issues reflected in the genre.

- **Recommended Grade Level:** Grades 11 or 12
- **Recommended Prerequisites:** English 9, English 10 and Passing score on ISTEP
- **Credits:** 1credit
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

GENRES OF LITERATURE—WOMEN'S LITERATURE 1048 (F/S)

Themes in Literature—Women's Literature introduces universal themes authored by such notables as Rowland, Mansfield, Woolf, Hurston, Giovanni and Angelou. Students examine representative works in various genres by the authors in order to trace the development of the female voice and to understand the significance of society's impact on women then and now.

- **Recommended Grade Level:** Grades 11 or 12
- **Recommended Prerequisites:** English 9, English 10 and Passing score on ISTEP
- **Credits:** 1credit
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

JOURNALISM (F)/ADVANCED JOURNALISM (S) 1080

Journalism, a yearlong course based on Indiana's Academic Standards for English/Language Arts and the Common Core State Standards for English/Language Arts, is a study of communications history including the legal boundaries and the ethical principles that

guide journalistic writing. It includes a comparison study of journalistic writing to other types of writing. Students prepare for a career path in journalism by working on high school publications or media staffs. Successful completion of this course allows student to enroll in a high school publication course—Yearbook or Newspaper.

Recommended Grade Level: Grades 9, 10, or 11

- **Recommended Prerequisites:** None or teacher recommendation
- **Credits:** 1 or 2 credits Second credit may be subtitled Advanced to allow for a successive semester of instruction at an advanced level.
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diploma
- English/Language Arts credit (1080): If Journalism course work addresses Indiana's Academic Standards for English/Language Arts and the student also takes a two-credit English Advanced Placement course plus corresponding AP exams or a two-credit English dual credit course, up to two (2) credits accrued can be counted as part of the eight (8) required English/Language Arts credits for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

NOTE: This is not a student publications course. The designated school newspaper or yearbook course is Student Publications (1086).

STUDENT PUBLICATIONS

Newspaper 1086N

Yearbook 1086Y

Student Publications, a course based on the High School Journalism Standards and the Student Publications Standards, is the continuation of the study of journalism. Students demonstrate their ability to do journalistic writing and design for high school publications, including school newspapers and yearbooks, and a variety of media formats. Students follow the ethical principles and legal boundaries that guide scholastic journalism. Students express themselves publicly with meaning and clarity for the purpose of informing, entertaining, or persuading. Students work on high school publications or media staffs so that they may prepare themselves for career paths in journalism, communications, writing, or related fields.

- **Recommended Grade Level:** Grades 9*, 10, 11, or 12
- **Prerequisites:** Journalism or teacher recommendation. 9th* graders must be granted approval by instructor.
- **Credits:** 1-8 credits. The nature of this course allows for successive semesters of instruction at advanced levels. May be offered over three- or four-years by subtitled the course Beginning, Intermediate, or Advanced.
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or two (2) credits accrued as an

English/Language Arts requirement for the General Diploma only if the course work addresses Indiana's Academic Standards for English/Language Arts

NOTE: This is the designated school newspaper or yearbook course.

Family and Consumer Sciences

INTRODUCTION

Family and Consumer Sciences has roots in both academic and career/technical (vocational) education and easily reaches beyond the education system into the community as it focuses on the needs of individuals and families. Essential preparation for success of all students includes acquisition of problem-solving, decision-making, higher order thinking, communication, literacy, and numerical skills in applied contexts. As the future members and leaders of tomorrow's families, workplaces, and communities, students need to be able to act responsibly and productively, to synthesize knowledge from multiple sources, to work cooperatively, and to apply the highest standards in all aspects of their lives.

Principles of Culinary and Hospitality 7173

Principles of Culinary and Hospitality is designed to develop an understanding of the hospitality industry and career opportunities, and responsibilities in the food service and lodging industry. Introduces procedures for decision making which affects operation management, products, labor, and revenue. Additionally, students will learn the fundamentals of food preparation, basic principles of sanitation, service procedures, and safety practices in the food service industry including proper operation techniques for equipment.

- Recommended Grade(s): 9, 10, 11
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas

Nutrition 7171

Nutrition students will learn the characteristics, functions and food sources of the major nutrient groups and how to maximize nutrient retention in food preparation and storage. Students will be made aware of nutrient needs throughout the life cycle and to apply those principles to menu planning and food preparation. This course will engage students in hands-on learning of nutritional concepts such as preparing nutrient dense meals or examining nutritional needs of student athletes.

- Recommended Grade(s): 10, 11, 12
- Required Prerequisites: Principles of Culinary and Hospitality
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas

Culinary Arts 7169

Culinary Arts teaches students how to prepare the four major stocks, the five mother sauces (in addition to smaller sauces) and various soups. Additional emphasis is placed on the further development of the classical cooking methods. This course will also present the fundamentals of baking science including terminology, ingredients, weights and measures, and proper use and care of equipment. Students will produce yeast goods, pies, cakes, cookies, and quick breads.

- Recommended Grade(s): 10, 11, 12
- Required Prerequisites: Principles of Culinary and Hospitality
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas

Principles of Early Childhood Education 7160

This course provides students with an overview of skills and strategies necessary to successfully complete a certificate. Additionally, it provides an overview of the history, theory, and foundations of early childhood education as well as exposure to types of programs, curricula and services available to young children. This course also examines basic principles of child development, Developmentally Appropriate Practices (DAP), importance of family, licensing, and elements of quality care of young children with an emphasis on the learning environment related to health, safety, and nutrition. Students may be required to complete observations and field experiences with children as related to this course.

- Recommended Grade(s): 9, 10, 11
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas

Principles of Teaching 7161

This course provides a general introduction to the field of teaching. Students will explore educational careers, teaching preparation, and professional expectations as well as requirements for teacher

certification. Current trends and issues in education will be examined. A minimum 20 hour classroom observation experience is required for successful completion of this course.

- Recommended Grade(s): 9, 10, 11
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas

Early Childhood Education Curriculum 7158

Early Childhood Education Curriculum examines developmentally appropriate environments and activities in various childcare settings while exploring the varying developmental levels and cultural backgrounds of children. Students may be required to complete observations and field experiences with children as related to this course.

- Recommended Grade(s): 10, 11, 12
- Required Prerequisites: Principles of Early Childhood Education
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diploma

Early Childhood Education Guidance 7159

This course allows students to analyze developmentally appropriate guidance, theory and implementation for various early care and education settings. It also provides a basic understanding of the anti-bias/multicultural emphasis in the field of early childhood. Students may be required to complete observations and field experiences with children as related to this course.

- Recommended Grade(s): 10, 11, 12
- Required Prerequisites: Principles of Early Childhood Education
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diploma

Principles of Human Services 7176

Principles of Human Services explores the history of human services, career opportunities, and the role of the human service worker. Focuses on target populations and community agencies designed to meet the needs of various populations. The course includes a required job shadowing project in a Human Services setting (a suggested four-hour minimum to meet Ivy Tech requirements). This course will also encourage cultural awareness and appreciation of

diversity. Focuses on cultural variations in attitudes, values, language, gestures, and customs. Includes information about major racial and ethnic groups in the United States.

- Recommended Grade(s): 9, 10, 11
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas

HUMAN DEVELOPMENT & WELLNESS 5366

Human Development and Wellness is valuable for all students as a life foundation and academic enrichment; it is especially relevant for students interested in careers impacted by individuals' physical, social, emotional, and moral development and wellness across the lifespan. Major topics include principles of human development and wellness; impacts of family on human development and wellness; factors that affect human development and wellness; practices that promote human development and wellness; managing resources and services related to human development and wellness; and career exploration in human development and wellness. Life events and contemporary issues addressed in this course include (but are not limited to) change; stress; abuse; personal safety; and relationships among lifestyle choices, health and wellness conditions, and diseases. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate the study of these topics. Authentic applications through service learning are encouraged.

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: None
- Credits: 1 credit per semester, 2 credits maximum
- Qualifies as one of the F&CS courses a student can take to waive the Health & Wellness graduation requirement. To qualify for a waiver, a student must take three of the approved courses
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

EDUCATION PROFESSIONS II (PEERS 2) 5404

Education Professions II builds on the content knowledge and skills of Education Professions I and prepares students for employment in education and related careers and provides the foundation for study in higher education in these career areas. An active learning approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of education and related careers. The course of study includes, but is not limited to: the teaching profession, the learner and the learning process, planning

instruction, learning environment, and instructional and assessment strategies. Field experiences in one or more classroom settings, resumes, and career portfolios are required components. A standards-based plan guides the students' field experiences. Students are monitored in their field experiences by the *Education Professions* teacher.

- **Recommended Grade Level:** 12
- **Recommended Prerequisites:** Education Professions I
- **Credits:** 1 credit per semester, maximum of 2 semesters
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

Health and Physical Education

INTRODUCTION

Physical Education I and II, as well as Elective Physical Education are based on *Indiana's Academic Standards for Physical Education*, and identify what a student should know and be able to do as a result of a quality physical education program. The goal of a physically educated student is to maintain appropriate levels of cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life. Through a variety of instructional strategies, students practice skills that demonstrate: competency in motor skills and movement patterns needed to perform a variety of physical activities; understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities; regular participation in physical activity to achieve and maintain a health-enhancing level of physical fitness; responsible personal and social behavior that respects self and others in physical activity settings; value for physical activity for health, enjoyment, challenge, self-expression, and/or social interaction; and physical activity as critical to the development and maintenance of good health.

HEALTH & WELLNESS EDUCATION 3506 (F/S)

Health & Wellness, a course based on *Indiana's Academic Standards for Health & Wellness*, provides the basis to help students adopt and maintain healthy behaviors. Health education should contribute directly to a student's ability to successfully practice behaviors that protect and promote health and avoid or reduce health risks. Through a variety of instructional strategies, students practice the development of functional health information (essential concepts); determine personal values that support health behaviors; develop group norms that value a healthy lifestyle; develop the essential

skills necessary to adopt, practice, and maintain health-enhancing behaviors. This course includes the application of priority areas in a planned, sequential, comprehensive health education curriculum. Priority areas include: promoting personal health and wellness, physical activity, healthy eating, promoting safety and preventing unintentional injury and violence, promoting mental and emotional health, a tobacco-free lifestyle and an alcohol- and other drug-free lifestyle and promoting human development and family health. This course provides students with the knowledge and skills of health and wellness core concepts, analyzing influences, accessing information, interpersonal communication, decision-making and goal-setting skills, health-enhancing behaviors, and health and wellness advocacy skills.

- **Recommended Grade Level:** 9 – 12
- **Recommended Prerequisites:** None
- **Credits:** 1 credit, 1 semester course
- Fulfills the Health & Wellness **requirement** for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors diplomas

PHYSICAL EDUCATION I 3542* (F/S)

Physical Education I focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provide students with opportunities to actively participate in at least four of the following: team sports; dual sport activities; individual physical activities; outdoor pursuits; aquatics; gymnastics; and dance, all which are within the framework of lifetime physical activities and fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEP's and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.). See 511 IAC 7-27-9, 7-27-11.

- **Recommended Grade Level:** 9 – 12
- **Recommended Prerequisites:** None
- **Credits:** 1 credit per semester; **2 credits REQUIRED for graduation**
- Fulfills part of the Physical Education requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Recommended: Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender.

Physical Education Electives

PHYSICAL EDUCATION II 3560 (F/S)

Physical Education II focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provide students with opportunities to actively improve physical conditioning. Weight Training and Conditioning

offers students the opportunity to develop muscular strength, coordination, agility, and physical endurance. Use of the weight equipment, conditioning and aerobic activities are offered on alternating days.

Weight Training (F/S/Y)

Athletic Weight Training (member of LN Sports Team)—3560*

- **Recommended Grade Level:** 9 – 12
- **Recommended Prerequisites:** Physical Education I and approval of varsity coach*;
- **Credits:** 1 credit per semester
- Counts as an **Elective** for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas; **Does not fulfill a PE requirement**

Non-athletic Team Weight Training—3560N

- **Recommended Grade Level:** 9 – 12
- **Required Prerequisites:** Physical Education I and II
- Non-athletic Team Weight Training does NOT require approval of coach
- **Credits:** 1 credit per semester
- Counts as an **Elective** for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas; **Does not fulfill a PE requirement**

LIFEGUARD

3562 Lifeguard/Phys. Ed. Pool

Elective Physical Education, a course based on selected standards from *Indiana’s Academic Standards for Physical Education*, identifies what a student should know and be able to do as a result of a quality physical education program. The goal of a physically educated student is to maintain appropriate levels of cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life. Elective Physical Education promotes lifetime sport and recreational activities and provides an opportunity for an in-depth study in one or more specific areas.

- **Recommended Grade Level:** 10 – 12
- **Recommended Prerequisites:** Physical Education I and II AND approval of Department Chair
- **Credits:** 1 credit per semester. There is no maximum amount of credits that may be earned provided that there is no course or skill level duplication.
- Counts as an **Elective** for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

3560ST TEAM SPORTS & STATISTICS

For the experienced sports enthusiast who is highly competitive and desires to not only participate in team sports, but learn how to

“keep” an official scorebook, run game clocks and record team statistics. Students will also learn the operations of athletic programming within the public secondary school setting. Opportunities may be provided for students to use the knowledge gained in this course and apply it to actual interscholastic competitions.

Note: There is both an activity and classroom component to the class.

- **Recommended Grade Level:** 10 – 12
- **Recommended Prerequisites:** Physical Education I and II
- **Credits:** 1 credit per semester, trimester or upon mastery of course standards. There is no maximum amount of credits that may be earned provided that there is no course or skill level duplication.
- Counts as an **Elective** for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- **Recommended:** Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender.



ALGEBRA I 2520

Algebra I formalizes and extends the mathematics students learned in the middle grades. Five critical areas comprise Algebra I: Relations and Functions; Linear Equations and Inequalities; Quadratic and Nonlinear Equations; Systems of Equations and Inequalities; and Polynomial Expressions. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- **Credits:** A two credit course
- Fulfills the Algebra I/Integrated Mathematics I requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Students pursuing Core 40, Core 40 with Academic Honors, or Core 40 with Technical Honors diploma should receive credit for Algebra I by the end of Grade 9
- Qualifies as a Quantitative Reasoning course for the General, Core 40, AHD, and THD diplomas

ALGEBRA ENRICHMENT 2516

Algebra Enrichment is a mathematics support course for *Algebra I*. The course provides students with additional time to build the foundations necessary for high school math courses, while concurrently having access to rigorous, grade-level appropriate courses. The five critical areas of *Algebra Enrichment* align with the critical areas of *Algebra I*: Relationships between Quantities and Reasoning with Equations; Linear and Exponential Relationships; Descriptive Statistics; Expressions and Equations; and Quadratic Functions and Modeling. However, whereas *Algebra I* contains exclusively grade-level content, *Algebra Enrichment* combines standards from high school courses with foundational standards from the middle grades.

- **Credits:** A two credit course
- Teacher Recommendation
- Counts as a Mathematics Course for the General Diploma only or as an Elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Algebra Enrichment is designed as a support course for Algebra I. As such, a student taking Algebra Enrichment must also be enrolled in Algebra I during the same academic year.

ALGEBRA II

2522

2522H

Algebra II builds on work with linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- **Prerequisite:** Algebra I
- **Credits:** A two credit course
- Fulfills the Algebra II/Integrated Mathematics III requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas and counts as a Mathematics Course for the General Diploma
- Qualifies as a Quantitative Reasoning course for the General, Core 40, AHD, and THD diplomas

GEOMETRY 2532

Geometry formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships,

moving towards formal mathematical arguments. Six critical areas comprise the *Geometry* course: Congruency and Similarity; Measurement; Analytic Geometry; Circles; and Polyhedra. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school INCC The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- **Prerequisite:** Algebra I
- **Credits:** A two credit course
- Fulfills the Geometry/Integrated Mathematics II requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas and counts as a Mathematics Course for the General Diploma

PRIME MATH 2595

The PRIME Math course utilizes curriculum developed by the Southern Regional Education Board (SREB) that includes and reinforces the Algebra I, Geometry, Algebra II, and Statistics skills necessary for postsecondary success. This course emphasizes understanding of math concepts rather than just memorizing procedures. PRIME math emphasizes students' reasoning and sense making about procedures (e.g., why to use a certain formula or method to solve a problem). This equips them with higher-order thinking skills in order to apply math skills, functions, and concepts in different situations. The course is intended for students who currently have achieved the minimum math requirements at the secondary level, but need additional experiences to enhance their mathematical knowledge before pursuing credit-bearing courses at a postsecondary institution.

- **Recommended Grade Level:** 12
- **Required Prerequisite:** Algebra II or Integrated Mathematics III or Analytical Algebra
- **Credits:** A two-credit course
- Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

PRE-CALCULUS/TRIGONOMETRY

2564

2564H

Pre-Calculus/Trigonometry is a two-credit course that combines the material from *Trigonometry* and *Pre-Calculus* into one course. The foundations of algebra and functions developed in previous courses will be extended to new functions, including exponential and logarithmic functions, and to higher-level sequences and series. The course provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Students will also advance their understanding of *imaginary* numbers through an investigation of complex numbers and polar coordinates. The course is designed for students who expect math to be a major component of their future college and career

experiences, and as such it is designed to provide students with strong foundations for calculus and other higher-level math courses.

- **Recommended Prerequisite:** Algebra II and Geometry or Integrated Mathematics III
- **Credits:** A two-credit course
- Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

TRIGONOMETRY 2566

Trigonometry provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Trigonometry provides the foundation for common periodic functions encountered in many disciplines, including music, engineering, medicine, and finance (and nearly all other STEM disciplines). Trigonometry consists of seven strands: Conics, Unit Circle, Geometry, Periodic Functions, Identities, Polar Coordinates, and Vectors. Students will also advance their understanding of imaginary numbers through an investigation of complex numbers and polar coordinates. A strong understanding of complex and imaginary numbers is a necessity for fields such as engineering and computer programming.

- **Prerequisite:** Algebra II and Geometry or Integrated Mathematics III
- **Credits:** A one credit course, one semester course
- **Student will not receive credit for both Trigonometry And Pre-Calculus/Trigonometry since they cover the same course content during one semester**
- Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40

AP CALCULUS AB 2562

Calculus AB, Advanced Placement is a course based on content established by the College Board. *Calculus AB* is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations also are important. Topics include: (1) functions, graphs, and limits; (2) derivatives; and (3) integrals. Technology should be used regularly by students and teachers to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results.

- **Recommended Grade Level:** Grades 11 or 12
- **A graphing calculator is required** (TI-84 preferred)
- **Recommended Prerequisite:** Pre-calculus/Trigonometry
- **Credits:** A two credit course, one credit per semester
- Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

AP CALCULUS BC 2572

Calculus BC, Advanced Placement is a course based on content established by the College Board. *Calculus BC* is primarily concerned

with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations also are important. Topics include: (1) functions, graphs, and limits; (2) derivatives; (3) integrals; and (4) polynomial approximations and series. Technology should be used regularly by students and teachers to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results.

- Advanced Placement (AP) Courses are intended to be the equivalent to the comparable college level course. The content of *Calculus BC* is designed to qualify the student for placement and credit in a course that is one course beyond that granted for *Calculus AB*.
- **Recommended Grade Level:** Grades 11 or 12
- **A graphing calculator is required** (TI-84 preferred)
- **Recommended Prerequisite:** Calculus AB
- **Credits:** A two credit course
- Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

FINITE MATHEMATICS 2530

Finite Mathematics is an umbrella of mathematical topics. It is a course designed for students who will undertake higher-level mathematics in college that may not include calculus.

Topics include: (1) counting techniques, (2) matrices, (3) recursion, (4) graph theory, (5) social choice, (6) linear programming, and (7) game theory and (8) statistics. Technology, such as computers and graphing calculators, should be used frequently.

- **Recommended Prerequisite:** Algebra I, Algebra II, Geometry
- **Credits:** A one credit course based on Indiana's Common Core Standards for Finite Mathematics
- Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

PROBABILITY AND STATISTICS 2546 (Spring)

Probability and Statistics includes the concepts and skills needed to apply statistical techniques in the decision-making process. Topics include: (1) descriptive statistics, (2) probability, and (3) statistical inference. Practical examples based on real experimental data are used throughout. Students plan and conduct experiments or surveys and analyze the resulting data. The use of graphing calculators and computer programs is encouraged.

- **Recommended Prerequisite:** Algebra I, Algebra II, Geometry
- **Credits:** A one credit course
- Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

STATISTICS, AP, ACP 2570

Statistics, Advanced Placement is a course based on content established by the College Board. The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Topics include: (1) exploring data: describing patterns and departures from patterns (2) sampling and experimentation: planning and conducting a study, (3) anticipating patterns: exploring random phenomena using probability and simulation, and (4) statistical inference: estimating population parameters and testing hypotheses. The use of graphing calculators and computer software is required.

- **Recommended Grade Level:** Grades 11 or 12
- **Recommended Prerequisite:** Algebra I, Algebra II, Geometry
- **A graphing calculator is required** (TI-84 preferred)
- Teacher approval required for 10th grade enrollment
- **Credits:** 1 credit per semester.
- Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

	IB Math SL or AP	IB Math Studies SL or AP	Academic Honors or Core 40
7th Grade	Algebra	Pre-Algebra	
8th Grade	Geometry	Algebra	Pre-Algebra
9th Grade	Alg II/Alg II H	Geometry/Geo H	Algebra
10th Grade	Pre Cal/Pre Cal H	Alg II/Alg II H	Geometry
11th Grade	AP Calculus AB	AP Stats	Algebra II
12th Grade	AP Calculus BC	Pre Cal/Pre Cal H	Pre Cal or Finite (2) or Trig & Prob/Stats

IB MATHEMATICS SL ANALYSIS & APPROACHES 2584

The IB Mathematics Standard Level course includes the study of six core topics and a mathematical exploration. Students are encouraged to develop their understanding of the practice of mathematics through inquiry, modelling and application of the use of technology. Core topics provide students with the opportunity to engage in detailed study of algebra, functions and equations, circular functions and trigonometry, vectors, statistics and probability, and calculus. It is based on the curriculum published by the International Baccalaureate Organization.

- **Recommended Grade Level:** Grades 11 or 12
- **A graphing calculator is required** (TI-84 preferred)
 - **Recommended Prerequisites:** Pre-Calculus
 - **Credits:** A 2-credit course
 - Fulfills a Mathematics course requirement for Core 40 Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas
 - Qualifies as a quantitative reasoning course

Multidisciplinary

AVID

05221 AVID 1—9TH GRADE

05222 AVID 2—10TH GRADE

05223 AVID 3—11TH GRADE

05224 AVID 4—12TH GRADE

AVID is an elective course for students who have met selection requirements and display the willingness to participate in a rigorous academic curriculum. In the class, students will learn strategies for school success including organizational skills, time management skills, and note taking skills. In addition to being guided toward more challenging courses, students will benefit from weekly tutorial sessions. College preparation will be emphasized through such activities as SAT and ACT test practice, college campus visits, and guest speakers.

- **Recommended Grade Level:** 9-12
- **Prerequisite:** Students are selected to participate.
- **Credits:** a 2 semester course; 2 credits; maximum of 8 credits
- Counts as an Elective credit for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

AP SEMINAR I (CAPSTONE) 0552

This Advanced Placement course provides students with opportunities to think critically and creatively, research, explore, pose solutions, develop arguments, collaborate and communicate using various media. Students explore real-world issues through a cross-curricular lens, consider multiple points of view to develop deep understanding of complex issues, and connect these issues to their own lives. The course complements other AP Courses and Exams through scholarly practice and academic intensity.

This course is the first of two required for students to earn the prestigious AP Capstone Diploma. Students who earn scores of 3 or higher in both AP Seminar I and AP Research and on four additional AP Exams of their choosing will receive the AP Capstone Diploma. (AP Research and Capstone Diploma will be available for the 2018-2019 school year).

- **Recommended Grade Level:** Grade 11
- **Recommended Prerequisites:** English 10 Honors or English 10 Lyceum
- **Credits:** 2 semester course, 1 credit per semester

AP RESEARCH (CAPSTONE) 0551

Research, Advanced Placement is the second year foundational interdisciplinary course that is unique to the AP Capstone diploma program. This course allows students to design, plan, and conduct a

yearlong research-based investigation on a topic of individual interest. Through this inquiry and investigation, students demonstrate the 20 Indiana Department of Education 2014-2015 High School State Approved Course Titles & Descriptions December 2013 Edition ability to apply scholarly understanding to real-world problems and issues. A comprehensive description of this course can be found at the AP Capstone webpage:

<http://www.collegeboard.org/ap-capstone.html?excmpid=MTG237-PR-1-capbr>

- **Recommended Grade Level:** Grade 12
- **Recommended Prerequisite:** AP Seminar
- **Credits:** 2 semester course, 1 credit per semester
- **Dual English credit available for qualified students.** 1074 – Critical Thinking (1 credit).

Internship

0505 ROCHE LABORATORIES

0507 INTERNSHIP

Internship through Community Service is a course created by public law IC 20-30-14 allowing **seniors** the opportunity of earning up to two high school credits for completion of approved community service projects or volunteer service that “relates to a course in which the student is enrolled or intends to enroll.”

For each student who wishes to earn credit for community service or volunteer service under this law, the student, a teacher of the student, or a community or volunteer service organization must submit an application to the high school principal including:

1. The name of the community service organization or volunteer service organization the student intends to assist.
2. The name, address, and telephone number of the director or the supervisor of the community service organization or volunteer service organization and, if different from the director or supervisor, the name, address, and telephone number of the individual assigned by the community or volunteer service organization to supervise the student at the activity site.
3. The nature of the community service or volunteer service performed by the student with a certification that the service performed by the student is voluntary.
4. The total number of hours the student intends to serve the community service organization or volunteer service organization during the school year.
5. A written statement by the director or the supervisor of the community service organization or volunteer service organization certifying that the information included in the application is an accurate reflection of:
 - a. the student's expectations with regard to the number of hours of service contemplated to be performed; and
 - b. the community service organization's or the volunteer service organization's need to acquire the student's service.

Music and Performing Arts

6. A description of:
 - a. the educational or career exploration benefits the student and the school should expect to gain from the student's community or volunteer service participation; and
 - b. the service and benefit the community or volunteer service organization expects to gain from the student's participation.
7. A description of how the community or volunteer service activity relates to a course in which the student is enrolled or intends to enroll.
8. The manner and frequency in which the student and the community or volunteer service activity will be evaluated.
9. The name of the certificated school employee who will be responsible for monitoring and evaluating the student's activity and performance, including assigning to the student a grade for participation under this section.
10. Any other information required by the principal.
 - **Recommended Grade Levels:**
 - a. Roche—Grade 12
 - b. Internships—11-12
 - **Recommended Prerequisites:** None
 - **Credits:** A one or two credit course
 - Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
 - Roche Internships—application, interview and selection for program required for enrollment
 - Internships—application and selection for program required; student must be 18 years of age to participate
 - Internship opportunities will vary from year to year as community partnerships grow and develop. Available positions will be posted each spring.

THEORY OF KNOWLEDGE, IB 0560

Theory of Knowledge, International Baccalaureate is unique to the International Baccalaureate Organization and is an interdisciplinary requirement intended to stimulate critical reflection on the knowledge and experience gained inside and outside the classroom. The 100-hour course challenges students to question the bases of knowledge, to see the consilience between the academic disciplines, to be aware of subjective and ideological biases, and to develop the ability to analyze evidence that is expressed in rational argument. It is a key element in encouraging appreciation of other cultural perspectives.

- **Recommended Grade Level:** Grades 11 and 12
- **Credits:** 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

INTRODUCTION

All band, choir, dance, orchestra and theater courses are considered co-curricular. Time outside of the school day may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

BAND

INTERMEDIATE CONCERT BAND

4160 Concert Band (Band 1)

4168 Intermediate Concert Band (Band 2)

Students taking this course are provided with a balanced and comprehensive study of music through concert band literature. Course work emphasizes individual technique, musical performance, social skills and teamwork. Responsibility, self-direction and organization are stressed. Leadership opportunities are provided. *All students capable are encouraged to participate in the MPLT marching band and LNHS pep band.*

- **Recommended Grade Level:** 9, 10, 11 or 12
- **Recommended prerequisite:** Moderate level of performance on a band instrument.
- **Credits:** A two credit course
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ADVANCED CONCERT BAND

41703 Symphonic Band (Band 3)

41704 Wind Ensemble (Band 4)

Students taking this course are provided with a balanced and comprehensive study of music through concert band literature. Course work emphasizes individual technique, musical performance, social skills and teamwork. Responsibility, self-direction and organization are stressed. Leadership opportunities are provided. *All students capable are encouraged to participate in the MPLT marching band and LNHS pep band.*

- **Recommended Grade Level:** 9, 10, 11 or 12
- **Recommended prerequisite:** Advanced level of performance on a band instrument. *Enrollment is by director recommendation and/or audition.*
- **Credits:** A two credit course

- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

JAZZ ENSEMBLE

41641 Intermediate Jazz Ensemble

41642 Advanced Jazz Ensemble

Students taking this course are provided with a balanced and comprehensive study of music through instrumental jazz literature. Course work emphasizes the study and performance of a variety of styles associated with American jazz literature. Responsibility, self-direction, organization and performance skills are stressed. Leadership opportunities are provided. All students capable are expected to participate in the MPLT marching band and encouraged to participate in the LNHS pep band. Student participants must be enrolled in a concert band and/or orchestra class. *Exceptions may be made for piano and guitar positions.* Jazz instruments include saxophone, trumpet, trombone, guitar, vibraphone, piano, bass (electric and/or acoustic) and drum set.

- **Recommended Grade Level:** 9-12
- **Recommended prerequisite:** Moderate to advanced level of performance on a jazz band instrument. *Enrollment is by director recommendation and/or audition.*
- **Credits:** A two credit course
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ORCHESTRA

INTERMEDIATE ORCHESTRA

4166 Sinfonia (Orchestra 1)

Students taking this course are provided with a balanced study of music through the orchestra, string and/or full orchestra, which develops skills in the psychomotor, cognitive and effective domains. Experiences include, but are not limited to, improvising, conducting, playing by ear, and sight-reading.

- **Recommended Grade Level:** 9-12
- **Recommended prerequisite:** Moderate level of performance on a string instrument. *Enrollment is by director recommendation and/or audition.*
- **Credits:** A two credit course
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ADVANCED ORCHESTRA

4172 Concertino (Orchestra 2)

4174 Chamber Orchestra (Orchestra 3)

Students taking this course are provided with a balanced comprehensive study of music through the orchestra, string and/or full orchestra, which is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Experiences include, but are not limited to, improvising, conducting, playing by ear, and sight reading.

- **Recommended Grade Level:** 9-12
- **Recommended prerequisite:** Advanced level of performance on a string instrument. *Enrollment is by director recommendation and/or audition.*
- **Credits:** A two credit course
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

CHOIR

BEGINNING CHORUS

41822 Treble Singers (Choir 2)

Students taking Beginning Chorus develops musicianship and specific performance skills through ensemble and solo singing. The chorus may be composed of: (1) male chorus, (3) female chorus, (3) mixed chorus or any combination thereof. Activities in this class create the development of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students.

- **Recommended Grade Level:** 9
- **Recommended prerequisite:** *Enrollment is by audition*
- **Credits:** A two credit course
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

41821 High Five Choir (Choir 1)

High Five Choir is a peer facilitated musical ensemble/general music class where students work together to further their musicianship, interpersonal skills, and vocal technique by singing popular music and to further their kinesthetic skills exploring basic musical instruments. The High Five Choir strives to provide a safe and fun educational environment for all students to develop positive social skills, for general education students to increase positive relationships with students living with disabilities and for students receiving special services to increase time spent in a general education setting.

- **Recommended Grade Level:** All
- **Recommended Prerequisites:** none
- **Credits:** A two credit course
- Counts as an Elective for all diplomas

INTERMEDIATE CHORUS

41863 Chamber (Choir 3)

41864 Sounds of Praise (Choir 4)

Intermediate chorus will provide students with opportunities to develop musicianship and specific performance skills through ensemble and solo singing. In addition, developmentally appropriate repertoire with emphasis on sight-reading, critical listening skills, and vocal technique will be studied. Intermediate chorus may be composed of: (1) male chorus, (2) female chorus, (3) mixed chorus, or any combination thereof. After school rehearsals and performances are required.

- **Recommended Grade Level:** 10-12
- **Recommended prerequisite:** Moderate level of vocal technique. *Enrollment is by audition.*
- **Credits:** A two credit course
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ADVANCED CHORUS

41885 Bellabravada (Advanced—Choir 5)

41886 Legacy (Advanced—Choir 6)

Students taking Advanced Chorus develop musicianship and specific performance skills through ensemble and solo singing. The chorus may be composed of: (1) male chorus, (2) female chorus, (3) mixed chorus, or any combination thereof. Activities create the development of a quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Chorus classes provide instruction in creating, performing, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. The choral repertoire must be of the highest caliber. Mastery of basic choral technique must be evident. Areas of refinement include acappella singing, sight reading, and critical listening skills.

- **Recommended Grade Level:** 10-12
- **Recommended prerequisite:** Advanced level of vocal technique. *Enrollment is by audition.*
- **Credits:** A two credit course
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

MUSICAL THEATRE

0518 Musical Theatre

Musical theater classes provide sequential instruction in musical theater production. Activities and experiences are designed to develop students' ability to: (1) participate in performing, staging, directing, and choreographing works studied: (2) listen to, describe,

analyze, and interpret works viewed and performed; (3) understand the historical background of musical theater; and (4) compose and stage original one-act and/or complete works for the class, school, and/or the public. The class may be taught collaboratively among music, theater, dance, and the visual arts faculty.

- **Recommended Grade Level:** 10-12
- **Recommended prerequisite:** Interest in American Musical Theater. *Enrollment is by director recommendation and/or audition.*
- **Credits:** A two credit course
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

THEATER ARTS 1 4242 (F/S/Y)

ADVANCED THEATER ARTS 2 4240

Theater Arts provides students with the opportunity to analyze and interpret the emotion and intellectual content of drama.

Participation in dramatic performances and expression of creative acting ability will be included. The basics principle of stage lighting, costumes, scenery and other elements of stage production will be included.

- **Recommended Grade Level:** Grades 10, 11 or 12
- **Recommended Prerequisites:** none
- **Credits:** 1 or 2 credits. The nature of this course allows for the second semester of instruction at an advanced level.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

THEATRE PRODUCTION 4248

Theatre Production is based on the Indiana Academic Standards for Theatre. Students enrolled in Theatre Production take on responsibilities associated with rehearsing and presenting a fully mounted theatre production. They read and analyze plays to prepare for production; conceive and realize a design for a production, including set, lighting, sound and costumes; rehearse and perform roles in a production; and direct or serve as assistant director for a production. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students investigate a theatre arts career then develop a plan for potential employment or further education through audition, interview, or presentation of a portfolio. Students also attend and critique theatrical productions and volunteer to support theatre in their community.

*****Offered ONLY on the Lawrence Central campus.**

- **Recommended Grade Level:** 9, 10, 11, 12
- **Recommended Prerequisites:** none
- **Credits:** 1 semester course, 1 credit per semester.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

DANCE

DANCE PERFORMANCE: BALLET, MODERN, JAZZ, OR ETHNIC-FOLK

- 41461 Beginning Dance**
- 41463 Intermediate Dance**
- 41465 Advanced Dance Company**
- 4146G Advanced Dance with Props (Color Guard)**

Sequential and systematic learning experiences are provided in the specific genre offered, whether it is ballet, modern, jazz, or ethnic-folk. Activities utilize a wide variety of materials and experiences and are designed to develop techniques appropriate within the genre, including individual and group instruction in performance repertoire and skills. Students develop the ability to express their thoughts, perceptions, feelings and images through movements. The performance class provides opportunities for students to experience degrees of physical prowess, technique, flexibility and study of dance performance as an artistic discipline and as a form of artistic communication. *The Color Guard performs with the Marching Pride of Lawrence Township (MPLT) Marching Band and students have the opportunity to compete in winter guard competition.*

- **Recommended Grade Level:** 9-12
- **Recommended prerequisite:** Beginning to advanced level of dance technique.
- Intermediate and Advanced course **enrollment is by audition.**
- **Credits:** A two credit course
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

MUSIC EDUCATION

MUSIC THEORY & COMPOSITION 4208

Any of your favorite performers make music look easy. However, they didn't get where they are without an understanding of the basics of music. Music Theory is the foundation needed to become the performer or composer of tomorrow. To begin your understanding of music, place this on your class schedule today.

- **Recommended Grade Level:** 9-12
- **Recommended prerequisite:** None
- **Credits:** A two credit course
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

AP MUSIC THEORY 4210

To be an accomplished musician, the deeper understanding of music begins with theory which is usually not covered in high school. Through this course, students will develop the foundation to become a great instrumentalist, vocalist and composer, in preparation for college. See your counselor to take your first college music class here at LN.

- **Recommended Grade Level:** 10-12
- **Recommended prerequisite:** Music Theory I, II, or passing score on music essentials placement test
- **Credits:** A two credit course
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

PIANO (F/S/Y)

42041 Beginning Piano I (Recommended as YL)

42042 Beginning Piano II

42043 Intermediate Piano III

42044 Advanced Piano IV

Because of its ability to cover all music styles, piano has become the basis for music in general. Sign up to learn how to play any keyboard music and become a great musician.

- **Recommended Grade Level:** 9-12
- **Recommended prerequisite:** No piano experience for Beginning Piano I course. For Intermediate Piano II, one semester Piano I or moderate prior experience required. Intermediate Piano III requires Piano I, Piano II or moderate prior piano experience.
- **Credits:** A one credit course per semester; maximum of 3 credits
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

4202 Electronic Music (F/S)

Electronic Music is based on the Indiana Academic Standards for High School Music Technology. Students taking this course are provided with a wide variety of activities and experiences to develop skills in using electronic media and current technology to perform, create, and respond to music.

- **Recommended Grade:** 9, 10, 11, 12
- **Required Prerequisites:** none
- **Recommended Prerequisites:** none
- **Credits:** 1 semester course, 1 credit per semester.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

IB MUSIC APPRECIATION 4212

IB music appreciation provides an appropriate foundation for further studies in music history at university level. It also provides an enriching and valuable course of study for students who may pursue other careers. This course provides students with the opportunity to engage in the world of music history as lifelong participants. IB assessments and testing required.

- **Recommended Grade Level:** 10-12
- **Recommended prerequisite:** Music Theory
- **Credits:** A two credit course
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

Science

BIOLOGY I 3024

BIOLOGY I Honors 3024H

Biology I is a course based on the following core topics: cellular chemistry, structure and reproduction; matter cycles and energy transfer; interdependence of organisms; molecular basis of heredity; genetics and evolution. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

- **Recommended Grade Level:** 9-10
- **Credits:** A two credit course
- Fulfills the life science requirement for the General diploma, Fulfills Biology credit for Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Honors Biology includes a 0.5 weight

BIOLOGY II 3026

Biology II is an advanced laboratory, field, and literature investigations-based course. Students enrolled in Biology II examine in greater depth the structures, functions, and processes of living organisms. Students also analyze and describe the relationship of Earth's living organisms to each other and to the environment in which they live. In these courses, students refine their scientific inquiry skills as they collaboratively and independently apply their knowledge of the unifying themes of biology to biological questions and problems related to personal and community issues in the life sciences.

This course is a study of diverse vertebrate organisms including their life histories, defense mechanisms, reproduction, and economic

value. Students will conduct projects with live animals and will perform computer simulations of dissection.

ANATOMY AND PHYSIOLOGY 5276

Anatomy & Physiology is a course in which students investigate concepts related to Health Science, with emphasis on interdependence of systems and contributions of each system to the maintenance of a healthy body. Introduces students to the cell, which is the basic structural and functional unit of all organisms, and covers tissues, integument, skeleton, muscular and nervous systems as an integrated unit. Through instruction, including laboratory activities, students apply concepts associated with Human Anatomy & Physiology. Students will understand the structure, organization and function of the various components of the healthy body in order to apply this knowledge in all health related fields.

- **Recommended Grade Level:** 11-12
- **Prerequisites:** Biology
- **Credits:** 1 credit per semester, maximum of 2 semesters, maximum of 2 credits
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Fulfills a Core 40 Science course requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas or counts as an Elective or Directed Elective for any diploma

AP BIOLOGY 3020

Biology, Advanced Placement is a course based on the content established by the College Board. The major themes of the course include: The process of evolution drives the diversity and unity of life, Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis, Living systems store, retrieve, transmit and respond to information essential to life processes, Biological systems interact, and these systems and their interactions possess complex properties.

- **Recommended Grade Level:** 11-12
- **Recommended Prerequisite:** Biology I and Chemistry I
- **Credits:** A two credit course, 1 credit per semester
- Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Qualifies as a Quantitative Reasoning course for the General, Core 40, AHD, and THD diplomas

IB SCIENCES: BIOLOGY STANDARD LEVEL 3020IB

Biology Standard Level, International Baccalaureate focuses on six core topics: cells; the chemistry of life, genetics, ecology, evolution, and human health and physiology. It is based on the curriculum published by the International Baccalaureate Organization. Optional course topics include neurobiology and behavior, applied plant and animal science, ecology and conservation, diet and human nutrition, physiology of exercise, and cell respiration and photosynthesis.

- **Recommended Grade Level:** Grades 11 or 12
- **Recommended prerequisite:** Biology 1 and Chemistry 1
- **Credits:** 2 semester course, 1 credit per semester
- Fulfills the Biology I requirement for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas or counts as an Elective for any diploma

IB SCIENCES: SPORTS, EXERCISE & HEALTH SCIENCE (SL) 3510

IB Sports, Exercise and Health Science Standard Level involves the science that underpins physical performance and allows students opportunities to apply these principles both through inquiry and experimental (field and laboratory). Topics must cover anatomy, exercise physiology, energy systems, movement analysis, skill in sport and measurement and evaluation of human performance. Students are required to do in-depth study of two of the following options: optimizing physiological performance, psychology of sport, physical activity and health, and nutrition for sport, exercise and health. Students taking this course will also address issues and ethics on an international scale by considering sport, exercise and health within a global context relevant to the individual. The course is based on the curriculum published by the International Baccalaureate Organization.

- **Recommended Grade Level:** 11, 12
- **Recommended Prerequisites:** Biology 1
- **Credits:** 2 semester course, 1 credit per semester
- Counts as an Elective for all diplomas
- Fulfills a Science requirement for all diplomas

CHEMISTRY 1 3064

Chemistry I is a course based on the following core topics: properties and states of matter; atomic structure; bonding; chemical reactions; solution chemistry; behavior of gases, and organic chemistry. Students enrolled in Chemistry I compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

- **Recommended Grade Level:** 10-12
- **Prerequisite:** Geometry, Algebra II (can be taken concurrently)
- **Credits:** A two credit course
- Fulfills the requirement for physical science for the General diploma. Fulfills Chemistry credit for Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Qualifies as a Quantitative Reasoning course for the General, Core 40, AHD, and THD diplomas

CHEMISTRY I HONORS ACP 3090

Chemistry I Honors-- This fast-paced course emphasizes the comprehension of basic chemistry concepts by introducing material within the context of how and why it was developed. The lectures and discussion sections will focus on applications of basic chemical principles, and problem solving strategies via practical examples. The goal of this course is to help students make sense of chemistry by promoting comprehension and problem solving. Concepts for this dual-credit college course include: chemical transformations, algebraic manipulations of chemistry, atomic structure and theory, atomic structure and bonding, chemical bonding and naming, shapes of molecules, intermolecular forces, chemical reactions, stoichiometry and the mole, electron transfer reactions, gas laws, reagents in solution, rates of reactions, chemical equilibrium, electrolytes, acids + bases

- **Recommended Grade Level:** 10-12
- **Prerequisite:** Geometry, Algebra II (can be taken concurrently)
- **Credits:** A two credit course
- Fulfills the requirement for physical science for the General diploma. Fulfills Chemistry credit for Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Qualifies as a Quantitative Reasoning course for the General, Core 40, AHD, and THD diplomas
- **Dual credit available through Indiana University's Advanced College Project (ACP)**
 - **C101-C121 and C102-C122 in IU Course Catalog**

AP CHEMISTRY 3060

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.

- Advanced Placement (AP) Courses are intended to be the equivalent to the comparable college level course. Most AP courses require instructional time equivalent to two traditional semesters, or one academic year in order to adequately address the course content and prepare students for the associated exam. However, the bulleted items following each course description indicate the AP courses that could conceivably be completed in either one semester or two.
- **Recommended Grade Level:** 12
- **Prerequisite:** Chemistry I, Algebra II, Pre-calculus/Trigonometry
- **Credits:** A two credit course, 1 credit per semester
- Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Qualifies as a Quantitative Reasoning course for the General, Core 40, AHD, and THD diplomas

EARTH AND SPACE SCIENCE 3044

Earth and Space Science I is a course focused on the following core topics: study of the earth's layers; atmosphere and hydrosphere; structure and scale of the universe; the solar system and earth processes. Students analyze and describe earth's interconnected systems and examine how earth's materials, landforms, and continents are modified across geological time. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

- **Recommended Grade Level:** 9-10
- **Credits:** A two credit course
- Fulfills the earth and space science requirement for the General Diploma. Fulfills Core 40 science credit for Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ENVIRONMENTAL SCIENCE 3010 (F/S/Y)

Environmental Science is an interdisciplinary course that integrates biology, earth science, chemistry, and other disciplines. Students enrolled in this course conduct in-depth scientific studies of environmental systems, flow of matter and energy, natural disasters, environmental policies, biodiversity, population, pollution, and natural and anthropogenic resource cycles.

Students formulate, design, and carry out laboratory and field investigations as an essential course component. Students completing Environmental Science, acquire the essential tools for understanding the complexities of national and global environmental systems.

- **Recommended Grade Level:** 9-12
- **Required Prerequisites:** none
- **Credits:** 2 semester course, 1 credit per semester
- Counts as an Elective for all diplomas

AP ENVIRONMENTAL SCIENCE 3012

Environmental Science, Advanced Placement is a course based on content established by the College Board. Students enrolled in AP Environmental Science investigate the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

- **Recommended Grade Level:** 11-12
- **Recommended Prerequisite:** Biology and Chemistry
- **Credits:** A two credit course, 1 credit per semester
- Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

- Qualifies as a Quantitative Reasoning course for the General, Core 40, AHD, and THD diplomas

INTEGRATED CHEMISTRY-PHYSICS 3108

Integrated Chemistry-Physics is a course focused on the following core topics: motion and energy of macroscopic objects; chemical, electrical, mechanical and nuclear energy; properties of matter; transport of energy; magnetism; energy production and its relationship to the environment and economy. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

- **Recommended Grade Level:** 10-12
- **Recommended Prerequisite:** Algebra I (may be taken concurrently with this course)
- **Credits:** A two credit course
- Fulfills the physical science requirement for the General diploma. Fulfills the 2 credit requirement for Chemistry I, Physics I, or Integrated Chemistry and Physics towards the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

INTEGRATED CHEMISTRY-PHYSICS HONORS 3108H

- **Recommended Grade Level:** 9
- **Required Prerequisite:** Algebra I, Geometry and successful completion of Biology
- **Credits:** A two credit course
- Fulfills the physical science requirement for the General diploma. Fulfills the 2 credit requirement for Chemistry I, Physics I, or Integrated Chemistry and Physics towards the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

PHYSICS 1 3084

Physics I is a course focused on the following core topics: constant velocity; constant acceleration; forces; energy; linear momentum in one dimension; simple harmonic oscillating systems; mechanical waves and sound; simple circuit analysis. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation, by designing and conducting investigations guided by theory, and by evaluating and communicating the results of those investigations according to accepted procedures.

- **Recommended Grade:** 10, 11, 12
- **Recommended Prerequisites:** Algebra I or Algebra II
- **Credits:** 2 semester course, 1 credit per semester
- Counts as an Elective for all diplomas
- Qualifies as a Quantitative Reasoning course

AP PHYSICS I: Algebra-based 3080

Physics 1: Algebra-based, Advanced Placement is equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits. 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:** 10-12
- **Prerequisite:** Algebra I & II or Integrated Mathematics I; Precalculus/Trigonometry can be taken concurrently
- **Credits:** A two credit course, 1 credit per semester
- Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Qualifies as a quantitative reasoning course

AP, IB PHYSICS II, Physics C: Mechanics 3088

Physics C, Advanced Placement is a course based on the content established by the College Board. AP Physics C: Mechanics provides instruction in each of the following six content areas: kinematics; Newton's laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. 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.htm>

- **Recommended Grade Level:** 12
- **Prerequisite:** Physics I, Calculus (can be taken concurrently)
- **Credits:** A two credit course, 1 credit per semester
- Counts as a Science Course and a Quantitative Reasoning Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors

Social Studies

IB HISTORY 1590

IB History is the in depth study of selected topics and regions of the world in the 19th and 20th centuries with an emphasis on thinking critically about how historical stories are told, moral dimensions of historical controversies, and comparison and contrast across regions of the world. The content of the course meets the requirements for the International Baccalaureate program and includes deep exploration of one prescribed topic, two world history topics, and an in depth exploration of one world region, as well as a student essay (IA) on an historical topic of individual choice. The two world history topics are Independence Movements (Mexico, Cuba, South Asia/India, and an African example), Authoritarian States (USSR under Lenin and Stalin, Nazi Germany, Fidelista Cuba and/or Peronista Argentina), and the prescribed topic is Rights and Protest

Movements (Apartheid South Africa, 1948-64 and US Civil Rights Movement, 1954-65). The region of focus is 20th Century Asia & Oceania, with in depth inquiry of Showa Japan (1912-90), the People's Republic of China (1949-2005), and Cold War Conflicts in Asia/Southeast Asia. Students engage with a variety of sources, including primary and secondary source reading, novels, film, and documentary. Practice writing for the IB exam is provided.

- **Recommended Grade Level:** 12
- **Recommended Prerequisites:** Completion of AP U.S. History
- **Credits:** A 2 semester course, 1 credit per semester
- Fulfills the Social Studies requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective for any diploma

ETHNIC STUDIES 1516 (F/S)

Black America will cover African American History-Literature and the Arts from the African origins prior to the development of European contact through the model Civil Rights Movement. The African American History course will not be taught with the emphasis of afro centricism, but as a cultural recognition of ethnic contributions to American society. The heritage and cultural contributions of African Americans will be strongly emphasized. The course will provide a foundation for strengthening the understanding and skills needed for successful interaction in a multi-cultural society.

- **Recommended Grade Level:** 10-12
- **Recommended Prerequisites:** Geography/History of the World
- **Credits:** 1 credit
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

INDIANA STUDIES 1518 (F/S)

Indiana Studies is an integrated course that compares and contrasts state and national developments in the areas of politics, economics, history, and culture. The course uses Indiana history as a basis for understanding current policies, practices, and state legislative procedures. It also includes the study of state and national constitutions from a historical perspective and as a current foundation of government. Examination of individual leaders and their roles in a democratic society will be included and student will examine the participation of citizens in the political process.

- **Recommended Grade Level:** 10, 11, 12
- **Required Prerequisites:** none
- **Credits:** 1 semester course, 1 credit per semester
- Counts as an Elective for all diplomas

TOPICS IN HISTORY: FILM STUDIES 1538V (F/S)

Topics in History--FILM will provide students a review of U.S. history by examining movies from different time periods and themes. Students will examine primary and secondary sources in connection to the films to analyze reality vs. representation. It is important to look at motivation, time period the film was made (and the events taking place at that time), and point of view of the director in order to examine the accuracy of the historical event being portrayed. Movies not only reveal information about historical time periods but reveal information about the time period in which they are released. Students will also examine the use of music, camera angles and symbolism to determine the message of the movie.

- **Recommended Grade Level:** 10-12
- **Recommended Prerequisites:** Geography/History of the World
- **Credits:** 1 credit
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

SPORT PSYCHOLOGY 1550 (F/S/Y)

Topics in Social Science – Sport Psychology provides students with an opportunity for in-depth study of the psychological principles that enhance athletic performance including motivation, concentration, focus, confidence, anxiety, and relaxation. Students will have the opportunity to apply these principles and measure their impact both upon performance and upon the overall quality of life.

- **Recommended Grade Level:** 10, 11, 12
- **Recommended Prerequisites:** none
- **Credits:** 1 semester course, 1 credit per semester
- Counts as an Elective for all diplomas

AP AFRICAN AMERICAN HISTORY

Students in this pilot course from College Board African American History course look at the history, politics, culture, and economics of North American people of African descent. From the slave economy to the civil rights movement, and from the blues to hip-hop, African Americans have had a huge role in shaping American society and culture. If you major in African American studies, you'll learn about their achievements. You'll also examine the hardships African Americans faced during their history. Further, you'll dive into the difficult issues, such as unequal educational opportunities, they deal with today. Scholars in African American studies play a key role in the development of modern academics. By focusing on people and viewpoints that have been ignored in other fields, they lead the way in integrating minority experiences into all academic subjects.

- **Recommended Grade Level:** 10- 12
- **Recommended Prerequisites:** Geography and History of the World
- **Credits:** A 2 semester course, 1 credit per semester
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ECONOMICS 1514 (F/S)

Economics examines the allocation of resources and their uses for satisfying human needs and wants. The course analyzes economic reasoning used by consumers, producers, savers, investors, workers, voters, and government in making decisions. Key elements of the course include study of scarcity and economic reasoning, supply and demand, market structures, role of government, national income determination, the role of financial institutions, economic stabilization, and trade. Students will explain that because resources are limited, people must make choices and understand the role that supply, demand, prices, and profits play in a market economy. The functions of government in a market economy and market structures will be examined. Students will understand economic performance, money, stabilization policies, and trade of the United States. The behavior of people, societies and institutions and economic thinking is integral to this course.

- **Recommended Grade Level:** 12
- **Recommended Prerequisites:** None
- **Credits:** 1 semester course, 1 credit
- Fulfills the Economics requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas, a Social Studies requirement for the General Diploma, or counts as an Elective for any diploma
- Qualifies as a Quantitative Reasoning course for the General diploma only

AP MICRO-ECONOMICS 1566 (F/S)

Microeconomics, AP is a course based on content established by the College Board. The course gives students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economics system. Topics include: (1) basic economic concepts, (2) the nature and functions of product markets, (3) factor markets, and (4) market failure and the role of government.

- **Recommended Grade Level:** Grade 12
- **Recommended Prerequisites:** None
- **Credits:** 1 credit per semester.
- Fulfills the Economics requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas, a Social Studies requirement for the General Diploma, or counts as an Elective for any diploma
- Qualifies as a Quantitative Reasoning course for the General, Core 40, AHD, and THD diplomas

GEOGRAPHY AND HISTORY OF THE WORLD

1570

1570H Honors

Geography and History of the World is designed to enable students to use geographical skills and historical concepts to deepen their understanding of major global themes including the origin and spread of world religions; exploration; conquest, and imperialism; urbanization; and innovations and revolutions.

Geographical and historical skills include forming research questions, acquiring information by investigating a variety of primary and secondary sources, organizing information by creating graphic representations, analyzing information to determine and explain patterns and trends, and presenting and documenting findings orally and/or in writing. The historical geography concepts used to explore the global themes include change over time, origin, diffusion, physical systems, cultural landscapes, and spatial distribution and interaction.

Using these skills, concepts and the processes associated with them, students are able to analyze, evaluate, and make predictions about major global developments. This course is designed to nurture perceptive, responsible citizenship, encourage and support the development of critical thinking skills and lifelong learning, and to help prepare Indiana students for the 21st Century.

- **Recommended Grade Level:** 9-10
- **Recommended Prerequisites:** None
- **Credits:** 2 semester course, 1 credit per semester
- Fulfills a Social Studies requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective for any diploma

PSYCHOLOGY 1532 (F/S)

Psychology is the scientific study of mental processes and behavior. The course is divided into eight content areas: History and Scientific Method, Biological Basis for Behavior, Development, Cognition, Personality and Assessment, Abnormal Psychology, Socio-Cultural Dimensions of Behavior, and Psychological Thinking. History and Scientific Method explores the history of psychology, the research methods used, and the ethical considerations that must be utilized. Biological Basis for Behavior focuses on the way the brain and nervous system function, including sensation, perception, motivation and emotion. Development analyzes the changes through one's life including the physical, cognitive, emotional, social and moral development. Cognition focuses on learning, memory, information processing, and language development. Personality and Assessment explains the approaches used to explain one's personality and the assessment tools used. Abnormal Psychology explores psychological disorders and the various treatments used for them. Socio-Cultural Dimensions of Behavior covers topics such as conformity, obedience, perceptions, attitudes and influence of the group on the individual.

- **Recommended Grade:** 10-12
- **Credits:** 1 to 2 semester course, 1 credit per semester
- Counts as an elective for all diplomas

AP PSYCHOLOGY

ACP PSYCHOLOGY 1558

Psychology, Advanced Placement is a course based on content established by the College Board. This course is designed to introduce students to the systematic and scientific study of the behavior and mental processes. 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.

- **Recommended Grade Level:** 11- 12
- **Recommended Prerequisites:** None
- **Credits:** A 2 semester course, 1 credit per semester
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

PSYCHOLOGY II, IB 1604

Psychology Higher Level, International Baccalaureate is divided into four required parts: biological, cognitive, learning, and humanistic psychology. Students must fulfill two options in the following areas: comparative psychology, cultural psychology, psychology of dysfunctional behavior, health psychology, lifespan psychology, psychodynamic psychology, or social psychology. The research methodology of ethics and qualitative and quantitative research must be undertaken and students must design and implement three experimental studies. This course is based on the curriculum published by the International Baccalaureate Organization.

- **Recommended Grade Level:** 12
- **Credits:** 2 semester course, 1 credit per semester
- Counts as a Social Studies Course for the General diploma or as an elective for any diploma

SOCIOLOGY 1534 (F/S)

Sociology allows students to study human social behavior from a group perspective. The sociological perspective is a method of studying recurring patterns in people's attitudes and actions and how these patterns vary across time, cultures, and in social settings and groups. Students will describe the development of sociology as a social science and identify methods of research. Through research methods such as scientific inquiry students will examine society, group behavior, and social structures. The influence of culture on group behavior is addressed through institutions such as the family, religion, education, economics, community organizations, government, and political and social groups. The impact of social groups and institutions on group and individual behavior and the changing nature of society will be examined. Influences on group behavior and social problems are included in the course. Students will also analyze the role of individuals in the community and social problems in today's world.

- **Recommended Grade Level:** 11- 12

- **Recommended Prerequisites:** None
- **Credits:** 1 semester, 1 credit
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

UNITED STATES GOVERNMENT 1540 (F/S)

United States Government provides a framework for understanding the purposes, principles, and practices of constitutional representative democracy in the United States. Responsible and effective participation of citizens is stressed. Students will understand the nature of citizenship, politics, and governments and understand the rights and responsibilities of citizens and how these are part of local, state, and national government. Students will examine how the United States Constitution protects rights and provides the structure and functions of various levels of government. How the United States interacts with other nations and the government's role in world affairs will be examined. Using primary and secondary resources, students will articulate, evaluate, and defend positions on political issues. As a result, they will be able to explain the role of individuals and groups in government, political, and civic activities and the need for civic and political engagement of citizens in the United States.

- **Recommended Grade Level:** 12
- **Recommended Prerequisites:** None
- **Credits:** 1 semester, 1 credit
- Fulfills the Government requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas or counts as an Elective for any diploma

US GOVERNMENT AP 1560 (F/S)

Government and Politics: United States, Advanced Placement is a course based on content established by the College Board. Topics include: (1) constitutional underpinnings of United States government, (2) political beliefs and behaviors, (3) political parties, interest groups, and mass media, (4) institutions of national government, (5) public policy, and (6) civil rights and civil liberties. 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 Prerequisites:** Successful completion of United States History AP or ACP
- **Credits:** 1 semester course, 1 credit per semester
- Fulfills the US Government requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective for any diploma

WE THE PEOPLE—US GOVERNMENT

Topics include: (1) constitutional underpinnings of United States government, (2) political beliefs and behaviors, (3) political parties,

interest groups, and mass media, (4) institutions of national government, (5) public policy, and (6) civil rights and civil liberties. Students will study US Supreme Court decisions and will have the opportunity to sit with a judge in the courts and to prepare briefs and to argue before local attorneys in a moot court.

- **Recommended Grade Level:** 12
- **Recommended Prerequisites:** Successful completion of United States History AP or ACP
- **Credits:** semester course, 1 credit per semester
- Fulfills the US Government requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective for any diploma

UNITED STATES HISTORY 1542

United States History builds upon concepts developed in previous studies of U.S. History. Students are expected to identify and review significant events, persons, and movements in the early development of the nation. The course then gives major emphasis to the interaction of key events, people, and political, economic, social, and cultural influences in national developments from the late nineteenth century through the present. Students are expected to trace and analyze chronological periods and examine the significant themes and concepts in U.S. History. They will develop historical thinking and research skills and use primary and secondary sources to explore topical issues and to understand the cause for changes in the nation over time.

- **Recommended Grade Level:** 11
- **Recommended Prerequisites:** None
- **Credits:** 2 semester course, 1 credit each semester
- Fulfills the US History requirement of the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

UNITED STATES HISTORY—AP 1562

United States History, Advanced Placement is a course based on the content established by the College Board. The course has a chronological frame from 1492 to the present and focuses on multiple causation and change in United States history over time. A variety of historical themes are examined in order to place the history of the United States into larger analytical contexts. Students are expected to analyze and interpret primary sources and develop awareness of multiple interpretations of historical issues in secondary sources. Historical events and issues in U.S. history are to be examined from multiple perspectives.

- **Recommended Grade Level:** 11
- **Recommended Prerequisites:** None for regular US History
- AP/ACP/USH Guidelines for success:

The following factors have been identified as indicators of success in an advanced level (AP, ACP, IB) U.S. History Course at Lawrence North. It is encouraged that students meet the following criteria before enrolling in the AP/ACP/IB U.S. History Course. Students who do not meet the following conditions may still enroll, but must

understand they will be challenged by the curriculum and must be prepared to commit a significant amount of time and effort to their course work to be successful in the accelerated setting.

- Teacher Recommendation
- SRI/Lexile: 1050 and above
- Experience in prior Honors/AP Level Courses; demonstrated performance at the A/B level
- Honors Geo/Hist of the World; AP World
- Pre AP—Intro to Social Studies
- **Credits:** A 2 semester course, 1 credit per semester
- Fulfills the US History requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective for any diploma
- Dual credit available through Indiana University's Advanced College Project

AP UNITED STATES HISTORY (1562) **AP ENGLISH LANGUAGE AND COMPOSITION (1056)** *(INTERDISCIPLINARY-HUMANITIES) 0514*

Interdisciplinary Studies integrates the disciplines of American History, Literature, and the Arts. United States History and American Literature are taught in a daily block of time by a team of teachers. Various methodologies are utilized with an emphasis on discussion and group work. An honors designation will be indicated on the students' transcript for successful completion of the course study. The History portion of the class follows the AP United States History curriculum. Students are expected to take the AP United States History test, which is administered in the spring semester and requires a registration fee. English students are expected to take the AP examination in American Literature administered by the College Board.

- **Recommended Grade Level:** 11
- **Prerequisites:** English 9 Honors; English 10 Honors; AND Honors Geography/History or the World or AP World History
- AP/ACP/USH Guidelines for success:
The following factors have been identified as indicators of success in an advanced level (AP, ACP, IB) U.S. History Course at Lawrence North. It is encouraged that students meet the following criteria before enrolling in the AP/ACP/IB U.S. History Course. Students who do not meet the following conditions may still enroll, but must understand they will be challenged by the curriculum and must be prepared to commit a significant amount of time and effort to their course work to be successful in the accelerated setting.
 - Teacher Recommendation
 - SRI/Lexile: 1050 and above
 - Experience in prior Honors/AP Level Courses; demonstrated performance at the A/B level
 - Honors Geo/Hist of the World; AP World
 - Pre AP—Intro to Social Studies

- **Credits:** A 2 semester course, 2 credits per semester; total of 4 credits
- Fulfills the US History and English 11 requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective for any diploma

AP WORLD HISTORY 1612 **AP WORLD HISTORY (SPANISH IMMERSION) 1612I**

World History, Advanced Placement is a course that provides students with the content established by the College Board. The course will have a chronological frame from the periods 8000 B.C.E. to the present. AP World History focuses on five overarching themes: Interaction Between Humans and the Environment, Development and Interaction of Cultures, State-Building, Expansion, and Conflict, Creation, Expansion, and Interaction of Economic Systems, Development and Transformation of Social Structures.

- **Recommended Grade Level:** 9-11
- **Recommended Prerequisites:** English 9 Honors; English 10 Honors
- **Credits:** 2 semester course, 1 credit per semester
- Fulfills a Social Studies requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective for any diploma

Visual Arts and Communication Processes

INTRODUCTION TO TWO-DIMENSIONAL ART 4000

Students will create works of art in a variety of media, critique those experiences, explore art history, write art reports, investigate art careers, participate in art exhibitions and portfolio display. During the second semester students will continue to explore a variety of media requiring advanced technical aptitude as well as increased creative application of those techniques.

- **Recommended Grade Level:** 9-12
- **Recommended prerequisite:** None
- **Credits:** A two credit course
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

INTRODUCTION TO 3-DIMENSIONAL ART 4002

Students will create and decorate original three-dimensional artwork from a variety of materials to include: clay, glazes plaster-treated gauze, and stained glass. They will also learn to operate many different pieces of equipment such as a pottery wheel, slab rolling table, pug mill, and glass cutter.

- **Recommended Grade Level:** 10-12

- **Recommended prerequisite:** Intro. to 2-D Art
- **Credits:** A two credit course
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

Advanced Two Dimensional Art 4004

Advanced Two-Dimensional Art is a course based on the Indiana Academic Standards for Visual Art. Students in this course build on the sequential learning experiences of Introduction to Two-Dimensional Art that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create two-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources.

- **Recommended Grade:** 9 - 12
- **Required Prerequisites:** Intro to Two-Dimensional Art
- **Credits:** 1 semester course, 1 credit per semester.
- Counts as a Directed Elective or Elective for all diplomas

Advanced Three Dimensional Art 4006

Advanced Three-Dimensional Art is a course based on the Indiana Academic Standards for Visual Art. Students in this course build on the sequential learning experiences of Introduction to Three-Dimensional Art that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create three-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills.

- **Recommended Grade:** 10 - 12
- **Required Prerequisites:** Introduction to Two-Dimensional Art, Introduction to Three-Dimensional Art
- **Credits:** 1 semester course, 1 credit per semester.
- Counts as a Directed Elective or Elective for all diplomas

CERAMICS & SCULPTURE 4040

Students will learn to use and master a variety of equipment which may include band saw, miter box, power-rotary tool, Ringmaster-lathe, cordless drill, glass cutter, pottery wheel, pug mill, and clay extruder. Students will explore careers related to the content area.

- **Recommended Grade Level:** 10-12
- **Recommended prerequisite:** Intro. to 2-D Art, & Intro. to 3-D Art
- **Credits:** A two credit course

DRAWING 4060

Students create drawings using a variety of materials. A wide range of subjects and techniques, reflection and critique of personal and historic art, career reviews, and exhibition of work are included in this creative course.

- **Recommended Grade Level:** 10-12
- **Recommended prerequisite:** Introduction to 2-D Art
- **Credits:** A two credit course
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

PAINTING 4064

Students will explore the medium of painting and learn how to skillfully render images through paint application. They will apply skills developed in 2D Design to create more advanced and focused works of art. Students will use different types of paint including tempera, acrylic, watercolor, oil pastels, and oil paint. Students will have the opportunity to paint subject matter of their choice and experiment with different styles of painting.

- **Recommended Grade Level:** 10-12
- **Recommended prerequisite:** Intro. to 2-D Art; Students may be asked to provide/buy special materials.
- **Credits:** A two credit course
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

DIGITAL DESIGN 4082

Students will create computer images employing the elements and principles of art. The course will lead to understanding computers for drawing, design, animation, 3-D rendering and web design.

- **Recommended Grade Level:** 10-12
- **Recommended prerequisite:** None
- **Credits:** A two credit course
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

VISUAL COMMUNICATIONS 4086

Students in Visual Communication will create print media utilizing graphic design, typography, illustration, and image creation with digital tools and computer technology. Projects will include posters and advertisements for various educational and extracurricular programs at Lawrence North High School.

- **Recommended Grade Level:** 11 - 12
- **Recommended prerequisite:** Digital Design
- **Credits:** A two credit course
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ART HISTORY/ADVANCED ART HISTORY 4024

Students will study works of art throughout history, in order to gain an understanding and appreciation for visual arts. The course will consist of class discussions, slide study, group activities, hands on projects, and research projects. Each semester students will attend a field trip to a nearby museum or gallery to see works of art that pertain to a movement or style of art studied in class. The non-artist student pursuing the Academic Honors Diploma, or college, may seriously want to consider this fine art class. First semester covers Prehistoric Art through 1492 Art. Second semester covers 1492 Art through Modern Art.

- **Recommended Grade Level:** 10-12
- **Recommended prerequisite:** None
- **Credits:** A one or two credit course
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

AP ART HISTORY 4025

AP Art History is a course based on the content established and copyrighted by the College Board. The AP Art History course is equivalent to a two-semester introductory college course that explores topics such as the nature of art, art making, and responses to art. By investigating a specific image set of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the course fosters in-depth, holistic understanding of the history of art from a global perspective. Students become active participants in the global art world, engaging with its forms and content, as they experience, research, discuss, read, and write about art, artists, art making, and responses to and interpretations of art.

- **Recommended Grade Level:** 9, 10, 11, 12
- **Recommended Prerequisites:** none
- **Credits:** 2 semester course, 1 credit per semester
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

FINE ARTS CONNECTIONS 4026

Fine Arts Connections is a course based on the Indiana Academic Standards for Visual Art, Music, Theatre, and Dance. In this course, students make connections among experiences in the four arts disciplines and integrate them in studies of all academic disciplines. They create works encompassing multiple disciplines, literacies, and sign systems, reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about works and the nature of the arts.

- **Recommended Grade:** 11 - 12
- **Required Prerequisites:** 2+ credits in visual art, music, theatre, or dance.
- **Credits:** 1 semester course, 1 credit per semester.
- Counts as a Directed Elective or Elective for all diplomas

AP, IB STUDIO ART 4048

Studio Art is for highly motivated students interested in exploring advanced art materials and techniques. Students will expand on their prior technical skills to create art work that demonstrates a very individualized original approach to art making. Evaluation will be based on the three areas of the AP portfolio, Quality, Breadth and Concentration. Students will have the opportunity to use advanced art material and techniques. Multi-media processes will be explored to develop individual fine art works. Students also use organizational principles and functions to solve visual problems. Career research and designing an AP quality professional portfolio are part of the course goals. Field experiences may include visits to art museums, galleries and studios. Students will be expected to articulate their ideas through written and oral critiques, sketchbooks and art journals. Field experiences may include visits to art museums, galleries and participation in art shows.

- **Recommended Grade Level:** 11 or 12
- **Recommended prerequisite:** Intro to 2D Art and four semesters of any other art course. A \$30 fee per semester will cover the basic supplies.
- **Credits:** A two credit course
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

PHOTOGRAPHY—FINE ARTS 4062A (F/S)

Photography is a course based on the Indiana Academic Standards for Visual Art. Students in photography engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works, creating photographs, films, and videos utilizing a variety of digital tools and dark room processes. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentation skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

- **Recommended Grade Level:** 10-12
- **Recommended Prerequisites:** Introduction to 2D-Art
- **Credits:** a 1-semester course for 1 credit.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma

COMMUNICATION PROCESSES/PHOTOGRAPHY

INTRO TO PHOTOGRAPHY 40621 (F/S)

Introduction to Photography is a course for the beginning photographer. Students will learn the control of basic photographic principles such as exposure, focus, subject selection and depth of field. This course will also focus on the exploration into composition, stylistic approach, and metering for daylight, studio light and night scenes.

- **Recommended Grade Level:** Grade 9 - 12
- **Recommended Prerequisites:** None
- **Credits:** 1 credit per semester, maximum of 1 semester, maximum 1 credit
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

PHOTOGRAPHY II—PHOTOJOURNALISM 40622

Photography II is a course for the student who wishes to continue on with photography knowledge. Review of basic photographic principles such as exposure, focus, subject selection and depth of field is the primary focus of this course, along with an exploration into composition, stylistic approach, and metering for daylight, studio light and night scenes. Photojournalism students will learn theory and history to obtain and report with a camera under deadline conditions. Assignments will be within the high school and extend into the community. An emphasis will be placed on students publishing assignments to begin portfolios. This course also offers lighting techniques such as back light, side light and natural light. We concentrate on "FUN" projects while learning Adobe Photoshop. The students will learn through lectures, studio workshops, slide shows and field trips. Critiques of student work will stress positive achievements toward instilling the confidence to tackle more challenging photographic work. Students are encouraged to discuss ideas and concepts with both the instructors and fellow students in an environment that welcomes input and exploration. Students will use the school cameras in class; there is no need to bring in your DSLR to school. Kids should have a thumb drive to save or transfer work from home to school.

- **Recommended Grade Level:** Grade 10 - 12
- **Recommended Prerequisites:** Successful completion of Intro to Photography
- **Credits:** 2 credits, 2 semesters
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

COMMUNICATION PROCESSES/VIDEO

Principles of Broadcasting 7139

The purpose of the Principles of Broadcasting course is to provide entry-level fundamental skills for students who wish to seek or pursue opportunities in the field of broadcasting or mass media. Students will explore the technical aspects of audio and sound design for radio production and distribution, as well as, the technical aspects of video production and distribution.

- Recommended Grade(s): 9, 10, 11
- Required Prerequisites: none

- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diploma

Audio and Video Production Essentials 7306

Audio and Video Production Essentials provides an in-depth study on audio and video production techniques for radio, television, and digital technologies. Students will learn skills necessary for audio production and on-air work used in radio and other digital formats. Additionally, experience will be gained in the development of the video production process; including skills in message development, directing, camera, video switcher, and character generator operations.

- Recommended Grade(s): 10, 11, 12
- Required Prerequisites: Principles of Broadcasting
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

Mass Media Production 7307

Mass Media Production will focus on the study of theory and practice in the voice and visual aspects of radio and television performance. In addition, this course introduces the skills used to acquire and deliver news stories in a digital media format. Students will learn how to research issues and events, interview news sources, interact with law enforcement and government officials, along with learning to write in a comprehensive news style.

- Recommended Grade(s): 10, 11, 12
- Required Prerequisites: Principles of Broadcasting; Audio and Video Production Essentials
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

RADIO AND TV PRODUCTION 2 5992 (YL)

Students produce the daily television news/sports show "Cat's Eye." Responsibilities may include anchoring, studio camera, audio controls, video segment editing and interviewing. Students will be required to video.

- **Recommended Grade Level:** Grade 11 - 12
- **Recommended Prerequisites:** Radio & TV 1
- **Credits:** 2 BLOCKS/semester; 2 credits, 2 semesters
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

World Languages

Lawrence North offers exceptional opportunities in four different languages—French, Spanish, German and American Sign Language. Learning another language opens up new opportunities and gives one perspectives that s/he might never have encountered otherwise. Personal, professional, social, and economic considerations all point to the advantages of learning foreign languages. Still not convinced? Here are 4 very good reasons why you should be learning another language:

1. *To better understand peoples, their culture, values and traditions. Only 7% of the world's people speak English as their native language but 90% of all U.S. citizens cannot understand any language other than English.*
2. *To help master English. Studies show that learning a foreign language improves reading scores in English as well as mental flexibility, creativity and high level thinking.*
3. *To give greater job flexibility. A Princeton University study shows that "competency in a foreign language" is one of the five top skills needed in today's job market.*
4. *University admission and graduation. Most colleges and universities desire foreign language study for admission and require study of a foreign language for graduation. Continued foreign language study is seen as the best, most consistent, predictor of college success.*

Indicators for Success in World Languages:

The following factors have been identified as indicators of success in a World Language course of French, German, Spanish, or Spanish Immersion at Lawrence North. It is suggested that students meet the following criteria **before enrolling in a World Language course**. Students who do not meet the following conditions may still enroll, but must understand they will be challenged by the curriculum and must be prepared to commit a significant amount of time and effort to their course work to succeed in the demanding setting.

Students should:

- ✓ Have Lexile (SRI) scores of 1000 or higher;
- ✓ Repeat the level if earning a "C" or lower when coming from a middle school or transfer program;
- ✓ Possess strong English language arts and math skills;
- ✓ Know that World Language is an academic **elective** and **not a required** class;
- ✓ Be prepared to study and to do homework **daily**.

AMERICAN SIGN LANGUAGE

AMERICAN SIGN LANGUAGE I 2156

American Sign Language I is a course that introduces students to American Sign Language (ASL) and the deaf community. The course focuses on frequently used signs through a functional-notional approach, and discusses cultural features of the deaf community. Emphasis is placed on development of receptive and expressive language skills. Through this course, students are given the opportunity to develop visual acuity; follow brief verbal instructions; understand short statements, questions, and dialogues; develop short descriptions with guidance; begin to understand the current GLOSSING system used to write ASL; and examine other methods developed to write ASL, including Sign Writing. Students also learn to recognize the difference between the pathological and psychological definitions of deafness, recognize the widespread use of ASL throughout the United States, and develop an understanding of the relationship between languages and cultures as a whole.

- Recommended Grade Level: 9, 10, 11
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas

American Sign Language II 2158

American Sign Language II is a course that continues the focus on frequently used signs through a functional-notional approach and the discussion of the cultural features of the deaf community. Emphasis is placed on further development of receptive and expressive communication skills in American Sign Language (ASL). Through this course, students are given the opportunity to watch and understand short stories, dialogues and poetry in ASL; continue to develop visual discrimination skills; begin to understand various dialects of ASL by interacting with ASL users within the deaf community; begin to use classifiers appropriately; continue the mastery of the current GLOSSING system used in texts to write ASL; and begin to write in GLOSS their own simple dialogues, poetry and translations. Students will also learn to examine some of the political issues associated with the deaf community.

- **Recommended Grade:** 10 - 12
- **Required prerequisites:** American Sign Language I
- **Credits:** 2 semester course, 1 credit per semester

AMERICAN SIGN LANGUAGE III 2162

American Sign Language III is a course that continues to focus on the students' non-verbal communication skills at advanced levels of competency. American Sign Language is used exclusively in the class as students communicate using more complex structures of the language on a variety of topics, moving from concrete to more abstract concepts. This course provides opportunities for students to learn to express themselves in advanced situations, using more sophisticated vocabulary and structure; apply advanced grammatical features, such as descriptors, classifier use and various numbering systems; and develop the ability to discuss topics related to historical and contemporary events and issues within the deaf community. Students will also build on narrative skills and learn to relay information they've read or heard through explanation of more complex ideas. This course further emphasizes the development of spontaneous language responsive behaviors through activities designed for this purpose.

- Recommended Grade Level: 11 - 12
- Required prerequisites: American Sign Language I and II
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas

American Sign Language IV 2164

American Sign Language IV is a course based on Indiana Academic Standards for World Languages. This course continues to focus on the students' non-verbal communication skills at advanced levels of competency. American Sign Language is used exclusively in the class as students communicate using more complex structures of the language on a variety of topics, moving from concrete to more abstract concepts.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: American Sign Language I, II, and III
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Counts as a directed elective or elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma

FRENCH LANGUAGE COURSES

FRENCH I 2020

French I, a course based on *Indiana's Academic Standards for World Languages*, introduces students to effective strategies for beginning French language learning, and to various aspects of French-speaking culture. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics, and write short passages with guidance. This course also emphasizes the development of reading and listening comprehension skills, such as reading isolated words and phrases in a situational context and comprehending brief written or oral directions. Additionally, students will examine the practices, products and perspectives of French-speaking culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding French language and culture outside of the classroom.

- **Recommended Grade Level:** 9-11
- **Prerequisites:** Indicators for Success (in text above)
- **Credits:** A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

FRENCH II 2022

French II, a course based on *Indiana's Academic Standards for World Languages*, builds upon effective strategies for French language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics, and write cohesive passages with greater independence and using appropriate formats. This course also emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and comprehending longer written or oral directions. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will describe the practices, products and perspectives of French-speaking culture; report on basic family and social practices of the target culture; and describe contributions from the target culture. This course further emphasizes making connections across content areas and the application of understanding French language and culture outside of the classroom.

- **Recommended Grade Level:** 9-12
- **Prerequisites:** Completion of French I with "C" or better semester grades
- **Credits:** A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

FRENCH III 2024

French III, a course based on *Indiana's Academic Standards for World Languages*, builds upon effective strategies for French language learning by facilitating the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to initiate, sustain and close conversations; exchange detailed information in oral and written form; and write cohesive information with greater detail. This course also emphasizes the continued development of reading and listening comprehension skills, such as using cognates, synonyms and antonyms to derive meaning from written and oral information, as well as comprehending detailed written or oral directions. Students will address the presentational mode by presenting student-created material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will continue to develop understanding of French-speaking culture through recognition of the interrelations among the practices, products and perspectives of the target culture; discussion of significant events in the target culture; and investigation of elements that shape cultural identity in the target culture. This course further emphasizes making connections across content areas as well the application of understanding French language and culture outside of the classroom.

- **Recommended Grade Level:** 10-12

- **Prerequisites:** Completion of French I and II with “C” or better semester grades.
- **Credits:** A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

FRENCH IV (IB SL) 2026

French IV, a course based on *Indiana’s Academic Standards for World Languages*, provides a context for integration of the continued development of language skills and cultural understanding with other content areas and the community beyond the classroom. The skill sets that apply to the exchange of written and oral information are expanded through emphasis on practicing speaking and listening strategies that facilitate communication, such as the use of circumlocution, guessing meaning in familiar and unfamiliar contexts, and using elements of word formation to expand vocabulary and derive meaning. Additionally, students will continue to develop understanding of French-speaking culture through explaining factors that influence the practices, products, and perspectives of the target culture; reflecting on cultural practices of the target culture; and comparing systems of the target culture and the student’s own culture. This course further emphasizes making connections across content areas through the design of activities and materials that integrate the target language and culture with concepts and skills from other content areas. The use and influence of the French language and culture in the community beyond the classroom is explored through the identification and evaluation of resources intended for native French speakers.

- **Recommended Grade Level:** 11-12
- **Prerequisites:** Completion of French I, II and III with “C” or better semester grades
- **Credits:** A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

FRENCH AP and IB HL 2032

French V, a course based on *Indiana’s Academic Standards for World Languages*, provides opportunities for students to interact and exchange information in culturally and socially authentic and/or simulated situations to demonstrate integration of language skills with understanding of French-speaking culture. This course emphasizes the use of appropriate formats, varied vocabulary and complex language structures within student communication, both oral and written, as well as the opportunity to produce and present creative material using the language. Additionally, students will continue to develop understanding of French-speaking culture through investigating the origin and impact of significant events and contributions unique to the target culture, comparing and contrasting elements that shape cultural identity in the target culture and the student’s own culture, and explaining how the target language and culture have impacted other communities. This course further emphasizes the integration of concepts and skills from other content areas with the target language and cultural understanding,

as well as the exploration of community resources intended for native French speakers.

- **Recommended Grade Level:** 11-12
- **Prerequisites:** Completion of French I, II, III and IV with “C” or better semester grades.
- **Credits:** A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

GERMAN LANGUAGE COURSES

GERMAN I 2040

German I, a course based on *Indiana’s Academic Standards for World Languages*, introduces students to effective strategies for beginning German language learning, and to various aspects of German-speaking culture. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics, and write short passages with guidance. This course also emphasizes the development of reading and listening comprehension skills, such as reading isolated words and phrases in a situational context and comprehending brief written or oral directions. Additionally, students will examine the practices, products and perspectives of German-speaking culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding German language and culture outside of the classroom.

- **Recommended Grade Level:** 9-11
- **Prerequisites:** Indicators for Success (in text above)
- **Credits:** A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

GERMAN II 2042

German II, a course based on *Indiana’s Academic Standards for World Languages*, builds upon effective strategies for German language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics, and write cohesive passages with greater independence and using appropriate formats. This course also emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and comprehending longer written or oral directions. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to

practice appropriate pronunciation and intonation. Additionally, students will describe the practices, products and perspectives of German-speaking culture; report on basic family and social practices of the target culture; and describe contributions from the target culture. This course further emphasizes making connections across content areas and the application of understanding German language and culture outside of the classroom.

- **Recommended Grade Level:** 9-12
- **Prerequisites:** Completion of German I with “C” or better semester grades
- **Credits:** A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

GERMAN III 2044

German III, a course based on *Indiana’s Academic Standards for World Languages*, builds upon effective strategies for German language learning by facilitating the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to initiate, sustain and close conversations; exchange detailed information in oral and written form; and write cohesive information with greater detail. This course also emphasizes the continued development of reading and listening comprehension skills, such as using cognates, synonyms and antonyms to derive meaning from written and oral information, as well as comprehending detailed written or oral directions. Students will address the presentational mode by presenting student-created material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will continue to develop understanding of German-speaking culture through recognition of the interrelations among the practices, products and perspectives of the target culture; discussion of significant events in the target culture; and investigation of elements that shape cultural identity in the target culture. This course further emphasizes making connections across content areas as well the application of understanding German language and culture outside of the classroom.

- **Recommended Grade Level:** 10-12
- **Recommended Prerequisites:** Completion of German I and II with “C” or better semester grades
- **Credits:** A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

GERMAN IV (IB SL) 2046

German IV, a course based on *Indiana’s Academic Standards for World Languages*, provides a context for integration of the continued development of language skills and cultural understanding with other content areas and the community beyond the classroom. The skill sets that apply to the exchange of written and oral information are expanded through emphasis on practicing

speaking and listening strategies that facilitate communication, such as the use of circumlocution, guessing meaning in familiar and unfamiliar contexts, and using elements of word formation to expand vocabulary and derive meaning. Additionally, students will continue to develop understanding of German-speaking culture through explaining factors that influence the practices, products, and perspectives of the target culture; reflecting on cultural practices of the target culture; and comparing systems of the target culture and the student’s own culture. This course further emphasizes making connections across content areas through the design of activities and materials that integrate the target language and culture with concepts and skills from other content areas. The use and influence of the German language and culture in the community beyond the classroom is explored through the identification and evaluation of resources intended for native German speakers.

- **Recommended Grade Level:** 11-12
- **Recommended Prerequisites:** Completion of German I, II and III with “C” or better semester grades
- **Credits:** A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

GERMAN AP and IB HL 2052

AP German Language and Culture is a course established and copyrighted by the College Board and follows the College Board course guidelines for AP German Language and Culture. The course prepares students to be successful on the AP German Language and Culture exam. The course is not intended to be used as a dual credit course.

The AP German Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP German Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in German.

The AP German Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students’ awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

- **Recommended Grade:** 11, 12
- **Required prerequisites:** German I, II and III
- **Credits:** 2 semester course, 1 credit per semester
- Fulfills a World Language requirement for all diplomas
- Counts as a Directed Elective or Elective for all diplomas

SPANISH LANGUAGE COURSES

LANGUAGE FOR HERITAGE SPEAKERS I 2190

Language for Heritage Speakers I is a course designed for heritage speakers of world languages who have demonstrated some degree of oral proficiency. The purpose of this course is to enable Heritage Language Learners to increase proficiency and bi-literacy in their native language by providing opportunities to improve reading and listening comprehension, as well as writing and grammar skills. Special attention will be given to grammar and vocabulary of the standard language, as well as to the importance of biculturalism and bilingualism in the United States today. Placement of students and development of the course curriculum is dependent upon the population of students enrolled in this course.

- **Recommended Grade Level:** 9-12
- **Recommended Prerequisites:** None, or placement as determined by LNHS ENL Department
- **Credits:** A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

LANGUAGE FOR HERITAGE SPEAKERS II 2192

Language for Heritage Speakers II builds upon Language for Heritage Speakers I, and is a course designed for heritage speakers of world languages who have demonstrated some degree of oral proficiency. The purpose of this course is to enable Heritage Language Learners to increase proficiency and bi-literacy in their native language by providing opportunities to improve reading and listening comprehension, as well as writing and grammar skills. Special attention will be given to grammar and vocabulary of the standard language, as well as to the importance of biculturalism and bilingualism in the United States today. Placement of students and development of the course curriculum is dependent upon the population of students enrolled in this course.

- **Recommended Grade Level:** 9-12
- **Recommended Prerequisites:** Language for Heritage Language Learners I or placement as determined by LNHS ENL Department
- **Credits:** A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

SPANISH I 2120

Spanish I, a course based on *Indiana's Academic Standards for World Languages*, introduces students to effective strategies for beginning Spanish language learning, and to various aspects of Spanish-speaking culture. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address,

participate in brief guided conversations on familiar topics, and write short passages with guidance. This course also emphasizes the development of reading and listening comprehension skills, such as reading isolated words and phrases in a situational context and comprehending brief written or oral directions. Additionally, students will examine the practices, products and perspectives of Spanish-speaking culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding Spanish language and culture outside of the classroom.

- **Recommended Grade Level:** 9-11
- **Prerequisites:** Indicators for Success (in text above)
- **Credits:** A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

SPANISH II 2122

Spanish II, a course based on *Indiana's Academic Standards for World Languages*, builds upon effective strategies for Spanish language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics, and write cohesive passages with greater independence and using appropriate formats. This course also emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and comprehending longer written or oral directions. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will describe the practices, products and perspectives of Spanish-speaking culture; report on basic family and social practices of the target culture; and describe contributions from the target culture. This course further emphasizes making connections across content areas and the application of understanding Spanish language and culture outside of the classroom.

- **Recommended Grade Level:** 9-12
- **Prerequisites:** Completion of Spanish I with "C" or better semester grades
- **Credits:** A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

SPANISH III 2124

Spanish III, a course based on *Indiana's Academic Standards for World Languages*, builds upon effective strategies for Spanish language learning by facilitating the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing,

providing opportunities to initiate, sustain and close conversations; exchange detailed information in oral and written form; and write cohesive information with greater detail. This course also emphasizes the continued development of reading and listening comprehension skills, such as using cognates, synonyms and antonyms to derive meaning from written and oral information, as well as comprehending detailed written or oral directions. Students will address the presentational mode by presenting student-created material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will continue to develop understanding of Spanish-speaking culture through recognition of the interrelations among the practices, products and perspectives of the target culture; discussion of significant events in the target culture; and investigation of elements that shape cultural identity in the target culture. This course further emphasizes making connections across content areas as well the application of understanding Spanish language and culture outside of the classroom.

- **Recommended Grade Level:** 9-12
- **Prerequisites:** Completion of Spanish I and II with “C” or better semester grades
- **Credits:** A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

SPANISH IV (IB SL) 2126

Spanish IV, a course based on *Indiana’s Academic Standards for World Languages*, provides a context for integration of the continued development of language skills and cultural understanding with other content areas and the community beyond the classroom. The skill sets that apply to the exchange of written and oral information are expanded through emphasis on practicing speaking and listening strategies that facilitate communication, such as the use of circumlocution, guessing meaning in familiar and unfamiliar contexts, and using elements of word formation to expand vocabulary and derive meaning. Additionally, students will continue to develop understanding of Spanish-speaking culture through explaining factors that influence the practices, products, and perspectives of the target culture; reflecting on cultural practices of the target culture; and comparing systems of the target culture and the student’s own culture. This course further emphasizes making connections across content areas through the design of activities and materials that integrate the target language and culture with concepts and skills from other content areas. The use and influence of the Spanish language and culture in the community beyond the classroom is explored through the identification and evaluation of resources intended for native Spanish speakers.

- **Recommended Grade Level:** 10-12
- **Prerequisites:** Completion of Spanish I, II and III with “C” or better semester grades
- **Credits:** A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

AP Spanish Language and Culture/IB HL 2132

AP Spanish Language and Culture is a course established and copyrighted by the College Board and follows the College Board course guidelines for AP Spanish Language and Culture. The course prepares students to be successful on the AP Spanish Language and Culture exam. The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students’ awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

- Recommended Grade: 11, 12
- Required Prerequisites: Spanish I, II, and III
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Counts as a directed elective or elective for all diplomas
- Fulfills a world language requirement for the Core 40 with Academic Honors Diploma

SPANISH IMMERSION

SPANISH IMMERSION CURRICULUM

This program is a continuation of the K-8 program. Students in the program wanting to meet the requirements for the Academic Honors Diploma need to complete two years of the Immersion Program at Lawrence North. In order to complete the Spanish Immersion Program, students must take approved courses each year to earn a **minimum of 12 credits from the approved courses**.

REQUIRED COURSES FOR THE DUAL IMMERSION PROGRAM

The following courses must be taken by all students in the program:

- Spanish Immersion I — 2 credits Grade 9
- Culture and Diversity — 2 credits Grade 9
- Spanish Immersion II — 2 credits Grade 10
- AP World History-Immersion — 2 credits Grade 10
- AP Spanish Language or Literature — 2 credits Grade 11 or 12

In addition to the courses listed above as required courses, students must select **2 credits from the course options listed below**:

- Spanish Language and Culture through Cinema — 2 credits Grade 12
- Spanish Immersion III — 2 credits Grade 11 or 12
- Cadet Teaching at Forest Glen — 2 credits Grade 12

***REGULAR PROGRAM SPANISH STUDENTS WHO WOULD LIKE TO CHALLENGE THEMSELVES PAST LEVEL 5 ARE WELCOME TO TAKE COURSES IN THE IMMERSION PROGRAM**

IMMERSION SPANISH I 2124I

Immersion Spanish I is designed to help students in the immersion program to expand and enhance their language skills. Students will work on eliminating errors in their writing and on expanding vocabulary. This is a review of previously learned structures. More complex structures will be taught to enhance oral and written communication.

- **Recommended Grade Level:** 9
- **Recommended Prerequisites:** Completion of middle school program
- **Credits:** A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

CULTURE AND DIVERSITY 1548I

Culture and Diversity is a course in which students will explore the cultures and diversity of Spain and various Latin American countries. Topics to be covered will be geography and the regions of Spain, geography and culture regions of selected Latin American countries, art and architecture, contemporary life, folklore and movie.

- **Recommended Grade Level:** 10-11
- **Recommended Prerequisites:** Participation in the 9th Gr. immersion program or native speakers with strong skills in Spanish who have been recommended for the program.
- **Credits:** A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

IMMERSION SPANISH II 2126I

Spanish Immersion II provides opportunities for students in the Spanish immersion program to continue to expand and enhance their language skills by improving oral and written communication skills, as well as refining their listening and reading skills. At the end of this course students should plan to take the AP Language Exam.

- **Recommended Grade Level:** 10
- **Recommended Prerequisites:** Completion of Spanish Immersion I
- **Credits:** A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

**IMMERSION SPANISH III 2128I
ACP SPANISH 280**

Immersion Spanish III has been designed to advance the language arts skills of our Spanish language learners. It solidifies the base that students have acquired in the previous two or three years of studying Spanish, and takes them further by introducing new material needed for higher level of proficiency.

- **Recommended Grade Level:** 11 or 12
- **Recommended Prerequisites:** Completion of Spanish Immersion II
- **Credits:** A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma
- Dual-credit is available through IU; offered through ACP

SPANISH LANGUAGE & CULTURE THROUGH CINEMA 2136

Spanish Language and Culture through Cinema is designed to use films from the Spanish-speaking world as springboards for classroom discussion. Students hear Spanish as it is spoken and are encouraged to discuss the social and cultural aspects of Spanish-speaking cultures. Each movie covered has been selected for their quality, interest and cultural value. This course will focus on four aspects of the Spanish language: conversation, composition, culture and film.

- **Recommended Grade Level:** 11 or 12
- **Recommended Prerequisites:** Successful completion of Spanish Immersion I & II, Hispanic students with strong Spanish skills and students who have completed Spanish IV and above.
- **Credits:** A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

SPANISH LITERATURE AP 2134

AP Spanish Literature is a two-semester course. It is intended to be the equivalent of a third-year college Introduction to Hispanic Literature course. It covers selected authors and works from the literature of Spain and Latin America and centers on the understanding and analysis of literary texts. By the end of the course, student language ability can generally be equated to that of college students who have completed the typical fifth or sixth semester Spanish Language course in composition, conversation, and grammar. Students will be expected to read some of the pieces from the reading list during the summer prior to enrolling in the course. Students would be expected to take the AP Spanish Literature Exam in May.

- **Recommended Grade Level:** 11 or 12
- **Recommended Prerequisites:** Completion of previous immersion courses or completion of AP Spanish Language course.

- **Credits:** A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

OVERSEAS EXPERIENCE

(Summer experience)

This elective course is part of the Spanish Immersion Program, but is open to students who have completed Spanish III or higher in the regular program. Students attend classes at the Colegio Maravillas in Málaga, Spain and participate in a 21-day homestay/study program. To receive credit, students will participate in pre-departure sessions, go on planned excursions, and submit a project based on their experiences. Students must pay for the cost of the trip and complete an application. During the overseas experience, students will visit Madrid, Málaga, Sevilla, Córdoba, and Granada. Students will be eligible for this experience after Grade 10.

- **Recommended Grade Level:** 10, 11 or 12
- **Recommended Prerequisites:** Completion of previous immersion courses or completion of AP Spanish Language course.
- **Credits:** 0.5 credit

ENGLISH AS A NEW LANGUAGE

ENGLISH AS A NEW LANGUAGE 2188

English as a New Language, an integrated English course based on *Indiana's English Language Proficiency (ELP) Standards*, is the study of language, literature, composition and oral communication for Limited English Proficient (LEP) students so that they improve their proficiency in listening, speaking, reading, writing and comprehension of standard English. Students study English vocabulary used in fictional texts and content-area texts, speak and write English so that they can function within the regular school setting and an English-speaking society, and deliver oral presentations appropriate to their respective levels of English proficiency.

- **Recommended Grade Level:** The intent of the ENL course is to move students as successfully, smoothly, and rapidly as possible into the Core 40 English courses offered in grades 9-12.
- **Recommended Prerequisites:** English proficiency placement test results
- **Credits:** A two-semester course, one credit per semester. The nature of this course allows for successive semesters of instruction at advanced levels (up to a maximum of four credits).