

LAWRENCE CENTRAL HIGH SCHOOL



CURRICULUM HANDBOOK

Course Descriptions • Graduation Requirements • Policies & Procedures

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LAWRENCE CENTRAL HIGH SCHOOL VISION STATEMENT

Lawrence Central High School (LCHS) envisions providing curricular and extracurricular experiences which guide students to become knowledgeable, skilled, responsible, compassionate, self-directed citizens in a global community.

When the vision is implemented, students will be engaged, experiencing real-world, research-based activities that enable them to meet or exceed the curricular standards which prepare them for life after high school.

INTRODUCTION TO LAWRENCE CENTRAL HIGH SCHOOL

Lawrence Central is a comprehensive high school with the mission of serving the needs of a very diverse population. This diversity is one of the qualities that makes Lawrence Central a great environment for learning. Lawrence Central is fully accredited by the North Central Association of Colleges and Secondary Schools and by the Indiana Department of Education. It is cited by the U.S. Department of Education as one of the nation's outstanding secondary schools.

The rich academic, co-curricular, and extracurricular programs, quality support of the community, and a caring and highly professional staff are among the many characteristics of Lawrence Central that create an atmosphere that promotes success for all. Award-winning programs abound, not only for the academically gifted, but also for those with gifts in performing arts, athletics, or elective and demand-driven areas.

Lawrence Central offers a multitude of academic programs from which students can choose, including Advanced Placement (AP), International Baccalaureate (IB), Dual Credit (DC) Advanced College Project (ACP), Indiana College Core (ICC), Core 40, Spanish Immersion, Advancement Via Individual Determination (AVID), English as a New Language (ENL), and a comprehensive Exceptional Learners Program.

MESSAGE TO STUDENTS AND FAMILIES

Lawrence Central High School is (LCHS) preparing students for the future by delivering instruction at the high school that is infused with engaging and relevant learning for the 21st Century. The LCHS Curriculum Handbook has been prepared to familiarize you with curricular opportunities at LCHS and will explain graduation requirements, athletic eligibility, grading policies, course descriptions, IB, AP, ACP and dual credit opportunities, college and career readiness resources, as well as any other matters pertaining to curriculum. Each student is encouraged to take time to focus on career and college goals while planning his/her academic schedule.

Each spring during scheduling, students must make extremely important choices about the courses they will take the following year. You, the student, are the most important factor in this selection. Although teachers, counselors, and parents may advise you, it is you personally who is ultimately responsible for correct and wise choices. For that reason, you must study this guide carefully and consider your future goals. The best general advice is to select those subjects that interest you, understanding that all students must master an academic core of courses in order to graduate and pursue post-secondary and/or work opportunities.

KEY PRACTICES AT LAWRENCE CENTRAL HIGH SCHOOL FOR EACH STUDENT:

- High personal expectations for each student
- A program of studies consisting of a challenging academic core and a career pathway major
- Problem-solving activities that actively engage students
- Challenging curriculum to serve a diversified student body
- Academic studies that teach concepts from the 4-year or 2-year college preparatory curriculum
- Blending of academic and career learning for college and career readiness
- Advisement including school counselors, teachers, and parents

GRADUATION REQUIREMENTS AND DIPLOMA TYPES

The completion of a Core 40 diploma is an Indiana graduation requirement and the default diploma for Lawrence Central High School. Indiana's Core 40 curriculum provides the academic foundation all students need to succeed in college and the workforce. A Core 40 diploma is required for admission to Indiana public colleges offering bachelor's (4-year) degrees. A Core 40 curriculum is strongly recommended for admission to public colleges offering associate's (2-year) degrees and certificates, or for entry into the workforce.

CORE 40 DIPLOMA REQUIREMENTS

ENGLISH/ LANGUAGE ARTS	8 credits Including a balance of literature, composition, and speech
MATHEMATICS	6 credits (Earned during grades 9-12) All students must earn 6 math credits <u>after</u> entering high school. Additionally, students must be enrolled in a math or quantitative reason course during <u>each year</u> of high school. <ul style="list-style-type: none"> • 2 credits: Algebra I • 2 credits: Geometry • 2 credits: Algebra II
SCIENCE	6 credits <ul style="list-style-type: none"> • 2 credits: Biology I • 2 credits: Chemistry I, Physics I or Integrated Chemistry-Physics • 2 credits: any Core 40 science course
SOCIAL STUDIES	6 credits <ul style="list-style-type: none"> • 2 credits: Geography & History of the World or World History • 2 credits: U.S. History • 1 credit: U.S. Government • 1 credit: Economics
DIRECTED ELECTIVES	5 credits <ul style="list-style-type: none"> • World Languages • Fine Arts • Career and Technical Education
PHYSICAL EDUCATION	2 credits
HEALTH & WELLNESS	1 credit
ELECTIVES	10 credits Academic courses within a college & career pathway are recommended
44 CREDITS REQUIRED FOR THE LCHS CORE 40 DIPLOMA	

Students with unique circumstances, examined by the Academic Review Committee, that prohibit the completion of a Core 40 curriculum may be able to graduate with less than a Core 40 diploma. In these instances, students are not able to opt-out of a Core 40 diploma until December of their senior year.

To graduate with less than the Core 40 diploma, the following formal opt-out process must be followed:

- A) The student, the student's parent/guardian, and the student's school counselor meet to discuss the student's progress.
- B) The student's post-secondary plans and 4-year course plan must be reviewed.

- C) The student’s parent/guardian determines whether the student will achieve greater educational benefits by completing the general diploma curriculum or the Core 40 curriculum.
- D) If the decision is made to opt out of completion of the Core 40 curriculum, the student is required to complete the graduation requirements for the general diploma and determine a career/academic sequence that the student will pursue.

CORE 40 WITH ACADEMIC HONORS DIPLOMA REQUIREMENTS

ENGLISH/ LANGUAGE ARTS	8 credits
	Including a balance of literature, composition, and speech
MATHEMATICS	6 credits (Earned during grades 9-12)
	All students must earn 6 math credits <u>after</u> entering high school. Additionally, students must be enrolled in a math or quantitative reason course during <u>each year</u> of high school. <ul style="list-style-type: none"> • 2 credits: Algebra I • 2 credits: Geometry • 2 credits: Algebra II • 2 credits: any Core 40 math course
SCIENCE	6 credits
	<ul style="list-style-type: none"> • 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
	<ul style="list-style-type: none"> • 2 credits: Geography & History of the World or World History • 2 credits: U.S. History • 1 credit: U.S. Government • 1 credit: Economics
WORLD LANGUAGES	6-8 credits
	<ul style="list-style-type: none"> • Earn 6 credits in one Core 40 world language course or • Earn 4 credits in each of two Core 40 world language courses
FINE ARTS	2 credits
PHYSICAL EDUCATION	2 credits
HEALTH & WELLNESS	1 credit
ELECTIVES	6-8 credits
	Academic courses within a college & career pathway are recommended
47 CREDITS REQUIRED FOR THE LCHS CORE 40 WITH ACADEMIC HONORS DIPLOMA	

In addition to fulfilling the above requirements, students pursuing the Core 40 w/Academic Honors Diploma must:

- Earn a grade of a “C-” or better in courses that will count toward the diploma.
- Have a grade point average of 2.667 or higher.
- 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 the written section.
- F) Earn 4 credits in IB Courses and take corresponding IB exams.

CORE 40 WITH TECHNICAL HONORS DIPLOMA REQUIREMENTS

ENGLISH/ LANGUAGE ARTS	8 credits
	Including a balance of literature, composition, and speech
MATHEMATICS	6 credits (<i>Earned during grades 9-12</i>)
	All students must earn 6 math credits <u>after</u> entering high school. Additionally, students must be enrolled in a math or quantitative reason course during <u>each year</u> of high school. <ul style="list-style-type: none"> • 2 credits: Algebra I • 2 credits: Geometry • 2 credits: Algebra II
SCIENCE	6 credits
	<ul style="list-style-type: none"> • 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
	<ul style="list-style-type: none"> • 2 credits: Geography & History of the World or World History • 2 credits: U.S. History • 1 credit: U.S. Government • 1 credit: Economics
COLLEGE & CAREER PATHWAY	6 credits
	<ul style="list-style-type: none"> • Earn 6 credits in a related sequence from a career-technical program of study
PHYSICAL EDUCATION	2 credits
HEALTH & WELLNESS	1 credit
ELECTIVES	12 credits
	Academic courses within a college & career pathway are recommended
47 CREDITS REQUIRED FOR THE LCHS CORE 40 WITH TECHNICAL HONORS DIPLOMA	

In addition to fulfilling the above requirements, students pursuing the Core 40 w/Technical Honors Diploma must:

- Earn a grade of a “C-” or better in courses that will count toward the diploma.
- Have a grade point average of a 2.667 or higher.

- Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and ONE of the following:
 - A) Pathway designated industry-based certification or credential, or
 - B) Pathway dual credits from the approved dual credit list resulting in 6 transcribed college credits.
- Complete ONE of the following:
 - A) Any one of the options (A-F) of the Core 40 with Academic Honors Diploma (see page 5).
 - B) Earn the following minimum scores on WorkKeys: Workplace Documents – Level 6, Applied Math – Level 6, and Graphic Literacy – 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.

GRADUATION PATHWAYS: GRADUATION REQUIREMENTS FOR ALL LC STUDENTS

In 2017, the Indiana State Board of Education, in consultation with the Department of Workforce Development and the Commission for Higher Education, developed Graduation Pathways as the graduation requirement for the Class of 2023 and beyond. Graduation Pathways has replaced the Graduation Qualifying Exam requirement for students entering high school during the 2019-2020 school year and beyond.

With the development of Graduation Pathways:

- Students can individualize their graduation requirements to align to their postsecondary goals.
- Students can choose the options that best meet their postsecondary needs and aspirations.
- Students can create pathways that serve their educational interests and prepare them for postsecondary education and career opportunities.

Students entering high school during the 2019-2020 school year and beyond must fulfill the following requirements to graduate:

- 1) **Earn a High School Diploma** (*at least one*):
 - Core 40
 - Core 40 with Academic Honors
 - Core 40 with Technical Honors
- 2) **Learn and Demonstrate Employability Skills** (*at least one*):
 - Project-Based Learning Experience
 - Service-Base Learning Experience
 - Work-Based Learning Experience
- 3) **Demonstrate Postsecondary-Ready Competencies** (*at least one*):
 - Earn an Academic or Technical Honors Diploma
 - Earn a minimum score on ACT, SAT or ASVAB
 - Earn a state and/or industry-recognized credential or certification
 - Complete a federally recognized apprenticeship
 - Earn CTE Concentrator Status by completing the Principles course and two advanced courses (for a total of 6 credits and a “C” average) within a single program of study.
 - Earn a “C” average or higher in at least three AP/IB/Dual Credit/Cambridge International courses (must sit for the AP/IB exams) or earn a score of 50 or higher on the CLEP exam.
 - Complete a locally created pathway that meets the framework from and earns the approval of the State Board of Education.

For additional information regarding Graduation Pathways, please visit

<https://www.in.gov/doe/students/graduation-pathways/>.



INDIANA COLLEGE CORE

FREQUENTLY ASKED QUESTIONS

What is the IUB-ICC?

The IUB-ICC is a milestone recognized by IU Bloomington that represents a 30-hour block of academic credit from Indiana University that is guaranteed to transfer to any public university in the state of Indiana. It is comprised of college level courses taught by LT faculty with support from IU Bloomington. To reach this milestone, students take an approved program of study that meets the requirements set forth by Indiana University Bloomington.

How much does it cost to pursue the IUB-ICC through Lawrence Township Schools?

For LT Students, all IUB ACP Tuition fees are waived. However, for most ACP courses technology, textbook, and textbooks fees still apply. LT Schools makes funds available to support students by covering any non-tuition related costs for ACP Courses. The ICC offers significant cost savings for students and families (approx. \$4,000-\$5,700 at 2-year institutions; approx. \$7,200-\$10,000 at 4-year institutions).

Do students that earn the IUB-ICC get automatically admitted into IU Bloomington?

Achieving the IU-ICC does not guarantee admission into Indiana University Bloomington. However, all credits earned via the IU-ICC are placed on an official Indiana University Bloomington transcript that may be requested via the University. While these credits do not directly earn admission into any college or university, they hold the same weight in admissions decisions as would the equivalent on-campus college credit.

What is the difference between the IU-ICC and Indiana University - Advanced College Project (ACP) Courses?

The IU-ICC is a credential earned by successfully completing a program of study that includes a minimum of 15 Credit Hours of IU ACP coursework. Each of the ACP courses is considered a dual-credit course. This means that students earn college credit for these courses. However, not all colleges and universities accept this credit in the same way. By earning the IU-ICC, students are guaranteed by Indiana Law that the credit earned will be recognized by public colleges and universities in Indiana.

Why did Lawrence Township choose Indiana University Bloomington as the exclusive provider of the ICC for LT?

Lawrence Township has enjoyed a long-standing relationship with Indiana University Bloomington via the ACP Program. The result is that LT has an existing robust offering of dual credit / ACP courses via Indiana University. Given this existing relationship and the high market value of Indiana University credit, we are excited about the benefits a deeper partnership with IU Bloomington represents for our students and families.



ARTS & HUMANITIES (6 credits) <i>Students must complete TWO of these courses:</i>		NATURAL & MATHEMATICAL SCIENCES (5 credits) <i>Students must complete ONE or TWO of these courses: {At least one course must carry the Natural Science designation, indicated here by an asterisk (*)}</i>	
<input type="radio"/>	ENG-L111 Discovering Literature (3 hr.) ^	<input type="radio"/>	BIOL-L100 Humans & the Biological World (5 hr.)*
<input type="radio"/>	ENG-L202 Literary Interpretation (3 hr.) ^	<input type="radio"/>	CHEM-C101/121 Elementary Chemistry & Lab (5 hr.)*
<input type="radio"/>	AP Music Theory (Exam score of 3, 4 or 5)	<input type="radio"/>	PSY-P101 Introduction to Psychology I (3 hr.) ^
ENGLISH COMPOSITION (3 credits) <i>Students must complete ONE of these courses:</i>		<input type="radio"/>	AP Biology (Exam score of 3, 4 or 5)*
<input type="radio"/>	ENG-W131 Reading, Writing & Inquiry I (3 hr.) ^	<input type="radio"/>	AP Chemistry (Exam score of 4 or 5)*
<input type="radio"/>	AP Language & Composition (Exam score of 4 or 5)	<input type="radio"/>	AP Environmental Science (Exam score of 4 or 5)*
		<input type="radio"/>	AP Physics I: Algebra-Based (Exam score of 5)*
		<input type="radio"/>	AP Physics C (Exam score of 5)*
SPEAKING & LISTENING (3 credits) <i>Students must complete the following course:</i>		SOCIAL & HISTORICAL STUDIES (6 credits) <i>Students must complete TWO of these courses:</i>	
<input type="radio"/>	COLL-P155 Public Oral Communication (3 hr.) ^	<input type="radio"/>	BUS-X100 Business Administration: Intro (3 hr.) ^
QUANTITATIVE REASONING (3 credits) <i>Students must complete ONE of these courses:</i>		<input type="radio"/>	EDUC-F200 Examining Self as Teacher (3 hr.)
<input type="radio"/>	MATH-M118 Finite Mathematics (3 hr.)	<input type="radio"/>	HIS-H105 American History I (3 hr.) ^
<input type="radio"/>	MATH-M125 Pre-calculus Mathematics (3 hr.)^	<input type="radio"/>	HIS-H106 American History II (3 hr.) ^
<input type="radio"/>	MATH-M126 Trigonometric Functions (3 hr.)^	<input type="radio"/>	POLS-Y103 Introduction to American Politics (3 hr.)^
<input type="radio"/>	AP Calculus AB (Exam score of 4 or 5)	<input type="radio"/>	PSY-P101 Introduction to Psychology I (3 hr.) ^
<input type="radio"/>	AP Calculus BC (Exam score of 4 or 5)	<input type="radio"/>	PSY-P102 Introduction to Psychology II (3 hr.) ^
		<input type="radio"/>	SPH-B150 Introduction to Public Health (3 hr.)
		<input type="radio"/>	AP European History (Exam score of 4 or 5)
MISCELLANEOUS (4 credits) <i>Students must complete additional coursework from any ICC course or from the courses listed below.</i>		<input type="radio"/>	AP US Government & Politics (Exam score of 4 or 5)^
<input type="radio"/>	HISP-S150 Elementary Spanish II (4 hr.)	<input type="radio"/>	AP US History (Exam score of 4 or 5)
<input type="radio"/>	HISP-S200 Second-Year Spanish I (3 hr.)	<input type="radio"/>	AP Macroeconomics (Exam score of 4 or 5)^
<input type="radio"/>	HISP-S250 Second-Year Spanish II (3 hr.)	<input type="radio"/>	AP Microeconomics (Exam score of 4 or 5)^

- » ^ Indicates a one semester course.
- » Indicates a Natural Science course.
- » Students must have a cumulative GPA of 2.7 or higher to enroll in an ACP course.
- » Students must maintain a 2.0 GPA in all ACP coursework to count toward the Indiana College Core.

SPANISH IMMERSION PROGRAM

This program is a continuation of the K-8 program. Students in the program wanting to meet the requirements for the Core 40 with Academic Honors Diploma need to complete two years of the Spanish Immersion Program. To complete Spanish Immersion Program, students must take approved courses each year to earn a minimum of 12 credits from the approved courses. *Students taking regular Spanish courses who would like to challenge themselves past level 5 are welcome to take courses in the Immersion Program.*

REQUIRED COURSES FOR THE SPANISH IMMERSION 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 Literature – 2 credits (Grade 11 or 12)
- In addition to the courses listed above, students must select TWO credits from the following course options:
- AP Spanish Language and Culture through Cinema – 2 credits (Grade 12)
 - A) Spanish Immersion III – 2 credits (Grade 11 or 12)
 - B) Cadet Teaching at Forest Glen Elementary School – 2 credits (Grade 12)

INTERNATIONAL BACCALAUREATE (IB) DIPLOMA PROGRAM

The International Baccalaureate (IB) Program is a rigorous pre-university course of study leading to examinations that meet the needs of highly motivated high school students. The two-year program was created to provide students a holistic and balanced education while facilitating geographic mobility and 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 junior year and 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 can 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 2-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 can explore some subjects in depth and some more broadly over the 2-year period.

INTERNATIONAL BACCALAUREATE (IB) ROUTES	
Group 1	English AI (HL)
Group 2	French B (SL), French B (HL), French B (Ab Initio), Spanish B (SL), Spanish B (HL), Spanish B (Ab Initio), German B (SL)
Group 3	History of the Americas (HL), Economics (SL), Psychology (SL), Psychology (HL), Environmental Systems & Societies (SL)
Group 4	Physics (SL), Biology (SL), Biology (HL), Chemistry (SL), Environmental Systems and Societies (SL)
Group 5	Math Studies (SL), Mathematics (SL)
Group 6	Music (SL), Music (HL), Visual Arts (SL), Visual Arts (HL), Theatre Arts (SL), Theatre Arts (HL)

ADVANCED PLACEMENT (AP) CAPSTONE DIPLOMA PROGRAM

The AP Capstone Diploma Program allows students the opportunity to earn an Advanced Placement diploma. This program is intended to challenge students with opportunities to employ critical thinking, creativity, research and collaboration through both *AP Seminar* and *AP Research* courses.



To earn an AP Capstone Diploma, students enroll in *AP Seminar* during their junior year and *AP Research* during their senior year and must receive a score of 3 or higher on the accompanying AP exams. Additionally, students are required to complete four AP courses throughout high school and earn a score of 3 or higher on those corresponding AP exams.

There is no required sequence or restrictions on the AP courses that students select. If a student does not meet the four AP courses requirement, but still takes the AP Seminar and AP Research courses (scoring a 3 or higher on the corresponding AP exams), an AP Capone Certificate can be earned.



ADVANCED PLACEMENT (AP) COURSES

The Advanced Placement (AP) Program is sponsored by the College Board, a non-profit membership organization. The AP Program gives students an opportunity to experience college-level courses and exams while they are still in high school. The AP tests are scored on a 1 – 5 scale. Through this program, students may earn college credit, accelerated placement, or both for college. Because AP courses are equivalent to a college level course, students who take AP courses should expect to spend a considerable amount of time outside the classroom devoted to this rigorous coursework. Generally, students should expect to spend one hour of work

per day outside the class per period. Book rental fees are usually higher for AP courses because students must purchase their own college textbook.

A new law requires all Indiana public colleges and universities (including all 2-year and 4-year institutions and accompanying satellites) to award college credits for Indiana secondary school students that earn a score of 3 or higher on College Board's AP exam(s). Indiana public colleges and universities may require a score higher than 3 to award credits for a course that is a requirement for a student's major; if a university chooses to do so, it must still award a student elective credits that count toward his/her overall degree requirements to graduate from college. Students should visit www.transferIN.net to see how AP exam scores can transfer into college credits at Indiana colleges and universities. Students signed up for AP courses are expected to take the AP exams in May. Presently, the Indiana Department of Education pays for English, science and math exams for juniors and seniors only, and therefore, there is no cost to LCHS students in these grade levels for these exams. All other tests require a fee; approximately \$97 per test. For complete course descriptions and other information regarding AP courses visit:

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

Students may take courses on a college campus while in high school. Students must receive approval from the Academic Review Committee and take all placement examinations required by the university. The student and his/her parent/guardian are responsible for the cost of the program as well as transportation. Lawrence Township offers college courses from Indiana University-Bloomington (IUB), Ivy Tech Community College (IT), and Vincennes University (VU) taught on LCHS, LNHS and MCIT campuses. Students should visit www.transferIN.net to see how available DC and ACP courses can transfer to Indiana colleges and universities.

DUAL CREDIT (DC) and ADVANCED COLLEGE PROJECT (ACP) COURSES

Dual Credit (DC) and Advanced College Project (ACP) courses allow students the opportunity to earn credit toward a high school diploma as well as a college degree. Taking these DC and ACP courses during high school offer a significant savings to many families when compared to taking courses for full tuition at post-secondary institutions. In addition to their financial advantages, dual credit courses prepare students for the rigor of college work, and help many students qualify for an Academic and/or Technical Honors Diploma.

QUANTITATIVE REASONING COURSES

All students earning a Core 40, Core 40 w/Academic Honors (AHD), and/or Core 40 w/Technical Honors (THD) diploma are required to take a mathematics course or a quantitative reasoning course each year that they are enrolled in high school. Students receiving a General Diploma must earn two credits in a mathematics course or a quantitative reasoning course during their junior or senior year.

A quantitative reasoning course is a high school course that "advances a student's ability to apply mathematics in real world situations and contexts" and that "deepens a student's understanding of high school mathematics standards."

Quantitative reasoning courses are designated as such within course descriptions throughout this curriculum handbook.

DIRECTED ELECTIVE COURSES

All students earning a Core 40 diploma must attain at least 5 directed elective credits in order to graduate. **Directed electives are courses in fine arts, world languages, and career & technical education (CTE).** Career & technical education courses specialize in skilled trades, applied sciences, modern technologies, and career preparation. These courses are meant to prepare students for a wide variety of high-wage, high-skill and high demand careers. **Courses designated as Directed Electives will be indicated as such within the course descriptions throughout this handbook.**

GRADE-WEIGHTED COURSES

Lawrence Central High School has implemented a weighted grading system to recognize and reward academic work in select honors, dual credit, or Advanced College Credit (ACP), Advanced Placement (AP) and International Baccalaureate (IB) courses. **Courses receiving a partial grade-weight (0.5) or a full grade-weight (1.0) are designated as such within the course descriptions throughout this handbook.**

GRADE POINT AVERAGE (GPA)

Grade Point Averages (GPAs) are calculated at the end of each semester and are based on semester grades. A student's cumulative GPA is the average of all semester grades completed by the student throughout high school. To calculate the GPA, each semester grade is given a point value. The total points are then added together and divided by the number of credits attempted (a grade of "F" or "WF" is considered a credit attempted). The grading scale is as follows:

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

MCKENZIE CENTER for INNOVATION and TECHNOLOGY (MCIT)

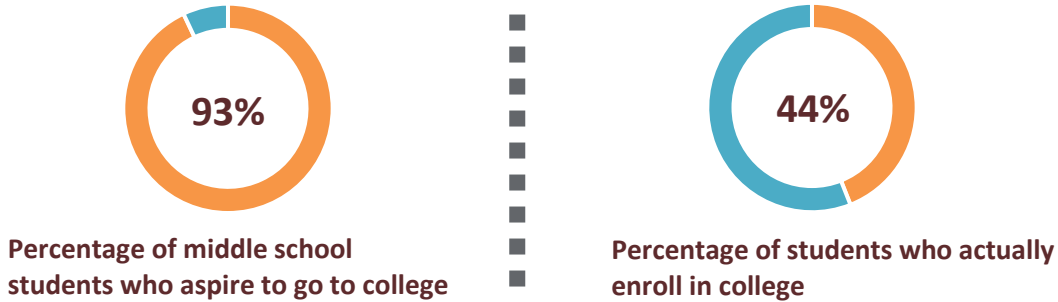
Available to students from LNHS and LCHS, the McKenzie Center for Innovation and Technology houses state-of-the-art equipment and materials in the classrooms and labs. The Center embraces rigorous academic programs and diverse technological career courses, which prepare its college and career-bound students for post-secondary education at two and four -year colleges, military service, workplace entry, or advanced technical training in a variety of business, medical, and industrial fields. The low teacher: student ratio, nurturing environment, cutting-edge technology, and broad array of career programs, focused and motivated students, dual-credited courses and national certifications are continually cited as advantages by McKenzie students.

The staff of the MCIT believes that students will complete career programs at a mastery level, which will lead them to postsecondary education or a career choice in the current workplace.

MCIT provides a foundation for students desiring to explore vocational talents with an open mind toward lifelong learning. Each student will strive for his/her personal best in academics, civic consciousness, individual responsibility, and interactive professional and personal skills.

COLLEGE & CAREER READINESS

Nationally, among middle and high school students, an **Aspiration Gap** exists.



Source: Educational Policy Improvement Center (EPIC)

While many students state that college is their post-secondary goal, too many of those students are not achieving this aspiration. The goal of a comprehensive college and career readiness (CCR) program is to close the gap between what students aspire to accomplish and what they actually achieve.

Dimensions of a Comprehensive College & Career Readiness Program



NAVIANCE SUCCEED

Naviance Succeed is a college and career readiness platform that brings the four dimensions of readiness into one comprehensive platform by connecting academic achievement to post-secondary goals. Using the personalized learning, academic planning, and post-secondary enrollment solutions, students can collaborate with counselors, teachers, administrators and family member to:

- Set short- and long-term goals, create a plan to achieve them, and measure progress along the way
- Explore post-secondary options, connect with admissions, and enroll in the right institution
- Prepare for success, stay on track and achieve goals in the shortest amount of time possible.

PREPARING FOR COLLEGE

Due to the wide variations in college admission requirements, students are urged to check with the admissions office of prospective colleges and visit prospective colleges' websites when planning their high school programs. College course catalogs are available online at most college websites. Most colleges require at least 28 of the credits earned for high school graduation to be devoted to academic courses. Be aware that college entrance requirements do change. The 11th and 12th grade years are when students should take the SAT and ACT college entrance exams. Additionally, juniors have the opportunity to earn scholarship monies through the National Merit program by taking the PSAT Examination. For more information about the SAT and ACT programs, please visit <http://www.collegeboard.com/> and <http://www.act.org/aap/index.html>.

To prepare for college, students should do the following:

- Take recommended college preparatory courses. The preferred curriculum for the best preparation for college is the IB Diploma, the AP Capstone Diploma and/or the Academic/Technical Honors Diplomas. Indiana Core 40 is the minimum standard to be followed;
- Maintain the best possible grades in courses to improve your GPA;
- Take the PSAT exam (practice SAT) in the fall of 9th, 10th and 11th grade years;
- Students are recommended to then take the SAT and/or ACT in the spring of their junior year and once again in the fall of their senior year. Have SAT and ACT scores sent to Lawrence Central High School (CEEB school code is 151-710) as well as to your prospective colleges.
- Apply to colleges early during fall of the senior year. Some colleges and highly competitive programs may require an early application. It is recommended that all students submit college applications by fall break of their senior year;
- Complete and submit the *FAFSA (Free Application for Federal Student Aid)* before April 15th of your senior year to be considered for state and federal financial aid. Visit www.fafsa.ed.gov for more information on the FAFSA.

POLICIES AND PROCEDURES

TRANSFER STUDENTS - ENROLLMENT

Students transferring to any Lawrence Township school, must do so at the Lawrence Township Welcome Center, located at 6501 Sunnyside, Indianapolis, IN 46236. For more information, please call 317-423-8209. Once enrollment paperwork and requirements have been completed, the registrar will schedule an enrollment appointment with the student/family and the student's school counselor. During this appointment, the student's transcript and educational records will be reviewed and discussed to determine a schedule and placement. Students removed for disciplinary reasons from another school may be offered alternate placement or denied admission during the semester in which the disciplinary action occurred. The principal will make the final decision in this situation.

TRANSFER STUDENTS – CREDITS

- If the transferring student attended a school in Indiana or another state, approved/accredited by that state's department of education, coursework will be accepted at face value if those courses are approved curriculum offerings. For credit or coursework to be accepted for courses taken in such schools, either a copy of the transcript or other assurance of compliance with minimum requirements established by the State must be provided.
- A course will be transferred and placed on the transferring student's transcript only if the school system where the course was taken awarded high school credit for the course. This would be especially applicable to high school courses taken while in middle school.
- Recognition of credits or coursework shall be granted when the proper assurance and the student's transcript has been received. The Lawrence Township School Corporation reserves the right to assess such transfer students in order to determine proper placement and to be assured the student can demonstrate the learning which is prerequisite to a placement.
- Grade-weighted courses are transferred as such if the courses are offered at Lawrence Township for a grade-weight; if the honors level/grade-weighted course is not offered for a grade-weight at Lawrence Township, grade-weight for the transferred course will not be awarded.
- When a student transfers into the school corporation from a non-accredited high school, his/her previous courses will be evaluated by the secondary school. Examinations may be administered for the subject(s) in question if the panel deems it appropriate. The student will be responsible for supplying an outline or syllabus for the courses that he/she has completed. All Indiana and School Corporation graduation requirements must be met.

EDUCATIONAL RECORDS – TRANSCRIPTS AND REPORT CARDS

In accordance with state law, Lawrence Central High School (LCHS) has transitioned to electronic submission of transcripts. Students who need transcripts sent to colleges and universities make their requests on *Parchment*. The registrar will then confirm the request and forward the transcript electronically. This transcript will serve as an official transcript when this process is followed.

REPEATING A COURSE

Students *must* repeat failed courses that are required for graduation. Students may repeat courses in which they receive a grade of “C+” or lower in an effort to earn a higher grade in that particular course. The following rules will apply when repeating a course:

- 1) When repeating a course, the highest grade earned will appear on the transcript and factor into the cumulative GPA. The lower grade will be changed to “R” (Retake) and will not factor into the cumulative GPA.
- 2) Students may repeat a course in a teacher-led, classroom environment or via a correspondence/online program like *Plato* or *Indiana Online Academy (IOA)*. If a student prefers to repeat a course in a teacher-led classroom, the student will be placed in that classroom based on seat availability.

INCOMPLETE GRADES

An Incomplete (I) may be given under certain situations in lieu of a grade when a student does not complete the requirements of the course. Each student has two weeks, 10 school days, after the last day of the grading period to fulfill the requirements of the course upon returning from an extended absence (three days or more). It is the student’s responsibility to ask for makeup work and make arrangements with the teacher to fulfill those requirements. If the student has an assignment due whose date has been announced well in advance, the assignment will be due on the date announced (The teacher will make any exceptions).

Teachers must submit final grades for each student upon completion of the course or indicate to the principal what arrangements have been made to remove the “Incomplete”. Accommodations for individual situations shall be made by the building principal as the need arises. Any work not made up will be recorded as failing. Exceptions to this policy must be approved by the administration.

EARLY GRADUATION

Seven semesters of full-time attendance are required for graduation; however, eight (8) semesters are highly recommended. Students applying for early graduation must carry a full course-load. Early graduates may not participate in most student activities after leaving high school such as athletics, musical programs and drama activities. However, students may attend prom and participate in any honors or award recognition programs. These students are also eligible to participate in commencement ceremonies in June and will not receive their actual diplomas after the commencement ceremony.

If a student wishes to graduate after seven (7) semesters, he/she is to comply with the following policies:

- 1) All graduation requirements must be met by the end of the 7th semester;
- 2) Must have completed their *Graduation Pathway* by the end of the 7th semester;
- 3) Must have completed the 2nd semester of English 12 prior to the start of senior year (cannot be concurrently enrolled in the 1st and 2nd semesters of English 12 during the 7th semester);
- 4) Completed and signed (by both student and parent/guardian) *Request for Early Graduation Form* must be submitted to the guidance office for approval by June 1st of the student’s junior year.

A junior requesting to graduate at the end of the 6th semester, must meet all graduation requirements by the end of six semesters and provide a written request and consent signed by his/her parents/guardians (complete the Early Graduation Form). This written request must be received by September 30th of the student’s junior year. Students requesting to graduate after 6 semesters cannot be the valedictorian or salutatorian of their class.

A junior who is approved to graduate at the end of the 6th semester will be permitted to participate in the commencement ceremony with the senior class. Juniors who are approved to graduate after 6 semesters should apply for the *Mitch Daniels Early Graduation Scholarship*, if they are planning to attend an Indiana college/university. For more information on this scholarship, visit www.in.gov/ssaci/.

SCHEDULING AND SCHEDULE CHANGES

The course offerings at Lawrence Central High School are based upon student requests during scheduling. Therefore, it is necessary for students to determine their course selections with a commitment to complete those courses. In the event that a student would deem it necessary to make a change in his/her course selections, the student must do so by April 26th.

Counselor-Initiated Schedule Changes

- School counselors may need to utilize alternate courses if an original course selection is not offered due to insufficient enrollment or the student has selected two courses which conflict on the student's schedule.
- Once schedules are built for the entire school, counselors may adjust a student's schedule to obtain balanced class sizes. School counselors will make adjustments to the students' course selections based on courses failed in the second semester and/or courses taken during the summer.

Student-Initiated Schedule Changes

- Students wishing to add a course must do so by the end of the 6th day of the semester.
- Students may drop a course for a study hall without penalty within the first four weeks of the semester. Removal from a course after this date will result in a "WF" for the course which will appear on the student's transcript and factor into their cumulative GPA.
- *There will be no schedule changes to accommodate a teacher preference.*

Course additions/drops generally will be reviewed for the following reasons:

- Request to take courses to qualify for the Academic Honors Diploma and/or Technical Honors Diploma;
- Request to UPGRADE to a higher-level course;
- Failure of a course required for graduation;
- Addition of a course to replace a 2nd study hall;
- Dropping a course for a 2nd study hall if enrolled in multiple AP, IB, and/or ACP courses.

(Students are required to take one study hall during each semester of high school)

EXTRACURRICULAR ELIGIBILITY GUIDELINES

All students who represent the LCHS and/or Lawrence Township Schools as a result of tryouts, auditions, or elections are subject to these *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.

- 1) The GPA requirements for extracurricular participation are as follows:
 - Grade 9 – Passing at least 5 credit-bearing courses
 - Grade 10 – Passing at least 5 credit-bearing courses with at least a 1.667 GPA
 - Grade 11 – Passing at least 5 credit-bearing courses with at least a 1.834 GPA
 - Grade 12 – Passing at least 5 credit-bearing courses with at least a 2.0 GPA
- 2) In determining participation, regarding the cumulative GPA or the current 9-week's GPA, the higher of the two will be considered.
- 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 courses, correspondence courses, and evening school courses 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 any other appropriate staff will continue to give assistance to all students unable to meet the eligibility standard.
- 8) *Review Committee* – after review by this committee (appointed by the superintendent), any recommended changes will be made to the superintendent.

NAIA & NCAA DIVISION I/II ELIGIBILITY

Please Note: All SAT and ACT scores must be reported directly to the NCAA Eligibility Center by the testing agency. Test scores that appear on transcripts will no longer be used. When registering for the SAT or ACT, use the code of 9999 to make sure the score is reported to the NCAA Eligibility Center. Division I and II student athletes must be certified by the NCAA Eligibility Center. Students should register at www.eligibilitycenter.org. Students should consult with their coaches and the guidance office at the end of the junior year or the fall of the senior year for more information.

The initial-eligibility standards for NCAA Division I college-bound student-athletes are changing. College-bound student athletes first entering a Division I college or university on or after August 1, 2016, will need to meet new academic rules in order to receive athletic aid (scholarship), practice or compete during their first year.

NCAA Division I requirements for a full-qualifier (may receive athletics aid, practice, and compete during 1st year of enrollment):

- 1) Complete 16 core courses – 4 years of English; 3 years of Mathematics (Algebra I or higher); 2 years of Natural/Physical Science (1 year of lab); 1 year of additional English, Mathematics, or Natural/Physical Science; 2 years of Social Science; 4 years of additional courses (from any aforementioned area, foreign language, or comparative religion/philosophy).
- 2) Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school.
 - Seven of the 10 core courses must be English, math or science.
- 3) Have a minimum core-course GPA of 2.3.
 - Grades earned in the 10 required courses required before the senior year are “locked in” for purposes of GPA calculation.
 - A repeat of one of the “locked in” courses will not be used to improve the GPA if taken after the seventh semester begins.
- 4) Meet the competition sliding scale requirement of GPA and ACT/SAT score. Visit the *NCAA Eligibility Center* website at www.eligibilitycenter.org for specific GPA/testing specifics.
- 5) Graduate from high school.

NCAA Division II requirements for a full qualifier (may receive athletics aid, practice, and compete during 1st year of enrollment):

- 1) Complete 16 core courses – 3 years of English; 2 years of Mathematics (Algebra I or higher); 2 years of Natural/Physical Science (1 year of lab); 3 years of additional English, Mathematics, or Natural/Physical Science; 2 years of Social Science; 4 years of additional courses (from any aforementioned area, foreign language, or comparative religion/philosophy).
- 2) Have a minimum core-course GPA of 2.0.
- 3) Have a minimum SAT score of 820 (Critical Reading/Math only) or an ACT sum of 68.

NCAA Division III students must gain admission to the college, but do not have to register with the Eligibility Center.

NAIA students must register at www.playnaia.org prior to college enrollment, and must have their SAT/ACT scores sent to the NAIA Eligibility Center using the following code, 9876.

In order to be eligible with NAIA, a student must complete 2 out of the following 3:

- 2.0 GPA
- Graduate in top 50% of class
- Have a minimum 940 on SAT (math & verbal) or minimum 18 composite on the ACT.

2024-2025 SCHEDULING YEAR



ENGLISH	1 st SEM	2 nd SEM
English 9	1002F	1002S
English 9 Honors*	1002HF	1002HS
English 9 Lyceum [^]	1002GF	1002GS
English 10	1004F	1004S
English 10 Honors*	1004HF	1004HS
English 10 Lyceum [^]	1004GF	1004GS
English 11	1006F	1006S
English 11 Honors [^]		1006HS
AdvEngCC: Speech/COLL-P155 (IUB) ^{^±}	1124SF	1124SS
AdvEngCC: Literature/ENG-L111 (IUB) ^{^±}	1124DF	
AdvEngCC: Comp/ENG-W131 (IUB) ^{^±}	1124F	
AdvEngCC: Literature/ENG-L202 (IUB) ^{^±}		1124S
AP Language & Composition [^]	1056F	1056S
AP Lang & Comp - Interdisciplinary [^]	1056IF	1056IS
AP Literature & Composition [^]	1058F	1058S
English as a New Language	1012F	1012S
Developmental Reading	1120F	1120S
Journalism/Advanced Journalism	1080F	1080S
Etymology	1060F	1060S
Speech	1076F	1076S
Genres of Literature: Hip Hop	1036F	1036S
Themes in Lit: Women's Literature	1048F	1048S
Creative Writing	1092F	1092S
Film Literature	1034F	1034S
Composition	1090F	1090S
Contemporary Lit: Voices of Diversity	1054F	1054S
Technical Communication Honors [^]	1096F	
Student Media – Beginning Newspaper	1086BF	1086BS
Student Media – Intermediate Newspaper	1086IF	1086IS
Student Media – Advanced Newspaper	1086AF	1086AS
Student Media – Beginning Yearbook	1086YF	1086YS
Student Media – Intermediate Yearbook	1086NF	1086NS
Student Media – Advanced Yearbook	1086SF	1086SS

FAMILY & CONSUMER SCIENCES	1 st SEM	2 nd SEM
<i>Early Childhood Education Pathway</i>		
Principles of Early Childhood Education ¹	7160F	7160S
Early Childhood Education – Curriculum ²	7158F	7158S
Early Childhood Education – Guidance ³	7159F	7159S
Early Childhood Education Capstone ⁴	7259F	7259S
<i>Fashion & Textiles Pathway</i>		
Principles of Fashion & Textiles ¹	7301F	7301S
Textiles, Apparel, and Merchandising ²	7302F	7302S

FAMILY & CONSUMER SCIENCES (cont'd)	1 st SEM	2 nd SEM
<i>Education Careers Pathway</i>		
Princip of Teaching/EDUC F200 (IUB) ^{^1‡}	7161F	7161S
Child & Adolescent Development ²	7157F	7157S
Teaching and Learning ³	7162F	7162S
Education Professions Capstone ^{^4‡}	7267F	7267S
<i>Hospitality Management Pathway</i>		
Principles of Culinary Arts ¹	7173F	7173S
Nutrition ²	7171F	7171S
Culinary Arts ³	7169F	7169S
Hospitality Management ³	7172F	7172S
Hospitality Management Capstone ³	7172F	7172S
<i>Human & Social Services Pathway</i>		
Principles of Human Services ¹	7176F	7176S
Understanding Diversity ²	7160F	7160S
Relationships and Emotions ³	7177F	7177S
<i>Interior Design Pathway</i>		
Principles of Interior Design ¹	7132F	7132S
Interior Design Fundamentals ²	7127F	7127S

ARTS/AV TECH & COMMUNICATION	1 st SEM	2 nd SEM
<i>Radio & Television Broadcasting Pathway</i>		
Principles of Broadcasting ¹	7139F	7139S
Audio & Video Production Essentials ²	7306F	7306S
Mass Media Production ³	7307F	7307S
Broadcasting Capstone ⁴	7308F	7308S

VISUAL ARTS	1 st SEM	2 nd SEM
Introduction to 2D Art	4000F	4000S
Introduction to 3D Art	4002F	4002S
Advanced 2D Art	4004F	4004S
Advanced 3D Art	4006F	4006S
Ceramics I/II	4040F	4040S
Painting I/II	4064F	4064S
Photography I/II	4062F	4062S
Sculpture I/II	4044F	4044S
Drawing I/II	4060F	4060S
Drawing Honors [^]	4060HF	4060HS
AP Drawing [^]	4048F	4048S
AP 2D Art and Design [^]	4050F	4050S
AP 3D Art and Design [^]	4052F	4052S
AP Art History [^]	4025F	4025S
IB Visual Arts SL [^]	4092F	4092S
IB Visual Arts HL [^]	4090F	4090S

VISUAL ARTS (cont'd)	1 st SEM	2 nd SEM
<i>Digital Design Pathway</i>		
Principles of Digital Design ¹	7140F	7140S
Digital Design Graphics ²	7141F	7141S

HEALTH & PHYSICAL EDUCATION	1 st SEM	2 nd SEM
Health & Wellness	3506F	3506S
Physical Education I	3542F	3542S
Physical Education II	3544F	3544S
Elective PE: Cardio/Fitness	3560CF	3560CS
Elective PE: Team Sports	3560FT	3560ST
Elective PE: Weight Training	3560NF	3560NS
Elective PE: Athletic Weight Training	3560F	3560S
Principles of Exercise Science ¹	7320F	7320S
AdvSSCC: SPH-B150 Public Health (IUB) ^{^±}	1574CF	1574CS

MATHEMATICS	1 st SEM	2 nd SEM
Algebra I	2520F	2520S
Algebra II	2522F	2522S
Algebra II (11 th & 12 th)	2522UF	2522US
Algebra II Honors*	2522HF	2522HS
Geometry	2532F	2532S
Geometry Honors*	2532HF	2532HS
Pre-Calc Honors/MATH-M125 (IUB) ^{^±}	2564CF	
Pre-Calc Honors/MATH-M126 (IUB) ^{^±}		2564CS
Trigonometry	2566F	2566S
Probability & Statistics	2546F	2546S
Prime Math	2595F	2595S
MATH-M119 Finite Mathematics (IUB) ^{^±}	2530CF	2530CS
AP Pre-Calculus [^]	2563F	2563S
AP Statistics [^]	2570F	2570S
MATH-M211 Calculus I (IUB) ^{^±}	2527CF	2527CS
AP Calculus AB [^]	2562F	2562S
AP Calculus BC ^{^±}	2572F	2572S
IB Mathematics SL [^]	2584F	2584S

MULTIDISCIPLINARY	1 st SEM	2 nd SEM
AVID I/IVYT 106 (IT) [^]	05221F	05221S
AVID II	05222F	05222S
AVID III	05223F	05223S
AVID IV	05224F	05224S
Personal Financial Responsibility	4540F	4540S
College Entrance Preparation	0532F	0532S
AP Seminar [^]	0552F	0552S
AP Research [^]	0551F	0551S
IB Theory of Knowledge (11 th) [^]	05601F	05601S
IB Theory of Knowledge (12 th) [^]	05602F	05602S

PERFORMING ARTS – Dance	1 st SEM	2 nd SEM
Dance Choreography – Color Guard [^]	4142F	4142S
Dance Performance – Beginning	4146BF	4146BS
Dance Performance – Intermediate	4146IF	4146IS
Dance Performance – Advanced [^]	4146AF	4146AS

PERFORMING ARTS – Band & Orchestra	1 st SEM	2 nd SEM
Jazz Ensemble – Intermediate	41641F	41641S
Jazz Ensemble – Advanced	41642F	41642S
Beginning Concert Band	4160F	4160S
Intermediate Concert Band - Symphonic	4168F	4168S
Adv Concert Band – Wind Symphony [^]	4170SF	4170SS
Adv Concert Band – Wind Ensemble [^]	4170WF	4170WS
Instrumental Ensemble – Adv Percussion	4162AF	4162AS
Beginning Orchestra – Sinfonia	4166F	4166S
Intermediate Orchestra – Philharmonic	4172F	4172S
Advanced Orchestra – Symphony [^]	4174F	4174S

PERFORMING ARTS – Chorus	1 st SEM	2 nd SEM
Beginning Chorus – Symphonic Choir	4182SF	4182SS
Beginning Chorus – Gospel Choir	4182GF	4182GS
Intermediate Chorus – Women’s Choir	4186WF	4186WS
Intermediate Chorus – Gospel Choir	4186GF	4186GS
Advanced Chorus – Sweets [^]	4188SF	4188SS
Advanced Chorus – The Central Sound [^]	4188CF	4188CS

PERFORMING ARTS – Piano & Theory	1 st SEM	2 nd SEM
Piano & Electronic Keyboard I/II	4204BF	4204BS
Piano & Electronic Keyboard II/IV	4204IF	4204IS
Music Theory & Composition	4208F	4208S
Music History & Appreciation [^]	4206F	4206S
AP Music Theory & Composition [^]	4210F	4210S

PERFORMING ARTS – Theatre	1 st SEM	2 nd SEM
Musical Theatre/Advanced Musical Theatre	0518F	0518S
Theatre Arts	4242F	4242S
Technical Theatre	4244F	4244S
Advanced Technical Theatre	4240F	4240S
Advanced Theatre Arts [^]	4240F	4240S
Theatre Production – LC Players [^]	4248F	4248S

SCIENCE	1 st SEM	2 nd SEM
Biology I	3024F	3024S
Biology I Honors*	3024HF	3024HS
Earth & Space Science I: Astrology	3044AF	3044AS
Earth & Space Science I: Geology	3044GF	3044GS
Integrated Chemistry-Physics	3108F	3108S
Chemistry I	3064F	3064S
Chem I Honors/CHEM-C101/121 (IUB) ^{^±}	3090CF	3090CS
Principles of Biomedical Sciences* ¹ @MCIT	5218MF	5218MS
Biology II – Botany	3026BF	3026BS
Biology II - Zoology	3026ZF	3026ZS
Biology II – Genetics	3026GF	3026GS
Biology II – Forensics	3026FF	3026FS
Physics I Honors*	3084HF	3084HS
Environmental Science	3010F	3010S
Anatomy & Physiology Honors ^{^2}	5276F	5276S
AP Chemistry [^]	3060F	3060S
AdvSciCC: BIOL-L100 (IUB) ^{^±}	3090BF	3090BS
AP Biology [^]	3020F	3020S
AP Environmental Science [^]	3012F	3012S
AP Physics 1: Algebra-Based [^]	3080F	3080S
AP Physics C [^]	3088F	3088S
IB Biology SL [^]	3034F	3034S
IB Biology HL [^]	3032F	3032S
IB Chemistry SL [^]	3072F	3072S
IB Environmental Systems & Societies SL [^]	3016F	3016S

SOCIAL STUDIES	1 st SEM	2 nd SEM
Geography & History of the World	1570F	1570S
Geography & History of World Honors*	1570HF	1570HS
Geography & History of World Lyceum [^]	1570GF	1570GS
AP World History Modern [^]	1612F	1612S
US History	1542F	1542S
US History Honors/HIST-H105 (IUB) ^{^±}	1542CF	
US History Honors/HIST-H106 (IUB) ^{^±}		1542CS
AP US History [^]	1562F	1562S
AP US History – Interdisciplinary [^]	1562IF	1562IS
Government	1540F	1540S
US Gov't Honors – “We the People” [^]	1540GF	
AP US Government & Politics [^]		1560S
Economics	1514F	1514S
AP Macroeconomics [^]	1564F	
AP Microeconomics [^]		1566S
AP African American History [^]	1500F	1500S
AP European History [^]	1556F	1556S
Ethnic Studies	1516F	1516S
Indiana Studies	1518F	1518S

SOCIAL STUDIES (continued)	1 st SEM	2 nd SEM
Psychology	1532F	1532S
Sociology	1534F	1534S
PSY-P101 Introductory Psych I (IUB) ^{^±}	1532CF	
PSY-P101 Introductory Psych II (IUB) ^{^±}		1532CS
AP Psychology [^]	1558F	1558S
IB Psychology HL [^]	1604F	1604S
IB History HL – 20 th Century America [^]	1590F	1590S

WORLD LANGUAGES	1 st SEM	2 nd SEM
American Sign Language I	2156F	2156S
American Sign Language II	2158F	2158S
American Sign Language III*	2162F	2162S
American Sign Language IV [^]	2164F	2164S
French I	2020F	2020S
French II	2022F	2022S
French III*	2024F	2024S
French IV [^]	2026F	2026S
AP French Language and Culture [^]	2032F	2032S
German I	2040F	2040S
German II	2042F	2042S
German III*	2044F	2044S
German IV [^]	2046F	2046S
AP German Language and Culture [^]	2052F	2052S
Language for Heritage Speakers I – Spanish	2190F	2190S
Lang for Heritage Speakers II – Spanish	2192F	2192S
Lang for Heritage Speakers III – Spanish*	2194F	2194S
Lang Herit Speakers III (2 nd Yr.) – Spanish [^]	21942F	21942S
Spanish I	2120F	2120S
Spanish II	2122F	2122S
Spanish III/HISP-S150 (IUB) ^{^±}	2124CF	2124CS
Spanish IV/HISP-S200 (IUB) ^{^±}	2126CF	2126CS
Spanish V/HISP-250 (IUB) ^{^±}	2128CF	2128CS
AP Spanish Language and Culture [^]	2132F	2132S
AP Spanish Literature and Culture [^]	2134F	2134S

CTE COURSES @ MCIT COURSES	1 st SEM	2 nd SEM
<i>Accounting Pathway</i>		
Principles of Business Management ^{^1‡}	4562NF	4562NS
Accounting Fundamentals ^{^2‡}	4524MF	4524MS
Advanced Accounting ^{^3‡}	4522MF	4522MS
Accounting Capstone ^{^4‡}	7252MF	7252MS
Work-Based Learning Capstone	5974MF	5974MS
<i>Agriculture Pathway</i>		
Principles of Agriculture ¹	7117MF	711MS
Horticultural Science ²	5132MF	5132MS
Greenhouse and Soilless Production ³	7114MF	7114MS
<i>Auto Technology Pathway - Collision</i>		
Principles of Collision Repair ^{^1‡}	7215MF	7215MS
Automotive Body Repair ^{^2‡}	7204MF	7204MS
Plastic Body Repair & Painting Fund ^{^3‡}	7206MF	7206MS
Collision Repair Capstone ^{^4‡}	7380MF	7380MS
<i>Auto Technology Pathway - Service</i>		
Principles of Automotive Services ^{^1‡}	7213MF	7213MS
Brake Systems ^{^2‡}	7205MF	7205MS
Steering and Suspensions ^{^3‡}	7212MF	7212MS
Auto Service Capstone ^{^4‡}	7156SF	7156SS
<i>Barbering Pathway</i>		
Principles of Barbering & Cosmetology ¹	7330MF	7330MS
Barbering/Cosmetology Fundamentals ²	7331MF	7331MS
Advanced Barbering ³	7333MF	7333MS
Technical Skills Development	7156BF	7156BS
Barbering/Cosmetology Capstone ^{4‡}	7334BF	7334BS
Work-Based Learning Capstone	5974MF	5974MS
<i>Biomedical Science & Technology Pathway</i>		
Principles of Biomedical Sciences ^{*1}	5218MF	5218MS
Human Body Systems ^{*2}	5216MF	5216MS
Anatomy & Physiology ^{^2 @LC}	5276F	5276S
Medical Interventions ^{^3}	5217MF	5217MS
Biomedical Innovations ^{^4}	5219MF	5219MS
<i>Business Administration Pathway</i>		
Principles of Business Management ^{^1‡}	4562NF	4562NS
Management Fundamentals ²	7143MF	7143MS
Accounting Fundamentals ^{^3‡}	4524MF	4524MS
Business Administration Capstone ⁴	7256MF	7256MS
Work-Based Learning Capstone	5974MF	5974MS
<i>Construction Trades Pathway - Carpentry</i>		
Principles of Construction Trades ^{^1‡}	7130MF	7130MS
Construct Trades: General Carpentry ^{^2‡}	7123MF	7123MS
Construct Trades: Framing & Finishing ^{^3‡}	7122MF	7122MS
Construction Trades Capstone ^{^4‡}	7242MF	7242MS

CTE COURSES @ MCIT COURSES	1 st SEM	2 nd SEM
<i>Cosmetology Pathway</i>		
Principles of Barbering & Cosmetology ¹	7330MF	7330MS
Barbering/Cosmetology Fundamentals ²	7331MF	7331MS
Advanced Cosmetology ^{^3‡}	7332MF	7332MS
Technical Skills Development	7156MF	7156MS
Barbering/Cosmetology Capstone ^{^4‡}	7334MF	7334MS
Work-Based Learning Capstone	5974MF	5974MS
<i>Criminal Justice Pathway</i>		
Principles of Criminal Justice ¹	7193MF	7193MS
Law Enforcement Fundamentals ²	7191MF	7191MS
Corrections & Cultural Awareness ³	7188MF	7188MS
<i>Culinary Arts Pathway</i>		
Principles of Culinary & Hospitality ^{1 @LC}	7173F	7173S
Nutrition ^{^2‡}	7171MF	7171MS
Culinary Arts ^{^3‡}	7169MF	7169MS
Culinary Arts Capstone ⁴	7233MF	7233MS
<i>Cybersecurity Pathway</i>		
Principles of Computing ^{1‡}	7183MF	7183MS
Cybersecurity Fundamentals ^{2‡}	7179MF	7179MS
Advanced Cybersecurity ^{3‡}	7178MF	7178MS
Cybersecurity Capstone ⁴	7243MF	7243MS
Work-Based Learning Capstone	5974MF	5974MS
<i>Digital Design Pathway – Interactive Media</i>		
Principles of Digital Design ^{^1‡}	7140MF	7140MS
Digital Design Graphics ^{^2‡}	7171F	7171S
Interactive Media Design ^{^3‡}	7138MF	7138MS
Digital Design Capstone ⁴	7246MF	7246MS
<i>Digital Design Pathway – Graphic Design</i>		
Principles of Digital Design ^{^1‡}	7140MF	7140MS
Digital Design Graphics ^{^2‡}	7171F	7171S
Graphic Design & Layout ^{^3‡}	7138MF	7138MS
Digital Design Capstone ⁴	7246MF	7246MS
<i>Engineering Pathway</i>		
Introduction to Engineering Design ^{^1‡}	4802MF	4802MS
Principles of Engineering ^{^2‡}	5644MF	5644MS
Aerospace Engineering ^{^3}	5518MF	5518MS
Civil Engineering & Architecture ^{^3‡}	5650MF	5650MS
Computer Integrated Manufacturing ^{^3}	5534MF	5534MS
Digital Electronics ^{^3‡}	5538MF	5538MS
Engineering Design & Development ⁴	5698MF	5698MS
<i>Entrepreneurship Pathway</i>		
Principles of Entrepreneurship ^{^1‡}	7154MF	7154MS
New Venture Development ^{^2‡}	7148MF	7148MS
Small Business Operations ^{^3‡}	7147MF	7147MS
Business Management Capstone ⁴	7201MF	7201MS
Work-Based Learning Capstone	5974MF	5974MS

CTE COURSES @ MCIT COURSES	1 st SEM	2 nd SEM
<i>Information Tech Operations Pathway</i>		
Principles of Computing ^{1†}	7183MF	7183MS
Information Tech Fundamentals ^{^2‡‡}	7180MF	7180MS
Network & Cybersecurity Operations ^{3†}	7181MF	7182MS
IT Operations Capstone ⁴	7245MF	7245MS
Work-Based Learning Capstone	5974MF	5974MS
<i>Marketing & Sales Pathway</i>		
Principles of Business Management ^{^1‡}	4562NF	4562NS
Marketing Fundamentals ²	5914MF	5914MS
Strategic Marketing ^{^3‡}	5918MF	5918MS
Business Management Capstone ⁴	7201MF	7201MS
Work-Based Learning Capstone	5974MF	5974MS
<i>Medical Assistant Pathway</i>		
Principles of Healthcare ^{^1‡}	7168MF	7168MS
Medical Terminology ^{^2‡}	5274MF	5274MS
Certified Clinical Medical Assistant ^{3†}	7164MF	7164MS
Healthcare Specialist Capstone ^{^4}	7255MF	7255MS
<i>Pre-Nursing Pathway</i>		
Principles of Healthcare ^{^1‡}	7168MF	7168MS
Medical Terminology ^{^2‡}	5274MF	5274MS
Healthcare Specialist: CNA ^{^3‡‡}	7166MF	7166MS
Healthcare Specialist Capstone ^{^4}	7255MF	7255MS
<i>Software Development Pathway</i>		
Principles of Computing ^{1†}	7183MF	7183MS
Website and Database Development ²	7185MF	7185MS
Software Development ³	7184MF	7184MS
Software Development Capstone ⁴	7253MF	7253MS
<i>Non-Pathway Courses</i>		
JAG I	0522MF	0522MS
JAG II	0532MF	0532MS
J-ROTC: Civil Air Patrol	0516MF	0516MS

- * Partially Grade-Weighted (0.5) Course
- ^ Fully Grade-Weighted (1.0) Course
- 1 CTE Principles Course
- 2 CTE Concentrator A Course
- 3 CTE Concentrator B Course
- 4 CTE Capstone Course
- ± ICC Course
- † Industry Certification Offered
- ‡ Dual Credit Offered

ENGLISH/LANGUAGE ARTS



Grade Levels				Course Name	Credits	Recommended Prerequisite
9	10	11	12			
✓				English 9	2	None
✓				English 9 Honors*	2	Teacher recommendation/placement
✓				English 9 Lyceum^	2	Teacher recommendation/placement
	✓			English 10	2	None
	✓			English 10 Honors*	2	English 9 Honors, English 9 (B+↑)
	✓			English 10 Lyceum^	2	English 9 Lyceum, English 9 Honors (B↑)
		✓		English 11	2	None
		✓	✓	AdvEngCC: ENG-L111 Discovering Literature (IUB)^±	1	English 10; 2.7 or higher cumulative GPA
		✓	✓	AdvEngCC: COLL-P155 Public Oral Communication (IUB)^±	1	Senior standing or junior standing with a previous speech course; 2.7 or higher cumulative GPA
			✓	AdvEngCC: ENG-W131 Reading, Writing & Inquiry (IUB)^±	1	Senior standing; 2.7 or higher cumulative GPA
			✓	AdvEngCC: Literature/ENG L202 (IU)^±	1	AdvEngCC: W131 Reading, Writing & Inquiry I (C↑), SAT EBRW score of 710 or higher, or ACT English score of 32 or higher, or APLAC score of 4 or 5, or APLIT score of 4 or 5
		✓	✓	AP Language & Composition^	2	English 10 Lyceum, English 10 Honors (B-↑), English 10 (A-↑)
		✓		AP Language & Composition - Interdisciplinary^	2	English 10 Honors, English 10 (B-↑)
			✓	AP Literature & Composition^	2	AP Language and Composition, English 11 (A↑)
✓	✓	✓	✓	English as a New Language	1 – 2	Placement in the ENL program
	✓			Developmental Reading	1 – 2	Teacher recommendation/placement
✓	✓	✓	✓	Journalism/Adv Journalism	1 – 2	Concurrent enrollment in grade-level English course
✓	✓	✓	✓	Etymology	1	Concurrent enrollment in grade-level English course
	✓	✓	✓	Speech	1	None
		✓	✓	Genres of Literature: Hip Hop	1	English 9 and English 10
		✓	✓	Creative Writing	1	None
		✓	✓	Film Literature	1	None
			✓	Composition	1	None
			✓	Contemporary Literature: Voices of Diversity	1	None
			✓	Technical Communication Honors^	1	IB Diploma candidates
	✓	✓	✓	Student Media – Newspaper	2 – 6	Beginning, Intermediate & Advanced Levels
	✓	✓	✓	Student Media – Yearbook	2 – 6	Beginning, Intermediate & Advanced Levels

- * Partially Grade-Weighted (0.5) Course
- ^ Fully Grade-Weighted (1.0) Course
- ± ICC Course
- ‡ Dual Credit Offered

ENGLISH 9

Recommended Prerequisite: None

Course Numbers: 1002F9 – 1002S9

Grade 9

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills English/Language Arts requirement for all diplomas

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- English 9, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 9-10, is a study of language, literature, composition, and oral communication, focusing on literature within an appropriate level of complexity for this grade band.
- 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 responses to literature, expository (informative), narrative, and argumentative/persuasive compositions, and sustained research assignments.
- Students deliver grade-appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information.

ENGLISH 9 HONORS*

Recommended Prerequisite: Teacher rec/placement Course Numbers: 1002HF – 1002HS

Grade 9

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills English/Language Arts requirement for all diplomas

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- Same standards of English 9 apply in addition to the following:
 - Provides students a solid foundation for Advanced Placement and IB English courses by offering a rigorous curriculum in literature and writing.
 - Students are expected to demonstrate proficiency of grammatical concepts, fundamentals of composition, and literary criticism.
 - Students will read and write extensively both in class and outside of school.
 - This course refines students' verbal and language skills by developing advanced thinking skills, focusing on precision and attention to detail, evaluating through peer and self-assessment strategies.

Note: Summer reading is required.

ENGLISH 9 LYCEUM ^

Recommended Prerequisite: Teacher rec/placement

Course Numbers: 1002GF – 1002GS

Grade 9

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills English/Language Arts requirement for all diplomas

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Integrates the disciplines of literature, language, and modern world studies to prepare highly able students for AP and IB courses in grades 10-12.

- Same standards of English 9 apply in addition to the following:
 - Course readings, research, and composition introduce broader and more complex social issues, helping students' gain authentic understanding of literary genres and terms, grammatical concepts, vocabulary stems, and text analysis.
 - This course is reading and writing intensive, integrating technology as a research and critical-thinking tool.
 - Writing assignments range from narrative to analysis, encouraging audience awareness and exploration of perspective.

Note: Summer reading is required.

ENGLISH 10

Recommended Prerequisite: English 9

Course Numbers: 1004F – 1004S

Grade 10

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills English/Language Arts requirement for all diplomas

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- English 10, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 9- 10, is a study of language, literature, composition, and oral communication, focusing on literature with an appropriate level of complexity for this grade band.
- 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 responses to literature, expository (informative) and argumentative/persuasive compositions, and sustained research assignments.
- Students deliver grade-appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information.

ENGLISH 10 HONORS*

Recommended Prerequisite: English 9 Honors; English 9 (B+ or higher)

Course Numbers: 1004HF – 1004HS

Grade 10

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills English/Language Arts requirement for all diplomas

- Same standards of English 10 apply in addition to the following:
 - Continues the composition, research, and speaking techniques developed in the preceding English courses and provides students a solid foundation for AP and IB courses.
 - In addition to reading literature that focuses upon the spoken work, students will research a specific topic throughout the semester.
 - Additionally, grammar, usage, spelling, and language mechanics are integrated into the study of writing, as is vocabulary development in preparation for the SAT/ACT exams.
 - Students are taught the use of technology to support the writing process.

Note: Summer reading is required.

ENGLISH 10 LYCEUM ^

Recommended Prerequisite: English 9 Lyceum; English 9 Honors (“B” or higher)

Course Numbers: 1004HF – 1004HS

Grade 10

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills English/Language Arts requirement for all diplomas

- Same standards of English 10 apply in addition to the following:
 - This survey course prepares students for Advanced Placement and IB courses in grades 11 and 12.
 - Students conduct in-depth research and analysis of controversial subjects from which they construct and deliver persuasive speeches, original oratories, a biographical presentation and policy debate cases.
 - Analysis of novels, plays and poetry prepares students to construct essays that convey how authors reveal their themes through literary devices.
 - Although some objective tests are administered, students are assessed mainly through writing and speaking.
 - Vocabulary is developed through literary context and through the study of word stems.

Note: Summer reading is required.

ENGLISH 11

Recommended Prerequisite: English 10

Course Numbers: 1006F – 1006S

Grade 11

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills English/Language Arts requirement for all diplomas

- English 11, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 11-12, is a study of language, literature, composition, and oral communication focusing on literature with an appropriate level of complexity for this grade band.
- Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate 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.

ADV ENG CC: ENG-L111 DISCOVERING LITERATURE (IUB) ^ ±±

Required Prerequisite: English 10; 2.7 or higher cumulative GPA

Course Numbers: 1124DF – 1004DS

Grades 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills English/Language Arts requirement for all diplomas



- Advanced English/Language Arts, College Credit, is an advanced course based on the Indiana Academic Standards for English/Language Arts in grades 11 and 12.
- This advanced course is offered for college credit by Indiana University, Bloomington and taught by LT faculty.
- This course is designed to give students an introduction both to various forms of literary expression and different modes of literary study and appreciation.

Note: This course fulfills 3 of 6 credit hours required for ICC Competency: Arts & Humanities.

ADV ENG CC: COLL-P155 PUBLIC ORAL COMMUNICATION (IUB) ^ ± ‡

Required Prerequisite: Senior standing or junior standing with a previous speech course

Course Number: 11245F – 11245S

Grades 11, 12

ONE SEMESTER – 1 CREDIT

Fulfills English/Language Arts requirement for all diplomas



- Advanced English/Language Arts, College Credit, is an advanced course based on the Indiana Academic Standards for English/Language Arts in grades 11 and 12.
- This advanced course is offered for college credit by Indiana University, Bloomington and taught by LT faculty.
- Prepares students in the liberal arts to communicate effectively with public audiences.
- Emphasizes oral communication as practiced in public contexts: how to advance reasoned claims in public; how to adapt public oral presentations to particular audiences; how to listen to, interpret, and evaluate public discourse; and how to formulate a clear response.

Note: This course fulfills ICC Competency: Speaking & Listening.

ADV ENG CC: ENG-W131 READING, WRITING & INQUIRY (IUB) ^ ± ‡

Required Prerequisite: Senior standing; 2.7 or higher cumulative GPA

Course Number: 1124F

Grade 12

ONE SEMESTER – 1 CREDIT

Fulfills English/Language Arts requirement for all diplomas



- Advanced English/Language Arts, College Credit, is an advanced course based on the Indiana Academic Standards for English/Language Arts in grades 11 and 12.
- This advanced course is offered for college credit by Indiana University, Bloomington and taught by LT faculty.
- Instruction and practice in the reading, writing, and critical thinking skills required in college.
- Emphasis is on written assignments that require synthesis, analysis, and argument based on sources

Note: This course fulfills ICC Competency: English Composition.

ADV ENG CC: ENG-L202 LITERARY INTERPRETATION (IUB) ^ ± ‡

Required Prerequisite: AdvEngCC: W131 Reading, Writing & Inquiry I (C or higher), SAT EBRW score of 710 or higher, or ACT English score of 32 or higher, or APLAC score of 4 or 5, or APLIT score of 4 or 5

Course Number: 1124S

Grade 12

ONE SEMESTER – 1 CREDIT

Fulfills English/Language Arts requirement for all diplomas



- Advanced English/Language Arts, College Credit, is an advanced course based on the Indiana Academic Standards for English/Language Arts in grades 11 and 12.
- This advanced course is offered for college credit by Indiana University, Bloomington and taught by LT faculty.
- Develops critical skills essential to participation in the interpretive process.
- Through class discussion and focused writing assignments, introduces the premises and motives of literary analysis and critical methods associated with historical, generic, and/or cultural concerns.

Note: This course fulfills 3 of 6 credit hours required for ICC Competency: Arts & Humanities.

AP ENGLISH LANGUAGE & COMPOSITION ^

Recommended Prerequisite: English 10 Lyceum; English 10 Honors ("B-" or higher); English 10 ("A-" or higher)
Course Numbers: 1056F – 1056S

Grades 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills English/Language Arts requirement for all diplomas

- AP English Language and Composition is a course based on the content established and copyrighted by the College Board.
- The course focuses on the development and revision of evidence-based analytic and argumentative writing and the rhetorical analysis of nonfiction texts.
- The course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts.
- Students entering this course are already skilled in basic composition, demonstrate a facility of writing style, and are ready for a more analytical approach.
- Students evaluate, synthesize, and cite research to support their arguments.
- Throughout the course, students develop a personal style by making appropriate grammatical choices.

- Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.

Note: Summer reading is required.

AP ENGLISH LANGUAGE & COMPOSITION

(Interdisciplinary) ^

Recommended Prerequisite: English 10 Honors; English 10 (“B-” or higher)

Course Numbers: 10561F – 10561S

Grade 11

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills English/Language Arts requirement for all diplomas

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- Same standards of AP English Language & Composition apply in addition to the following:
 - This course is an intensive look at the literature of America as it relates to its history from the time of the first colonies in the 17th century until the advent of the 3rd millennium.
 - This course has been designed to specifically support students who are interested in making the jump from *honors* into *AP*.
 - The course will emphasize critical reading of various historical texts, speeches, essays which will lead to essays and oral presentations demonstrating the students’ proficiencies.
 - Students are expected to take both the AP English Language & Composition exam and the AP US History exam in May.

Note: Summer reading is required.

AP ENGLISH LITERATURE & COMPOSITION ^

Recommended Prerequisite: AP English Language & Composition; English 11 (“A” or higher)

Course Numbers: 1058F – 1058S

Grade 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills English/Language Arts requirement for all diplomas

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- AP English Literature and Composition is a course based on the content established and copyrighted by the College Board.
- The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure.
- As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone.
- Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works

ENGLISH AS A NEW LANGUAGE

Recommended Prerequisite: Placement into the English Language Learners Program

Course Numbers: 1012BF – 1012BS or 1012UF – 1012US

Grades 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills English/Language Arts requirement for all diplomas

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- English as a New Language, an integrated English course based on the WIDA English Language Development (ELD) Standards, is the study of language, literature, composition, and oral communication for English learners (ELs) 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.
- If ENL course work addresses Indiana’s Academic Standards for English/Language Arts, ENL credits accrued can be counted as part of the eight (8) required English/Language Arts credits.

DEVELOPMENTAL READING

Recommended Prerequisite: Teacher rec/placement

Course Numbers: 1120F – 1120S

Grade 10

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills English/Language Arts requirement for all diplomas

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- Developmental Reading is a supplemental course that provides students with individualized instruction designed to support success in completing course work aligned with the Indiana Academic Standards for English/Language Arts focusing on the Reading Standards for Literature and Nonfiction.
- All students should be concurrently enrolled in an English course in which class work will address all of the Indiana Academic Standards.

JOURNALISM/ADVANCED JOURNALISM

Recommended Prerequisite: Concurrent enrollment in an appropriate grade-level English course

Course Numbers: 1080F – 1080S

Grades 9, 10, 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills English/Language Arts requirement for all diplomas

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- Journalism, a course based on the Indiana Academic Standards for English/Language Arts and the Indiana High School Journalism Standards, is a study of news elements, journalism history, First Amendment law, ethics, fact and opinion, copy editing, news, and features as they apply to print and digital media products.
- It includes a comparison study of journalistic writing to other types of English writing with practical application of news, features, editorials, reviews, columns, and digital media writing forms.
- For the second credit: Students continue to develop journalistic writing skills in addition to studying graphic design, advertising, public relations, photojournalism and emerging media development and design.
- By the end of the semester, students write, shoot, and design stories for print and digital media products.

SPEECH

Recommended Prerequisite: Concurrent enrollment in an appropriate grade-level English course

Course Numbers: 1076F – 1076S

Grades 10, 11, 12

ONE SEMESTER – 1 CREDIT

Fulfills English/Language Arts requirement for all diplomas

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- Speech, a course based on the Indiana Academic Standards for English/Language Arts, is the study and application of the basic principles and techniques of effective oral communication.
- Students deliver focused and coherent speeches that convey clear messages, using gestures, tone, and vocabulary appropriate to the audience and purpose.
- Students deliver different types of oral and multimedia presentations, including viewpoint, instructional, demonstration, informative, persuasive, and impromptu.
- Students use the same Standard English conventions for oral speech that they use in their writing.
- The course aims to reduce students' anxiety in public presentations, emphasize speech preparation, enhance public speaking skills, and make students better able to evaluate their own performance and that of others.

ETYMOLOGY

Recommended Prerequisite: Concurrent enrollment in an appropriate grade-level English course

Course Numbers: 1060F – 1060S

Grades 10, 11, 12

ONE SEMESTER – 1 CREDIT

Fulfills English/Language Arts requirement for all diplomas

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- Etymology, a language studies course based on the Indiana Academic 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, and Romance Languages).
- Students analyze meanings of English words by examining roots, prefixes, and 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.

GENRES OF LITERATURE: HIP-HOP DISCOURSE

Recommended Prerequisite: English 9 & English 10 Course Numbers: 1036F – 1036S

Grades 11, 12

ONE SEMESTER – 1 CREDIT

Fulfills English/Language Arts requirement for all diplomas

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- Genres of Literature, a course based on the Indiana Academic 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 a stronger impact on the culture than others in different historical time periods, and what the most influential genres are in contemporary times.
- 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.

CREATIVE WRITING

Recommended Prerequisite: None

Course Numbers: 1092F – 1092S

Grades 11, 12

ONE SEMESTER – 1 CREDIT

Fulfills English/Language Arts requirement for all diplomas

- Creative Writing, a course based on the Indiana Academic Standards for English/Language Arts, is a study and application of the rhetorical writing strategies for prose and poetry.
- Using the writing process, students demonstrate a command of vocabulary, the nuances of language and vocabulary, English language conventions, an awareness of the audience, the purposes for writing, and the style of their own writing.
- This class is recommended for students who have mastered formal writing styles and have a strong love and desire to expand their writing skills in a more advanced and competitive level.

COMPOSITION

Recommended Prerequisite: None

Course Numbers: 1090F – 1090S

Grade 12

ONE SEMESTER – 1 CREDIT

Fulfills English/Language Arts requirement for all diplomas

- Composition, a course based on the Indiana Academic Standards for English/Language Arts, is a study and application of the rhetorical 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.

CONTEMPORARY LITERATURE: VOICES OF DIVERSITY

Recommended Prerequisite: None

Course Numbers: 1054F – 1054S

Grade 12

ONE SEMESTER – 1 CREDIT

Fulfills English/Language Arts requirement for all diplomas

- Contemporary Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of how post-1950s literature from around the world, such as North and South America, Europe and Great Britain, the Middle East, and post-colonial Africa and Asia, addresses contemporary issues.
- Students examine multiple genres to develop a sense of how particular genres are used today to represent ideas and events.
- Students analyze different theories and methods of textual criticism especially theories currently popular.
- Students analyze how the interpretations and themes of contemporary literature read in this course relate to the time period and to historical issues.

FILM LITERATURE

Recommended Prerequisite: None

Course Numbers: 1034F – 1034S

Grades 11, 12

ONE SEMESTER – 1 CREDIT

Fulfills English/Language Arts requirement for all diplomas

- Film Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of how literature is adapted for film or media and includes role playing as film directors for selected screen scenes.
- Students 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.

TECHNICAL COMMUNICATION HONORS ^

Recommended Prerequisite: None

Course Number: 1096F

Grade 12

ONE SEMESTER – 1 CREDIT

Fulfills English/Language Arts requirement for all diplomas

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English/Language Arts is the study and application of the processes and conventions needed for effective technical writing-communication.

- Technical Communication, a course based on the Indiana Academic Standards for English/Language Arts, is the study and application of the processes and conventions needed for effective technical writing communication.
- 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.
- As a requirement of the IB diploma program, all IB diploma program students will complete an essay of up to 4,000 words in the research area of their choice.
- Students will consult a faculty mentor during the process, and upon successful completion of the essay receive credit for their work.

STUDENT MEDIA: BEGINNING NEWSPAPER

Recommended Prerequisite: None

Course Numbers: 1086BF – 1086BS

Grades 10, 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills a directed elective or elective credit for all diplomas

Fulfills AHD fine arts requirement

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STUDENT MEDIA: INTERMEDIATE NEWSPAPER

Recommended Prerequisite: None

Course Numbers: 1086NF – 1086NS

Grades 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills a directed elective or elective credit for all diplomas

Fulfills AHD fine arts requirement

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STUDENT MEDIA: ADVANCED NEWSPAPER

Recommended Prerequisite: None

Course Numbers: 1086AF – 1086AS

Grade 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills a directed elective or elective credit for all diplomas

Fulfills AHD fine arts requirement

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STUDENT MEDIA: BEGINNING YEARBOOK

Recommended Prerequisite: None

Course Numbers: 1086YF – 1086YS

Grades 10, 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills a directed elective or elective credit for all diplomas

Fulfills AHD fine arts requirement

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STUDENT MEDIA: INTERMEDIATE YEARBOOK

Recommended Prerequisite: None

Course Numbers: 1086IF – 1086IS

Grades 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills a directed elective or elective credit for all diplomas

Fulfills AHD fine arts requirement

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STUDENT MEDIA: ADVANCED YEARBOOK

Recommended Prerequisite: None

Course Numbers: 1086SF – 1086SS

Grade 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills a directed elective or elective credit for all diplomas

Fulfills AHD fine arts requirement

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- Student Media, a course based on the High School Journalism Standards and the Student Media Standards, is the continuation of the study of Journalism.
- Students demonstrate their ability to do journalistic writing and design for high school media, including school newspapers, yearbooks, and a variety of other 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 media staffs so that they may prepare themselves for career paths in journalism, communications, writing, or related fields.

FAMILY & CONSUMER SCIENCES

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Grade Levels				Course Name	Credits	Recommended Prerequisite
9	10	11	12			
				Hospitality Management Pathway		
✓	✓			Principles of Culinary Arts & Hospitality ¹	2	None
	✓	✓		Nutrition ²	2	Principles of Culinary Arts & Hospitality
	✓	✓		Hospitality Management ³	2	Principles of Culinary Arts & Hospitality
		✓	✓	Hospitality Management Capstone ⁴	2	Principles of Culinary Arts & Hospitality, Nutrition, Hospitality Management
				Early Childhood Education Pathway		
✓	✓	✓		Principles of Early Childhood Education ¹	2	None
	✓	✓	✓	Early Childhood Education – Curriculum ^{2∞}	2	Principles of Early Childhood Education
	✓	✓	✓	Early Childhood Education – Guidance ^{3∞}	2	Principles of Early Childhood Education
		✓	✓	Early Childhood Education Capstone ⁴	2	Principles of Early Childhood Education, Early Childhood Education – Curriculum, Early Childhood Education – Guidance
				Education Careers Pathway		
✓	✓	✓		Principles of Teaching ¹ /EDUC-F200 (IUB) ^{^±}	2	For IUB: 2.7 or higher cumulative GPA
	✓	✓	✓	Child & Adolescent Development ²	2	Principles of Teaching
	✓	✓	✓	Teaching & Learning ³	2	Principles of Teaching
		✓	✓	Education Professions Pathway Capstone ⁴	2	Principles of Teaching, Child & Adolescent Development, Teaching & Learning
				Human & Social Services Pathway		
✓	✓	✓		Principles of Human Services ¹	2	None
	✓	✓	✓	Understanding Diversity ²	2	Principles of Human Services
	✓	✓	✓	Relationships & Emotions ³	2	Principles of Human Services
				Fashion & Textiles Design Pathway		
✓	✓			Principles of Fashion & Textiles ¹	2	None
	✓	✓		Textiles, Apparel & Merchandising ²	2	Principles of Fashion & Textiles
				Interior Design Pathway		
✓	✓			Principles of Interior Design ¹	2	None
	✓	✓		Interior Design Fundamentals ²	2	Principles of Interior Design

- * Partially Grade-Weighted (0.5) Course
- ^ Fully Grade-Weighted (1.0) Course
- 1 CTE Principles Course
- 2 CTE Concentrator A Course
- 3 CTE Concentrator B Course
- 4 CTE Capstone Course
- ± ICC Course
- ‡ Dual Credit Offered
- ∞ Concurrent Enrollment

PRINCIPLES OF CULINARY ARTS AND HOSPITALITY¹

Recommended Prerequisite: None

Course Numbers: 7173F – 7173S

Grades 9, 10

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills a directed elective or elective for all diplomas

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- 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.

NUTRITION²

Required Prerequisite: Principles of Culinary Arts and Hospitality

Course Numbers: 7171F – 7171S

Grades 10, 11

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills a directed elective or elective for all diplomas

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- 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.

HOSPITALITY MANAGEMENT³

Required Prerequisite: Principles of Culinary Arts and Hospitality

Course Numbers: 7172F – 7172S

Grades 10, 11

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills a directed elective or elective for all diplomas

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- Hospitality Management prepares students for employment in the hospitality industry.
- It provides the foundations for study in higher education that leads to a full spectrum of hospitality careers.
- This is a broad-based course that introduces students to all segments of hospitality, what it includes, and career opportunities that are available;

provides a survey of management functions, highlighting basic theories and facts; and exposes students to current trends and current events within the industry.

- Three major goals of this course are for students to be able to identify current trends in hotel and restaurant management, distinguish the difference between hospitality and tourism, and state differences in front of the house versus back of the house.

HOSPITALITY MANAGEMENT CAPSTONE⁴

Required Prerequisite: Principles of Culinary Arts and Hospitality; Nutrition; Hospitality Management

Course Numbers: 7237F – 7237S

Grades 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills a directed elective or elective for all diplomas

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- This course presents the essentials of effective food and beverage control while establishing systems for sale values of food and beverages that are outlined.
- This course addresses the application of the four-step control process to the primary phases of food service operations: purchasing, receiving, storing, issuing and production.
- Labor costs and sales forecasting are analyzed.
- This course is also an opportunity for the Intermediate Hospitality student to acquire valuable field experience by working as the Hospitality Manager supervision.
- The student keeps a journal and prepares a report of their experience at the end of the course.

PRINCIPLES OF EARLY CHILDHOOD EDUCATION¹

Recommended Prerequisite: None

Course Numbers: 7160F – 7160S

Grades 9, 10, 11

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills a directed elective or elective for all diplomas

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- 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.

EARLY CHILDHOOD EDUCATION – CURRICULUM^{2∞}

Required Prerequisite: Principles of Early Childhood Education

Course Numbers: 7158F – 7158S

Grades 10, 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills a directed elective or elective for all diplomas

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- 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.

EARLY CHILDHOOD EDUCATION – GUIDANCE^{3∞}

Required Prerequisite: Principles of Early Childhood Education

Course Numbers: 7159F – 7159S

Grades 10, 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills a directed elective or elective for all diplomas

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- 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.

EARLY CHILDHOOD EDUCATION CAPSTONE⁴

Required Prerequisites: Principles of Early Childhood Education, Early Childhood Education – Curriculum, Early Childhood Education - Guidance

Course Numbers: 7259F – 7259S

Grades 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills a directed elective or elective for all diplomas

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- This course will prepare students to complete the application, CDA exam, and verification process for the Child Development Associate (CDA) credential.
- Students may also study the physical, social, emotional, cognitive, and moral development of children from conception to age twelve.
- Theories of child development, biological and environmental foundations, prenatal development,

the birth process, and the newborn baby will be discussed.

- Additionally, students will explore the aspects of early literacy skill development in young children from birth through third grade.
- Students will explore techniques, technological tools and other learning opportunities that encourage positive attitudes in children regarding listening, speaking, reading and writing activities.
- In the course, students will research, examine and explore the use of observation in screening and assessment to promote healthy literacy development in early childhood education.
- Finally, students will be provided an introduction to caring for each exceptional child. This includes theories and practices for producing optimal developmental growth.
- Students may be required to complete observations and field experiences with children as related to this course.

PRINCIPLES OF TEACHING/EDUC-F200 EXAMINING SELF AS TEACHER (IUB) ^ ± ‡

Recommended Prerequisite: None

Course Numbers: 7161F – 7161S

Grades 9, 10, 11

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills a directed elective or elective for all diplomas

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- 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.

Note: This course meets 3 of 6 credit hours required for ICC Competency: Social & Historical Studies.



CHILD AND ADOLESCENT DEVELOPMENT²

Required Prerequisite: Principles of Teaching

Course Numbers: 7157F – 7157S

Grades 10, 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills a directed elective or elective for all diplomas

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- Child and Adolescent Development examines the physical, social, emotional, cognitive, and moral development of the child from birth through adolescence with a focus on the middle years through adolescence.

- Basic theories of child development, biological and environmental foundations of development, and the study of children through observation and interviewing techniques are explored.
- The influence of parents, peers, the school environment, culture, and the media are discussed.
- An observation experience of up to 20 hours may be required for completion of this course.

TEACHING AND LEARNING³

Required Prerequisite: Principles of Teaching
 Course Numbers: 7162F – 7162S
 Grades 10, 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER
 Fulfills a directed elective or elective for all diplomas

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- Teaching and Learning provides students the opportunity to apply many of the concepts that they have learned throughout the Education Professions pathway.
- In addition to a focus on best practices, this course will provide an introduction to the role that technology plays in the modern classroom.
- Through hands-on experience with educational software, utility packages, and commonly used microcomputer hardware, students will analyze ways to integrate technology as a tool for instruction, evaluation, and management.

EDUCATION PROFESSIONS CAPSTONE⁴

Required Prerequisite: Principles of Teaching, Child & Adolescent Development, Teaching & Learning
 Course Numbers: 7267F – 7267S
 Grades 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER
 Fulfills a directed elective or elective for all diplomas

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- The Education Professions Capstone provides an extended opportunity for field experience to further apply concepts that have been presented throughout the pathway.
- Students will also have the opportunity to explore the topics of exceptional child and literacy development through children’s literature.
- Students will gain a deeper understanding of inclusive teaching techniques along with policies, theories, and laws related to special education.
- Students interested in pursuing a career in Elementary Education are encouraged to also study the benefits of using children’s literature in the classroom.
- This course may be further developed to include specific content for students interested in pursuing a career in secondary education.

- The course should include a significant classroom observation and assisting experience.

PRINCIPLES OF HUMAN SERVICES¹

Recommended Prerequisite: None
 Course Numbers: 7176F – 7176S
 Grades 9, 10, 11

TWO SEMESTERS – 1 CREDIT PER SEMESTER
 Fulfills a directed elective or elective for all diplomas

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- 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.
- 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.

UNDERSTANDING DIVERSITY²

Required Prerequisite: Principles of Human Services
 Course Numbers: 7174F – 7174S
 Grades 10, 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER
 Fulfills a directed elective or elective for all diplomas

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- Understanding Diversity encourages 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.

RELATIONSHIPS AND EMOTIONS³

Required Prerequisite: Principles of Human Services
 Course Numbers: 7177F – 7177S
 Grades 10, 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER
 Fulfills a directed elective or elective for all diplomas

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- Relationships & Emotions examines the key elements of healthy relationships.
- Explores the main problems that damage relationships.
- Presents research findings on successful and unsuccessful relationships, and emotional connections.
- Explores the impact of one’s emotional and relationship history on current and future romantic relationships.

- Presents practical, scientific-based skills for improving relationships.
- Additionally, this course offers practical and useful information for people who have experienced loss.
- Students have the opportunity to evaluate their own experiences and attitudes toward loss and grief.

PRINCIPLES OF FASHION & TEXTILES¹

Recommended Prerequisite: None

Course Numbers: 7301F – 7301S

Grades 9, 10, 11

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills a directed elective or elective for all diplomas

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- Principles of Fashion and Textiles prepares students for occupations and higher education programs of study related to the entire spectrum of careers in the fashion industry.
- This course builds a foundation that prepares students for all aspects of the fashion creation process.
- Major topics include: Basic clothing construction techniques, pattern alterations, and use of commercial patterns.

TEXTILES, APPAREL, AND MERCHANDISING²

Required Prerequisite: Principles of Fashion & Textiles

Course Numbers: 7302F – 7302S

Grades 10, 11

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills a directed elective or elective for all diplomas

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- Textiles, Apparel, and Merchandising provides a comprehensive overview of the textiles, apparel and merchandising industry specific to fashion related goods including the nature of fashion, raw materials and production, designers, retailers, and supporting services.

PRINCIPLES OF INTERIOR DESIGN¹

Recommended Prerequisite: None

Course Numbers: 7132F – 7132S

Grades 9, 10, 11

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills a directed elective or elective for all diplomas

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- Principles of Interior Design introduces students to fundamental design theory and color dynamics as applied to compositional design.
- Investigations into design theory and color dynamics will provide experiences in applying design theory to three-dimensional concepts, human factors and the psychology and social influences of space.
- These experiences will develop student’s skills in creative problem solving, peer evaluation, and presentation skills.

INTERIOR DESIGN FUNDAMENTALS²

Required Prerequisite: Principles of Interior Design

Course Numbers: 7127F – 7127S

Grades 10, 11

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills a directed elective or elective for all diplomas

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- Interior Design Fundamentals provides students with an overview of the field of interior (environmental) design, including an understanding of fundamental construction knowledge and skills needed in the field.
- Exercises include small scale space analysis and functional planning based on user needs, furniture arrangement and selection, materials and finishes considerations and presentation techniques.
- Students will also learn basics regarding building practices, building structures, residential construction techniques, building materials and plan reading,
- Includes building codes, sustainable design practices, and the preparation of site and construction plans, elevations, sections, three-dimensional drawings details and hand renderings as they relate to construction and presentation drawings.

ARTS/AV TECH COMMUNICATION

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Grade Levels				Course Name	Credits	Recommended Prerequisite
9	10	11	12			
				Broadcasting Pathway		
✓	✓			Principles of Broadcasting ¹	2	None
	✓	✓		Audio & Video Production Essentials ²	2	Principles of Broadcasting
		✓	✓	Mass Media Production ³	2	Audio & Video Production Essentials
			✓	Broadcasting Capstone ⁴	2	Mass Media Production

- 1 CTE Principles course
- 2 CTE Concentrator A course
- 3 CTE Concentrator B course
- 4 CTE Capstone course

PRINCIPLES OF BROADCASTING¹

Recommended Prerequisite: None

Course Number: 7139F – 7139S

Grades 9, 10

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Counts as a Directed Elective or Elective for all diplomas



- 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.

AUDIO & VIDEO PRODUCTION ESSENTIALS²

Recommended Prerequisite: Principles of Broadcasting

Course Number: 7306F – 7306S

Grades 10, 11

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Counts as a Directed Elective or Elective for all diplomas



- 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.

MASS MEDIA PRODUCTION³

Recommended Prerequisite: Audio & Video Production Essentials

Course Number: 7307F – 7307S

Grades 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Counts as a Directed Elective or Elective for all diplomas



- 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.

RADIO & TV BROADCASTING CAPSTONE⁴

Recommended Prerequisite: Mass Media Production

Course Number: 7308F – 7308S

Grade 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Counts as a Directed Elective or Elective for all diplomas



- This course will cover a variety of domains further building on skill in video production, and broadcast industry practices specific to radio, television, and digital media.
- Attention will be given to cross-industry synergies, emerging technologies, and the global market for media.
- Students are highly encouraged to do a video newscast or radio practicum to gain real world experience.
- In most cases this practicum may be completed through a school-based enterprise.



Grade Levels				Course Name	Credits	Recommended Prerequisite
9	10	11	12			
✓	✓	✓	✓	Introduction to 2D Art	1	For Grade 9: Concurrent enrollment in Intro 3D Art
✓	✓	✓	✓	Introduction to 3D Art	1	For Grade 9: Concurrent enrollment in Intro 2D Art
	✓	✓	✓	Advanced 2D Art	1	For Grade 10: Intro to 2D Art & Intro to 3D Art (C-↑); For Grades 11 & 12: Intro to 2D Art
	✓	✓	✓	Advanced 3D Art	1	For Grade 10: Intro to 2D Art & Intro to 3D Art (C-↑); For Grades 11 & 12: Intro to 3D Art
	✓	✓	✓	Ceramics I/II	1 – 2	Intro to 2D Art or Intro to 3D Art (C-↑)
	✓	✓	✓	Painting I/II	1 – 2	Intro to 2D Art or Intro to 3D Art (C-↑)
	✓	✓	✓	Photography I/II	1 – 2	Intro to 2D Art or Intro to 3D Art or Principles of Digital Design (C-↑)
		✓	✓	Sculpture I/II	1 – 2	Ceramics & Advanced 3D Art (C-↑)
	✓	✓	✓	Drawing I/II	1 – 2	Intro to 2D Art or Intro to 3D Art (C-↑)
		✓		Drawing Honors [^]	2	2 Advanced laboratory 2D visual art courses (B↑)
			✓	AP Drawing [^]	2	Drawing Honors or Teacher recommendation
		✓	✓	AP 2D Art and Design [^]	2	2 Advanced laboratory 2D visual art courses (B↑) or Teacher recommendation
		✓	✓	AP 3D Art and Design [^]	2	Advanced 3D Art & Sculpture (B↑) or Teacher recommendation
	✓	✓	✓	AP Art History [^]	2	None
		✓	✓	IB Visual Arts SL [^]	2	Teacher placement
		✓	✓	IB Visual Arts HL [^]	2	Teacher placement
				Digital Design Pathway		
✓	✓			Principles of Digital Design ¹	2	None
	✓	✓	✓	Digital Design Graphics ²	2	Principles of Digital Design

[^] Fully Grade-Weighted (1.0) Course

¹ CTE Principles Course

² CTE Concentrator A Course

INTRODUCTION TO 2D ART

Recommended Prerequisite: For Grade 9 – Concurrent enrollment in Intro to 3D Art
Course Number: 4000F or 4000S
Grade 9, 10, 11, 12

ONE SEMESTER – 1 CREDIT

Fulfills a Fine Arts requirement for AHD
Counts as a Directed Elective or Elective for all diplomas



- Introduction to Two-Dimensional Art is a course based on the Indiana Academic Standards for Visual Art.
- Students taking this course engage in sequential learning experiences that encompass art history, art criticism, aesthetics, production, and integrated studies 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.

INTRODUCTION TO 3D ART

Recommended Prerequisite: For Grade 9 – Concurrent enrollment in Intro to 2D Art
Course Number: 4002F or 4002S
Grade 9, 10, 11, 12

ONE SEMESTER – 1 CREDIT

Fulfills a Fine Arts requirement for AHD
Counts as a Directed Elective or Elective for all diplomas



- Introduction to Three-Dimensional Art is a course based on the Indiana Academic Standards for Visual Art.
- Students taking this course engage in sequential learning experiences that encompass art history, art criticism, aesthetics, production, and integrated studies 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.

- They identify ways to utilize and support art museums, galleries, studios, and community resources.

ADVANCED 2D ART

Recommended Prerequisite: For Grade 10 – Intro to 2D Art & Intro to 3D Art (C-↑); For Grades 11 & 12 – Intro to 2D Art Course Number: 4004F or 4004S
Grade 10, 11, 12

ONE SEMESTER – 1 CREDIT

Fulfills a Fine Arts requirement for AHD
Counts as a Directed Elective or Elective for all diplomas



- 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.

ADVANCED 3D ART

Recommended Prerequisite: For Grade 10: Intro to 2D Art & Intro to 3D Art (C-↑); For Grades 11 & 12: Intro to 3D Art
Course Number: 4006F or 4006S
Grade 10, 11, 12

ONE SEMESTER – 1 CREDIT

Fulfills a Fine Arts requirement for AHD
Counts as a Directed Elective or Elective for all diplomas



- 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.

- They identify ways to utilize and support art museums, galleries, studios, and community resources.

CERAMICS I & II

Recommended Prerequisite: Intro to 2D Art or Intro to 3D Art (“C-” or higher)

Course Numbers: 4040F – 4040S

Grade 10, 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills a Fine Arts requirement for AHD

Counts as a Directed Elective or Elective for all diplomas

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- Ceramics is a course based on the Indiana Academic Standards for Visual Art.
- Students in ceramics engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works.
- Students create works of art in clay utilizing the processes of hand building, molds, wheel throwing, slip and glaze techniques, and the firing 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 presentational skills.
- Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

PAINTING I & II

Recommended Prerequisite: Intro to 2D Art or Intro to 3D Art (“C-” or higher)

Course Numbers: 4064F – 4064S

Grade 10, 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills a Fine Arts requirement for AHD

Counts as a Directed Elective or Elective for all diplomas

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- Painting is a course based on the Indiana Academic Standards for Visual Art.
- Students taking painting engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production that lead to the creation of portfolio quality works.
- Students create abstract and realistic paintings, using a variety of materials such as mixed media, watercolor, oil, and acrylics as well as techniques such as stippling, gouache, wash, and impasto.

- 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 presentational skills.

- Students utilize the resources of art museums, galleries, and studios, and identify art related careers.

PHOTOGRAPHY I & II

Recommended Prerequisite: Intro to 2D Art or Intro to 3D Art or Principles of Digital Design (“C-” or higher)

Course Numbers: 4062F – 4062S

Grade 10, 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills a Fine Arts requirement for AHD

Counts as a Directed Elective or Elective for all diplomas

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- 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 presentational skills.
- Students utilize the resources of art museums, galleries, and studios, and identify art related careers.

SCULPTURE I & II

Recommended Prerequisite: Advanced 3D Art; Ceramics (“C-” or higher)

Course Numbers: 4044F – 4044S

Grade 10, 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills a Fine Arts requirement for AHD

Counts as a Directed Elective or Elective for all diplomas

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- Sculpture is a course based on the Indiana Academic Standards for Visual Art.
- Students in sculpture engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production.
- Using materials such as plaster, clay, metal, paper, wax, and plastic, students create portfolio quality works.

- Students at this level produce works for their portfolios that demonstrate a sincere desire to explore a variety of ideas and problems.
- They create realistic and abstract sculptures utilizing subtractive and additive processes of carving, modeling, construction, and assembling.
- 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 presentational skills.
- Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

DRAWING I & II

Recommended Prerequisite: Intro to 2D Art or Intro to 3D Art (“C-” or higher)

Course Numbers: 4060F – 4060S

Grade 10, 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills a Fine Arts requirement for AHD

Counts as a Directed Elective or Elective for all diplomas

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- Drawing is a course based on the Indiana Academic Standards for Visual Art.
- Students in drawing engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works.
- Students create drawings utilizing processes such as sketching, rendering, contour, gesture, and perspective drawing and use a variety of media such as pencil, chalk, pastels, charcoal, and pen and ink.
- 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 presentational skills.
- Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

DRAWING HONORS^

Recommended Prerequisite: Two advanced laboratory 2D visual arts courses (“B” or higher) or Teacher recommendation

Course Numbers: 4060HF – 4060HS

Grade 11

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills a Fine Arts requirement for AHD

Counts as a Directed Elective or Elective for all diplomas

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- Same standards of Drawing I/II apply in addition to the following:
 - Students enrolled in Drawing Honors are working on the 1st year portfolio for AP Drawing.
 - This course is designed to address a very broad interpretation of drawing issues and media.

AP DRAWING^

Recommended Prerequisite: Drawing Honors or Teacher recommendation

Course Numbers: 4048F – 4048S

Grade 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills a Fine Arts requirement for AHD

Counts as a Directed Elective or Elective for all diplomas

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- AP Drawing is a course established and copyrighted by the College Board. T
- The AP Studio Art Program consists of three portfolio exams—2-D Design, 3-D Design, and Drawing—corresponding to the college foundation courses.
- Portfolios allow flexibility of coursework while guiding students to produce college-level quality, artistic investigation, and breadth of work.
- The Drawing portfolio addresses issues such as line quality, light and shade, rendering of form, composition, surface manipulation, the illusion of depth, and mark-making.
- Students' portfolios demonstrate skills and ideas developed, refined, and applied throughout the course to produce visual compositions.
- Students may choose to submit any or all of the portfolios.
- Portfolios are evaluated based on standardized scoring descriptors aligned with skills and understanding developed in college foundation courses.
- The portfolio will have two sections: Sustained Investigation and Selected works.

AP ART HISTORY^

Recommended Prerequisite: None

Course Numbers: 4025F – 4025S

Grades 10, 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills a Fine Arts requirement for AHD

Counts as a Directed Elective or Elective for all diplomas

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- 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.

AP 2D ART & DESIGN^

Recommended Prerequisite: Two advanced laboratory 2D visual arts courses (“B” or higher) or Teacher recommendation

Course Numbers: 4050F – 4050S

Grades 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills a Fine Arts requirement for AHD

Counts as a Directed Elective or Elective for all diplomas

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- AP 2-D Design is a course established and copyrighted by the College Board.
- The AP Program offers three studio art courses and portfolios: 2-Dimensional Design, 3-Dimensional Design, and Drawing.
- The AP Art portfolios are designed for students who are seriously interested in the practical experience of art.
- The portfolios correspond to most college foundation courses.
- Students submit portfolios for evaluation at the end of the school year.
- Students may choose to submit any or all of the Drawing, 2-Dimensional Design, or 3-Dimensional design portfolios.
- AP Art students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions.

- The portfolio will have two sections: Sustained Investigation and Selected works.

AP 3D ART & DESIGN^

Recommended Prerequisite: Advanced 3D Art and Sculpture (“B” or higher) or Teacher recommendation

Course Numbers: 4052F – 4052S

Grades 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills a Fine Arts requirement for AHD

Counts as a Directed Elective or Elective for all diplomas

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- AP 3-D Design is a course established and copyrighted by the College Board.
- The AP Art Program consists of three portfolio exams—2-D Design, 3-D Design, and Drawing—corresponding to the college foundation courses.
- Portfolios allow flexibility of coursework while guiding students to produce college-level quality, artistic investigation, and breadth of work.
- The 3-D Design portfolio involves decision making about how to use the elements and principles of art as they relate to the integration of depth, space, volume, and surface, either actual or virtual.
- Students' portfolios demonstrate skills and ideas developed, refined, and applied throughout the course to produce visual compositions.
- Students may choose to submit any or all of the portfolios.
- Portfolios are evaluated based on standardized scoring descriptors aligned with skills and understanding developed in college foundation courses.
- The portfolio will have two sections: Sustained Investigation and Selected works.

IB VISUAL ARTS SL^

Recommended Prerequisite: Teacher Placement

Course Numbers: 4092F – 4092S

Grades 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills a Fine Arts requirement for AHD

Counts as a Directed Elective or Elective for all diplomas

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- The IB Visual Arts Standard Level course encourages students to challenge their own creative and cultural expectations and boundaries.
- It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers.
- In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with

and critically reflect upon a wide range of contemporary practices and media.

- The course is designed for students who want to go on to further study of visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.
- The role of visual arts teachers should be to organize learning experiences actively and carefully for the students, directing their study to enable them to reach their potential, and satisfy the demands of the course.
- Students should be empowered to become autonomous, informed, and skilled visual artists.

IB VISUAL ARTS HL^

Recommended Prerequisite: Teacher Placement
Course Numbers: 4090F – 4090S
Grades 11, 12

FOUR SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills a Fine Arts requirement for AHD

Counts as a Directed Elective or Elective for all diplomas

- The IB Visual Arts Higher Level course encourages students to challenge their own creative and cultural expectations and boundaries.
- It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers.
- In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with, and critically reflect upon a wide range of contemporary practices and media.
- The course is designed for students who want to go on to further study of visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.
- The role of visual arts teachers should be to organize learning experiences actively and carefully for the students, directing their study to enable them to reach their potential, and satisfy the demands of the course. Students should be empowered to become autonomous, informed, and skilled visual artists.

PRINCIPLES OF DIGITAL DESIGN¹

Recommended Prerequisite: None

Course Numbers: 7140F – 7140S

Grades 9, 10, 11

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Counts as a Directed Elective or Elective for all diplomas

- Principles of Digital Design introduces students to fundamental design theory.
- Investigations into design theory and color dynamics will provide experiences in applying design theory, ideas and creative problem solving, critical peer evaluation, and presentation skills.
- Students will have the opportunity to apply the design theory through an understanding of basic photographic theory and technique.
- Topics will include image capture, processing, various output methods, and light.

DIGITAL DESIGN GRAPHICS²

Recommended Prerequisite: Principles of Digital Design

Course Numbers: 7141F – 7141S

Grades 10, 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Counts as a Directed Elective or Elective for all diplomas

- Digital Design Graphics will help students to understand and create the most common types of computer graphics used in visual communications.
- Skills are developed through work with professional vector-based and page layout software used in the industry.
- Additionally, students will be introduced to a full range of image input technology and manipulation including conventional photography, digital imaging, and computer scanners.
- Students will learn to communicate concepts and ideas through various imaging devices.

HEALTH & PHYSICAL EDUCATION

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Grade Levels				Course Name	Credits	Recommended Prerequisite
9	10	11	12			
✓	✓	✓	✓	Health & Wellness	1	None
✓	✓	✓	✓	Physical Education I	1	None
✓	✓	✓	✓	Physical Education II	1	None
	✓	✓	✓	Elective PE: Team Sports	1 – 2	PE I & PE II
	✓	✓	✓	Elective PE: Cardio/Fitness	1 – 2	PE & PE II
	✓	✓	✓	Elective PE: Weight Training	1 – 2	PE I & PE II; Application required
✓	✓	✓	✓	Elective PE: Athletic Weight Training	1 – 2	Coach recommendation
✓	✓	✓		Principles of Exercise Science ¹	2	None
	✓	✓	✓	AdvSSCC: SPH-B150 Intro Public Health ^{^ ± ‡}	1	None

A MAXIMUM OF 8 ELECTIVE CREDITS CAN BE EARNED DURING HIGH SCHOOL

HEALTH

Recommended Prerequisite: None

Course Numbers: 3506F or 3506S

Grades 9, 10, 11, 12

ONE SEMESTER – 1 CREDIT

Fulfills Health & Wellness requirement for all diplomas



- Health and Wellness, a course based on Indiana’s Academic Standards for Health and Wellness and 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, and 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, and decision-making.

PHYSICAL EDUCATION I

Recommended Prerequisite: None

Course Numbers: 3542F or 3542S

Grades 9, 10, 11, 12

ONE SEMESTER – 1 CREDIT

Fulfills PE I requirement for all diplomas



- Physical Education I focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provides students with opportunities to actively participate in at least four of the following: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all of which are within the framework of the skills, knowledge and confidence needed by the student for a lifetime of healthful physical activity and fitness.

- Ongoing assessment includes both written and performance-based skill evaluation.

PHYSICAL EDUCATION II

Recommended Prerequisite: None

Course Numbers: 3544F or 3544S

Grades 9, 10, 11, 12

ONE SEMESTER – 1 CREDIT

Fulfills PE II requirement for all diplomas



- Physical Education II focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provides students with opportunities to actively participate in four of the following areas that were not included in Physical Education I: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all of which are within the framework of the skills, knowledge and confidence needed by the student for a lifetime of healthful physical activity and fitness.
- Ongoing assessment includes both written and performance-based skill evaluation.

ELECTIVE PE: TEAM SPORTS

Recommended Prerequisite: PE I & PE II

Course Numbers: 3560FT – 3560ST

Grades 10, 11, 12

ONE or TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills an elective requirement for all diplomas



- 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 because 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.
- This course includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness.
- Students can design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness. Ongoing assessment includes both written and performance-based skill evaluation.

- This course is designed for indoor and outdoor activities depending on the time of the year.
- This course covers the fundamentals of games such as softball, flag football, soccer, basketball, and volleyball.
- Rules, skills, and strategies of the various games are stressed.

ELECTIVE PE: CARDIO/FITNESS

Recommended Prerequisite: PE I & PE II

Course Numbers: 3560CF – 3560CS

Grades 10, 11, 12

ONE or TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills an elective requirement for all diplomas

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- 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 because of a quality physical education program.
- The goal of a physically educated student is to maintain appropriate levels of cardiorespiratory 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.
- This course includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness.
- Students will learn the latest trends in cardiovascular development, aerobic and anaerobic fitness.
- Students will have the opportunity to swim and/or learn to swim.
- Components of this class will include:
 - Use of NEW Cardio Room (Opening Fall 2024)
 - Use of NEW Aquatics Facility (Opening Fall 2024)
 - Use of Dance Room for Yoga, Pilates, Zumba, and other aerobic activities
 - Using heart rate monitors, and technology to monitor physical gains

ELECTIVE PE: WEIGHT TRAINING

Recommended Prerequisite: PE I & PE II; Application required

Course Numbers: 3560NF– 3560NS

Grades 10, 11, 12

ONE or TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills an elective requirement for all diplomas

.....

- 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.
- This course includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness.
- Students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness. Ongoing assessment includes both written and performance-based skill evaluation.
- Learn proper technique, use of the equipment, and develop a basic understanding of the muscular and skeletal systems in conjunction with the machines and weights.
- Use of weight equipment, conditioning and aerobic activities are offered.
- Use of technology to analyze, and apply fitness principles
- Goal setting and evaluating personal fitness improvement.

ELECTIVE PE: ATHLETIC WEIGHT TRAINING

Recommended Prerequisite: Coach/Teacher Placement

Course Numbers: 3560F– 3560S

Grades 10, 11, 12

ONE or TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills an elective requirement for all diplomas

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- Same standards of Elective PE: Weight Training apply in addition to the following:
 - Workout programs are tailored to train student athletes for in-season and pre- or post-season of their particular sport.

PRINCIPLES OF EXERCISE SCIENCE!

Recommended Prerequisite: None

Course Numbers: 7320F – 7320S

Grades 9, 10, 11

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills a directed elective or elective requirement for all diplomas

- Principles of Exercise Science provides an introduction to the science of exercise and human movement.
- Special topics include exercise physiology, sport biomechanics, sports medicine, and motor integration.
- Additionally, the course will examine career options in sport, health and wellness, education, and the medical fields like personal trainer, athletic training and physical therapy.
- This course is designed to identify and discuss the role of exercise science in sports and medical professions and describe the basic components of and strategies for achieving wellness.
- Students will learn how the relationship between lifestyle choices and a variety of health conditions and diseases within our society and diverse cultures may affect an individual's personal health.
- Students interested in Exercise Science may find interest in careers such as:
 - Exercise Physiology
 - Fitness Training
 - Sports Medicine
 - Athletic Training
 - Physical Therapy
 - Nutrition/Dietetics
 - Biomechanics
 - Motor Learning and Motor Control
 - Coaching
 - Sport Psychology
 - Sport Sociology
 - Physical/Health Education

ADV SS CC: SPH-B150 INTRODUCTION TO PUBLIC HEALTH (IUB) ^ ±‡

Required Prerequisite: 2.7 or higher cumulative GPA

Course Number: 1574PF or 1574PS

Grades 10, 11, 12

ONE SEMESTER – 1 CREDIT

Fulfills an elective requirement for all diplomas



- This advanced course is offered for college credit by Indiana University, Bloomington and taught by LT faculty.
- Understanding public health has never been more important. Students in this course explore the importance of evidence in public health, disease

prevention and health promotion, how social determinants of health affect health outcomes, the behavioral and biological determinants of health, how the environment affects health, and how globalization affects the burden of disease.

- Students will explore public health history, philosophy and values.
- Learn major causes and trends of morbidity and mortality in the US or other communities relevant to their school, family and friends.
- Learn the effects of environmental, biological, genetic, behavioral, psychological, social, political and economic determinants of health and how they contribute to population health and health inequities.
- Students interested in careers in health fields may find interest in Public Health Administration Careers such as:
 - Pharmacy Managers
 - Directors of Assisted Living Communities
 - Clinical Data Operations
 - Nursing Officers
 - Hospital Director of Operations
 - Director of Informatics
 - Clinical Supervisor

Note: This course meets 3 of 6 credit hours required for ICC Competency: Social & Historical Studies.

MATHEMATICS

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Grade Levels				Course Name	Credits	Recommended Prerequisite
9	10	11	12			
✓	✓	✓	✓	Algebra I	2	None
	✓	✓	✓	Algebra II	2	Algebra I
✓	✓	✓	✓	Algebra II Honors*	2	For Grade 9: Algebra I and Geometry
	✓	✓	✓	Geometry	2	Algebra I
	✓	✓	✓	Geometry Honors*	2	Algebra I
	✓	✓	✓	Pre-Calculus Honors/MATH-M125 Pre-Calculus Math (IUB) ^ ± ‡	1	Algebra I, Algebra II and Geometry; 2.7 GPA or higher
	✓	✓	✓	Pre-Calculus Honors/MATH-M126 Trigonometric Functions (IUB) ^ ± ‡	1	MATH-M125 Pre-Calculus Math (IUB)
		✓	✓	Trigonometry	1	Algebra I, Algebra II and Geometry
		✓	✓	Probability & Statistics	1	Algebra I, Algebra II and Geometry
			✓	Prime Math	2	Algebra I, Algebra II and Geometry
		✓	✓	MATH-M119 Finite Mathematics (IUB) ^ ±	2	Pre-Calculus: Algebra & Trigonometry; 2.7 GPA or higher
	✓	✓	✓	AP Pre-Calculus ^	2	Algebra I, Algebra II Honors & Geometry
	✓	✓	✓	AP Statistics ^	2	Algebra I, Algebra II and Geometry
		✓	✓	AP Calculus AB ^	2	Pre-Calculus: Algebra & Trigonometry
			✓	AP Calculus BC ^	2	AP Calculus AB
		✓	✓	IB Mathematics: Applications and Interpretations SL ^	2	Strong math skills in Algebra I, Algebra II, Geometry and Precalculus

- * Partially Grade-Weighted (0.5) Course
- ^ Fully Grade-Weighted (1.0) Course
- ± ICC Course
- ‡ Dual Credit Offered

ALGEBRA I

Recommended Prerequisite: None

Course Numbers: 2520F – 2520S

Grades 9, 10, 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills Algebra I requirement for all diplomas

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- Algebra I formalizes and extends the mathematics students learned in the middle grades.
- Algebra I is made up of six strands: Number Systems and Expressions; Functions; Linear Equations, Inequalities, and Functions; Systems of Equations and Inequalities; Quadratic and Exponential Equations and Functions; and Data Analysis and Statistics.
- These 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.
- Students will also engage in methods for analyzing, solving, and using quadratic functions.
- The eight Process Standards for Mathematics apply throughout the course.
- Together with the content standards, the Process 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.

ALGEBRA II

Recommended Prerequisite: Algebra I

Course Numbers: 2522F – 2522S; 2522UF – 2522US

Grades 10, 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills Algebra II requirement for all diplomas

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- 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.
- Algebra II is made up of seven strands: Data Analysis, Statistics, and Probability; Arithmetic and Structure of Expressions; Functions; Systems of Equations and Inequalities; Quadratic Equations and Functions; Exponential and Logarithmic Equations and Functions; and Polynomial, Rational, and Other Equations and Functions.

- The eight Process Standards for Mathematics apply throughout the course.
- Together with the content standards, the Process 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.

ALGEBRA II HONORS*

Recommended Prerequisite: For Grade 9 – Algebra I & Geometry

Course Numbers: 2522HF – 2522HS

Grades 9, 10, 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills Algebra II requirement for all diplomas

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- Same standards of Algebra II apply in addition to the following:
 - This honors course is designed for exceptional math students and will include all the Algebra II topics with an increase in pace, depth and rigor.

GEOMETRY

Recommended Prerequisite: Algebra I

Course Numbers: 2532F – 2532S

Grades 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills Geometry requirement for all diplomas

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- 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.
- Seven critical areas comprise the geometry course: Logic and Proofs; Points, Lines, Angles, and Planes; Triangles; Quadrilaterals and Other Polygons; Circles; Transformations; and Three-dimensional Solids.
- The eight Process Standards for Mathematics apply throughout the course.
- Together with the content standards, the Process 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.

GEOMETRY HONORS*

Recommended Prerequisite: Algebra I

Course Numbers: 2532HF – 2532HS

Grades 9, 10, 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills Geometry requirement for all diplomas

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- Same standards of Geometry apply in addition to the following:
 - This honors course is designed for exceptional math students and will include all the geometry topics with an increase in pace, depth, and rigor.

PRE-CALCULUS HONORS/MATH-M125 PRE-CALCULUS MATH (IUB) ^ ± ‡

Required Prerequisite: Algebra I, Algebra II & Geometry;

2.7 cumulative GPA or higher

Course Number: 2564CF

Grades 10, 11, 12

ONE SEMESTER – 1 CREDIT

Fulfills a mathematics requirement for all diplomas

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- This advanced course is offered for college credit by Indiana University, Bloomington and taught by LT faculty.
- Topics include Algebraic operations; polynomial, exponential, and logarithmic functions, and their graphs; conic sections; systems of equations; and inequalities.

NOTE: This course meets ICC Competency:

Quantitative Reasoning.

PRE-CALCULUS HONORS/MATH-M126 TRIGONOMETRIC FUNCTIONS (IUB) ^ ± ‡

Required Prerequisite: MATH-M125 Pre-Calculus Math (IUB)

Course Number: 2566CS

Grades 10, 11, 12

ONE SEMESTER – 1 CREDIT

Fulfills a mathematics requirement for all diplomas

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- This advanced course is offered for college credit by Indiana University, Bloomington and taught by LT faculty.
- Designed to prepare students for MATH-M211
- Trigonometric functions and identities are covered
- Graphs of trigonometric and inverse trigonometric functions are covered.

NOTE: This course meets ICC Competency:

Quantitative Reasoning.

TRIGONOMETRY

Recommended Prerequisite: Algebra I, Algebra II &

Geometry

Course Numbers: 2566F or 2566S

Grades 11, 12

ONE SEMESTER – 1 CREDIT

Fulfills a mathematics requirement for all diplomas

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- Pre-Calculus: 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 that are encountered in many disciplines, including music, engineering, medicine, finance, and nearly all other STEM disciplines.
- Trigonometry consists of six strands: Unit Circle; Triangles; Periodic Functions; Identities; Polar Coordinates and Complex Numbers; and Vectors.
- Students will 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.
- The eight Process Standards for Mathematics apply throughout the course.
- Together with the content standards, the Process 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.

PROBABILITY & STATISTICS

Recommended Prerequisite: Algebra I, Algebra II & Geometry

Course Number: 2546F or 2546S

Grades 11, 12

ONE SEMESTER – 1 CREDIT

Fulfills a mathematics requirement for all diplomas

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- Probability and Statistics includes the concepts and skills needed to apply statistical techniques in the decision-making process.
- Probability and Statistics are made up of three strands: Data Analysis; Experimental Design; and Probability.
- 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 technology and computer programs is encouraged.
- The eight Process Standards for Mathematics apply throughout the course.

- Together with the content standards, the Process 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.

PRIME MATH

Recommended Prerequisite: Algebra I, Algebra II & Geometry

Course Number: 2595F – 2595S

Grade 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills a mathematics requirement for all diplomas

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- 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 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.

MATH-M119 FINITE MATHEMATICS (IUB) ^ ± ‡

Required Prerequisite: Pre-Calculus: Algebra & Trigonometry; 2.7 cumulative GPA or higher

Course Number: 2530CF – 2530CS

Grades 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills a mathematics requirement for all diplomas

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- This advanced course is offered for college credit by Indiana University, Bloomington and taught by LT faculty.
- Topics include sets, counting, basic probability, including random variables and expected values.
- Linear systems, matrices, linear programming, and applications will be covered.

NOTE: This course meets ICC Competency: Quantitative Reasoning.



AP PRE-CALCULUS ^

Recommended Prerequisite: Algebra I, Algebra II Honors & Geometry

Course Numbers: 2563F – 2563S

Grades 10, 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills a mathematics requirement for all diplomas

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- AP Precalculus is a course based on the content established and copyrighted by the College Board.
- The course is not intended to be used as a dual credit course.
- This course covers topics including modeling real-world data, exploring multiple representations, and mastering symbolic manipulation.
- The course teaches students to approach precalculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations.
- Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

AP STATISTICS ^

Recommended Prerequisite: Algebra I, Algebra II & Geometry

Course Number: 2570F – 2570S

Grades 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills a mathematics requirement for all diplomas

Quantitative Reasoning Course

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- AP Statistics is a course based on the content established and copyrighted by the College Board.
- The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics.
- The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data.
- There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference.
- Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

AP CALCULUS AB ^

Recommended Prerequisite: Pre-Calculus: Algebra & Trigonometry

Course Number: 2562F – 2562S

Grades 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills a mathematics requirement for all diplomas

Quantitative Reasoning Course

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- AP Calculus AB is a course based on the content established and copyrighted by the College Board.
- AP Calculus AB is equivalent to a first semester college calculus course devoted to topics in differential and integral calculus.
- This course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus.
- The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations.
- Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

AP CALCULUS BC ^

Recommended Prerequisite: AP Calculus AB

Course Number: 2572F – 2572S

Grade 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills a mathematics requirement for all diplomas

Quantitative Reasoning Course

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- AP Calculus BC is a course based on the content established and copyrighted by the College Board.
- AP Calculus BC is roughly equivalent to both first and second semester college calculus courses and extends the content learned in AP Calculus AB to different types of equations and introduces the topic of sequences and series.
- This course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series.
- The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations.
- Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

- The content of AP Calculus BC is designed to qualify the student for placement and credit in a course that is one course beyond that granted for AP Calculus AB.

IB MATHEMATICS SL ^

Recommended Prerequisite: Strong math skills in Algebra I, Algebra II and Geometry

Course Number: 2592F – 2592S

Grades 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills a mathematics requirement for all diplomas

Quantitative Reasoning Course

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- The IB Mathematics: Applications and Interpretations course is designed for students who enjoy describing the real world and solving practical problems using mathematics, those who are interested in harnessing the power of technology alongside exploring mathematical models, and who enjoy the more practical side of mathematics.
- Core topics provide students the opportunity to engage in detailed study of numbers and algebra, functions, geometry and trigonometry, statistics and probability, and calculus.

MULTI-DISCIPLINARY

@aglance



Grade Levels				Course Name	Credits	Recommended Prerequisite
9	10	11	12			
✓				AVID I/IVT 106 (IT)^‡	2	Application & interview required; Teacher recommendation/placement
	✓			AVID II	2	Application & interview required; Cumulative GPA of 2.5 or higher
		✓		AVID III	2	Application & interview required; Cumulative GPA of 2.5 or higher
			✓	AVID IV	2	Application & interview required; Cumulative GPA of 2.5 or higher
	✓	✓	✓	Personal Financial Responsibility	1	None
	✓	✓	✓	College Entrance Preparation	1	Algebra II or concurrent enrollment
		✓		AP Seminar^	2	None
			✓	AP Research^	2	AP Seminar
		✓		IB Theory of Knowledge (11 th)^	2	IB Diploma candidates only
			✓	IB Theory of Knowledge (12 th)^	2	IB Diploma candidates only

AVID I/IVT 106 COLLEGE PREP (IT) ^‡

Recommended Prerequisite: Application & Interview

Course Numbers: 05221F – 05221S

Grade 9

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills a directed elective or elective credit for all diplomas

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AVID II

Recommended Prerequisite: Application & Interview;

Cumulative GPA of 2.5 or higher

Course Numbers: 05222F – 05222S

Grade 10

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills a directed elective or elective credit for all diplomas

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AVID III

Recommended Prerequisite: Application & Interview;

Cumulative GPA of 2.5 or higher

Course Numbers: 05223F – 05223S

Grade 11

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills a directed elective or elective credit for all diplomas

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AVID IV

Recommended Prerequisite: Application & Interview;

Cumulative GPA of 2.5 or higher

Course Numbers: 05224F – 05224S

Grade 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills a directed elective or elective credit for all diplomas

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- AVID (Advancement Via Individual Determination) provides students who possess unrealized college bound potential with opportunities to learn about themselves and about various traditional and nontraditional occupations and careers.
- Students also gain an awareness of the type of occupational preparation or training needed for various occupations and careers.
- Students develop skills in: (1) employability, (2) understanding the economic process, and (3) career decision making and planning.
- Students will be focused on pursuing the Core 40 with Academic and/or Technical Honors Diplomas.
- The AVID curriculum focuses on writing, inquiry, collaboration, organization and reading (WICOR) and includes a mandatory, twice-weekly Socratic tutorial session designed to support core classes.
- Students will learn and apply AVID skills, such as: Note-taking; organization; time management; goal setting; oral communication through presentations, Socratic Seminars, and a public speaking unit;

writing to learn activities; Multi-Grade Level Portfolio; and study skill development.

- All AVID students are required to maintain an organized binder and use the AVID Focused Note Taking System (Cornell Notes) in their core subject area courses.
- Opportunities are provided for students to observe and participate in various job situations through field trips, internships, mock interviews, and guest speakers.
- Resume development experience and career- related testing are also provided to students.
- Additionally, students will develop an understanding of college entrance requirements and post-secondary expectations via college visits, guest speakers, classroom work and preparation for standardized, college entrance exams (SAT and ACT).

COLLEGE ENTRANCE PREP

Recommended Prerequisite: Algebra II (or concurrent enrollment)

Course Numbers: 0532F – 0532S

Grades 10, 11, 12

ONE SEMESTER – 1 CREDIT

Fulfills an elective credit for all diplomas

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- College-Entrance Preparation utilizes individual student score reports from the PSAT to prepare students for both the SAT and ACT assessments.
- Based on score reports, students will receive targeted instruction to strengthen their foundations in critical reading, writing, mathematics, and science (all sections of college admission and placement exams).
- As appropriate, the course will also encompass test taking strategies to prepare students for success on a high-stakes assessment.
- Course may also include college selection and application units, to best prepare students for overall college-readiness.
- Being “college ready” means being prepared for any postsecondary education or training experience, including study at two- and four-year institutions leading to a postsecondary credential (i.e., a certificate, license, Associate’s or Bachelor’s degree).
- A college-ready student has the necessary English and mathematics skills to qualify for and succeed in entry-level, credit bearing college courses without the need for remedial coursework.

AP SEMINAR ^

Recommended Prerequisite: None

Course Numbers: 0552F – 0552S

Grade 11

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills an elective credit for all diplomas

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- Seminar, Advanced Placement is the first-year foundational interdisciplinary course that is unique to the AP Capstone diploma program.
- AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives.
- Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances.
- Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team.
- Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

AP RESEARCH ^

Recommended Prerequisite: AP Seminar

Course Numbers: 0551F – 0551S

Grade 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills an elective credit for all diplomas

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- AP Research is the second year foundational interdisciplinary course that is unique to the AP Capstone diploma program.
- AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest.
- Through this exploration, students design, plan, and conduct a year-long research based investigation to address a research question.
- In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question.

- Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio.
- The course culminates in an academic paper of approximately 4000–5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense.

IB THEORY OF KNOWLEDGE (11th) ^

Prerequisite: For IB Diploma candidates only

Course Numbers: 05601F – 05601S

Grade 11

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills an elective or directed elective credit for all diplomas

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IB THEORY OF KNOWLEDGE (12th) ^

Prerequisite: For IB Diploma candidates only

Course Numbers: 05602F – 05602S

Grade 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills an elective or directed elective credit for all diplomas

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- 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.

PERFORMING ARTS: Band & Orchestra

@aglance



Grade Levels				Course Name	Credits	Recommended Prerequisite
9	10	11	12			
✓	✓	✓	✓	Jazz Ensemble – Intermediate	2	Moderate to advanced level of performance on a jazz band instrument. Enrollment is by director recommendation and/or audition.
✓	✓	✓	✓	Jazz Ensemble – Advanced	2	Moderate to advanced level of performance on a jazz band instrument. Enrollment is by director recommendation and/or audition.
✓	✓	✓	✓	Beginning Concert Band	2	Previous experience with an instrument.
✓	✓	✓	✓	Intermediate Concert Band – Symphonic	2	Moderate level of performance on a band instrument; Audition required
✓	✓	✓	✓	Advanced Concert Band – Wind Symphony [^]	2	Advanced level of performance on a band instrument; Audition required
✓	✓	✓	✓	Advanced Concert Band – Wind Ensemble [^]	2	Advanced level of performance on a band instrument; Audition required
	✓	✓	✓	Instrumental Ensemble – Advanced Percussion	2	Advanced level of performance on percussion instruments; Must be enrolled in a regular band course; Audition/Director recommendation required
✓	✓	✓	✓	Beginning Orchestra – Sinfonia	2	Minimum of one year of playing on a string instrument
✓	✓	✓	✓	Intermediate Orchestra – Philharmonic	2	Moderate level of performance on a string instrument; Audition required
✓	✓	✓	✓	Advanced Orchestra – Symphony [^]	2	Advanced level of performance on a string instrument; Audition required

[^] Fully grade-weighted (1.0) course

All band, choir, guard, advanced drama, and orchestra students will be responsible for a fundraising quota to help defray program expenses. All performing arts students are expected to help with program promotions and all performing arts department events. All students are required to follow the rules and guidelines as described in the Co-Curricular and Non-Athletic Extra-Curricular handbook.

Private lessons are strongly encouraged for all instrumental and vocal musicians. Private lessons are taught by highly qualified professional musicians in Lawrence Township. Lessons are once a week and there is a fee paid to the private teacher by the student for each lesson. Students need only notify their director concerning interest in private lessons.

Department Chair – Kayla Smith

JAZZ ENSEMBLE – Intermediate

Recommended Prerequisite: Moderate to advanced level of performance on a jazz instrument; Audition required
Course Numbers: 41641F – 41641S
Grades 9, 10, 11, 12
TWO SEMESTERS – 1 CREDIT PER SEMESTER
Fulfills AHD fine arts requirement
Fulfills directed elective or elective for all diplomas

JAZZ ENSEMBLE – Advanced

Recommended Prerequisite: Moderate to advanced level of performance on a jazz instrument; Audition required
Course Numbers: 41642F – 41642S
Grades 9, 10, 11, 12
TWO SEMESTERS – 1 CREDIT PER SEMESTER
Fulfills AHD fine arts requirement
Fulfills directed elective or elective for all diplomas

- Jazz Ensemble is based on the Indiana Academic Standards for High School Instrumental Music.
- Students taking this course develop musicianship and specific performance skills through group and individual settings for the study and performance of varied styles of instrumental jazz.
- Instruction includes the study of the history, formative, and stylistic elements of jazz.
- Students develop their creative skills through improvisation, composition, arranging, performing, listening, and analyzing.
- A limited amount of time outside of the school day may be scheduled for rehearsals and performances.
- In addition, a limited number of public performances may serve as a culmination of daily rehearsal and musical goals.
- Students must participate in performance opportunities outside of the school day that support and extend the learning in the classroom.
- Student participants must also be receiving instruction in another band or orchestra class offering at the discretion of the director.
- rehearsal and musical goals.
- Students must participate in performance opportunities outside of the school day that support and extend the learning in the classroom.
- Student participants must also be receiving instruction in another band or orchestra class offering at the discretion of the director.

BEGINNING CONCERT BAND

Recommended Prerequisite: Previous experience with an instrument.
Course Numbers: 4160F – 4160S
Grades 9, 10, 11, 12
TWO SEMESTERS – 1 CREDIT PER SEMESTER
Fulfills AHD fine arts requirement
Fulfills directed elective or elective for all diplomas

- Beginning Concert Band is based on the Indiana Academic Standards for High School Instrumental Music.
- Students taking this course are provided with a balanced comprehensive study of music through the concert band, which develops skills in the psychomotor, cognitive, and affective domains.
- Ensemble and solo activities are designed to develop elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature, and integration of other applicable disciplines.
- Experiences include improvising, conducting, playing by ear, and sight-reading.
- Students develop the ability to understand and convey the composer's intent in performance of music.
- Time outside of the school day may be scheduled for 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.

INTERMEDIATE CONCERT BAND – SYMPHONIC

Recommended Prerequisite: Moderate level of performance on a band instrument; Audition required
Course Numbers: 4168F – 4168S
Grades 9, 10, 11, 12
TWO SEMESTERS – 1 CREDIT PER SEMESTER
Fulfills AHD fine arts requirement
Fulfills directed elective or elective for all diplomas

- Intermediate Concert Band is based on the Indiana Academic Standards for High School Instrumental Music.
- This course includes a balanced comprehensive study of music that develops skills in the psychomotor, cognitive, and affective domains.

- Ensemble and solo activities are designed to develop elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature, and integration of other applicable disciplines.
- Students study a varied repertoire of developmentally appropriate concert band literature and develop the ability to understand and convey the composer's intent in performance of music.
- Time outside of the school day may be scheduled for 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.

ADVANCED CONCERT BAND – Wind Symphony^

Recommended Prerequisite: Advanced level of performance on a band instrument; Audition required
Course Numbers: 41705F – 41705S

Grades 9, 10, 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills AHD fine arts requirement

Fulfills directed elective or elective for all diplomas

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ADVANCED CONCERT BAND – Wind Ensemble^

Recommended Prerequisite: Advanced level of performance on a band instrument; Audition required
Course Numbers: 4170WF – 4170WS

Grades 9, 10, 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills AHD fine arts requirement

Fulfills directed elective or elective for all diplomas

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- Advanced Concert Band is based on the Indiana Academic Standards for High School Instrumental Music.
- This course provides students with a balanced comprehensive study of music through the concert band, which develops skills in the psychomotor, cognitive, and affective domains.
- Ensemble and solo activities are designed to develop elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature, and integration of other applicable disciplines.

- Experiences include improvising, conducting, playing by ear, and sight-reading.
- Students develop the ability to understand and convey the composer's intent in performance of music.
- Time outside of the school day may be scheduled for 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.

INSTRUMENTAL ENSEMBLE – Advanced Percussion

Recommended Prerequisite: Advanced level of performance on percussion instruments; Concurrent enrollment in another band course; Audition required
Course Numbers: 4162AF – 4162AS

Grades 9, 10, 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills AHD fine arts requirement

Fulfills directed elective or elective for all diplomas

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- Instrumental Ensemble is based on the Indiana Academic Standards for High School Instrumental Music.
- Students taking this course are provided with a balanced comprehensive study of chamber ensemble and solo literature, which develops skills in the psychomotor, cognitive and affective domains.
- Students develop and refine elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature as pertaining to chamber ensemble and solo literature, and integration of other applicable disciplines.
- Experiences include improvising, conducting, playing by ear, and sight-reading.
- Students develop the ability to understand and convey the composer's intent in performance of music.
- Time outside of the school day may be scheduled for 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 perform

BEGINNING ORCHESTRA – Sinfonia

Recommended Prerequisite: Minimum of one year’s experience playing on a string instrument

Course Numbers: 4166F – 4166S

Grades 9, 10, 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills AHD fine arts requirement

Fulfills directed elective or elective for all diplomas

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- Beginning Orchestra is based on the Indiana Academic Standards for High School Instrumental Music.
- Students in this ensemble are provided with a balanced comprehensive study of music through the orchestra, string and/or full orchestra, which develops skills in the psychomotor, cognitive, and affective domains.
- Ensemble and solo activities are designed to develop and refine elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of orchestral literature, and integration of other applicable disciplines.
- Experiences include improvising, conducting, playing by ear, and sight-reading.
- Students develop the ability to understand and convey the composer's intent in performance of music.
- Time outside of the school day may be scheduled for 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.

INTERMEDIATE ORCHESTRA – Philharmonic

Recommended Prerequisite: Moderate level of performance on a string instrument; Audition required

Course Numbers: 4172F – 4172S

Grades 9, 10, 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills AHD fine arts requirement

Fulfills directed elective or elective for all diplomas

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- Intermediate Orchestra is based on the Indiana Academic Standards for High School Instrumental Music.
- Students in this ensemble are provided with a balanced comprehensive study of music through the orchestra, string and/or full orchestra, which develops skills in the psychomotor, cognitive, and affective domains.

- Ensemble and solo activities are designed to develop and refine elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of orchestral literature, and integration of other applicable disciplines.
- Experiences include improvising, conducting, playing by ear, and sight-reading.
- Students develop the ability to understand and convey the composer's intent in performance of music.
- Time outside of the school day may be scheduled for 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.

ADVANCED ORCHESTRA – Symphony ^

Recommended Prerequisite: Advanced level of performance on a string instrument; Audition required

Course Numbers: 4174F – 4174S

Grades 9, 10, 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills AHD fine arts requirement

Fulfills directed elective or elective for all diplomas

.....

- Advanced Orchestra is based on the Indiana Academic Standards for High School Instrumental Music.
- Students in this ensemble are provided with a balanced comprehensive study of music through the orchestra, string and/or full orchestra, which develops skills in the psychomotor, cognitive, and affective domains.
- Ensemble and solo activities are designed to develop and refine elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of orchestral literature, and integration of other applicable disciplines.
- Experiences include improvising, conducting, playing by ear, and sight-reading.
- Students develop the ability to understand and convey the composer's intent in performance of music.
- Time outside of the school day may be scheduled for 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.

PERFORMING ARTS: Chorus

@aglance



Grade Levels				Course Name	Credits	Recommended Prerequisite
9	10	11	12			
✓	✓	✓	✓	Beginning Chorus – Symphonic Choir	2	None
✓	✓	✓	✓	Beginning Chorus – Gospel Choir	2	Moderate level of vocal technique; Audition required
✓	✓	✓	✓	Intermediate Chorus – Women’s Choir	2	Moderate level of vocal technique; Audition required
	✓	✓	✓	Advanced Chorus – Sweets^	2	Advanced level of vocal technique; Audition required
	✓	✓	✓	Advanced Chorus – The Central Sound^	2	Advanced level of vocal technique; Audition required

^ Fully grade-weighted (1.0) course

PERFORMING ARTS: Piano & Theory

@aglance



Grade Levels				Course Name	Credits	Recommended Prerequisite
9	10	11	12			
✓	✓	✓	✓	Piano & Electronic Keyboard I/II	1 – 2	None
	✓	✓	✓	Piano & Electronic Keyboard III/IV	1 – 2	Piano I/II
		✓	✓	Music Theory & Composition	2	Successful participation in a music ensemble or a passing score on a proficiency exam
		✓	✓	Music History & Appreciation^	2	Interest and desire to learn about music
		✓	✓	AP Music Theory & Composition^	2	Music Theory and Composition or teacher approval

^ Fully grade-weighted (1.0) course

All band, choir, guard, advanced drama, and orchestra students will be responsible for a fundraising quota to help defray program expenses. All performing arts students are expected to help with program promotions and all performing arts department events. All students are required to follow the rules and guidelines as described in the Co-Curricular and Non-Athletic Extra-Curricular handbook.

Private lessons are strongly encouraged for all instrumental and vocal musicians. Private lessons are taught by highly qualified professional musicians in Lawrence Township. Lessons are once a week and there is a fee paid to the private teacher by the student for each lesson. Students need only notify their director concerning interest in private lessons.

Department Chair – Kayla Smith

BEGINNING CHORUS – Symphonic Choir

Recommended Prerequisite: None

Course Numbers: 4182SF – 4166SS

Grades 9, 10, 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills AHD fine arts requirement

Fulfills directed elective or elective for all diplomas

.....

- Beginning Chorus is based on the Indiana Academic Standards for High School Choral Music.
- Students taking Beginning Chorus develop musicianship and specific performance skills through ensemble and solo singing.
- This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students.
- Chorus classes provide opportunities for performing, creating, and responding to music.
- Students develop the ability to understand and convey the composer's intent in performance of music.
- Time outside of the school day may be scheduled for 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.
- It is expected that all students will participate in performances and extra rehearsals as a requirement for earning credit in the course.

BEGINNING CHORUS – Gospel Choir

Recommended Prerequisite: Moderate level of vocal technique; Audition required

Course Numbers: 4182GF – 4182GS

Grades 9, 10, 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills AHD fine arts requirement

Fulfills directed elective or elective for all diplomas

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- Same standards of Beginning Chorus – Symphonic Choir apply in addition to the following:
 - The gospel choir ensemble is designed to provide students with a comprehensive standard-based vocal music curriculum that allows them to experience and participate in music and cultural settings derived from the African American gospel tradition.
 - Students are to enhance the skills that are specifically germane to vocal gospel music production.

- A variety of repertoire and styles are chosen at the conductor’s discretion, commensurate with the group’s ability to meet the objectives of the course.
- In addition, performance opportunities are incorporated to assist students in reaching a comprehensive and interactive aesthetic experience.

INTERMEDIATE CHORUS – Women’s Choir

Recommended Prerequisite: Moderate level of vocal technique; Audition required

Course Numbers: 4186WF – 4186WS

Grades 9, 10, 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills AHD fine arts requirement

Fulfills directed elective or elective for all diplomas

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- Intermediate Chorus is based on the Indiana Academic Standards for High School Choral Music.
- Students taking Intermediate Chorus develop musicianship and specific performance skills through ensemble and solo singing.
- This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students.
- Chorus classes provide opportunities for performing, creating, and responding to music.
- Students develop the ability to understand and convey the composer's intent in performance of music.
- Time outside of the school day may be scheduled for 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.

INTERMEDIATE CHORUS – Gospel Choir

Recommended Prerequisite: Moderate level of vocal technique; Audition required

Course Numbers: 4186GF – 4186GS

Grades 9, 10, 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills AHD fine arts requirement

Fulfills directed elective or elective for all diplomas

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- Same standards of Intermediate Chorus – Women’s Choir apply in addition to the following:
 - The gospel choir ensemble is designed to provide students with a comprehensive standard-based vocal music curriculum that allows them to experience and participate in music and cultural settings derived from the African American gospel tradition.
 - Students are to enhance the skills that are specifically germane to vocal gospel music production.
 - A variety of repertoire and styles are chosen at the conductor’s discretion, commensurate with the group’s ability to meet the objectives of the course.
 - In addition, performance opportunities are incorporated to assist students in reaching a comprehensive and interactive aesthetic experience.

ADVANCED CHORUS – Sweets ^

Recommended Prerequisite: Advanced level of vocal technique; Audition required

Course Numbers: 4188SF – 4188SS

Grades 10, 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills AHD fine arts requirement

Fulfills directed elective or elective for all diplomas

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ADVANCED CHORUS – The Central Sound ^

Recommended Prerequisite: Advanced level of vocal technique; Audition required

Course Numbers: 4188CF – 4188CS

Grades 10, 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills AHD fine arts requirement

Fulfills directed elective or elective for all diplomas

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- Advanced Chorus is based on the Indiana Academic Standards for High School Choral Music.
- Students taking Advanced Chorus develop musicianship and specific performance skills through ensemble and solo singing.
- This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students.
- Chorus classes provide opportunities for performing, creating, and responding to music.

- Students develop the ability to understand and convey the composer's intent in performance of music.
- Time outside of the school day may be scheduled for 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.
- Students will prepare a wide variety of advanced high school literature and will compete as a show choir.
- It is expected that all students will participate in performances and extra rehearsals as a requirement for earning credit in the course.
- Students taking Advanced Chorus develop musicianship and specific performance skills through ensemble and solo singing.
- Attendance at evening rehearsals is mandatory.

PIANO & ELECTRONIC KEYBOARD I/II

Recommended Prerequisite: None

Course Numbers: 4204BF – 4204BS

Grades 9, 10, 11, 12

ONE or TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills AHD fine arts requirement

Fulfills directed elective or elective for all diplomas

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PIANO & ELECTRONIC KEYBOARD III/IV

Recommended Prerequisite: Piano & Electronic Keyboard I/II

Course Numbers: 4204IF – 4204IS

Grades 10, 11, 12

ONE or TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills AHD fine arts requirement

Fulfills directed elective or elective for all diplomas

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- Piano and Electronic Keyboard is based on the Indiana Academic Standards for High School Music Technology and Instrumental Music.
- Students taking this course are offered keyboard classes to develop music proficiency and musicianship.
- Students perform with proper posture, hand position, fingering, rhythm, and articulation; compose and improvise melodic and harmonic material; create and perform simple accompaniments; listen to, analyze, sight-read, and study a variety of keyboard literature; study the elements of music as exemplified in a variety of styles; and make interpretive decisions.

MUSIC THEORY & COMPOSITION

Recommended Prerequisite: Successful participation in a music ensemble or passing score on proficiency exam

Course Numbers: 4208F – 4208S

Grades 10, 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills AHD fine arts requirement

Fulfills directed elective or elective for all diplomas

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- Music Theory and Composition is based on the Indiana Academic Standards for Music and standards for this specific course.
- Students develop skills in the analysis of music and theoretical concepts.
- Students develop ear training and dictation skills, compose works that illustrate mastered concepts, understand harmonic structures and analysis, understand modes and scales, study a wide variety of musical styles, study traditional and nontraditional music notation and sound sources as tools for musical composition, and receive detailed instruction in other basic elements of music.

MUSIC HISTORY & APPRECIATION ^

Recommended Prerequisite: Interest and desire to learn about music

Course Numbers: 4206F – 4206S

Grades 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills AHD fine arts requirement

Fulfills directed elective or elective for all diplomas

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- Music History and Appreciation is based on the Indiana Academic Standards for Music and standards for this specific course.
- Students receive instruction designed to explore music and major musical styles and periods through understanding music in relation to both Western and Non-Western history and culture.
- Activities include analyzing and describing music; evaluating music and music performances; and understanding relationships between music and the other arts, as well as disciplines outside of the arts.

AP MUSIC THEORY ^

Recommended Prerequisite: Music Theory & Composition or teacher approval

Course Numbers: 4210F – 4210S

Grades 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills AHD fine arts requirement

Fulfills directed elective or elective for all diplomas

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- AP Music Theory is a course based on the content established and copyrighted by the College Board.
- The AP Music Theory course corresponds to two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures.
- Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of music that are heard or presented in a score.
- Development of aural skills is a primary objective. Performance is also part of the learning process.
- Students understand basic concepts and terminology by listening to and performing a wide variety of music.

PERFORMING ARTS: Dance

@aglance



Grade Levels				Course Name	Credits	Recommended Prerequisite
9	10	11	12			
✓	✓	✓	✓	Dance Choreography – Color Guard [^]	2	Audition required
✓	✓	✓	✓	Dance Performance – Beginning	1 – 2	None
✓	✓	✓	✓	Dance Performance – Intermediate	1 – 2	Dance Performance – Beginning; Audition
✓	✓	✓	✓	Dance Performance – Advanced [^]	1 – 2	Dance Performance – Intermediate; Audition

[^] Fully grade-weighted (1.0) course

PERFORMING ARTS: Theatre

@aglance



Grade Levels				Course Name	Credits	Recommended Prerequisite
9	10	11	12			
✓	✓	✓	✓	Musical Theatre/Advanced Musical Theatre	1 – 2	None
✓	✓	✓	✓	Theatre Arts	1 – 2	None
✓	✓	✓	✓	Technical Theatre	1 – 2	Theatre Arts
	✓	✓	✓	Advanced Technical Theatre	2	Technical Theatre
	✓	✓	✓	Advanced Theatre Arts [^]	2	Theatre Arts
		✓	✓	Theatre Production – LC Players [^]	2	Theatre Arts & Advanced Theatre Arts; Audition and teacher approval required

[^] Fully grade-weighted (1.0) course

All band, choir, guard, advanced drama, and orchestra students will be responsible for a fundraising quota to help defray program expenses. All performing arts students are expected to help with program promotions and all performing arts department events. All students are required to follow the rules and guidelines as described in the Co-Curricular and Non-Athletic Extra-Curricular handbook.

Private lessons are strongly encouraged for all instrumental and vocal musicians. Private lessons are taught by highly qualified professional musicians in Lawrence Township. Lessons are once a week and there is a fee paid to the private teacher by the student for each lesson. Students need only notify their director concerning interest in private lessons.

DANCE CHOREOGRAPHY – COLOR GUARD ^

Recommended Prerequisite: Audition required

Course Numbers: 4142F – 4142S

Grades 9, 10, 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills AHD fine arts requirement

Fulfills directed elective or elective for all diplomas

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- Dance Choreography is based on the Indiana Academic Standards for Dance.
- Learning activities in choreography are sequential and systematic and allow students to exhibit self-expression.
- A wide variety of materials and experiences are used in order to provide students with the knowledge, skills, and appreciation of the multi-styled and multicultural dance expressions.
- Choreographic activities provide students opportunities to participate in roles as a soloist, a choreographer or leader, and in a subject role.
- Students also explore a wide variety of choreographic philosophies as well as administrative and media skills necessary for the promotion and documentation of works to be performed.
- Students experience and learn to use appropriate terminology to describe, analyze, interpret, and critique dance compositions by professional individuals or companies.

DANCE PERFORMANCE - Beginning

Recommended Prerequisite: None

Course Numbers: 4146BF – 4146BS

Grades 9, 10, 11, 12

ONE or TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills AHD fine arts requirement

Fulfills directed elective or elective for all diplomas

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DANCE PERFORMANCE - Intermediate

Recommended Prerequisite: Dance Performance – Beginning; Audition

Course Numbers: 4146IF – 4146IS

Grades 9, 10, 11, 12

ONE or TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills AHD fine arts requirement

Fulfills directed elective or elective for all diplomas

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DANCE PERFORMANCE – Advanced ^

Recommended Prerequisite: Dance Performance – Intermediate; Audition

Course Numbers: 4146AF – 4146AS

Grades 9, 10, 11, 12

ONE or TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills AHD fine arts requirement

Fulfills directed elective or elective for all diplomas

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- Dance Performance is based on the Indiana Academic Standards for Dance.

- 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 movement.
- The performance class provides opportunities for students to experience degrees of physical prowess, technique, flexibility, and the study of dance performance as an artistic discipline and as a form of artistic communication.
- Students describe, analyze, interpret, and judge live and recorded dance performances of professional dancers and companies in the genre.
- They also become aware of the career opportunities in dance.

MUSICAL THEATRE/ADVANCED MUSICAL THEATRE

Recommended Prerequisite: None

Course Numbers: 0518F – 0518S

Grades 9, 10, 11, 12

ONE or TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills AHD fine arts requirement

Fulfills directed elective or elective for all diplomas

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- Musical Theatre is based on the Indiana Academic Standards for Theatre.
- Students in this course study the history of musical theatre and its place in today’s society.
- They participate in staging, choreographing, rehearsing, and performing an original or existing musical work.
- This class may be taught collaboratively among music, theatre, dance, and visual arts faculty.
- These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies.
- Additionally, students explore career opportunities in the theatre, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community.
- Attendance or participation in performing arts/theatre performances is required.

THEATRE ARTS

Recommended Prerequisite: None

Course Numbers: 4242F – 4242S

Grades 9, 10, 11, 12

ONE SEMESTER – 1 CREDIT PER SEMESTER

Fulfills AHD fine arts requirement

Fulfills directed elective or elective for all diplomas



- Theatre Arts is based on the Indiana Academic Standards for Theatre.
- Students enrolled in Theatre Arts read and analyze plays, create scripts and theatre pieces, conceive scenic designs, and develop acting skills.
- These activities incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies.
- Additionally, students explore career opportunities in the theatre, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community.
- Attendance or participation in performing arts/ theatre performances is required.

TECHNICAL THEATRE

Recommended Prerequisite: None

Course Numbers: 4244F – 4244S

Grades 9, 10, 11, 12

ONE or TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills AHD fine arts requirement

Fulfills directed elective or elective for all diplomas



- Technical Theatre is based on the Indiana Academic Standards for Theatre.
- Students enrolled in Technical Theatre actively engage in the process of designing, building, managing, and implementing the technical aspects of a production.
- These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies.
- Additionally, students explore career opportunities in the theatre, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community.

ADVANCED TECHNICAL THEATRE

Recommended Prerequisite: None

Course Numbers: 4252F – 4252S

Grades 10, 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills AHD fine arts requirement

Fulfills directed elective or elective for all diplomas



- Advanced Technical Theatre is based on the Indiana Academic Standards for Theatre.
- Students enrolled in Advanced Technical Theatre actively lead and supervise in the process of designing, building, managing, programming, drafting, and implementing the technical aspects of a production.
- These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies.
- Additionally, student investigate technical theatre careers then develop a plan for potential employment or further education through audition, interview or presentation of a portfolio.
- Student also attend and critique theatre productions and volunteer to support theatre in their community.

ADVANCED THEATRE ARTS ^

Recommended Prerequisite: None

Course Numbers: 4240F – 4240S

Grades 9, 10, 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills AHD fine arts requirement

Fulfills directed elective or elective for all diplomas



- Advanced Theatre Arts is based on the Indiana Academic Standards for Theatre.
- Students enrolled in Advanced Theatre Arts read and analyze plays and apply criteria to make informed judgments.
- They draw on events and experiences to create scripted monologues and scenes, create scenic designs for existing plays, and build characters through observation, improvisation and script analysis.
- These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies.
- Additionally, students explore careers in theatre arts and begin to develop a portfolio of their work. They also attend and critique theatre productions and identify ways to support the theatre in their community.
- Attendance or participation in performing arts/theatre productions is required several times per year.

- Students will perform at a showcase one evening each semester.

TECHNICAL PRODUCTION – LC Players ^

Recommended Prerequisite: Theatre Arts & Advanced Theatre Arts; Audition and teacher approval required

Course Numbers: 4248F – 4248S

Grades 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills AHD fine arts requirement

Fulfills directed elective or elective for all diplomas

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- 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.

SCIENCE

@aglance



Grade Levels				Course Name	Credits	Recommended Prerequisite
9	10	11	12			
✓	✓	✓	✓	Biology I	2	None
✓				Biology I Honors*	2	Teacher recommendation
✓	✓	✓	✓	Chemistry I	2	Biology I (C↑); For Grade 9: Biology I Honors (C-↑), Algebra I or Pre-Algebra (C-↑)
✓	✓	✓	✓	Chemistry I Honors/CHEM-C101/121 Elementary Chemistry I & Lab (IUB) ^ ± ‡	2	Biology I Honors (B-↑); For Grade 9: Biology I Honors (B-↑), Algebra II (B-↑); 2.7 cumulative GPA or higher
✓	✓			Principles of Biomedical Sciences* ¹	2	Biology I; For Grade 9: Biology I Honors (C-↑), Algebra I or Pre-Algebra (C-↑)
	✓	✓	✓	Earth and Space Science I: Astrology	1	Biology I
	✓	✓	✓	Earth and Space Science I: Geology	1	Biology I
	✓	✓	✓	Biology II – Botany	1	Biology I; For Grade 10-Physical science credit
	✓	✓	✓	Biology II – Zoology	1	Biology I; For Grade 10-Physical science credit
	✓	✓	✓	Biology II – Genetics	1	Biology I; For Grade 10-Physical science credit
	✓	✓	✓	Biology II – Forensics	1	Biology I; For Grade 10-Physical science credit
	✓	✓	✓	Integrated Chemistry-Physics	2	Biology I
		✓	✓	Environmental Science	2	Biology I
✓	✓	✓	✓	Physics I Honors*	2	Biology I, Algebra II (or concurrent enrollment)
	✓	✓	✓	Anatomy & Physiology Honors ²	2	Biology I, Chemistry I (B-↑) or Chemistry Hon
	✓	✓	✓	AP Environmental Science ^	2	Chemistry I
	✓	✓	✓	BIOL-L100 Humans & the Biological World (IUB) ^ ± ‡	2	Biology I (A-↑); Chemistry I (B-↑) 2.7 cumulative GPA or higher
	✓	✓	✓	AP Biology ^	2	Biology I (B↑); Biology I Honors (C↑); (Chemistry I (B-↑))
	✓	✓	✓	AP Chemistry ^	2	Chemistry I Honors/ACP Chemistry (C+↑); Chemistry I (B-↑)
	✓	✓	✓	AP Physics 1: Algebra-Based ^	2	Chemistry I Honors/ACP Chemistry (C+↑); Chemistry I (B-↑)
		✓	✓	AP Physics C ^	2	Physics I, Calculus I (or concurrent enrollment)
		✓	✓	IB Biology SL ^	2	Biology I (A↑), Chemistry I (B↑)
			✓	IB Biology HL ^	2	Biology I (A↑), Chemistry I (B↑)
		✓	✓	IB Chemistry SL ^	2	Chemistry I Honors, Pre-Calculus: Algebra & Trigonometry (or concurrent enrollment)
		✓	✓	IB Environ Systems & Societies SL ^	2	Chemistry I, Geometry

* Partially Grade-Weighted (0.5) Course

^ Fully Grade-Weighted (1.0) Course

¹ CTE Principles Course

² CTE Concentrator A Course

± ICC Course

‡ Dual Credit Offered

BIOLOGY I

Recommended Prerequisite: None

Course Numbers: 3024F9 – 3024S9; 3024F – 3024S

Grades 9, 10, 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills Biology requirement for all diplomas

- Biology I is a course based on the following core topics: cellular structure and function, matter cycles and energy transfer; interdependence; inheritance and variation in traits; 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 the Science and Engineering Practices (SEPS) and crosscutting concepts.

BIOLOGY I HONORS*

Recommended Prerequisite: Teacher recommendation

Course Numbers: 3024HF – 3024HS

Grade 9

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills Biology requirement for all diplomas

- Biology I Honors is a more challenging course than Biology I and this course is based on regular laboratory and field investigations which include a study of the structures and functions of living organisms and their interactions with the environment.
- The core material includes the same information as that in Biology I; however, students will rely on advanced reading and writing skills, collaborative working skills, technology-based skills, and problem-solving skills as they are used in the inquiry method to discover major concepts.

CHEMISTRY I

Recommended Prerequisite: Biology I (C↑); For Grade 9:

Biology I Honors (C-↑), Algebra I or Pre-Algebra (C-↑)

Course Numbers: 3064F – 3064S

Grades 9, 10, 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills a science (physical) requirement for all diplomas
Quantitative Reasoning course

- Chemistry I is a course based on the following core topics: properties and states of matter; atomic structure and the Periodic Table; bonding and molecular structure; reactions and stoichiometry; behavior of gases; thermochemistry; solutions; acids and bases.

- 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, the Science and Engineering Practices (SEPS) and cross-cutting concepts.

CHEMISTRY I HONORS/CHEM-C101/121 ELEMENTARY CHEMISTRY I & LAB (IUB) ^ ± ‡

Recommended Prerequisite: Grade 9 – Biology I (“B-” or higher), Algebra I (“B-” or higher); Grades 10-12 –

Biology I Honors, Algebra II (or concurrent enrollment)

Course Numbers: 3064HF – 3064HS; 3090CF – 3090CS

Grades 9, 10, 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills a science (physical) requirement for all diplomas

Quantitative Reasoning course



- This honors course is designed for exceptional math and science students and will include all of the same topics of regular Chemistry with an increase in pace, depth and rigor.
- This advanced course is offered for college credit by Indiana University, Bloomington and taught by LT faculty.
- Introduction to aspects of general chemistry/Introduction to the techniques and reasoning of experimental chemistry is covered.
- The two sequences, C101-C121 and C102-C122, usually satisfy programs that require only two semesters of chemistry.

NOTE: This course meets the ICC Competency: Natural and Mathematical Sciences.

PRINCIPLES OF BIOMEDICAL SCIENCES*1

Recommended Prerequisite: Biology I; For Grade 9:

Biology I Honors (C-↑), Algebra I or Pre-Algebra (C-↑)

Course Numbers: 5218MF – 5218MS

Grades 9, 10

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills a science requirement for all diplomas

- Principles of the Biomedical Sciences provides an introduction to this field through “hands-on” projects and problems.
- Student work involves the study of human medicine, research processes and an introduction to bioinformatics.
- Students investigate the human body systems and various health conditions including heart disease, diabetes, hypercholesterolemia, and infectious diseases.

- A theme through the course is to determine the factors that led to the death of a fictional person.
- After determining the factors responsible for the death, the students investigate lifestyle choices and medical treatments that might have prolonged the person's life.
- Key biological concepts included in the curriculum are homeostasis, metabolism, inheritance of traits, feedback systems, and defense against disease. Engineering principles such as the design process, feedback loops, fluid dynamics, and the relationship of structure to function will be included where appropriate.
- The course is designed to provide an overview of all courses in the Biomedical Sciences program and to lay the scientific foundation necessary for student success in the subsequent courses.

EARTH AND SPACE SCIENCE I: ASTROLOGY

Recommended Prerequisite: Biology I
 Course Numbers: 3044AF – 3044AS
 Grades 10, 11, 12

ONE SEMESTER – 1 CREDIT

Fulfills a science requirement for all diplomas

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- Earth and Space Science I is a course focused on the study of the earth's layers 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 theory, and evaluating and communicating the results of those investigations according to accepted procedures.

EARTH AND SPACE SCIENCE I: GEOLOGY

Recommended Prerequisite: Biology I
 Course Numbers: 3044GF – 3044GS
 Grades 10, 11, 12

ONE SEMESTER – 1 CREDIT

Fulfills a science requirement for all diplomas

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- Earth and Space Science I is a course focused on the structure and scale of the universe and the solar system.
- The Disciplinary Core Idea for this course is Earth's place in the universe.
- Instruction should focus on the observation of phenomena to develop an understanding of how scientific knowledge is acquired.

BIOLOGY II: BOTANY

Recommended Prerequisite: Biology I; For Grade 10:
 Physical science credit
 Course Numbers: 3026BF or 3026BS
 Grades 10, 11, 12

ONE SEMESTER – 1 CREDIT

Fulfills a science requirement for all diplomas

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- 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 this course, 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.
- Botany is the study of plants and covers a wide range of scientific disciplines that study the growth, reproduction, metabolism, development, diseases, and evolution of plants.
- Many plant dissections will be included in this course.

BIOLOGY II: ZOOLOGY

Recommended Prerequisite: Biology I; For Grade 10:
 Physical science credit
 Course Numbers: 3026ZF or 3026ZS
 Grades 10, 11, 12

ONE SEMESTER – 1 CREDIT

Fulfills a science requirement for all diplomas

.....

- 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 this course, 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.
- Zoology is the study of vertebrate organisms, their habitats, life histories, defensive adaptations, anatomical structures, and economic values.

- This course will focus on comparative zoology (looking at similarities and differences between animals).

BIOLOGY II: GENETICS

Recommended Prerequisite: Biology I; For Grade 10:

Physical science credit

Course Numbers: 3026GF or 3026GS

Grades 10, 11, 12

ONE SEMESTER – 1 CREDIT

Fulfills a science requirement for all diplomas

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- 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 this course, 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.
- Genetics is the study of genes, genetic variation, and heredity in organisms.

BIOLOGY II: FORENSICS

Recommended Prerequisite: Biology I; For Grade 10:

Physical science credit

Course Numbers: 3026FF or 3026FS

Grades 9, 10, 11, 12

ONE SEMESTER – 1 CREDIT

Fulfills a science requirement for all diplomas

.....

- 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 this course, 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.
- Forensics is the inquiry-based, lab application of the integration of scientific principles as they apply to criminalistics and other life situations.

- Students will explore instrumentation commonly used in laboratories to solve crimes, replicate and compare DNA, and identify unknown chemical compounds.

INTEGRATED CHEMISTRY-PHYSICS

Recommended Prerequisite: Biology I

Course Numbers: 3108F – 3108S

Grades 10, 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills a science (physical) requirement for all diplomas

Quantitative Reasoning course

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- Integrated Chemistry-Physics is a course focused on the following core topics: constant velocity; uniform acceleration; Newton’s Laws of motion (one dimension); energy; particle theory of matter; describing substances; representing chemical change; electricity and magnetism; waves; nuclear energy.
- Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation using the Science and Engineering Practices (SEPS) and cross-cutting concepts.

ENVIRONMENTAL SCIENCE

Recommended Prerequisite: Biology I

Course Numbers: 3010F – 3010S

Grades 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills a science (life) requirement for all diplomas

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- Environmental Science is an interdisciplinary course that integrates biology, earth science, chemistry, and other disciplines.
- Students completing Environmental Science, acquire the essential tools for understanding the complexities of national and global environmental systems.
- 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.
- Cross-cutting concepts are an integral part of this course. Students formulate, design, and carry out laboratory and field investigations as an essential course component using the Science and Engineering Practices.

PHYSICS I HONORS*

Recommended Prerequisite: Biology I, Algebra II (or concurrent enrollment)

Course Numbers: 3084F – 3084S

Grades 10, 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills a science (physical) requirement for all diplomas
Quantitative Reasoning course

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- 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 using the Science and Engineering Practices (SEPS) and cross-cutting concepts.

ANATOMY AND PHYSIOLOGY HONORS ^2

Recommended Prerequisite: Biology I, Chemistry I (B-↑) or Chemistry I Honors

Course Numbers: 5276F – 5276S

Grades 10, 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills a science requirement for all diplomas
Fulfills a directed elective or elective for all diplomas

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- 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.
- It introduces students to the cell, which is the basic structural and functional unit of all organisms, and covers tissues, integumentary, skeletal, muscular, and nervous systems as an integrated unit.
- Through instruction, including laboratory activities, students apply concepts associated with Human Anatomy & Physiology.
- Students 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.

AP ENVIRONMENTAL SCIENCE ^

Recommended Prerequisite: Chemistry I

Course Numbers: 3012F – 3012S

Grades 10, 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills a science requirement for all diplomas
Quantitative Reasoning course

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- AP Environmental Science is a course based on content established and copyrighted 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.

ADV SCI CC: BIOL-L100 HUMANS AND THE BIOLOGICAL WORLD (IUB) ^ ±‡

Recommended Prerequisite: Biology I (A-↑); Chemistry I (B-↑) 2.7 cumulative GPA or higher

Course Number: 3090BF – 3090BS

Grades 10, 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills a science requirement for all diplomas

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- This advanced course is offered for college credit by Indiana University, Bloomington and taught by LT faculty.
- Principles of biological organization, from molecules through cells and organisms to populations.
- Emphasis on processes common to all organisms, with special reference to humans.

NOTE: This course meets the ICC Competency: Natural and Mathematical Sciences.



AP BIOLOGY ^

Recommended Prerequisite: Biology I (B↑); Biology I Honors (C↑); Chemistry I (B-↑)

Course Numbers: 3020F – 3020S

Grades 10, 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills a science requirement for all diplomas
Quantitative Reasoning course

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- AP Biology is a course based on the content established and copyrighted 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.

AP CHEMISTRY ^

Recommended Prerequisite: Chemistry I Honors/ACP Chemistry (C+↑); Chemistry I (B-↑)
Course Numbers: 3060F – 3060S
Grades 10, 11, 12
TWO SEMESTERS – 1 CREDIT PER SEMESTER
Fulfills a science requirement for all diplomas
Quantitative Reasoning course

- AP Chemistry is a course based on the content established and copyrighted 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.

AP PHYSICS 1: ALGEBRA-BASED ^

Recommended Prerequisite: Chemistry I Honors/ACP Chemistry (C+↑); Chemistry I (B-↑)
Course Numbers: 3080F – 3080S
Grades 10, 11, 12
TWO SEMESTERS – 1 CREDIT PER SEMESTER
Fulfills a science requirement for all diplomas
Quantitative Reasoning course

- AP Physics 1 is a course based on the content established and copyrighted by the College Board.
- AP Physics 1: Algebra-based is equivalent to a first-semester college course in algebra-based physics.
- The course includes Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound.
- It will also introduce electric circuits.

AP PHYSICS C ^

Recommended Prerequisite: Physics I, Calculus I (or concurrent enrollment)
Course Numbers: 3088F – 3088S
Grades 11, 12
TWO SEMESTERS – 1 CREDIT PER SEMESTER
Fulfills a science requirement for all diplomas
Quantitative Reasoning course

- AP Physics C is a course based on the content established and copyrighted by the College Board.
- There are two AP Physics C courses, Physics C: Mechanics, and Physics C: Electricity and Magnetism.

- 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.
- AP Physics C: Electricity and Magnetism provides instruction in each of the following five content areas: electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism.

IB BIOLOGY SL ^

Recommended Prerequisite: Biology I (A↑), Chemistry I (B↑)
Course Numbers: 3034F – 3034S
Grades 11, 12
TWO SEMESTERS – 1 CREDIT PER SEMESTER
Fulfills an elective for all diplomas
Fulfills Biology I requirement for all diplomas
Quantitative Reasoning course

- IB Biology Standard Level focuses on six core topics: cell biology, molecular biology, genetics, ecology, evolution and biodiversity, and human physiology.
- It is based on the curriculum published by the International Baccalaureate Organization. Optional course topics include neurobiology and behavior, biotechnology and bioinformatics, ecology and conservations, and human physiology.

IB BIOLOGY HL ^

Recommended Prerequisite: Biology I (A↑), Chemistry I (B↑)
Course Numbers: 3032F – 3032S
Grade 12
TWO SEMESTERS – 1 CREDIT PER SEMESTER
Fulfills an elective for all diplomas
Fulfills Biology I requirement for all diplomas
Quantitative Reasoning course

- IB Biology Higher Level focuses on six core topics: cell biology, molecular biology, genetics, ecology, evolution/biodiversity, and human physiology.
- It is based on the curriculum published by the International Baccalaureate Organization.
- Students must complete additional study in eight topics: nucleic acids, metabolism, cell respiration, photosynthesis, genetics and evolution, animal physiology, and plant biology.
- Optional course topics for students include neurobiology and behavior, biotechnology and bioinformatics, ecology and conservations, and human physiology.

IB CHEMISTRY SL ^

Recommended Prerequisite: Pre-Calculus: Algebra & Trigonometry (or concurrent enrollment), Chemistry I Honors

Course Numbers: 3072F – 3072S

Grades 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills an elective for all diplomas

Fulfills Chemistry I requirement for all diplomas

Quantitative Reasoning course

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- IB Chemistry Standard Level is designed to introduce students to the theories and practical techniques involved in the composition, characterization, and transformation of substances.
 - It is based on the curriculum published by the International Baccalaureate Organization.
 - As the central science, the chemical principles investigated underpin both the physical world in which we live and all biological systems.
 - Students study eleven core topics: stoichiometry, atomic theory, periodicity, bonding, states of matter, energetics, kinetics, equilibrium, acids and bases, oxidation and reduction, and organic chemistry.
 - Optional course topics include medicines and drugs, human biochemistry, environmental chemistry, chemical industries, and fuels and energy. Higher physical organic chemistry is a further option.

IB ENVIRONMENTAL SYSTEMS & SOCIETIES SL ^

Recommended Prerequisite: Chemistry I, Geometry

Course Numbers: 3016F – 3016S

Grades 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills a science elective for all diplomas

Fulfills an elective for all diplomas

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- The IB DP Environmental Systems and Societies Standard Level course aims to provide students with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face.
 - Students' attention is constantly drawn to their own relationship with their environment and the significance of choices and decisions that they make in their own lives.
 - It is intended that students develop a sound understanding of the interrelationships between environmental systems and societies, rather than a purely journalistic appreciation of environmental issues.

- The teaching approach strives to be conducive to students evaluating the scientific, ethical, and socio-political aspects of issues.

SOCIAL STUDIES

@aglance



Grade Levels				Course Name	Credits	Recommended Prerequisite
9	10	11	12			
✓	✓			Geography & History of the World	2	None
✓				Geography & History of World Honors*	2	Teacher recommendation/placement
✓				Geography & History of World Lyceum ^	2	Teacher recommendation/placement
	✓	✓	✓	AP World History Modern ^	2	Geography and History of the World Honors or Lyceum
		✓		US History	2	None
	✓	✓		US History Honors/HIST-H105 (IUB) ^ ± ‡	1	Geography and History of the World; 2.7 or higher cumulative GPA
	✓	✓		US History Honors/HIST-H106 (IUB) ^ ± ‡	1	US History Honors/HIST-H105 (IUB)
	✓	✓		AP US History ^	2	Geography and History of the World Honors
		✓		AP US History – Interdisciplinary ^	2	English 10 Honors (B↑)
			✓	US Government	1	None
			✓	US Government Honors – “We the People” ^	1	AP US History or ACP US History
		✓	✓	AP US Government & Politics ^	1	None
	✓	✓	✓	AP African American History ^	2	Geography and History of the World
		✓	✓	AP European History ^	2	Geography Lyceum or AP World History Modern or AP US History
			✓	Economics	1	None
		✓	✓	AP Macroeconomics ^	1	None
		✓	✓	AP Microeconomics ^	1	None
	✓	✓	✓	Ethnic Studies	1	Geography and History of the World
	✓	✓	✓	Indiana Studies	1	Geography and History of the World
		✓	✓	Sociology	1	None
		✓	✓	Psychology	1	None
		✓	✓	PSY-P101 Introductory Psychology 1 (IUB) ^ ± ‡	1	Biology I; 2.7 or higher cumulative GPA
		✓	✓	PSY-P102 Introductory Psychology 2 (IUB) ^ ± ‡	1	PSY-P101 (C↑)
		✓	✓	AP Psychology ^	2	None
			✓	IB Psychology HL ^	2	AP Psychology or ACP Psychology
		✓	✓	IB His HL – 20 th Century America ^	2	AP US History

- * Partially Grade-Weighted (0.5) Course
- ^ Fully Grade-Weighted (1.0) Course
- ± ICC Course
- ‡ Dual Credit Offered

GEOGRAPHY & HISTORY OF THE WORLD

Recommended Prerequisite: None

Course Numbers: 1570F – 1570S

Grades 9, 10

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills the Geography & History of the World/World History & Civilization requirement for all diplomas



- Geography and History of the World is designed to enable students to use geographical tools, 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, planning for the future, and documenting and presenting findings orally or in writing.
- The historical geography concepts used to explore global themes include change over time, origin, diffusion, physical systems, cultural landscapes, and spatial distribution/patterns and interaction/relationships.
- Students use the knowledge, tools, and skills obtained from this course to analyze, evaluate, and make predictions about major global developments.
- This course is designed to nurture perceptive and responsible citizenship, to encourage and support the development of critical thinking skills and lifelong learning, and to help prepare Indiana students for the 21st Century.

GEOGRAPHY & HISTORY OF THE WORLD HONORS*

Recommended Prerequisite: Teacher recommendation

Course Numbers: 1570HF – 1570HS

Grade 9

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills the Geography & History of the World/World History & Civilization requirement for all diplomas



- Same standards of Geography & History of the World apply in addition to the following:
 - Geography & History of the World Honors provides an opportunity to study the interactions of humans and their environment, incorporating the study of the five geographic themes.

- Topics of study will include the physical environment, social class structure, family life, education, economic development, the arts, geographic location, and historical perspectives of various cultures.
- In addition, the course offers opportunities for an in-depth look at different cultures as they exist in the world today, including a comparative analysis of the various types of governments, economics, and social systems.
- International relationships are examined partly from the point of view of national interests, including the successes and failures of diplomacy.

GEOGRAPHY & HISTORY OF THE WORLD LYCEUM ^

Recommended Prerequisite: Teacher recommendation

Course Numbers: 1570GF – 1570GS

Grade 9

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills the Geography & History of the World/World History & Civilization requirement for all diplomas



- Same standards of Geography & History of the World apply in addition to the following:
 - Geography & History of the World Lyceum provides an opportunity to study the interactions of humans and their environment, incorporating the study of the five geographic themes.
 - Topics of study will include the physical environment, social class structure, family life, education, economic development, the arts, geographic location, and historical perspectives of various cultures.
 - This course will introduce students to the learning strategies, notetaking methods, and assessment techniques of AP and IB courses.

AP WORLD HISTORY MODERN ^

Recommended Prerequisite: Geography & History of the World Honors or Lyceum

Course Numbers: 1612F – 1612S

Grades 10, 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills the Geography & History of the World/World History & Civilization requirement for all diplomas



- AP World History Modern students investigate significant events, individuals, developments, and processes in historical periods from approximately 1200 CE to the present.

- Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; and utilizing reasoning about comparison, causation, and continuity and change over time.
- The course provides six themes that students explore throughout the course to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, economic systems, social interactions and organization, and technology and innovation.

US HISTORY

Recommended Prerequisite: None

Course Numbers: 1542F – 1542S

Grade 11

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills the US History requirement for all diplomas



- United States History is a two-semester course that builds upon concepts developed in previous studies of U.S. History and emphasizes national development from the late nineteenth century into the twenty-first century.
- After reviewing fundamental themes in the early development of the nation, 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 as they relate to life in Indiana and the United States.
- Students are expected to trace and analyze chronological periods and examine the significant themes and concepts in U.S. History.
- Students 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.

US HISTORY HONORS/HIST-H105 AMERICAN HISTORY I (IUB) ^ ± ‡

Required Prerequisite: Geography & History of the World; 2.7 or higher cumulative GPA

Course Number: 1542CF

Grades 10, 11

ONE SEMESTER – 1 CREDIT

Fulfills the US History requirement for all diplomas



- This advanced course is offered for college credit by Indiana University, Bloomington and taught by LT faculty.
- The Colonial period, Revolution, Confederation and Constitution, national period to 1865 will be covered.
- Evolution of American society: political, economic, social structure; racial and ethnic groups; sex roles; Indian, inter-American, and world diplomacy of the United States; evolution of ideology, war, territorial expansion, industrialization, urbanization, international events and their impact on American history.

US HISTORY HONORS/HIST-H106 AMERICAN HISTORY II (IUB) ^ ± ‡

Required Prerequisite: US History Honors/HIST-H105

Course Number: 1542CS

Grades 10, 11

ONE SEMESTER – 1 CREDIT

Fulfills the US History requirement for all diplomas



- This advanced course is offered for college credit by Indiana University, Bloomington and taught by LT faculty.
- Time period covered is from 1865 to present.
- Evolution of American society: political, economic, social structure; racial and ethnic groups; sex roles; Indian, inter-American, and world diplomacy of the United States; evolution of ideology, war, territorial expansion, industrialization, urbanization, international events and their impact on American history.

AP US HISTORY ^

Recommended Prerequisite: Geography & History of the World Honors or Lyceum

Course Numbers: 1562F – 1562S

Grades 10, 11

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills the US History requirement for all diplomas



- AP United States History is a course based on the content established and copyrighted by the College Board.

- AP United States History focuses on developing students' abilities to think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past.
- Seven themes of equal importance — identity; peopling; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture — provide areas of historical inquiry for investigation throughout the course.
- These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places.

AP US HISTORY (Interdisciplinary) ^

Recommended Prerequisite: English 10 Honors (B↑)

Course Numbers: 15621F – 15621S

Grade 11

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills the US History requirement for all diplomas

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- Same standards of AP US History apply in addition to the following:
 - This course has been designed to specifically support students who are interested in making the jump from *honors* into *AP*.
 - Students are expected to take both the AP English Language & Composition exam and the AP US History exam in May.

US GOVERNMENT

Recommended Prerequisite: None

Course Numbers: 1540F or 1540S

Grade 12

ONE SEMESTER – 1 CREDIT

Fulfills the Government requirement for all diplomas

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- 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 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 examine how the United States Constitution protects rights and provides the structure and functions of various levels of government.

- Analysis of how the United States interacts with other nations and the government's role in world affairs is included in this course.
- 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, politics, and civic activities and the need for civic and political engagement of citizens in the United States.

US GOVERNMENT HONORS – We the People ^

Recommended Prerequisite: AP US History or ACP US History

Course Numbers: 1540GF or 1540GS

Grade 12

ONE SEMESTER – 1 CREDIT

Fulfills the Government requirement for all diplomas

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- United States Government provides a framework for understanding the purposes, principles, and practices of constitutional representative democracy in the United States.
- Topics include: 1) constitutional underpinnings of United State 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 participate in rhetorical and written competitions.

AP US GOVERNMENT & POLITICS ^

Recommended Prerequisite: None

Course Numbers: 1560F – 1560S

Grades 11, 12

ONE SEMESTER – 1 CREDIT

Fulfills the Government requirement for all diplomas

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- AP United States Government and Politics is a course based on the content established and copyrighted by the College Board.
- AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States.
- Students study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behavior.
- They also engage in disciplinary practices that require them to read and interpret data, make

comparisons and applications, and develop evidence-based arguments.

- In addition, they complete a political science research or applied civics project.

ECONOMICS

Recommended Prerequisite: None

Course Numbers: 1514F or 1514S

Grade 12

ONE SEMESTER – 1 CREDIT

Fulfills the Economics requirement for all diplomas

Quantitative Reasoning course

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- Economics examines the allocation of resources and their uses for satisfying human needs and wants.
- The course analyzes economic reasoning and behaviors of consumers, producers, savers, investors, workers, voters, institutions, governments, and societies in making decisions.
- Students 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.
- Key elements of the course include the study of scarcity and economic reasoning; supply and demand; market structures; the role of government; national economic performance; the role of financial institutions; economic stabilization; and trade.

AP MACROECONOMICS ^

Recommended Prerequisite: None

Course Number: 1564F

Grades 11, 12

ONE SEMESTER – 1 CREDIT

Fulfills the Economics requirement for all diplomas

Quantitative Reasoning course

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- AP Macroeconomics is a course based on the content established and copyrighted by the College Board.
- AP Macroeconomics is an introductory college-level course that focuses on the principles that apply to an economic system as a whole.
- The course places particular emphasis on the study of national income and price-level determination; it also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics.
- Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.
- Topics include Basic Economic Concepts; Measurement of Economic Performance; National Income and Price Determination; Financial Sector; Stabilization Policies; and Economic Growth.

AP MICROECONOMICS ^

Recommended Prerequisite: None

Course Number: 1566S

Grades 11, 12

ONE SEMESTER – 1 CREDIT

Fulfills the Economics requirement for all diplomas

Quantitative Reasoning course

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- AP Microeconomics is a course based on the content established and copyrighted by the College Board.
- AP Microeconomics is an introductory college-level course that focuses on the principles of economics that apply to the functions of individual economic decision-makers.
- The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy.
- Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.
- Topics include Basic Economic Concepts; Nature and Functions of Product Markets; Factor Markets; and Market Failure and the Role of Government.

AP AFRICAN AMERICAN HISTORY ^

Recommended Prerequisite: Geography & History of the World

Course Numbers: 1500F – 1500S

Grade 10, 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills an elective credit for all diplomas

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- 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.
- Students will learn about the achievements of African American as well as the hardships they 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.

AP EUROPEAN HISTORY ^

Recommended Prerequisite: Geography & History of the World Lyceum or AP World History Modern or AP US History

Course Numbers: 1556F – 1556S

Grade 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills an elective credit for all diplomas

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- AP European History is a course based on the content established and copyrighted by the College Board.
- In AP European History students investigate significant events, individuals, developments, and processes in four historical periods from approximately 1450 to the present.
- Students develop and use the same skills, practices, and methods employed by historians: analyzing historical evidence; contextualization; comparison; causation; change and continuity over time; and argument development.
- The course also provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; individual and society; and national and European identity.

ETHNIC STUDIES

Recommended Prerequisite: Geography & History of the World

Course Numbers: 1516F or 1516S

Grade 10, 11, 12

ONE SEMESTER – 1 CREDIT

Fulfills an elective credit for all diplomas

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- Ethnic Studies provides opportunities to broaden students' perspectives concerning lifestyles and cultural patterns of ethnic groups in the United States.
- This course will either focus on a particular ethnic group or groups or use a comparative approach to the study of patterns of cultural development, immigration, and assimilation, as well as the contributions of specific ethnic or cultural groups.
- The course may also include analysis of the political impact of ethnic diversity in the United States.

INDIANA STUDIES

Recommended Prerequisite: Geography & History of the World

Course Numbers: 1518F or 1518S

Grade 10, 11, 12

ONE SEMESTER – 1 CREDIT

Fulfills an elective credit for all diplomas

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- Indiana Studies is an integrated course that compares 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 students will examine the participation of citizens in the political process.
- Selections from Indiana arts and literature may also be analyzed for insights into historical events and cultural expressions.

SOCIOLOGY

Recommended Prerequisite: None

Course Number: 1534F or 1534S

Grade 11, 12

ONE SEMESTER – 1 CREDIT

Fulfills an elective credit for all diplomas

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- 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 describe the development of sociology as a social science and identify methods of research.
- Through research methods such as scientific inquiry students 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 also analyze the role of individuals in the community and social problems in today's world.

PSYCHOLOGY

Recommended Prerequisite: None

Course Numbers: 1532F or 1532S

Grades 11, 12

ONE SEMESTER – 1 CREDIT

Fulfills an elective credit for all diplomas

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- 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 at the approaches used to explain one's personality and the assessment tools used.
- Abnormal Psychology explores psychological disorders and the 179 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.
- Psychological Thinking explores how to think like a psychologist and expand critical thinking skills needed in the day-to-day life of a psychologist.

PSY-P101 INTRODUCTORY PSYCHOLOGY 1 (IUB) ^ ± ‡

Required Prerequisite: Biology I; 2.7 or higher cumulative GPA

Course Number: 1532CF

Grade 11, 12

ONE SEMESTER – 1 CREDIT

Fulfills an elective credit for all diplomas

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- This advanced course is offered for college credit by Indiana University, Bloomington and taught by LT faculty.
- Introduction to psychology reviews its methods, data, and theoretical interpretations in areas of learning, sensory psychology, and psychophysiology.

PSY-P102 INTRODUCTORY PSYCHOLOGY 2 (IUB) ^ ± ‡

Required Prerequisite: PSY-P101 (C↑)

Course Number: 1532CS

Grade 11, 12

ONE SEMESTER – 1 CREDIT

Fulfills an elective credit for all diplomas

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- This advanced course is offered for college credit by Indiana University, Bloomington and taught by LT faculty.
- This is a continuation of PSY-P101 where developmental, social, personality and abnormal psychology are studied.

AP PSYCHOLOGY ^

Recommended Prerequisite: None

Course Numbers: 1558F – 1558S

Grade 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills an elective credit for all diplomas

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- AP Psychology is a course based on the content established and copyrighted by the College Board.
- The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes.
- While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology.
- Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas.
- Topics include: History and Approaches; Research Methods; Biological Bases of Behavior; Sensation and Perception; States of Consciousness; Learning; Cognition; Motivation and Emotion; Developmental Psychology; Personality; Testing and Individual Differences; Abnormal Behavior; Treatment of Abnormal Behavior; and Social Psychology.



IB PSYCHOLOGY HL ^

Recommended Prerequisite: AP Psychology

Course Numbers: 1604F – 1604S

Grade 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills an elective credit for all diplomas

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- The IB Psychology Higher Level course aims to develop an awareness of how research findings can be applied to better understand human behavior and how ethical practices are upheld in psychological inquiry.
- Students learn to understand the biological, cognitive, and sociocultural influences on human behavior and explore alternative explanations of behavior.
- They also understand and use diverse methods of psychological inquiry.
- This course is based on the curriculum published by the International Baccalaureate Organization.

IB HISTORY HL – 20th CENTURY AMERICA ^

Recommended Prerequisite: None

Course Numbers: 1590F – 1590S

Grades 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills the US History requirement for all diplomas

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- The DP history course is a world history course based on a comparative and multi-perspective approach to history.
- It involves the study of a variety of types of history, including political, economic, social, and cultural, and provides a balance of structure and flexibility.
- The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge.
- It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history.
- In this way, the course involves a challenging and demanding critical exploration of the past.
- Teachers explicitly teach thinking and research skills such as comprehension, text analysis, transfer, and use of primary sources.
- There are six key concepts that have particular prominence throughout the DP history course: change, continuity, causation, consequence, significance, and perspectives.
- The range of content is from 750 CE to the 21st Century. Higher Level requires that one of four regions must be studied: Americas, Africa/Middle East, Europe, or Asia/Oceania

WORLD LANGUAGES

@aglance



Grade Levels				Course Name	Credits	Recommended Prerequisite
9	10	11	12			
	✓	✓	✓	American Sign Language I	2	None
	✓	✓	✓	American Sign Language II	2	American Sign Language I (C-↑)
		✓	✓	American Sign Language III*	2	American Sign Language II (C-↑)
			✓	American Sign Language IV^	2	American Sign Language III (C-↑)
✓	✓	✓	✓	Language for Heritage Speakers I – Spanish	2	Teacher recommendation/placement
✓	✓	✓	✓	Language for Heritage Speakers II – Spanish	2	Language for Heritage Speakers I – Spanish, Teacher recommendation/placement
	✓	✓	✓	Lang for Heritage Speakers III – Spanish*	2	Language for Heritage Speakers II – Spanish, Teacher recommendation/placement
✓	✓	✓	✓	French I	2	None
✓	✓	✓	✓	French II	2	French I (C-↑)
	✓	✓	✓	French III*	2	French II (C-↑)
		✓	✓	French IV^	2	French III (C-↑)
		✓	✓	AP French Language and Culture^	2	French III (C-↑)
✓	✓	✓	✓	German I	2	None
	✓	✓	✓	German II	2	German I (C-↑)
		✓	✓	German III*	2	German II (C-↑)
			✓	German IV^	2	German III (C-↑)
			✓	AP German Language and Culture^	2	German III (C-↑)
✓	✓	✓	✓	Spanish I	2	None
✓	✓	✓	✓	Spanish II	2	Spanish I (C-↑)
✓	✓	✓	✓	Spanish III*	2	Spanish II (C-↑)
✓	✓	✓	✓	Spanish III/HISP-S150 (IUB)^±	2	Spanish II (C-↑); 2.7 or higher cumulative GPA
	✓	✓	✓	Spanish IV/HISP-S200 (IUB)^±	2	Spanish III (C-↑); 2.7 or higher cumulative GPA
		✓	✓	Spanish V/HISP-250 (IUB)^±	2	Spanish IV (C-↑); 2.7 or higher cumulative GPA
	✓	✓	✓	AP Spanish Language and Culture^	2	Spanish III (C-↑)
	✓	✓	✓	AP Spanish Literature and Culture^	2	Spanish III (C-↑)

AMERICAN SIGN LANGUAGE I

Recommended Prerequisite: None

Course Numbers: 2156F – 2156S

Grades 10, 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills AHD world language requirement

Fulfills directed elective or elective for all diplomas

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- 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.
 - 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.

AMERICAN SIGN LANGUAGE II

Recommended Prerequisite: American Sign Language I (C-↑)

Course Numbers: 2158F – 2158S

Grades 10, 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills AHD world language requirement

Fulfills directed elective or elective for all diplomas

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- 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.
- 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 and will further develop an understanding of the relationship between languages and cultures.

AMERICAN SIGN LANGUAGE III*

Recommended Prerequisite: American Sign Language II (C-↑)

Course Numbers: 2162F – 2162S

Grades 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills AHD world language requirement

Fulfills directed elective or elective for all diplomas

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- 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.
 - 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.

AMERICAN SIGN LANGUAGE IV ^

Recommended Prerequisite: American Sign Language III (C-↑)

Course Numbers: 2164F – 2164S

Grade 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills AHD world language requirement

Fulfills directed elective or elective for all diplomas

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- 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.

FRENCH I

Recommended Prerequisite: None

Course Numbers: 2020F – 2020S

Grades 9, 10, 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills AHD world language requirement

Fulfills directed elective or elective for all diplomas

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- 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.

FRENCH II

Recommended Prerequisite: French I (C-↑)

Course Numbers: 2022F – 2022S

Grades 9, 10, 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills AHD world language requirement

Fulfills directed elective or elective for all diplomas

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- 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.

FRENCH III*

Recommended Prerequisite: French II (C-↑)

Course Numbers: 2024F – 2024S

Grades 10, 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills AHD world language requirement

Fulfills directed elective or elective for all diplomas

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- 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.

FRENCH IV ^

Recommended Prerequisite: French III (C-↑)
 Course Numbers: 2026F – 2026S
 Grades 11, 12
 TWO SEMESTERS – 1 CREDIT PER SEMESTER
 Fulfills AHD world language requirement
 Fulfills directed elective or elective for all diplomas

- 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.

AP FRENCH LANGUAGE AND CULTURE ^

Recommended Prerequisite: French III (C-↑)
 Course Numbers: 2032F – 2032S
 Grades 11, 12
 TWO SEMESTERS – 1 CREDIT PER SEMESTER
 Fulfills AHD world language requirement
 Fulfills directed elective or elective for all diplomas

- AP French Language and Culture is a course established and copyrighted by the College Board and follows the College Board course guidelines for AP French Language and Culture.
- The course prepares students to be successful on the AP French Language and Culture exam.
- AP French 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 French 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 French.
- The AP French 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).

GERMAN I

Recommended Prerequisite: None

Course Numbers: 2040F – 2040S

Grades 9, 10, 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills AHD world language requirement

Fulfills directed elective or elective for all diplomas



- 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.

GERMAN II

Recommended Prerequisite: German I (C-↑)

Course Numbers: 2042F – 2042S

Grades 10, 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills AHD world language requirement

Fulfills directed elective or elective for all diplomas



- 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.

GERMAN III*

Recommended Prerequisite: German II (C-↑)

Course Numbers: 2044F – 2044S

Grades 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills AHD world language requirement

Fulfills directed elective or elective for all diplomas



- 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.

GERMAN IV ^

Recommended Prerequisite: German III (C-↑)

Course Numbers: 2042F – 2042S

Grade 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills AHD world language requirement

Fulfills directed elective or elective for all diplomas

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- 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.

AP GERMAN LANGUAGE AND CULTURE ^

Recommended Prerequisite: German III (C-↑)

Course Numbers: 2052F – 2052S

Grade 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills AHD world language requirement

Fulfills directed elective or elective for all diplomas

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- 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 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).

LANGUAGE FOR HERITAGE SPEAKERS I - Spanish

Recommended Prerequisite: Teacher recommendation

Course Numbers: 2190F – 2190S

Grades 9, 10, 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills AHD world language requirement

Fulfills directed elective or elective for all diplomas

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- 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 biliteracy 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.

LANGUAGE FOR HERITAGE SPEAKERS II - Spanish

Recommended Prerequisite: Language for Heritage Speakers I – Spanish; Teacher recommendation
Course Numbers: 2192F – 2192S
Grades 9, 10, 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills AHD world language requirement
Fulfills directed elective or elective for all diplomas

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- 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 biliteracy 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.

LANGUAGE FOR HERITAGE SPEAKERS III – Spanish*

Recommended Prerequisite: Language for Heritage Speakers II – Spanish; Teacher recommendation
Course Numbers: 2194F – 2194S; 21942F – 21942S
Grades 10, 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills AHD world language requirement
Fulfills directed elective or elective for all diplomas

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- Language for Heritage Speakers III builds upon Language for Heritage Speakers II, 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 biliteracy 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.
- Language for Heritage Speakers III – Spanish can be repeated for an additional year, allowing a student to earn up to four credits in the course.

SPANISH I

Recommended Prerequisite: None
Course Numbers: 2120F – 2120S
Grades 9, 10, 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills AHD world language requirement
Fulfills directed elective or elective for all diplomas

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- 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 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.

SPANISH II

Recommended Prerequisite: Spanish I (C-↑)
Course Numbers: 2122F – 2122S
Grades 9, 10, 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills AHD world language requirement
Fulfills directed elective or elective for all diplomas

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- 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.

SPANISH III*

Recommended Prerequisite: Spanish II (C-↑)

Course Numbers: 2124F – 2124S

Grades 9, 10, 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills AHD world language requirement

Fulfills directed elective or elective for all diplomas

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SPANISH III/HISP-S150 (IUB) ^ ± ‡

Recommended Prerequisite: Spanish II (C-↑)

Course Numbers: 2124CF – 2124CS

Grades 9, 10, 11, 12



TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills AHD world language requirement

Fulfills directed elective or elective for all diplomas

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- 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.
- This advanced course is offered for college credit by Indiana University, Bloomington and taught by LT faculty.
- Emphasis on all four language skills and on critical thinking skills.
- Grading is based on exams and oral tests, written exercises, compositions, and a cumulative final exam.
- Students can expect to practice speaking in small groups in class and read about and discuss materials in Spanish.

SPANISH IV/HISP-S200 (IUB) ^ ± ‡

Required Prerequisite: Spanish III/HISP-S150 (C↑)

Course Numbers: 2126CF – 2126CS

Grades 10, 11, 12



TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills AHD world language requirement

Fulfills directed elective or elective for all diplomas

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- 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.
- This advanced course is offered for college credit by Indiana University, Bloomington and taught by LT faculty.
- This course reviews some of the basic structures studied in the first year and examines them in more detail.
- Emphasis remains on the four skills and critical thinking skills.
- Readings are both journalistic and literary.
- Grades are based on exams, oral tests, homework, compositions, and a cumulative final exam.
- Homework load is substantial.

SPANISH V/HISP-S250 (IUB) ^ ±‡

Required Prerequisite: Spanish IV/HISP-S200 (C↑)

Course Numbers: 2128CF – 2128CS

Grades 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills AHD world language requirement

Fulfills directed elective or elective for all diplomas

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- Spanish 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 Spanish-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 Spanish-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 Spanish speakers.



- This advanced course is offered for college credit by Indiana University, Bloomington and taught by LT faculty.
- This course continues the work of S200.
- Continued emphasis on all four skills and on critical thinking skills. Grades are based on exams, oral tests, homework, compositions, and a cumulative final exam.
- Homework load is substantial.

AP SPANISH LANGUAGE AND CULTURE ^

Recommended Prerequisite: Spanish III (C-↑)

Course Numbers: 2132F – 2132S

Grades 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills AHD world language requirement

Fulfills directed elective or elective for all diplomas

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- 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).
- The Advanced Placement course is based on the content established by the College Board.

AP SPANISH LITERATURE AND CULTURE ^

Recommended Prerequisite: Spanish III (C-↑)

Course Numbers: 2134F – 2134S

Grades 11, 12

TWO SEMESTERS – 1 CREDIT PER SEMESTER

Fulfills AHD world language requirement

Fulfills directed elective or elective for all diplomas

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- AP Spanish Literature and Culture is a course established and copyrighted by the College Board and follows the College Board course guidelines for AP Spanish Literature and Culture.
- The course prepares students to be successful on the AP Spanish Literature and Culture exam.
- The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature.
- Students develop proficiencies across the full range of communication modes (interpersonal, presentational, and interpretive), thereby honing their critical reading and analytical writing skills.
- Literature is examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings.
- The course also includes a strong focus on cultural connections and comparisons, including exploration of various media (e.g., art, film, articles, literary criticism).

