



**Program of Studies**  
**2025-26**

# Table of Contents

Admissions Policy.....	3
Registration – Incoming Freshmen.....	4
Registration – Returning Students.....	5
Miscellaneous Information.....	6
Graduation Requirements.....	11
Four-Year Plans.....	14
Course Designations.....	15
Theology Department.....	18
English Department.....	22
Mathematics Department.....	27
Science Department.....	32
Social Studies Department.....	38
Arts Department.....	44
Next Level Programs of Study.....	51
Physical Education Department.....	59
World Languages Department.....	61
Special Offerings.....	65

## **Admissions Policy**

Please refer to the [Student-Parent Handbook](#) or the [Admissions tab](#) on our school website ([www.saintjoehigh.com](http://www.saintjoehigh.com)) for admission policy for incoming, transfer, and international students.

# Registration – Incoming Freshmen

All incoming ninth graders are required to take a placement test. Placement tests are given in the fall semester of the prior academic year. Once all admission requirements are received and acceptance is formalized, families will receive a passcode to access registration forms. Course recommendations will consider the transcripts and teacher recommendations in addition to the placement test score and other criteria.

## Credit for Courses Taken in Middle School

Important note: Effective with the Class of 2027, middle school credit will be awarded only in specific circumstances.

A student may earn credit for Algebra 1 taken in middle school provided:

- The transcript received specifies Algebra 1 as the math course taken, not just math.
- The student successfully completes Geometry in ninth grade.
- The middle school teacher is licensed to teach Algebra as a high school course.

A student may earn credit for a World Language taken in middle school provided:

- The transcript received from middle school specifies the world language course taken.
- The student successfully completes Level II of that language in ninth grade.
- The middle school teacher is licensed to teach the World Language as a high school course.

In each case, a formal grade must have been given for the middle school course, as Pass/Fail grades cannot be accepted. Upon request, this grade will count toward the student's GPA in high school.

## Special Placement Tests

Students who were not recommended for, but wish to be considered for a higher placement in Mathematics or World Languages (or an accelerated or honors placement) may request or be required to take a special placement test. To succeed, a student must have a strong background in their previous coursework. Results of the exam will determine final placement for the following year.

## Supplemental Courses

The previous teacher(s) or parents may recommend students for placement in the Learning Strategies program. This usually means placement in the BASIC SKILLS DEVELOPMENT course. Candidates for this course include:

- Students needing remedial work in English concurrent with ENGLISH 9
- Students needing remedial work in Mathematics concurrent with ALGEBRA 1
- Students with a current Catholic Alternative Learning Plan (CALP/504), Individualized Service Plan (ISP/IEP) for mild/moderate learning disability, regardless of other course enrollments

This placement may be deemed mandatory.

## Registration – Returning Students

Registration for students currently enrolled at Saint Joseph High School will take place during the second semester.

### Course Placement

Course placement is determined by prerequisites, the demonstrated achievement of the student, and the recommendations of the student's current teachers and/or department chairs. Please see the note at the end of each department section. Placement is based on the following criteria:

#### HONORS

- demonstrated ability to handle quality and depth of material beyond what is normally expected
- grade (to be considered as determined by the department)
- recommendation from the present teacher(s) and department chair
- standardized testing score (scaled)

#### COLLEGE PREP

- demonstrated ability to handle quality and depth of material to meet the Indiana Standards
- grade (to be considered as determined by the department)
- recommendation from the present teacher(s) and department chair
- standardized testing score (percentile)

## Miscellaneous Information

### Academic Probation

Students are placed on Academic Probation if they fail two or more courses during any semester. The student's counselor will meet with the student and parent(s)/guardian(s) to formulate a plan of action. The administrative team will review students who have two or more failures for two consecutive semesters in any combination of classes to determine if they will be allowed to register for the next semester. This could result in students needing to withdraw during the middle of the school year. Re-enrollment may be considered if students successfully complete approved summer school and/or online courses. Students should attempt to make up any failed course by taking it again at Saint Joseph High School or through an approved summer school or online course. The Director of Counseling must approve all summer school and online courses.

Since Saint Joe is a four-year institution, students who are not eligible to earn a Saint Joseph High School diploma within the four years due to multiple failures or absences throughout their time at Saint Joseph High School will be asked to withdraw.

### Athletic and Extracurricular Eligibility

Saint Joseph High School adheres to all IHSAA eligibility requirements. To be eligible for participation in athletics and extracurricular activities, students must be enrolled in seven classes (or six classes with a study hall) each semester in order. Additionally, students must pass five one-credit courses in the previous quarter. Failure to do so makes the student ineligible to participate in competitions and performances for the following full quarter. Academically ineligible student-athletes are not allowed to compete, but may be allowed to practice with the coach's/moderator's permission. Semester grades determine eligibility at the end of the second and fourth quarters.

### Auditing a Course

As a general policy, Saint Joseph High School does not permit students to audit classes. In special cases, after consulting their counselor and the teacher, students may request to audit a course. Final approval rests with the teacher. All work for an audit class is at the discretion of the teacher. These arrangements must be made at the time of registration. An audit student may not take the place of a student taking the course for credit.

It is the responsibility of the audit candidate to request permission of the teacher to audit a particular class. All requirements must be agreed upon in a meeting between the student and teacher. The teacher, student, parent, and counselor must sign the Audit Request Form available in the Counseling office. Failure to adhere to requirements will necessitate removal from the class.

### Changing a Schedule

If considering an Academic Honors Diploma, please check requirements.

Classes are scheduled and teachers are assigned on the basis of students' course requests at the time of registration each spring. Discussions with teachers, parents, and counselors should aim to ensure

that the courses selected for the following academic year are the courses that are desired. Prior to May 1st, changes to those requests are possible when the course is available. After May 1st, creation of the master schedule begins and any adjustments to those requests are generally not allowed.

During the creation of the master schedule, alternate course requests will be utilized for courses that are over-enrolled or courses that are cancelled for lack of enrollment. Once the schedule is created, courses will not be changed due to teacher preference or personality conflicts. A schedule can be changed if there is a justified need, such as a student not meeting a prerequisite requirement for a course, being placed in an inappropriate course, or failing the first semester of a yearlong course.

Schedule changes must be initiated by filling out a Course Change Request Form, located in Counseling. There are deadlines for requests, and changes are not guaranteed.

When schedule adjustments are necessary due to a level change (from honors to college prep or vice versa), the following must be considered:

- Level changes should be made only when they are in the best interest of the student.
- Students must have the permission of the teacher, department chair, counselor, and parents.
- Level changes should be made as early as possible.
- Grades from the previous level will be carried over into the new level.

Schedule changes made prior to the second week will not be denoted on the transcript. Any changes made after then will result in a grade of Withdraw (“W”) on the transcript for the dropped course. Any changes after the eleventh week of each semester will result in a Withdraw Fail (“WF”) on the transcript for the changed course. (Note that a “W” grade does not impact a student’s GPA, whereas a “WF” grade is equivalent to an “F” and is included in the calculation of the GPA. No credit can be earned for a “WF”.)

### Electives

All students must take a minimum of six classes each semester. While a number of electives are listed for each grade level, students should select only as many elective courses as they can effectively handle. There is no one program that applies to all students. Therefore, each student should take elective courses based on personal goals and objectives.

### Grading Scale & Grade Point Average

Saint Joseph High School uses a weighted grading system. Courses are designated as College Prep, Honors, or AP, and the grades are weighted according to the level of difficulty of the course. Regardless of the level, grades are earned using a standard grading scale, then a grade point is used to determine the value of each letter grade.

	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
<b>Percentage</b>	≥97	93-96	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	≤59
<b>College Prep</b>	4.00	4.00	3.67	3.33	3.00	2.67	2.33	2.00	1.67	1.33	1.00	0.67	0.00
<b>Honors [add 0.50]</b>	4.50	4.50	4.17	3.83	3.50	3.17	2.83	2.50	2.17	1.83	1.50	1.17	0.00
<b>AP [add 1.00]</b>	5.00	5.00	4.67	4.33	4.00	3.67	3.33	3.00	2.67	2.33	2.00	1.67	0.00

Transcript grades not included in the GPA are those that carry Pass/Fail and Withdrawn grades.

In order to determine the Cumulative GPA of students who transfer to Saint Joseph High School, the Director of Counseling equates grades received at the previous school to SJHS point values. If it is impossible to make this determination, the transferring student is given credit for previous work with a passing grade.

### **Graduation Honors**

At the end of the seventh semester, computation of Honors for Graduation is based on a student's cumulative GPA.

There are several distinctions for Honors recognition at Graduation:

- To achieve the titles of VALEDICTORIAN or SALUTATORIAN, a student must have attended the last four semesters at Saint Joseph High School. Other than these two titles, Saint Joseph does not rank students and does not report class rank to colleges.
- To achieve the title of SAINT JOSEPH SCHOLAR, a student must have a cumulative GPA of 4.00. This designation also applies to both of the above titles.
- To achieve HIGHEST HONORS, a student must have a cumulative GPA of 3.75. This designation also applies to all three of the above titles.
- To achieve HIGH HONORS, a student must have a cumulative GPA of 3.50.
- To achieve HONORS, a student must have a cumulative GPA of 3.25.

### **Honor Roll**

Computation of an Honor Roll is based on a student's grades for each individual quarter. To qualify, a student must earn a specific GPA in that quarter, regardless of the number of courses taken. However, a grade of D or F in any course will automatically eliminate a student from the Honor Roll, and an incomplete grade in any course will also temporarily exclude a student. If the student qualifies after making up the incomplete grade within the required maximum of five school days after the end of the quarter, the student will be added to the Honor Roll.

There are three distinctions for Honor Roll:

- To achieve HIGH HONORS, a student must have a quarter GPA of 3.75.
- To achieve HONORS, the student must have a quarter GPA of 3.50.
- To achieve HONORABLE MENTION, a student must have a GPA of 3.25.

Additionally, a student who has achieved Honor Roll each of the first three quarters with a maximum of one honorable mention will earn an Honors Certificate. This certificate will be awarded at the annual Academic Awards Ceremony.

### **Medals of Excellence**

Most courses award a medal certifying a high level of achievement in course content, regardless of the level of the course. Selections for these medals will be made by teachers of those courses. These medals will be awarded at the annual Academic Awards Ceremony.



### **Outside Courses Accepted for Saint Joseph High School Credit**

Saint Joseph High School greatly values the curriculum and instruction provided by our teachers, while simultaneously recognizing that the newly required courses by the IDOE can impede student choice in electives. For these reasons, the following are the only courses that students can take through partner institutions to receive Saint Joe credit: COMPUTING FOUNDATIONS FOR A DIGITAL AGE and PERSONAL FINANCIAL RESPONSIBILITY. If a student is intending on taking one of these courses through a partner institution such as Indiana Online, the transcript from the partner school indicating successful course completion must be on file with the Counseling Department by August 1st of the student's junior year. If the transcript is not on file at this time, the student's schedule will be amended to include these courses.

### **Prerequisites**

Many courses have prerequisites (conditions that must be met before taking a course). Departmental approval and previous courses are examples. All prerequisites are listed in the course descriptions. Students may not register for courses for which they have not met the prerequisites.

### **Qualifying for Honors Level Courses past Freshman Year**

If the preceding class was at the honors level:

- Students qualify for the next level honors class within a department as follows:
  - 1) A semester 1 grade of B+ or higher
  - 2) A semester 1 grade of B or B- and the recommendation of the current (or most recent) honors level teacher in that department

If either of the above requirements are not met, then the student must seek a waiver from the department chair. Department Chairs will consider waivers only from students with a grade of C or higher. Waivers must be requested by the stated deadline from Counseling.

If the preceding class was college preparatory level, requirements vary depending on departmental guidelines. Students should see their assigned counselor for further information to request a waiver.

Responses by a department to a waiver request will vary. It is an undesirable situation for a student to take a course which their teacher is not recommending, and it is highly encouraged for the student to talk frankly with their teacher as to the reasons they want to take that course before deciding to appeal to the department chair. If a waiver is approved, the department may impose conditions; if a waiver is not approved and the family chooses to take the course anyway, then the student must complete the entire semester of that course before a level change will again be considered.

Exceptions may be granted only by Administration.

### **Repeating a Course**

Students who fail required courses are expected to repeat them prior to the next academic year. Both the failing grade and the higher grade will be included in computing the student's GPA. Grades of D- or higher cannot be replaced by retaking a class. The cost of credit recovery courses may be the responsibility of the individual student.

### **Student Aides**

Students in good academic standing may request to be a student aide (typically working in the Office of Student Life or the School Counseling Office) as a potential seventh course for no credit. Interested students should talk to their counselor about the possibility.

### **Summer School/Online Classes**

Students who wish to attend an accredited summer school or enroll in an online class must receive permission from the Director of Counseling prior to enrollment in the course. Except for credit recovery, courses offered at Saint Joseph High School generally are not approved for online enrollment.

# Graduation Requirements

Important note: Effective with the Class of 2029, the State of Indiana has redesigned its diploma. Although the broad redesign by Indiana is complete, some details for Saint Joseph High School have yet to be finalized. Therefore, Graduation Requirements and Four-Year Plans specific to the Class of 2029 will be provided at a later date, both inside this document and elsewhere.

For meeting the general requirements for graduation from Saint Joseph High School, as well as the specific requirements for earning an Academic Honors Diploma, the burden of responsibility rests with the student. The completion of a Core 40 Diploma is a minimum graduation requirement.

College entrance requirements vary, so it is important that students check requirements for particular colleges. In general, colleges require a set number of College Preparatory Units (CPUs), which are met by courses in English, Mathematics, Social Studies, Science, and World Languages. To make a four-year plan that satisfies the requirements for their desired college, the burden of responsibility rests with the student. Counselors can furnish information as needed.

Students must satisfy all three of the following Graduation Requirements by completing one of the associated Pathway Options:

Graduation Requirements	Graduation Pathway Options
1. High School Diploma	<p>Meet the statutorily defined diploma credit and curricular requirements.</p> <p>For Saint Joseph High School, 48 credits are required:</p> <ul style="list-style-type: none"> <li>● <b>Theology:</b> 8 credits (does not include Christian Service)</li> <li>● <b>English:</b> 8 credits</li> <li>● <b>Mathematics:</b> 6 credits, plus a quantitative reasoning course every year</li> <li>● <b>Science:</b> 6 credits (2 Biology, 2 Chemistry or Physics or ICP, and 2 other)</li> <li>● <b>Social Studies:</b> 6 credits (2 World History or Geography, 2 US History, 1 Economics, 1 Government)</li> <li>● <b>Physical Education:</b> 3 credits (2 PE, 1 Health)</li> <li>● <b>Directed Electives:</b> 5 credits (1 Arts, 4 other in Arts, Business, or World Languages)</li> <li>● <b>Other Electives:</b> 6 credits</li> </ul>
2. Learn and Demonstrate Employability Skills (Students must complete <i>at least one</i> of the items listed.)	<p>Learn employability skills standards through locally developed programs. Employability skills are demonstrated by <u>one</u> of the following:</p> <ul style="list-style-type: none"> <li>● <b>Project-Based Learning Experience;</b> OR</li> <li>● <b>Service-Based Learning Experience;</b> OR</li> <li>● <b>Work-Based Learning Experience</b></li> </ul>

	For Saint Joseph High School, this means successful completion of the 1-credit <b>Christian Service: Service Based Learning</b> .
3. Postsecondary-Ready Competencies (Students must complete <i>at least one</i> of the items listed.)	<ul style="list-style-type: none"> <li>● <b>Honors Diploma:</b> Fulfill all requirements of either the Academic or Technical Honors diploma; OR</li> <li>● <b>ACT:</b> College-ready benchmarks; OR</li> <li>● <b>SAT:</b> College-ready benchmarks; OR</li> <li>● <b>ASVAB:</b> Earn at least a minimum AFQT score to qualify for placement into one of the branches of the US military; OR</li> <li>● <b>State- and Industry-recognized Credential or Certification;</b> OR</li> <li>● <b>State-, Federal-, or Industry-recognized Apprenticeship;</b> OR</li> <li>● <b>Career-Technical Education Concentrator:</b> Must earn a C <u>average</u> or higher in at least six high school credits in a career sequence; OR</li> <li>● <b>AP/IB/Dual Credit/Cambridge International courses or CLEP Exams:</b> Must earn a C <u>average</u> or higher in at least three courses; OR</li> <li>● <b>Locally created pathway</b> that meets the framework from and earns the approval of the State Board of Education</li> </ul>

### Core 40 with Academic Honors

To qualify for the Core 40 with Academic Honors diploma, students must:

- Complete all requirements for Core 40, as in the above table, plus:
  - Earn 2 additional Core 40 math credits
  - Earn 6-8 Core 40 world language credits (6 credits in one language or 4 credits each in two languages)
  - Earn 2 Core 40 credits in fine arts
  - Earn a grade of a “C” or better in courses that will count toward the diploma
  - Have a grade point average of “B” or better
- Complete one of the following:
  - Earn 4 credits in 2 or more AP courses and take the corresponding AP exams
  - Earn 6 verifiable transcribed college credits in dual credit courses from the approved dual credit list.
  - Earn 2 of the following:
    - A minimum of 3 verifiable transcribed college credits from the approved dual credit list.
    - 2 credits in AP courses and take the corresponding AP exams
  - 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.
  - Earn an ACT composite score of 26 or higher and complete the writing section

## Core 40 with Technical Honors



To qualify for the Core 40 with Technical Honors diploma, students must:

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

## Four-Year Plans

Grade	Department	Core 40	Core 40 w/AHD	Core 40 w/Specialty
9th	Theology	THEOLOGY 1-2		
	English	ENGLISH 9		
	Mathematics	ALGEBRA 1 (or other)		
	Science	BIOLOGY I		
	Social Studies	WORLD HISTORY		
	Arts			(Specialty course)
	Business			
	Physical Ed	PE I & II		
	World Languages	(World Languages course)		
10th	Theology	THEOLOGY 3-4		
	English	ENGLISH 10		
	Mathematics	GEOMETRY (or other)		
	Science	CHEMISTRY I (or other)		
	Social Studies			(Specialty course)
	Arts	(Elective)	(Elective)	
	Business			
	Physical Ed	HEALTH		HEALTH & PE I
	World Languages	(World Languages course)		
11th	Theology	THEOLOGY 5-6		
	English	AMERICAN LIT		
	Mathematics	ALGEBRA 2 (or other)		
	Science	PHYSICS I (or other)		
	Social Studies	US HISTORY		
	Arts			(Specialty course)
	Business	(Elective)	(Elective)	
	Physical Ed			
	World Languages	(World Languages course)		
12th	Theology	(Theology courses)		
	English	(English courses)		
	Mathematics	(Mathematics courses)		
	Science	(Science course)		
	Social Studies	ECONOMICS & GOVT		
	Arts			(Specialty course)
	Business	(Elective)	(Elective)	
	Physical Ed			
	World Languages	(World Languages course)		

## Course Designations

Designation	Description	Courses
 <p><b>INDIANA CORE 40</b> Core 40</p>	<p><b>Indicates a course that satisfies Core 40 requirements in that subject area as defined by the state:</b></p> <p>Students wishing to attend an Indiana public college and be eligible for possible financial aid from that college must earn 48 credits (8 Theology and 40 credits of courses in specific areas) and maintain a GPA of 2.0.</p> <p>Students are required to complete this curriculum to meet requirements for graduation from Saint Joseph High School.</p>	<ul style="list-style-type: none"> <li>● English courses</li> <li>● Mathematics courses</li> <li>● Science courses</li> <li>● Social Studies courses</li> <li>● Business courses</li> <li>● Fine Arts courses</li> <li>● Health &amp; Physical Education courses</li> <li>● World Language courses</li> </ul>
 <p><b>Advanced Placement (AP)</b></p>	<p><b>Indicates an Advanced Placement course as defined by the College Board:</b></p> <p>The Advanced Placement Program® is a cooperative educational endeavor between secondary schools and colleges and universities. Students gain college-level skills and may earn college credit while they are still in high school. AP teachers follow course guidelines developed and published by the College Board.</p> <p>Comprehensive descriptions of all courses can be found on the College Board's site:  <a href="https://apcentral.collegeboard.org/courses">https://apcentral.collegeboard.org/courses</a>.</p> <p><a href="#">AP Exam Expectations</a></p> <p>Students are required to register for and take the AP Exam for any course in which the exam fee is paid for by the state. <i>For all AP classes, students who do not take the AP Exam may be required to complete an additional, cumulative exam or project that will count for a grade in the 4th quarter.</i></p>	<ul style="list-style-type: none"> <li>● AP Seminar</li> <li>● AP English Language &amp; Composition</li> <li>● AP English Literature &amp; Composition</li> <li>● AP Calculus AB</li> <li>● AP Calculus BC</li> <li>● AP Statistics</li> <li>● AP Biology</li> <li>● AP Chemistry</li> <li>● AP Physics C</li> <li>● AP Environmental Science</li> <li>● AP World History: Modern</li> <li>● AP US History</li> <li>● AP US Government</li> <li>● AP Macroeconomics</li> <li>● AP Microeconomics</li> <li>● AP Psychology</li> <li>● AP 2-D Art &amp; Design</li> <li>● AP 3-D Art &amp; Design</li> <li>● AP Drawing</li> <li>● AP Computer Science Principles</li> <li>● AP Computer Science A</li> <li>● AP Spanish Language &amp; Culture</li> </ul>

<p><b>Dual Credit</b></p>	<p><b>Indicates a course that earns credit at both Saint Joseph and at an accredited post-secondary institution:</b></p> <p>These courses are designed by and/or endorsed by certain colleges or college-ready programs. Teachers of these courses are certified by the college or the program and match the syllabus of these courses.</p> <p>Saint Joseph has partnerships with multiple dual credit programs: the Advance College Project (ACP) through Indiana University; Project Lead the Way (PLTW) through the PLTW network, Holy Cross College, and Ivy Tech.</p>	<p>Advance College Project (ACP):</p> <ul style="list-style-type: none"> <li>● ACP Reading, Writing, &amp; Inquiry (IU W131)</li> <li>● ACP Literary Interpretation (IU L202)</li> <li>● ACP Finite Mathematics (IU M118)</li> </ul> <p>Project Lead the Way (PLTW):</p> <ul style="list-style-type: none"> <li>● Intro to Engineering Design</li> <li>● Principles of Engineering</li> <li>● Civil Engineering</li> </ul> <p>Holy Cross College:</p> <ul style="list-style-type: none"> <li>● Sacraments</li> <li>● Morality</li> </ul> <p>Ivy Tech:</p> <ul style="list-style-type: none"> <li>● US History</li> <li>● Entrepreneurship</li> </ul>
<p><b>Honors (H)</b></p>	<p><b>Indicates an Honors course as defined by Saint Joseph:</b></p> <p>These courses are designed for students who wish to pursue a more challenging academic program than the college preparatory courses. It is expected that students enrolled in these courses will be willing to work hard and do intensive study in the subject.</p> <p>Students who wish to be admitted into honors courses must meet the following criteria:</p> <ul style="list-style-type: none"> <li>● They must wish to take the course</li> <li>● They must meet the prerequisites</li> <li>● Their past academic record must indicate a high probability of success</li> <li>● Their parents must consent to placement in honors course</li> <li>● They must accept responsibility for the level of work required in honors courses and must expect no concessions for involvement in either co-curricular activities or work</li> </ul>	<p>Honors courses are available in the following departments:</p> <ul style="list-style-type: none"> <li>● Theology</li> <li>● English</li> <li>● Mathematics</li> <li>● Science</li> <li>● Social Studies</li> <li>● World Languages</li> </ul> <p>See course descriptions in each department.</p>
<p><b>Laboratory (L)</b></p>	<p><b>Indicates a laboratory course as defined by the state:</b></p>	<ul style="list-style-type: none"> <li>● Science courses</li> <li>● Fine Arts courses</li> </ul>

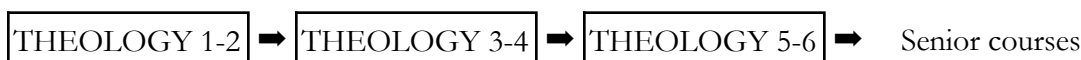


	<p>"A minimum of 25% of the total instructional time is devoted to laboratory activities. Laboratory activities are those activities in which the pupil personally uses appropriate procedures and equipment in accomplishing that learning task."</p>	<ul style="list-style-type: none"><li>● Physical Education courses (except Health)</li></ul>
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# Theology Department

Theology courses follow the *Doctrinal Elements of a Curriculum Framework for the Development of Catechetical Materials for Young People of High School Age* issued by the United States Conference of Catholic Bishops. The core curriculum consists of six core semester classes from freshman through junior year. Theology is academic, but it is more than that. “The definitive aim of catechesis is to put people not only in touch but in communion, in intimacy, with Jesus Christ.” (*Doctrinal Elements*, 1) In Theology, this is done primarily through the study of scripture, the Church, the sacraments, and morality. As such, theology utilizes and develops certain academic skills that are common to many disciplines. At the same time, all students are invited to a deeper relationship with Jesus Christ and his Church. The invitation and response, not being academic, are not graded, but growth in knowledge and understanding are graded.

## Course Sequence



Courses 1-6 are core courses taken in sequence from freshman through junior years. All transfer students who are sophomores, juniors, or seniors begin with THEOLOGY 3 and THEOLOGY 4 and continue in the sequence in subsequent years. Transfer students who have taken the same courses at other Catholic schools may continue the curriculum in sequence.

Seniors who have taken the previous core courses qualify for the Theology offerings for seniors. Qualified seniors pick two of the six courses numbered SJ1400 and above. More than two courses may be selected as electives. All senior classes may be subject to departmental approval to enroll.

<b>SJ1101</b> College Prep 1 sem / 1 cred ⑨	<b>THEOLOGY 1: THE WORD OF GOD</b>
<b>SJ1102</b> College Prep 1 sem / 1 cred ⑨	<b>THEOLOGY 2: CHRISTOLOGY</b> The purpose of this course is to introduce students to the mystery of Jesus Christ, the living Word of God, the Second Person of the Blessed Trinity. In this course students will understand that Jesus Christ is the ultimate Revelation to us from God. In learning about who he is, the students will also learn who he calls them to be. <ul style="list-style-type: none"> <li>• Not an approved core course by the NCAA Clearinghouse</li> </ul>

<p><b>SJ1201</b> College Prep 1 sem / 1 cred ⑩</p>	<p><b>THEOLOGY 3: THE PASCHAL MYSTERY</b></p> <p>The purpose of this course is to help students understand all that God has done for us through his Son, Jesus Christ. Through the course of study, students will learn that for all eternity, God has planned for us to share eternal happiness with him, which is accomplished through the redemption Christ won for us. Students will learn that they share in this redemption only in and through Jesus Christ. They will also be introduced to what it means to be a disciple of Christ and what life as a disciple entails.</p> <ul style="list-style-type: none"> <li>• Not an approved core course by the NCAA Clearinghouse</li> </ul>
<p><b>SJ1202</b> College Prep 1 sem / 1 cred ⑩</p>	<p><b>THEOLOGY 4: ECCLESIOLOGY</b></p> <p>The purpose of this course is to help students understand that in and through the Church they encounter the living Jesus Christ. They will be introduced to the fact that the Church was founded by Christ through the Apostles and is sustained by him through the Holy Spirit. The students will come to know that the Church is the living Body of Christ today. This Body has both divine and human elements. In this course, students will learn not so much about events in the life of the Church but about the sacred nature of the Church.</p> <ul style="list-style-type: none"> <li>• Not an approved core course by the NCAA Clearinghouse</li> </ul>
<p><b>SJ1301</b> College Prep <b>SJ1311</b> Honors  Dual Credit with Holy Cross College] 1 sem / 1 cred ⑪</p>	<p><b>THEOLOGY 5: SACRAMENTS</b> <b>THEOLOGY 5 HONORS: SACRAMENTS</b></p> <p>The purpose of this course is to help students understand that they can encounter Christ today in a full and real way in and through the sacraments, and especially through the Eucharist. Students will examine each of the sacraments in detail so as to learn how they may encounter Christ throughout life.</p> <ul style="list-style-type: none"> <li>• Dual credit requirement: There is periodic writing assigned by HCC</li> <li>• Not an approved core course by the NCAA Clearinghouse</li> </ul> <p>SACRAMENTS HONORS is for the student who has a serious interest in Theology and who is ready for an accelerated pace with increased depth. Students are expected to complete additional projects/assignments, analyze works from many genres, and apply those works to the Christian life. The course is intended for the highly interested and motivated students as well as those who want to grow in their relationship with Jesus.</p>
<p><b>SJ1302</b> College Prep <b>SJ1312</b> Honors  [Dual Credit with Holy Cross College] 1 sem / 1 cred ⑪</p>	<p><b>THEOLOGY 6: MORALITY</b> [Current Problems, Issues, and Events] <b>THEOLOGY 6 HONORS: MORALITY</b> [Current Problems, Issues, and Events]</p> <p>The purpose of this course is to help students understand that it is only through Christ that they can fully live out God's plans for their lives. Students are to learn the moral concepts and precepts that govern the lives of Christ's disciples.</p> <ul style="list-style-type: none"> <li>• Dual credit requirement: There is periodic writing assigned by HCC and at least one field trip</li> <li>• Counts as an elective for all diplomas</li> <li>• Not an approved core course by the NCAA Clearinghouse</li> </ul> <p>MORALITY HONORS is for the student who has a serious interest in Theology and who is ready for an accelerated pace with increased depth. Students are expected to complete additional projects/assignments, analyze works from many genres, and apply those works to the moral life. The course is intended for highly interested and motivated students as well as those who want to grow in their relationship with Jesus.</p>

<p><b>SJ1410</b> College Prep 1 sem / 1 cred ⑫</p>	<p><b>APOLOGETICS</b> [Humanities II]</p> <p>The purpose of this course is to help the students understand the manner in which the Catholic Church relates to non-Catholic Christians as well as other religions of the world. Building on the foundational truth that Jesus Christ established the Catholic Church and entrusted to her the fullness of God's Revelation, the course is intended to help students recognize the ways in which important spiritual truths can also be found in non-Catholic Christian churches and ecclesial communities as well as in non-Christian religions. It is also intended to help them to recognize the ways in which other systems of belief and practice differ from the Catholic faith.</p> <ul style="list-style-type: none"> <li>• Counts as an elective for all diplomas</li> <li>• Not an approved core course by the NCAA Clearinghouse</li> </ul>
<p><b>SJ1420</b> College Prep 1 sem / 1 cred ⑫</p>	<p><b>CATHOLIC SOCIAL TEACHING</b> [Topics in Social Science, Social Justice]</p> <p>The purpose of this course is to introduce students to the Church's social teaching. In this course, students are to learn how Christ's concern for others, especially the poor and needy, is present today in the Church's social teaching and mission. This class will require a semester capstone project and presentation incorporating the principles of CST within the Circle of Social Action: awareness, analysis, and action.</p> <ul style="list-style-type: none"> <li>• Counts as an elective for all diplomas</li> <li>• Not an approved core course by the NCAA Clearinghouse</li> </ul>
<p><b>SJ1430M/F</b> College Prep 1 sem / 1 cred ⑫</p>	<p><b>DIGNITY OF MEN / DIGNITY OF WOMEN</b></p> <p>The purpose of this course is to help students to understand the vocations of life: how Christ calls us to live. In this course, students should learn how all vocations are similar and how they differ. The course should be structured around married life, single life, priestly life, and consecrated life. Students should learn what it means to live life for the benefit of others and the value in considering a vocation in service to the Christian community. This course will challenge you to grow in the prayer life of the Church and learn the Liturgy of the Hours. It leads students in serious reflection on how God is working in each of our daily lives and ways He may be calling us.</p> <ul style="list-style-type: none"> <li>• This course, previously named VOCATIONS, is separated by gender.</li> <li>• Not an approved core course by the NCAA Clearinghouse</li> </ul>
<p><b>SJ1450</b> Honors 1 sem / 1 cred ⑫</p>	<p><b>GREAT CATHOLIC THINKERS HONORS</b> [Humanities III]</p> <p>This course will introduce the writings and ideas of important Catholic writers such as Joseph Ratzinger, St. Thomas Aquinas, Blaise Pascal, GK Chesterton, Fulton J. Sheen, Francis Thompson, St. Augustine, St. Catherine of Siena, St. Ignatius of Loyola, St. Gregory of Nyssa, St. Francis de Sales, Thomas A Kempis, St. Therese of Lisieux, St. John Cassian, Thomas Merton, St. Teresa of Avila, St. John of the Cross, St. Benedict, St. Ignatius of Antioch, St. Cyprian, St. Cyril of Jerusalem, St. John Chrysostom, Hilaire Belloc, St. Francis of Assisi, St. Louis de Montfort, St. Bonaventure, and others. The course will involve extensive reading and discussion and explore the Theology of the Catholic Church through some of Her great teachers and saints.</p> <ul style="list-style-type: none"> <li>• Prerequisite: Minimum "B+" grades in SACRAMENTS and MORALITY</li> <li>• Counts as a directed elective or elective for all diplomas</li> <li>• Not an approved core course by the NCAA Clearinghouse</li> </ul>

<p><b>SJ1460</b> College Prep 1 sem / 1 cred ⑫</p>	<b>SACRED SCRIPTURE</b>
<p>The purpose of this course is to give an overview of Sacred Scripture with an introduction to the basic principles for understanding and interpreting the Bible. Because of the extent of the scriptural material, this outline will not try to cover the vast content but rather offer comments about Scripture’s purpose and religious significance. Given the limits of a semester of study, it will not be possible to introduce all the books of the Bible here. But every effort is made to project a sense of the unity of the narrative for the divine plan of salvation, the presence of God’s action in this record of his Revelation, and his desire to share his merciful love with us. The New American Bible with its notes is the translation that is used as well as a guide for interpretation. This class will study Sacred Scripture as the divinely inspired Word of God, and one has the opportunity to learn more about the unity between all parts of the Bible and Catholic Tradition.</p> <ul style="list-style-type: none"> <li>• Not an approved core course by the NCAA Clearinghouse</li> </ul>	

<p><b>SJ1470</b> Honors 1 sem / 1 cred ⑫</p>	<b>FAITH AND SCIENCE HONORS</b>
<p>The purpose of this course is to give an overview of the true nature of religion and science as twin corporate enterprises and how this understanding can help us become better practitioners of both. It will explore how religion and science in their fullness can work together, and do work together in coherent, consistent, and mutually affirming paths that can lead us to increased knowledge and love of God and God’s creation. This class will explore the interactions between the disciplines of theology and science.</p> <ul style="list-style-type: none"> <li>• Prerequisite: Minimum “B+” grades in SACRAMENTS and MORALITY</li> <li>• Not an approved core course by the NCAA Clearinghouse</li> </ul>	

# English Department

English is designed to improve communication, which is seen as a two-way process of transmitting and receiving ideas. Through the study of literature, students achieve the awareness necessary to perceive the rich body of truth which literature offers to readers. Through writing, speech, and language instruction, students improve their ability to present their own ideas clearly and effectively. All English classes heighten the student's appreciation of language and its importance in our lives.

## Qualifying for AP/Honors in English

Students interested in remaining on the honors track must meet the following criteria in their previous honors class:

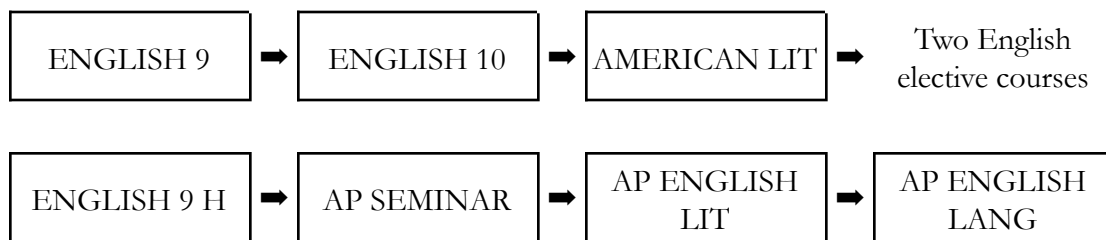
- B+ grade in the previous class qualifies for placement in an honors level class.
- B/B- grade in the previous class requires teacher approval.
- C+ or lower in the previous class requires department chair approval.

Students interested in moving up to the honors track must meet the following criteria:

- B+ or higher grade in the previous college prep class will require departmental approval.
- B or lower does not meet the criteria for enrollment in an AP/Honors course by the English Department.

## Typical Course Sequences

Arrows indicate a normal sequence of classes. Other types of movement are possible, but must have approval of the current teacher, department chair, and school counselor. Elective courses can be taken concurrently with required courses at the indicated levels.



<p><b>SJ2111-12</b> College Prep <b>SJ2121-22</b> Honors</p> <p>2 sem / 2 cred ⑨</p>	<p><b>ENGLISH 9</b> <b>ENGLISH 9 HONORS</b></p> <p>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.</p> <ul style="list-style-type: none"> <li>• Fulfills an English/Language Arts requirement for all diplomas</li> </ul> <p>ENGLISH 9 HONORS is for the student who has a serious interest in English and who is ready to accept the challenge offered in exploration of the various aspects of communication: reading, writing, speaking, and listening. The course includes strengthening vocabulary, developing critical thinking skills, analyzing works from a variety of genres, writing assignments that are both imaginative and disciplined, and honing effective speaking tools.</p> <ul style="list-style-type: none"> <li>• <b>Course Reading:</b> Summer reading is required prior to this course.</li> </ul>
<p><b>SJ2211-12</b> College Prep 2 sem / 2 cred ⑩</p>	<p><b>ENGLISH 10</b></p> <p>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 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.</p> <ul style="list-style-type: none"> <li>• Fulfills an English/Language Arts requirement for all diplomas</li> </ul>
<p><b>SJ2231-32</b> AP 2 sem / 2 cred ⑪</p>	<p><b>AP SEMINAR: ENGLISH</b></p> <p>AP SEMINAR is designed as a seminar-style English course focusing on foundational writing, collaboration, research, and presentation skills. Through an inquiry-based approach, 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. The course integrates with local English standards, allowing for flexibility in instruction. Students learn to synthesize information from multiple sources, express their own perspectives through written essays, and deliver oral and visual presentations individually or as part of a team. Assessment in the course includes two through-course performance tasks and an end-of-course exam, with the final AP score being calculated on a 1-5 scale.</p> <ul style="list-style-type: none"> <li>• Fulfills an English/Language Arts requirement for all diplomas</li> <li>• <b>Course Reading:</b> Summer reading is required prior to this course.</li> <li>• Please see the “Qualifying for AP/Honors” note at the top of the English section.</li> </ul>

<b>SJ2250</b> College Prep 1 sem / 1 cred ⑩ ⑪ ⑫	<b>CREATIVE WRITING</b>
	<p>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.</p> <ul style="list-style-type: none"> <li>● Prerequisite: ENGLISH 10</li> <li>● Fulfills an English/Language Arts requirement for all diplomas</li> <li>● <b>Course Project:</b> Students must complete a project, such as a short story, a narrative or epic poem, a persuasive speech or letter, a book review, a script or short play, or other creative compositions, which demonstrates knowledge, application, and writing progress in the course content.</li> </ul>

<b>SJ2250</b> College Prep 1 sem / 1 cred ⑩ ⑪ ⑫	<b>STUDENT MEDIA</b>
	<p>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.</p> <ul style="list-style-type: none"> <li>● Prerequisite: Departmental approval</li> <li>● May be taken multiple times (up to 4 credits)</li> <li>● Responsibilities of the course include contributing to Broadcasting, Newspaper, and Yearbook</li> <li>● Does not count as an English elective</li> <li>● Counts as a directed elective or elective for all diplomas</li> <li>● Fulfills Fine Arts requirement for Core 40 with Academic Honors</li> <li>● Not an approved core course by the NCAA Clearinghouse</li> </ul>

<b>SJ2311-12</b> College Prep 2 sem / 2 cred ⑪	<b>AMERICAN LITERATURE</b>
	<p>AMERICAN LITERATURE, a course based on the Indiana Academic Standards for English/Language Arts, is a study of representative works and authors of the United States. Students read, analyze, evaluate, critique, and actively respond to a wide variety of literary genres that reflect American culture, including quality works of various ethnic and cultural minorities. Students compare readings and media from literature, history, and other subjects by demonstrating how the ideas and concepts presented in the works are interconnected, distinctly American, and important to an understanding of the development of the current culture.</p> <ul style="list-style-type: none"> <li>● Fulfills an English/Language Arts requirement for all diplomas</li> </ul>

<b>SJ2321-22</b> AP 2 sem / 2 cred ⑪	<b>AP ENGLISH LITERATURE &amp; COMPOSITION</b>
	<p>AP ENGLISH LITERATURE &amp; COMPOSITION 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. 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.</p> <ul style="list-style-type: none"> <li>● Fulfills an English/Language Arts requirement for all diplomas</li> <li>● <b>Course Reading:</b> Summer reading is required prior to this course.</li> <li>● Please see the "Qualifying for AP/Honors" note at the top of the English section.</li> <li>● Students enrolled in this course are expected to take the corresponding AP exam.</li> </ul>



<p><b>SJ2350</b> <b>SJ2390</b> College Prep 1 sem / 1 cred ⑪ ⑫</p>	<p><b>THEMES IN LITERATURE: REDEMPTION</b> <b>THEMES IN LITERATURE: COMING OF AGE</b></p> <p>THEMES IN LITERATURE, a course based on Indiana’s Academic Standards for English/Language Arts is a study of universal themes. Students examine representative works in various genres by authors of diverse eras and nationalities and the way themes may be treated differently in the works because of the cultural context. Students analyze how themes illuminate humanity’s struggle to understand the human condition.</p> <ul style="list-style-type: none"> <li>• Fulfills an English/Language Arts requirement for all diplomas</li> </ul> <p>REDEMPTION will focus on the theme of character redemption in narratives.</p> <ul style="list-style-type: none"> <li>• <b>Course Project:</b> Students must complete a project, such as doing an historical timeline and bibliography on the development of film or the creation of a short-subject film, which demonstrates knowledge, application, and progress in the course content.</li> </ul> <p>COMING OF AGE will focus on the theme of characters’ coming of age stories.</p>
<p><b>SJ2410</b> College Prep 1 sem / 1 cred ⑫</p>	<p><b>COMPOSITION</b></p> <p>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.</p> <ul style="list-style-type: none"> <li>• Fulfills an English/Language Arts requirement for all diplomas</li> </ul>
<p><b>SJ2421-22</b> AP 2 sem / 2 cred ⑪</p>	<p><b>AP ENGLISH LANGUAGE &amp; COMPOSITION</b></p> <p>AP ENGLISH LANGUAGE &amp; COMPOSITION 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. The course focuses on the development and revision of evidence-based analytic and argumentative writing and 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 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. There is no prescribed sequence of study.</p> <ul style="list-style-type: none"> <li>• Fulfills an English/Language Arts requirement for all diplomas</li> <li>• <b>Course Reading:</b> Summer reading is required prior to this course.</li> <li>• Please see the “Qualifying for AP/Honors” note at the top of the English section.</li> <li>• Students enrolled in this course are expected to take the corresponding AP exam.</li> </ul>

**SJ2430**  
**[IU W131]**  
**SJ2440**  
**[IU L202]**

Honors  
1 sem / 1 cred  
⑫

**ADVANCED ENGLISH, COLLEGE CREDIT**  
**: ACP READING, WRITING, & INQUIRY**  
**: ACP LITERARY INTERPRETATION**

ADVANCED ENGLISH, COLLEGE CREDIT is an advanced course based on the Indiana Academic Standards for English/Language Arts in grades 11 and 12. This course title covers any English language and composition advanced course offered for credit by an accredited postsecondary institution through an adjunct agreement with a secondary school.

- Fulfills an English/Language Arts requirement for all diplomas

READING, WRITING, & INQUIRY is dual credit through ACP, Indiana University. It includes 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.

- Students earn 3 credits from Indiana University

LITERARY INTERPRETATION is dual credit through ACP, Indiana University. It develops critical skills essential to participation in the interpretive process. Through class discussion and focused writing assignments, it introduces the premises and motives of literary analysis and critical methods associated with historical generic and/or cultural concerns.

- Prerequisite: READING, WRITING, & INQUIRY
- Students earn 3 credits from Indiana University, assuming credit was earned from the prerequisite course

# Mathematics Department

Mathematics is the key to unlocking the mysteries of science, business, psychology, and many other areas of life. As such, its study cannot be limited to rote memorization of rules and formulas but must encompass a much broader and richer understanding of the concepts.

Technology is integrated into the curriculum. The TI-84 graphing calculator is required for all courses except Calculus (in which the TI-89 is preferred). Previous experience on the calculator is advantageous but not mandatory.

## Qualifying for AP/Honors in Mathematics

Students interested in remaining on the honors track must meet the following criteria in their previous honors class:

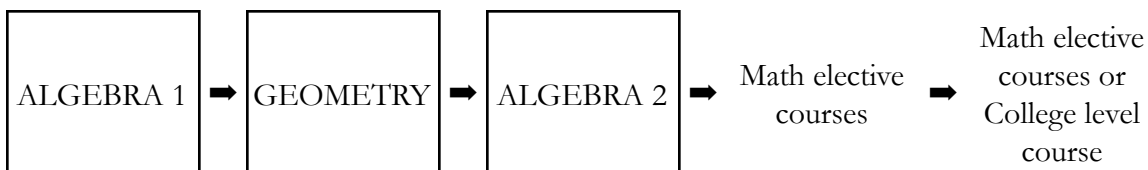
- B+ grade in the previous class qualifies for placement in an honors level class.
- B/B- grade in the previous class requires teacher approval.
- C+ or lower in the previous class requires department chair approval.

Students interested in moving up to the honors track must meet the following criteria:

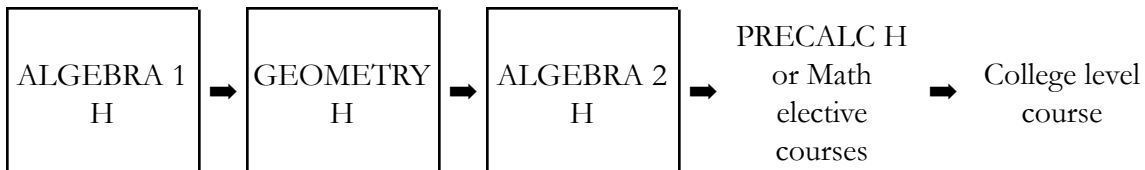
- B+ or higher grade in the previous college prep class will require departmental approval.
- B or lower does not meet the criteria for enrollment in an AP/Honors course by the Mathematics Department.

## Typical Course Sequences

Arrows indicate a normal sequence of classes. Other types of movement are possible, but must have approval of the current teacher, department chair, and school counselor. In most cases, either a department recommendation or a special placement test is required to start farther along a sequence.



Some students may need support to complete this core sequence. For them, enrollment may be required in a scaffolded version of the course; these are indicated in this program by a different course number.



<p><b>SJ3101-02</b> <b>SJ3111-12</b> College Prep <b>SJ3121-22</b> Honors</p> <p>2 sem / 2 cred ⑨</p>	<p><b>ALGEBRA 1</b> <b>ALGEBRA 1 HONORS</b></p>
<p>2 sem / 2 cred ⑨</p>	<p>ALGEBRA 1 formalizes and extends the mathematics students learned in the middle grades. The course 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.</p> <ul style="list-style-type: none"> <li>● Fulfills the Algebra 1 requirement for all diplomas</li> </ul> <p>Students identified from eighth grade Mathematics as needing extra support may be enrolled in a special scaffolded section of SJ3101-02. The goal is to buttress their mathematics skills while simultaneously covering Algebra content.</p> <p>In ALGEBRA 1 HONORS, the normal study of ALGEBRA 1 is completed at an accelerated pace and with increased depth. Students are expected to complete extra projects and to participate regularly in local and national contests. The course is intended for the highly interested and motivated as well as mathematically talented student.</p>

<p><b>SJ3201-02</b> <b>SJ3211-12</b> College Prep <b>SJ3221-22</b> Honors</p> <p>2 sem / 2 cred ⑨ ⑩</p>	<p><b>GEOMETRY</b> <b>GEOMETRY HONORS</b></p>
<p>2 sem / 2 cred ⑨ ⑩</p>	<p>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 course: Logic and Proofs; Points, Lines, Angles, and Planes; Triangles; Quadrilaterals and Other Polygons; Circles; Transformations; and Three-dimensional Solids.</p> <ul style="list-style-type: none"> <li>● Prerequisite: ALGEBRA 1</li> <li>● Fulfills the Geometry requirement for all diplomas</li> </ul> <p>Students identified from ALGEBRA 1 as needing extra support may be enrolled in a special scaffolded section of SJ3201-02. The goal is to buttress their Algebra skills while simultaneously covering Geometry content.</p> <p>In GEOMETRY HONORS, the normal study of Geometry is completed at an accelerated pace and with increased depth. Students are expected to complete extra projects and to participate regularly in local and national contests. The course is intended for the highly interested and motivated as well as mathematically talented student.</p> <ul style="list-style-type: none"> <li>● Prerequisite: "B+" in ALGEBRA 1 HONORS or departmental approval</li> <li>● Please see the "Qualifying for AP/Honors" note at the top of the Mathematics section.</li> </ul>

<p><b>SJ3201-02</b> <b>SJ3211-12</b> College Prep <b>SJ3221-22</b> Honors</p> <p>2 sem / 2 cred ⑩ ⑪ ⑫</p>	<p><b>ALGEBRA 2</b> <b>ALGEBRA 2 HONORS</b></p> <p>This course 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: Complex Numbers and Expressions; Functions; Systems of Equations; Quadratic Equations and Functions; Exponential &amp; Logarithmic Equations and Functions; Polynomial, Rational, and Other Equations and Functions; and Data Analysis, Statistics, and Probability.</p> <ul style="list-style-type: none"> <li>• Prerequisite: GEOMETRY</li> <li>• Fulfills the Algebra 2 requirement for all diplomas</li> </ul> <p>Students identified from GEOMETRY as needing extra support may be enrolled in a special scaffolded section of SJ3301-02. The goal is to buttress the previous skills while simultaneously covering Algebra 2 content.</p> <p>In ALGEBRA 2 HONORS, the normal study of Algebra 2 is completed at an accelerated pace and with increased depth. Students are expected to complete extra projects and to participate regularly in local and national contests. The course is intended for the highly interested and motivated as well as mathematically talented student.</p> <ul style="list-style-type: none"> <li>• Prerequisite: “B+” in GEOMETRY HONORS or departmental approval</li> <li>• Please see the “Qualifying for AP/Honors” note at the top of the Mathematics section.</li> </ul>
<p><b>SJ3350</b> College Prep 1 sem / 1 cred ⑪ ⑫</p>	<p><b>FINITE MATHEMATICS</b></p> <p>FINITE MATHEMATICS is a collection of mathematical topics, frequently used in business or public policy contexts. It is designed for students who will undertake higher-level mathematics in college that may not include calculus. Finite Math is made up of five strands: Sets; Matrices; Networks; Optimization; and Probability. The skills listed in these strands indicate what students should know and be able to do in Finite Math.</p> <ul style="list-style-type: none"> <li>• Prerequisite: ALGEBRA 2</li> </ul>
<p><b>SJ3360</b> College Prep 1 sem / 1 cred ⑪ ⑫</p>	<p><b>PROBABILITY AND STATISTICS</b></p> <p>PROBABILITY AND STATISTICS includes the concepts and skills needed to apply statistical techniques in the decision-making process. It is 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.</p> <ul style="list-style-type: none"> <li>• Prerequisite: ALGEBRA 2</li> </ul>
<p><b>SJ3400</b> College Prep 1 sem / 1 cred ⑪ ⑫</p>	<p><b>TRIGONOMETRY</b></p> <p>TRIGONOMETRY provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. This course provides the foundation for common periodic functions that are encountered in many disciplines, including music, engineering, medicine, finance, and nearly all other STEM disciplines. It 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.</p> <ul style="list-style-type: none"> <li>• Prerequisite: “B” in ALGEBRA 2</li> </ul>

<p><b>SJ3410</b> College Prep 1 sem / 1 cred ⑪ ⑫</p>	<p><b>PRECALCULUS</b></p> <p>PRECALCULUS extends the foundations of algebra and functions developed in previous courses to new functions, including exponential and logarithmic functions, and to sequences and series. The course provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. It is made up of five strands: Functions; Quadratic, Polynomial, and Rational Equations and Functions; Exponential and Logarithmic Functions; Sequences and Series; and Conics. The course is designed for students who expect math to be a major component of their future college and career experiences, and as such it is designed to provide students with strong foundations for calculus and other higher-level math courses.</p> <ul style="list-style-type: none"> <li>• Prerequisite: “B” in ALGEBRA 2</li> </ul>
<p><b>SJ3421-22</b> Honors 2 sem / 2 cred ⑩ ⑪ ⑫</p>	<p><b>PRECALCULUS / TRIGONOMETRY HONORS</b></p> <p>The normal study of both the TRIGONOMETRY and PRECALCULUS courses are completed at an accelerated pace and with increased depth. Students are expected to complete extra projects and to participate regularly in local and national contests. The course is intended for the highly interested and motivated as well as mathematically talented student.</p> <ul style="list-style-type: none"> <li>• Prerequisite: “B+” in ALGEBRA 2 HONORS and departmental approval</li> <li>• Please see the “Qualifying for AP/Honors” note at the top of the Mathematics section.</li> </ul>
<p><b>SJ3451-52</b> [IU M118] Honors 2 sem / 2 cred ⑫</p>	<p><b>ADVANCED MATHEMATICS, COLLEGE CREDIT : ACP FINITE MATHEMATICS</b></p> <p>FINITE MATHEMATICS is dual credit through ACP, Indiana University. This course covers sets, counting, basic probability, including random variables and expected values, linear systems, matrices, linear programming, and applications.</p> <ul style="list-style-type: none"> <li>• Prerequisites: “B” in ALGEBRA 2 and departmental approval</li> </ul>
<p><b>SJ3521-22</b> AP 2 sem / 2 cred ⑪ ⑫</p>	<p><b>AP CALCULUS AB</b></p> <p>AP CALCULUS AB is a course based on content established by the College Board. This course is not intended to be used as a dual credit course. It 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.</p> <ul style="list-style-type: none"> <li>• Prerequisites: PRECALCULUS and departmental approval</li> <li>• Please see the “Qualifying for AP/Honors” note at the top of the Mathematics section.</li> <li>• Students enrolled in this class are expected to take the AP exam.</li> </ul>
<p><b>SJ3541-42</b> AP 2 sem / 2 cred ⑪ ⑫</p>	<p><b>AP STATISTICS</b></p> <p>AP STATISTICS 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. It 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.</p> <ul style="list-style-type: none"> <li>• Prerequisite: PRECALCULUS or PROBABILITY AND STATISTICS</li> <li>• Please see the “Qualifying for AP/Honors” note at the top of the Mathematics section.</li> <li>• Students enrolled in this class are expected to take the AP exam.</li> </ul>

<b>SJ3621-22</b> AP 2 sem / 2 cred ⑪ ⑫	<b>AP CALCULUS BC</b>
	<p>AP CALCULUS BC is a course based on content established by the College Board. This course is not intended to be used as a dual credit course. It 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 this course is designed to qualify the student for placement and credit in a course that is one course beyond AP CALCULUS AB.</p> <ul style="list-style-type: none"> <li>• Prerequisites: PRECALCULUS/TRIGONOMETRY HONORS or AP CALCULUS AB and departmental approval</li> <li>• Please see the “Qualifying for AP/Honors” note at the top of the Mathematics section.</li> <li>• Students enrolled in this class are expected to take the AP exam.</li> </ul>

<b>SJ3720</b> <b>SJ3740</b> Honors 1 sem / 1 cred ⑫	<b>ADVANCED MATHEMATICS, SPECIAL TOPICS</b> <b>: CALCULUS III HONORS</b> <b>: NUMBER THEORY HONORS</b>
	<p>ADVANCED MATHEMATICS, SPECIAL TOPICS is the course title that is to be used for reporting by schools that offer mathematics courses beyond the scope of approved courses.</p> <ul style="list-style-type: none"> <li>• Prerequisites: AP CALCULUS BC and departmental approval</li> <li>• Please see the “Qualifying for AP/Honors” note at the top of the Mathematics section.</li> <li>• These courses are <u>independent study</u>.</li> </ul> <p>CALCULUS III is patterned after M311: CALCULUS III, taught at Indiana University South Bend. Topics include: solid analytic geometry, functions of several variables, partial differentiation, multiple integration, vector fields, line and surface integrals, and Stokes' and Green's Theorems.</p> <p>NUMBER THEORY is patterned after M405: NUMBER THEORY, taught at Indiana University South Bend. Topics include: numbers and their representation, divisibility and factorization, primes and their distribution, number theoretic functions, congruences, primitive roots, diophantine equations, quadratic residues, sums of squares.</p>

## Science Department

Scientific literacy is no longer reserved for a small group of students with special interests in the sciences. Today it is necessary that everyone understand scientific information and the methods used to obtain it in making everyday choices, in engaging in public discourse about important societal issues, and in order to succeed in the workplace. In concert with the national Science Education Standards and the Indiana State Science Standards, it is the goal of our science curriculum to develop the knowledge and understanding, skills, and critical thinking which are the foundations of scientific literacy for all students.

### Qualifying for AP/Honors in Science

Students interested in remaining on the honors track must meet the following criteria in their previous honors class:

- B+ grade in the previous class qualifies for placement in an honors level class.
- B/B- grade in the previous class requires teacher approval.
- C+ or lower in the previous class requires department chair approval.

Students interested in moving up to the honors track must meet the following criteria:

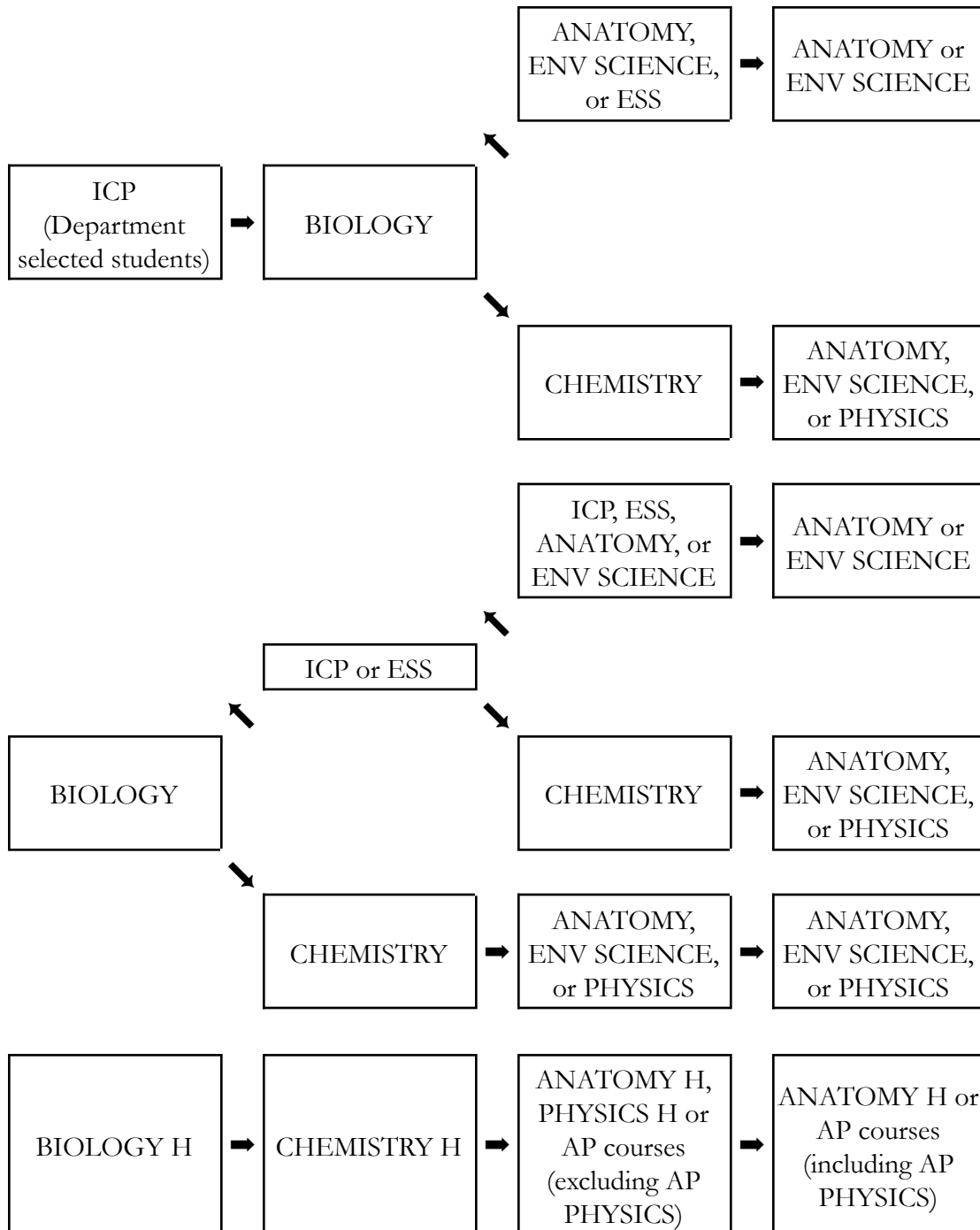
- B+ or higher grade in the previous college prep class will require departmental approval.
- B or lower does not meet the criteria for enrollment in an AP/Honors course by the Science Department.

To enroll in an AP course, students and parents must sign an AP Science contract committing to complete the entire year of the AP course, plus taking the corresponding AP exam. Students not meeting stated criteria in the first three weeks will be asked to drop the class.



### Typical Course Sequences

The following tracks are the typical sequence of coursework. Other types of movement are possible, but must have approval of the current teacher, department chair, and school counselor.



<p><b>SJ4101-02</b> College Prep 2 sem / 2 cred ⑨ ⑩ ⑪</p>	<p><b>INTEGRATED CHEMISTRY-PHYSICS (L)</b></p> <p>INTEGRATED CHEMISTRY-PHYSICS incorporates high school Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts to help students gain a three-dimensional understanding of Chemistry and Physics topics. Disciplinary Core Ideas for this course include Matter and its Interactions, Forces, Energy, and Waves and their Applications in Technologies for Information Transfer. Instruction focuses on the observation of phenomena to develop an understanding of how scientific knowledge is acquired.</p> <ul style="list-style-type: none"> <li>• Fulfills a Physical Science requirement for all diplomas</li> <li>• Qualifies as a quantitative reasoning course for all diplomas</li> <li>• Counts as an elective for all diplomas</li> </ul>
<p><b>SJ4111-12</b> College Prep <b>SJ4121-22</b> Honors 2 sem / 2 cred ⑨ ⑩</p>	<p><b>BIOLOGY I (L)</b> <b>BIOLOGY I HONORS (L)</b></p> <p>BIOLOGY I incorporates high school Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts to help students gain a three dimensional understanding of Biology topics. Disciplinary Core Ideas for this course include From Molecules to Organisms, Ecosystems, Heredity and Biological Evolution. Instruction focuses on the observation of phenomena to develop an understanding of how scientific knowledge is acquired.</p> <ul style="list-style-type: none"> <li>• Fulfills the Biology requirement for all diplomas</li> </ul> <p>The objectives of BIOLOGY I HONORS are comparable to those of BIOLOGY I, but the material is covered in a different sequence and greater depth with emphasis on independent study and student initiative. Students are expected to have a high interest in science (especially biology), to read well with high comprehension, and to be self-motivated and capable of pursuing independent learning. <i>Mature study skills are necessary.</i></p> <ul style="list-style-type: none"> <li>• Prerequisite: Departmental approval</li> </ul>
<p><b>SJ4211-12</b> College Prep <b>SJ4221-22</b> Honors 2 sem / 2 cred ⑩ ⑪</p>	<p><b>CHEMISTRY I (L)</b> <b>CHEMISTRY I HONORS (L)</b></p> <p>CHEMISTRY I incorporates high school Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts to help students gain a three dimensional understanding of Chemistry topics. Disciplinary Core Ideas for this course include Matter and its Interactions and Energy. Instruction focuses on the observation of phenomena to develop an understanding of how scientific knowledge is acquired.</p> <ul style="list-style-type: none"> <li>• Corequisite: ALGEBRA 2 or Prerequisite: Earn B or higher in ALGEBRA 1 HONORS or Departmental approval</li> <li>• Fulfills the Physical Science requirement for all diplomas</li> <li>• Counts as a quantitative reasoning course for all diplomas</li> </ul> <p>CHEMISTRY I HONORS presents a comprehensive introduction to chemistry with emphasis on periodic relationships and stoichiometry. Laboratory experiments provide a means for developing techniques of problem solving and scientific analysis. Quarter projects of an independent nature involving both written and experimental research are required.</p> <ul style="list-style-type: none"> <li>• Prerequisite: GEOMETRY HONORS</li> <li>• Please see the “Qualifying for AP/Honors” note at the top of the Science section</li> </ul>
<p><b>SJ4251-52</b> College Prep 2 sem / 2 cred ⑩ ⑪</p>	<p><b>EARTH AND SPACE SCIENCE I (L)</b></p> <p>EARTH AND SPACE SCIENCE I incorporates high school Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts to help students gain a three dimensional understanding of Earth and Space Science topics. Disciplinary Core Ideas for this course include Earth's Place in the Universe, Earth's Systems, and Human Interaction with Earth's Systems. Instruction focuses on the observation of phenomena to develop an understanding of how scientific knowledge is acquired.</p> <ul style="list-style-type: none"> <li>• Prerequisite: BIOLOGY I</li> <li>• Fulfills a Science requirement for all diplomas</li> <li>• Counts as an elective for all diplomas</li> </ul>

<p><b>SJ4321-22</b> AP 2 sem / 2 cred ⑪ ⑫</p>	<p><b>AP BIOLOGY (L)</b></p> <p>AP BIOLOGY 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. 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.</p> <ul style="list-style-type: none"> <li>• Prerequisites: CHEMISTRY I and departmental approval</li> <li>• Counts as a quantitative reasoning course for all diplomas</li> <li>• Please see the “Qualifying for AP/Honors” note at the top of the Science section.</li> <li>• Requires significant additional time outside of class</li> <li>• Students enrolled in this class are <u>contracted</u> to complete the yearlong course and take the AP exam.</li> </ul>
<p><b>SJ4341-42</b> AP 2 sem / 2 cred ⑪ ⑫</p>	<p><b>AP CHEMISTRY (L)</b></p> <p>AP CHEMISTRY is a course based on the content established by the College Board. This course is not intended to be used as a dual credit course. The content includes: (1) structure of matter: atomic theory and structure, chemical bonding, molecular models, nuclear chemistry; (2) states of matter: gasses, liquids and solids, and solutions; and (3) reactions: reaction types, stoichiometry, equilibrium, kinetics, and thermodynamics.</p> <ul style="list-style-type: none"> <li>• Prerequisites: CHEMISTRY I and departmental approval</li> <li>• Counts as a quantitative reasoning course for all diplomas</li> <li>• Please see the “Qualifying for AP/Honors” note at the top of the Science section.</li> <li>• Students enrolled in this class are <u>contracted</u> to complete the yearlong course and take the AP exam.</li> </ul>
<p><b>SJ4351-52</b> College Prep <b>SJ4361-62</b> Honors 2 sem / 2 cred ⑪ ⑫</p>	<p><b>PHYSICS I (L)</b> <b>PHYSICS I HONORS (L)</b></p> <p>PHYSICS I incorporates high school Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts to help students gain a three dimensional understanding of Physics topics. Disciplinary Core Ideas for this course include Forces and Interactions, Energy, Wave Properties, and Electromagnetic Radiation. Instruction focuses on the observation of phenomena to develop an understanding of how scientific knowledge is acquired</p> <ul style="list-style-type: none"> <li>• Prerequisite: CHEMISTRY I</li> <li>• Corequisite: TRIGONOMETRY or departmental approval</li> <li>• Fulfills the Physical Science requirement for all diplomas</li> <li>• Counts as a quantitative reasoning course for all diplomas</li> <li>• Counts as an elective for all diplomas</li> </ul> <p>PHYSICS I HONORS is comparable to PHYSICS I, but the material is covered in greater depth with emphasis on independent study and student initiative. Students are expected to have a high interest in science (especially physics), to have high mathematics skills, to read well with high comprehension, and to be self-motivated and capable of pursuing independent learning. <i>Mature study skills are necessary.</i></p> <ul style="list-style-type: none"> <li>• Corequisites: PRECALCULUS and departmental approval</li> <li>• Please see the “Qualifying for AP/Honors” note at the top of the Science section.</li> </ul>

<p><b>SJ4371-72</b> College Prep <b>SJ4381-82</b> Honors</p> <p>2 sem / 2 cred ⑪ ⑫</p>	<p><b>ANATOMY AND PHYSIOLOGY (L)</b> <b>ANATOMY AND PHYSIOLOGY HONORS (L)</b></p> <p>ANATOMY AND 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 &amp; Physiology. Students will understand the structure, organization and function of the various components of the healthy body in order to apply this knowledge in all health related fields.</p> <ul style="list-style-type: none"> <li>• Prerequisite: CHEMISTRY I</li> <li>• Counts as an elective for all diplomas</li> </ul> <p>ANATOMY AND PHYSIOLOGY HONORS is an advanced course in which students investigate and apply concepts associated with human anatomy and physiology. Concepts include the processes of homeostasis and hemostasis, human genetics, and the structural and functional breakdown of the human body's systems at the cellular levels. In this course, students will learn through a variety of sources, fetal pig dissection, research papers, and research presentations. Peripheral contacts are expected, and students will be expected to establish a regular working routine with health care workers in the community. Considerable time will be devoted to the discussion of ethical, legal, and social implications of advancement in medical technology and disease research. Students must have an understanding of the human body's systems, be highly motivated and interested in all components of the human body and be devoted to time outside of class for preparation and advanced learning. This course is designed for students interested in pursuing medical and health care degrees in college.</p> <ul style="list-style-type: none"> <li>• Prerequisite: CHEMISTRY I HONORS or departmental approval</li> <li>• Please see the "Qualifying for AP/Honors" note at the top of the Science section.</li> </ul>
<p><b>SJ4391-92</b> College Prep 2 sem / 2 cred ⑩ ⑪</p>	<p><b>ENVIRONMENTAL SCIENCE (L)</b></p> <p>ENVIRONMENTAL SCIENCE is an interdisciplinary course that integrates biology, earth science, chemistry, and other disciplines. Students enrolled in this course integrate Science and Engineering Practices and Crosscutting Concepts to conduct in-depth scientific studies of environmental systems, flow of matter and energy, natural disasters, environmental policies, biodiversity, population, pollution, and natural and anthropogenic resource cycles. Students formulate, design, and carry out laboratory and field investigations as an essential course component. Students completing Environmental Science acquire the essential tools for understanding the complexities of national and global environmental systems.</p> <ul style="list-style-type: none"> <li>• Prerequisite: CHEMISTRY I</li> <li>• Counts as an elective for all diplomas</li> </ul>
<p><b>SJ4461-62</b> AP 2 sem / 2 cred ⑫</p>	<p><b>AP PHYSICS C (L)</b></p> <p>AP PHYSICS C is a course based on the content established by the College Board. The course is not intended to be used as a dual credit course. There are two AP Physics C courses: Mechanics and Electricity and Magnetism. 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. Electricity and Magnetism provides instruction in the following five content areas: electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism.</p> <ul style="list-style-type: none"> <li>• Prerequisites: PHYSICS I and departmental approval</li> <li>• Corequisite: AP CALCULUS AB</li> <li>• Counts as a quantitative reasoning course for all diplomas</li> <li>• Please see the "Qualifying for AP/Honors" note at the top of the Science section.</li> <li>• Students enrolled in this class are <u>contracted</u> to complete the yearlong course and take the AP exam.</li> </ul>

**SJ4491-92**

AP

2 sem / 2 cred

⑩ ⑪ ⑫

**AP ENVIRONMENTAL SCIENCE (L)**

AP ENVIRONMENTAL SCIENCE is a course based on content established by the College Board. This course is not intended to be used as a dual credit course. Students enrolled in this course 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.

- Prerequisite: CHEMISTRY I
- Counts as a quantitative reasoning course for all diplomas
- Please see the “Qualifying for AP/Honors” note at the top of the Science section.
- Students enrolled in this class are contracted to complete the yearlong course and take the AP exam.

**SJ4500**

Honors

1 sem / 1 cred

⑩ ⑪ ⑫

**SCIENCE RESEARCH HONORS (L)**

SCIENCE RESEARCH is an independent study course that provides students with unique opportunities for independent, in-depth study of one or more specific scientific problems. Students develop a familiarity with the laboratory procedures used in a given educational, research, or industrial setting or a variety of such settings. Students enrolled in this course will complete a science fair project to be exhibited at a regional science fair and/or state science symposium, an end-of-course project, such as a scientific research paper, or some other suitable presentation of their findings.

- May require a department application
- Not an approved core course by the NCAA Clearinghouse

# Social Studies Department

The goal of Social Studies education is the development of informed, responsible citizens who participate effectively in our democracy. Social Studies courses teach critical thinking about social issues, promote Christian values, model respect for others, and promote responsible and informed citizenship. The courses continue to build upon skills and knowledge acquired at earlier stages of the education process, especially developing skills in listening, reading, speaking, researching, analyzing, and writing. Additionally the Saint Joseph Social Studies department encourages students to engage in active learning through constant promotion of lectures, seminars, film, and cultural events in the South Bend community.

## Qualifying for AP/Honors in Social Studies

Students interested in remaining on the honors track must meet the following criteria in their previous honors class:

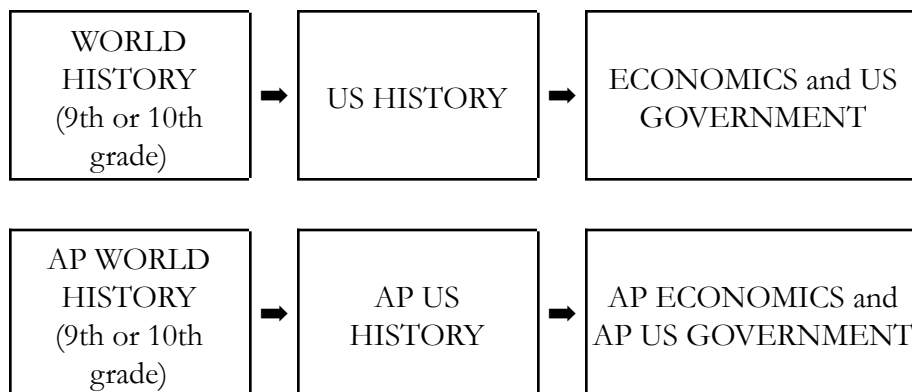
- B+ grade in the previous class qualifies for placement in an honors level class.
- B/B- grade in the previous class requires teacher approval.
- C+ or lower in the previous class requires department chair approval.

Students interested in moving up to the honors track must meet the following criteria:

- B+ or higher grade in the previous college prep class will require departmental approval.
- B or lower does not meet the criteria for enrollment in an AP/Honors course by the Social Studies Department.
- Students wishing to qualify for AP US HISTORY should take the AP US HISTORY skills assessment test in the spring of their sophomore year.

## Typical Course Sequences

Arrows indicate a normal sequence of classes. Other types of movement are possible, but must have approval of the current teacher, department chair, and school counselor. Elective courses are taken concurrently with required courses at the indicated levels.



<p><b>SJ511-12</b> College Prep 2 sem / 2 cred ⑨ ⑩</p>	<p><b>WORLD HISTORY AND CIVILIZATION</b></p> <p>WORLD HISTORY AND CIVILIZATION emphasizes events and developments in the past that greatly affected large numbers of people across broad areas and that significantly influenced peoples and places in subsequent eras. Key events related to people and places as well as transcultural interaction and exchanges are examined in this course. Students are expected to compare and contrast events and developments involving diverse peoples and civilizations in different regions of the world. They will examine examples of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present. Students are also expected to practice and process skills of historical thinking and research and apply content knowledge to the practice of thinking and inquiry skills and processes. There will be continuous and pervasive interactions of processes and content, skills and substance, in the teaching and learning of history..</p> <ul style="list-style-type: none"> <li>• Fulfills the World Perspectives requirement for all diplomas</li> <li>• Counts as an elective for all diplomas</li> </ul>
<p><b>SJ5131-32</b> AP 2 sem / 2 cred ⑨ ⑩</p>	<p><b>AP WORLD HISTORY: MODERN</b></p> <p>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 in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.</p> <ul style="list-style-type: none"> <li>• Fulfills the World Perspectives requirement for all diplomas</li> <li>• Counts as an elective for all diplomas</li> </ul>
<p><b>SJ5211-12</b> College Prep 2 sem / 2 cred ⑩ ⑪ ⑫</p>	<p><b>GEOGRAPHY AND HISTORY OF THE WORLD</b></p> <p>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 in order 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.</p> <ul style="list-style-type: none"> <li>• Fulfills the World History requirement for all diplomas</li> <li>• Counts as an elective for all diplomas</li> </ul>
<p><b>SJ5250</b> College Prep 1 sem / 1 cred ⑩ ⑪ ⑫</p>	<p><b>SOCIOLOGY</b></p> <p>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.</p> <ul style="list-style-type: none"> <li>• Counts as an elective for all diplomas</li> </ul>

<p><b>SJ5260</b> College Prep 1 sem / 1 cred ⑩ ⑪ ⑫</p>	<p><b>ETHNIC STUDIES</b></p> <p>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.</p> <ul style="list-style-type: none"> <li>• Counts as an elective for all diplomas</li> </ul>
<p><b>SJ5270</b> College Prep 1 sem / 1 cred ⑩ ⑪ ⑫</p>	<p><b>INDIANA STUDIES</b></p> <p>INDIANA STUDIES is an integrated course that compares and contrasts state and national developments in the areas of politics, economics, history, and culture. The course uses Indiana history as a basis for understanding current policies, practices, and state legislative procedures. It also includes the study of state and national constitutions from a historical perspective and as a current foundation of government. Examination of individual leaders and their roles in a democratic society will be included, and 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.</p> <ul style="list-style-type: none"> <li>• Counts as an elective for all diplomas</li> </ul>
<p><b>SJ5311-12</b> College Prep [Dual credit with Ivy Tech] 2 sem / 2 cred ⑪</p>	<p><b>US HISTORY</b></p> <p>US HISTORY builds upon concepts developed in previous studies of US 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 US 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.</p> <ul style="list-style-type: none"> <li>• Fulfills the US History requirement for all diplomas</li> </ul>
<p><b>SJ5321-22</b> AP 2 sem / 2 cred ⑪</p>	<p><b>AP US HISTORY</b></p> <p>AP US HISTORY 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. The course 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; people; 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.</p> <ul style="list-style-type: none"> <li>• Prerequisite: Departmental approval</li> <li>• Fulfills the US History requirement for all diplomas</li> <li>• Please see the “Qualifying for AP/Honors” note at the top of the Social Studies section.</li> <li>• Students enrolled in this class are expected to take the AP exam.</li> </ul>



<b>SJ5350</b> College Prep 1 sem / 1 cred ⑫	<b>ECONOMICS</b>
	<p>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.</p> <ul style="list-style-type: none"> <li>• Fulfills the Economics requirement for all diplomas</li> <li>• Qualifies as a quantitative reasoning course for all diplomas</li> </ul>

<b>SJ5350</b> AP 1 sem / 1 cred ⑪ ⑫	<b>AP MACROECONOMICS</b>
	<p>AP MACROECONOMICS 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. It 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.</p> <ul style="list-style-type: none"> <li>• Prerequisite: "B+" or higher in AP US HISTORY or Departmental approval (for 10th graders)</li> <li>• Corequisite: PRECALCULUS or PRECALCULUS HONORS</li> <li>• Fulfills the Economics requirement for all diplomas</li> <li>• Qualifies as a quantitative reasoning course for all diplomas</li> <li>• Counts as an elective for all diplomas</li> <li>• Please see the "Qualifying for AP/Honors" note at the top of the Social Studies section.</li> <li>• Students enrolled in this class are expected to take the AP exam.</li> </ul>

<b>SJ5360</b> AP 1 sem / 1 cred ⑪ ⑫	<b>AP MICROECONOMICS</b>
	<p>AP MICROECONOMICS 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. It 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.</p> <ul style="list-style-type: none"> <li>• Prerequisite: "B+" or higher in AP US HISTORY or Departmental approval (for 10th graders)</li> <li>• Corequisite: PRECALCULUS or PRECALCULUS HONORS</li> <li>• Fulfills the Economics requirement for all diplomas</li> <li>• Qualifies as a quantitative reasoning course for all diplomas</li> <li>• Counts as an elective for all diplomas</li> <li>• Please see the "Qualifying for AP/Honors" note at the top of the Social Studies section.</li> <li>• Students enrolled in this class are expected to take the AP exam.</li> </ul>

<p><b>SJ5380</b> College Prep 1 sem / 1 cred ⑪ ⑫</p>	<p><b>PSYCHOLOGY</b></p> <p>PSYCHOLOGY is the scientific study of mental processes and behavior. The course is divided into eight content areas. History and Scientific Method explores the history of psychology, the research methods used, and the ethical considerations that must be utilized. Biological Basis for Behavior focuses on the way the brain and nervous system function, including sensation, perception, motivation and emotion. Development analyzes the changes through one's life including the physical, cognitive, emotional, social and moral development. Cognition focuses on learning, memory, information processing, and language development. Personality and Assessment explains the approaches used to explain one's personality and the assessment tools used. Abnormal Psychology explores psychological disorders and the various treatments used for them. Socio-Cultural Dimensions of Behavior covers topics such as conformity, obedience, perceptions, attitudes and influence of the group on the individual. Psychological Thinking explores how to think like a psychologist and expand critical thinking skills needed in the day-to-day life of a psychologist.</p> <ul style="list-style-type: none"> <li>• Counts as an elective for all diplomas</li> </ul>
<p><b>SJ5391-92</b> AP 2 sem / 2 cred ⑪ ⑫</p>	<p><b>AP PSYCHOLOGY</b></p> <p>AP PSYCHOLOGY 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. 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.</p> <ul style="list-style-type: none"> <li>• Prerequisite: "B+" or higher in previous Honors/AP Social Studies course, "B" or higher in previous College Prep course or Departmental approval (for 10th graders)</li> <li>• Counts as an elective for all diplomas</li> <li>• Please see the "Qualifying for AP/Honors" note at the top of the Social Studies section.</li> <li>• Students enrolled in this class are expected to take the AP exam.</li> </ul>
<p><b>SJ5410</b> College Prep 1 sem / 1 cred ⑫</p>	<p><b>US GOVERNMENT</b></p> <p>US 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.</p> <ul style="list-style-type: none"> <li>• Fulfills the Government requirement for all diplomas</li> </ul>

**SJ5420**

AP

1 sem / 1 cred

⑫

## **AP US GOVERNMENT AND POLITICS**

AP US GOVERNMENT AND POLITICS 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. It 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 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.

- Prerequisite: “B+” or higher in AP US HISTORY
- Fulfills the US Government requirement for all diplomas
- Please see the “Qualifying for AP/Honors” note at the top of the Social Studies section.
- Students enrolled in this class are expected to take the AP exam.

# Arts Department

Offerings in art and music serve as an introduction to students for creativity through self-expression. The offerings in music are designed to develop the student’s awareness of the aesthetics of music as the artistic expression of thoughts, feelings, and ideas. The primary focus of the visual arts classes is studio production in order to develop student creativity through self-expression. In addition, students are expected to identify connections between major world events and issues and the ways artists have responded to these through their work. Students are also expected to make informed judgments about and gain a logical understanding of the function and nature of artistic expression.

<p style="text-align: center;"><b>SJ6110</b></p> <p style="text-align: center;">College Prep 1 sem / 1 cred</p> <p style="text-align: center;">⑨ ⑩ ⑪ ⑫</p>	<b>INTRODUCTION TO 2-D ART (L)</b>
<p>INTRODUCTION TO 2-D ART is 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.</p> <ul style="list-style-type: none"> <li>● Counts as a directed elective or elective for all diplomas</li> <li>● Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma</li> <li>● Not an approved core course by the NCAA Clearinghouse</li> </ul>	

<p style="text-align: center;"><b>SJ6150</b> <b>SJ6160</b></p> <p style="text-align: center;">College Prep 1 sem / 1 cred</p> <p style="text-align: center;">⑨ ⑩ ⑪ ⑫</p>	<b>ADVANCED 2-D ART (L)</b> <b>ADVANCED 3-D ART (L)</b>
<p>ADVANCED 2-D ART and ADVANCED 3-D ART are based on the Indiana Academic Standards for Visual Art. Students in this course build on the sequential learning experiences of INTRODUCTION TO 2-D/3-D 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/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.</p> <ul style="list-style-type: none"> <li>● These courses are available <u>only</u> when a student drops the corresponding AP ART course.</li> <li>● Prerequisite: “B+” or higher in INTRODUCTION course</li> <li>● Counts as a directed elective or elective for all diplomas</li> <li>● Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma</li> <li>● Not an approved core course by the NCAA Clearinghouse</li> </ul>	

<p><b>SJ6210</b>  <b>SJ6310</b>  <b>SJ6410</b>  <b>SJ6510</b></p> <p>College Prep  1 sem / 1 cred  ⑩ ⑪ ⑫</p>	<p><b>CERAMICS I (L)</b>  <b>CERAMICS II (L)</b>  <b>CERAMICS III (L)</b>  <b>CERAMICS IV (L)</b></p>
	<p>CERAMICS is based on the Indiana Academic Standards for Visual Art. Students 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.</p> <ul style="list-style-type: none"> <li>● Prerequisites: “B” or higher in previous CERAMICS course</li> <li>● Level IV may be taken multiple times. It is <u>independent study</u>. Students may be enrolled in a lower level course taught simultaneously, but they work in consultation with the instructor.</li> <li>● Counts as a directed elective or elective for all diplomas</li> <li>● Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma</li> <li>● Not approved core courses by the NCAA Clearinghouse</li> </ul>

<p><b>SJ6220</b>  <b>SJ6320</b>  <b>SJ6420</b>  <b>SJ6520</b></p> <p>College Prep  1 sem / 1 cred  ⑨ ⑩ ⑪ ⑫</p>	<p><b>DIGITAL DESIGN I (L)</b>  <b>DIGITAL DESIGN II (L)</b>  <b>DIGITAL DESIGN III (L)</b>  <b>DIGITAL DESIGN IV (L)</b></p>
	<p>DIGITAL DESIGN is based on the Indiana Academic Standards for Visual Art. Students engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. They incorporate desktop publishing, multimedia, digitized imagery, computer animation, and web design. Students 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.</p> <ul style="list-style-type: none"> <li>● Prerequisite: “B” or higher in previous DIGITAL DESIGN course</li> <li>● Level IV may be taken multiple times. It is <u>independent study</u>. Students may be enrolled in a lower level course taught simultaneously, but they work in consultation with the instructor.</li> <li>● Counts as a directed elective or elective for all diplomas</li> <li>● Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma</li> <li>● Not approved core courses by the NCAA Clearinghouse</li> <li>● <i>This course sequence is double-listed. It exists as an Arts sequence for students who need it that way but also exists as a CTE sequence (PRINCIPLES OF DIGITAL DESIGN) for students who need it to check off Box 3 of Graduation Pathways.</i></li> </ul>

<b>SJ6230</b> <b>SJ6330</b> <b>SJ6430</b> <b>SJ6530</b> College Prep 1 sem / 1 cred ⑨ ⑩ ⑪ ⑫	<b>DRAWING I (L)</b> <b>DRAWING II (L)</b> <b>DRAWING III (L)</b> <b>DRAWING IV (L)</b>
	<p>DRAWING is based on the Indiana Academic Standards for Visual Art. Students 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.</p> <ul style="list-style-type: none"> <li>● Prerequisites: INTRO TO 2-D ART, “B” or higher in previous DRAWING course</li> <li>● Level IV may be taken multiple times. It is <u>independent study</u>. Students may be enrolled in a lower level course taught simultaneously, but they work in consultation with the instructor.</li> <li>● Counts as a directed elective or elective for all diplomas</li> <li>● Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma</li> <li>● Not approved core courses by the NCAA Clearinghouse</li> </ul>

<b>SJ6240</b> <b>SJ6340</b> <b>SJ6440</b> <b>SJ6540</b> College Prep 1 sem / 1 cred ⑨ ⑩ ⑪ ⑫	<b>PAINTING I (L)</b> <b>PAINTING II (L)</b> <b>PAINTING III (L)</b> <b>PAINTING IV (L)</b>
	<p>PAINTING is based on the Indiana Academic Standards for Visual Art. Students 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.</p> <ul style="list-style-type: none"> <li>● Prerequisites: INTRO TO 2-D ART, “B” or higher in previous PAINTING course</li> <li>● Level IV may be taken multiple times. It is <u>independent study</u>. Students may be enrolled in a lower level course taught simultaneously, but they work in consultation with the instructor.</li> <li>● Counts as a directed elective or elective for all diplomas</li> <li>● Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma</li> <li>● Not approved core courses by the NCAA Clearinghouse</li> </ul>

<p><b>SJ6250</b>  <b>SJ6350</b>  <b>SJ6450</b>  <b>SJ6550</b></p>	<p><b>PHOTOGRAPHY I (L)</b>  <b>PHOTOGRAPHY II (L)</b>  <b>PHOTOGRAPHY III (L)</b>  <b>PHOTOGRAPHY IV (L)</b></p>
<p>College Prep  1 sem / 1 cred  ⑨ ⑩ ⑪ ⑫</p>	<p>PHOTOGRAPHY is based on the Indiana Academic Standards for Visual Art. Students 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 darkroom 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.</p> <ul style="list-style-type: none"> <li>• Prerequisites: “B” or higher in previous PHOTOGRAPHY course</li> <li>• Level IV may be taken multiple times. It is <b>independent study</b>. Students may be enrolled in a lower level course taught simultaneously, but they work in consultation with the instructor.</li> <li>• Counts as a directed elective or elective for all diplomas</li> <li>• Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma</li> <li>• Not approved core courses by the NCAA Clearinghouse</li> </ul>

<p><b>SJ6260</b>  <b>SJ6360</b></p>	<p><b>SCULPTURE I (L)</b>  <b>SCULPTURE II (L)</b></p>
<p>College Prep  1 sem / 1 cred  ⑩ ⑪ ⑫</p>	<p>SCULPTURE is 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.</p> <ul style="list-style-type: none"> <li>• Prerequisites: “B” or higher in previous SCULPTURE course</li> <li>• Counts as a directed elective or elective for all diplomas</li> <li>• Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma</li> <li>• Not approved core courses by the NCAA Clearinghouse</li> </ul>

SJ6571-72

SJ6581-82

SJ6591-92

AP

2 sem / 2 cred

⑪ ⑫

**AP 2-D ART AND DESIGN (L)**

**AP 3-D ART AND DESIGN (L)**

**AP DRAWING (L)**

AP 2-D ART AND DESIGN, AP 3-D ART AND DESIGN, and AP DRAWING are courses established and copyrighted by the College Board. The courses are not intended to be used as a dual credit course. 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. 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.

- Prerequisites: "A-" or higher in previous courses, departmental approval (through presentation of best works/sketchbook in interview), spring meeting (held with teacher)
- **Summer Work:** completion of two projects and ten sketchbook assignments
- Fulfills the Fine Arts requirement for the Core 40 Academic Honors Diploma
- Counts as a directed elective or elective for all diplomas
- Students and parents will sign an AP Art contract. Students not meeting stated criteria in the first three weeks will be asked to drop the class. Students are expected to work 1-2 hours outside of class for every hour in class. Students who are not able to complete the portfolio portion of the class will be moved to ADVANCED 2-D/3-D, where the grade will be computed on the College Prep scale.
- Not approved core courses by the NCAA Clearinghouse

The AP 2-D ART portfolio of work should demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions.

The AP 3-D ART 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.

The AP DRAWING portfolio addresses issues such as line quality, light and shade, rendering of form, composition, surface manipulation, the illusion of depth, and mark-making.

SJ6610

SJ6710

College Prep

1 sem / 1 cred

⑨ ⑩ ⑪ ⑫

**PIANO AND ELECTRONIC KEYBOARD I (L)**

**PIANO AND ELECTRONIC KEYBOARD II (L)**

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 in order 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.

- Prerequisites: Access to piano or keyboard, two hours of practice per week
- May be taken multiple times
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Not an approved core course by the NCAA Clearinghouse



<b>SJ6620</b> College Prep 1 sem / 1 cred ⑨ ⑩ ⑪ ⑫	<b>CHORUS (L)</b>
<p>CHORUS is based on the Indiana Academic Standards for High School Choral Music. Students taking this course 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.</p> <ul style="list-style-type: none"> <li>● May be taken multiple times</li> <li>● Counts as a directed elective or elective for all diplomas</li> <li>● Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma</li> <li>● Not an approved core course by the NCAA Clearinghouse</li> </ul>	

<b>SJ6630</b> College Prep 1 sem / 1 cred ⑨ ⑩ ⑪ ⑫	<b>CONCERT BAND (L)</b>
<p>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.</p> <ul style="list-style-type: none"> <li>● <b>Special Scheduling:</b> Students may opt to enroll in a "zero hour" section offered daily from 7:15-8:00 AM.</li> <li>● Significant extracurricular component, as students must attend all practices and performances, including selected football and basketball games, and possibly parades, concerts/competitions, and community events.</li> <li>● Prerequisites: Previous instruction on a band instrument. Student must provide primary instrument.</li> <li>● May be taken multiple times</li> <li>● Counts as a directed elective or elective for all diplomas</li> <li>● Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma</li> <li>● Not an approved core course by the NCAA Clearinghouse</li> </ul>	

<b>SJ6640</b> College Prep 1 sem / 1 cred ⑨ ⑩ ⑪ ⑫	<b>ORCHESTRA (L)</b>
<p>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.</p> <ul style="list-style-type: none"> <li>● Prerequisites: Previous instruction on an instrument. Student must provide primary instrument.</li> <li>● May be taken multiple times</li> <li>● Counts as a directed elective or elective for all diplomas</li> <li>● Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma</li> <li>● Not an approved core course by the NCAA Clearinghouse</li> </ul>	

<p><b>SJ6650</b> College Prep 1 sem / 1 cred ⑨ ⑩ ⑪ ⑫</p>	<p><b>INSTRUMENTAL ENSEMBLE: PERCUSSION (L)</b></p>
	<p>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 performance opportunities outside of the school day that support and extend learning in the classroom.</p> <ul style="list-style-type: none"> <li>● This course is for drum set and other percussion instruments</li> <li>● May be taken multiple times</li> <li>● Counts as a directed elective or elective for all diplomas</li> <li>● Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma</li> <li>● Not an approved core course by the NCAA Clearinghouse</li> </ul>

<p><b>SJ6660</b> College Prep 1 sem / 1 cred ⑨ ⑩ ⑪ ⑫</p>	<p><b>MUSICAL THEATRE (L)</b></p>
	<p>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.</p> <ul style="list-style-type: none"> <li>● Singing is a required element of this course.</li> <li>● Counts as a directed elective or elective for all diplomas</li> <li>● Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma</li> <li>● Not an approved core course by the NCAA Clearinghouse</li> </ul>

## Next Level Programs of Study (Career & Technical Education)

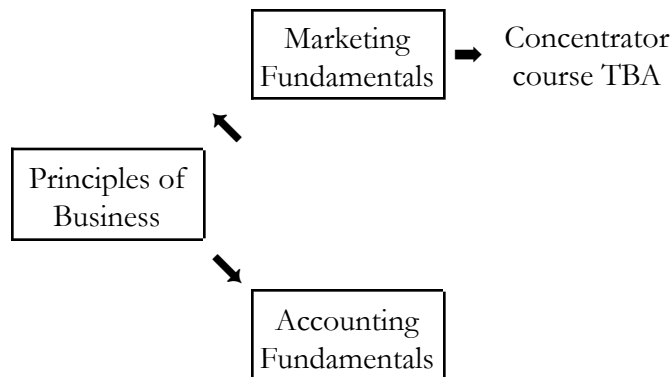
Indiana fully launched new secondary career and technical education courses in the 2022-23 school year. This initiative, called Next Level Programs of Study (NLPS), aims to improve the consistency, quality, and intentionality of CTE instruction across Indiana.

This section contains courses that formerly were part of Saint Joseph’s Business and Technology Department, courses double-listed in the Fine Arts Department, some off-campus capstone courses, and the Project Lead the Way sequences. The three foundational courses are required beginning with the Class of 2029.

### Foundational Courses

<p><b>SJ7000</b> College Prep 1 sem / 1 cred ⑨ ⑩ ⑪ ⑫</p>	<b>PREPARING FOR COLLEGE AND CAREERS</b>
	<p>This course addresses the knowledge, skills, and behaviors all students need to be prepared for success in college, career, and life. The focus of the course is the impact of today’s choices on tomorrow’s possibilities. Topics to be addressed include twenty- first century life and career skills; higher order thinking, communication, leadership, and management processes; exploration of personal aptitudes, interests, values, and goals; examining multiple life roles and responsibilities as individuals and family members; planning and building employability skills; transferring school skills to life and work; and managing personal resources. This course includes reviewing the national career clusters and Indiana's College and Career Pathways, in-depth investigation of one or more pathways, reviewing graduation plans, exploring postsecondary options and making career plans, and developing personal and career portfolios. A project based approach, including computer and technology applications, cooperative ventures between school and community, simulations, and real world experiences is recommended.</p> <ul style="list-style-type: none"> <li>● Not an approved core course by the NCAA Clearinghouse</li> </ul>
<p><b>SJ7050</b> College Prep 1 sem / 1 cred ⑨ ⑩ ⑪ ⑫</p>	<b>COMPUTING FOUNDATIONS FOR A DIGITAL AGE</b>
	<p>Computers and the internet have revolutionized the way we access and disseminate information. As technology continues to change at an ever-increasing pace, the need for students to gain a foundational understanding of computer science is clear. This course is designed to introduce students to five major topics within computer science including computing systems, networks and the internet, data and analysis, algorithms and planning, and impacts of computing. The course introduces foundational computing concepts while exploring current events and building critical thinking, collaboration, problem solving, and other important skills that are invaluable for life in a global and technologically advancing society.</p> <ul style="list-style-type: none"> <li>● Not an approved core course by the NCAA Clearinghouse</li> </ul>
<p><b>SJ7100</b> College Prep 1 sem / 1 cred ⑨ ⑩ ⑪ ⑫</p>	<b>PERSONAL FINANCIAL RESPONSIBILITY</b>
	<p>This course addresses the identification and management of personal financial resources to meet the financial needs and wants of individuals and families, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. This course helps students build skills in financial responsibility and decision making; analyze personal standards, needs, wants, and goals; identify sources of income, savings, and investing; understand banking, budgeting, record-keeping and managing risk, insurance and credit card debt. A project based approach and applications through authentic settings such as work based observations and service learning experiences are appropriate. Direct, concrete applications of mathematics proficiencies in projects are encouraged.</p> <ul style="list-style-type: none"> <li>● Counts as a directed elective or elective for all diplomas</li> <li>● Qualifies as a quantitative reasoning course</li> <li>● Not an approved core course by the NCAA Clearinghouse</li> </ul>

## Business Sequences



<p><b>SJ7141-42</b> College Prep 2 sem / 2 cred ⑨ ⑩ ⑪ ⑫</p>	<b>PRINCIPLES OF BUSINESS MANAGEMENT</b>
	<p>PRINCIPLES OF BUSINESS MANAGEMENT examines business ownership, organization principles and problems, management, control facilities, administration, financial management, and development practices of business enterprises. This course will also emphasize the identification and practice of the appropriate use of technology to communicate and solve business problems and aid in decision making. Attention will be given to developing business communication, problem-solving, and decision-making skills using spreadsheets, word processing, data management, and presentation software.</p> <ul style="list-style-type: none"> <li>● <b>Industry Recognized Certification:</b> At the conclusion of this course, students can test to become an Intuit QuickBooks Certified User.</li> <li>● Counts as a directed elective or elective for all diplomas</li> <li>● Not an approved core course by the NCAA Clearinghouse</li> </ul>
<p><b>SJ7241-42</b> College Prep 2 sem / 2 cred ⑩ ⑪ ⑫</p>	<b>MARKETING FUNDAMENTALS</b>
	<p>MARKETING FUNDAMENTALS provides a basic introduction to the scope and importance of marketing in the global economy. Course topics include the seven functions of marketing: promotion, channel management, pricing, product/service management, market planning, marketing information management, and professional selling skills. Emphasis is marketing content but will involve use of oral and written communications, mathematical applications, problem-solving, and critical thinking skills through the development of an integrated marketing plan and other projects.</p> <ul style="list-style-type: none"> <li>● <b>Industry Recognized Certification:</b> At the conclusion of this course, students can test to become an Intuit QuickBooks Certified User.</li> <li>● Prerequisite: PRINCIPLES OF BUSINESS MANAGEMENT</li> <li>● Counts as a directed elective or elective for all diplomas</li> <li>● Not an approved core course by the NCAA Clearinghouse</li> </ul>
<p><b>SJ7251-52</b> College Prep 2 sem / 2 cred ⑩ ⑪ ⑫</p>	<b>ACCOUNTING FUNDAMENTALS</b>
	<p>ACCOUNTING FUNDAMENTALS introduces the language of business using Generally Accepted Accounting Principles (GAAP) and procedures for proprietorships and partnerships using double-entry accounting. Emphasis is placed on accounting principles as they relate to both manual and automated financial systems. This course involves understanding, analyzing, and recording business transactions and preparing, analyzing, and interpreting financial reports as a basis for decision-making.</p> <ul style="list-style-type: none"> <li>● <b>Industry Recognized Certification:</b> At the conclusion of this course, students can test to become an Intuit QuickBooks Certified User.</li> <li>● Prerequisite: PRINCIPLES OF BUSINESS MANAGEMENT</li> <li>● Counts as a directed elective or elective for all diplomas</li> <li>● Not an approved core course by the NCAA Clearinghouse</li> </ul>

## Digital Design Sequence



<p><b>SJ7411-12</b> College Prep 2 sem / 2 cred ⑨ ⑩ ⑪ ⑫</p>	<p><b>PRINCIPLES OF DIGITAL DESIGN</b></p>
<p><b>SJ7421-22</b> College Prep 2 sem / 2 cred ⑩ ⑪ ⑫</p>	<p><b>DIGITAL DESIGN GRAPHICS</b></p>

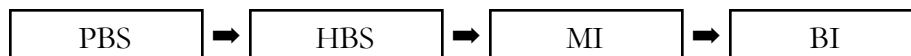
PRINCIPLES OF DIGITAL DESIGN introduces students to fundamental design theory. Investigations into design theory and color dynamics will provide experiences in applying design theory, ideas and creative problem solving, critical peer evaluation, and presentation skills. Students will have the opportunity 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.

- **Industry Recognized Certification:** At the conclusion of this course, students can test to become an Adobe Certified Professional in “Visual Design using Adobe Photoshop” and/or “Graphic Design & Illustration using Adobe Illustrator.”
- Counts as a directed elective or elective for all diplomas
- Not an approved core course by the NCAA Clearinghouse
- *This course sequence is double-listed. It exists as an Arts sequence (DIGITAL DESIGN I and DIGITAL DESIGN II) for students who need it that way but also exists as a CTE sequence for students who need it to check off Box 3 of Graduation Pathways.*

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.

- Prerequisite: PRINCIPLES OF DIGITAL DESIGN
- Counts as a directed elective or elective for all diplomas
- Not an approved core course by the NCAA Clearinghouse

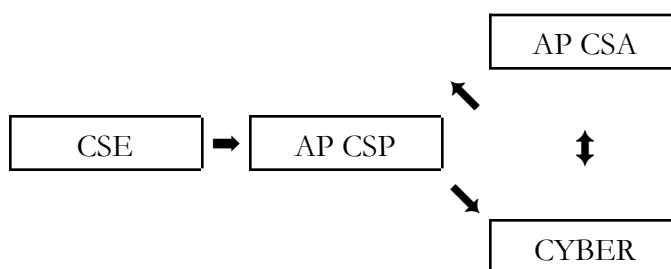
## Project Lead the Way – Biomedical Sequence



<p><b>SJ7511-12</b> College Prep 2 sem / 2 cred ⑨</p>	<b>PLTW PRINCIPLES OF BIOMEDICAL SCIENCE</b>
<p><b>SJ7521-22</b> Honors 2 sem / 2 cred ⑩</p>	<p><b>PLTW HUMAN BODY SYSTEMS</b></p> <p>HUMAN BODY SYSTEMS is a course designed to engage students in the study of basic human physiology and the care and maintenance required to support the complex systems. Using a focus on human health, students will employ a variety of monitors to examine body systems (respiratory, circulatory, and nervous) at rest and under stress, and observe the interactions between the various body systems. Students will use appropriate software to design and build systems to monitor body functions.</p> <ul style="list-style-type: none"> <li>● Prerequisite: “C-” or higher in PRINCIPLES OF BIOMEDICAL SCIENCE or departmental approval</li> <li>● Fulfills a Science requirement for all diplomas</li> <li>● Counts as a directed elective or elective for all diplomas</li> </ul>
<p><b>SJ7531-32</b> Honors 2 sem / 2 cred ⑪</p>	<p><b>PLTW MEDICAL INTERVENTIONS</b></p> <p>MEDICAL INTERVENTIONS is a course that studies medical practices including interventions to support humans in treating disease and maintaining health. Using a project-based learning approach, students will investigate various medical interventions that extend and improve quality of life, including gene therapy, pharmacology, surgery, prosthetics, rehabilitation, and supportive care. Students will also study the design and development of various interventions. Lessons will cover the history of organ transplants and gene therapy with additional readings from current scientific literature addressing cutting edge developments.</p> <ul style="list-style-type: none"> <li>● Prerequisite: “C-” or higher in HUMAN BODY SYSTEMS or departmental approval</li> <li>● Fulfills a Science requirement for all diplomas</li> <li>● Counts as a directed elective or elective for all diplomas</li> </ul>

<b>SJ7541-42</b> Honors 2 sem / 2 cred ⑫	<b>PLTW BIOMEDICAL INNOVATION</b>
<p>BIOMEDICAL INNOVATION is a capstone course designed to give students the opportunity to design innovative solutions for the health challenges of the 21st Century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. Students have the opportunity to work on an independent project and may work with a mentor or advisor from a healthcare or post- secondary industry. Throughout the course, students are expected to present their work to an adult audience that may include representatives from the local business and healthcare community.</p> <ul style="list-style-type: none"> <li>• Prerequisite: “C-” or higher in MEDICAL INTERVENTIONS or departmental approval</li> <li>• Fulfills a Science requirement for all diplomas</li> <li>• Counts as a directed elective or elective for all diplomas</li> </ul>	

### Project Lead the Way – Computer Science Sequence



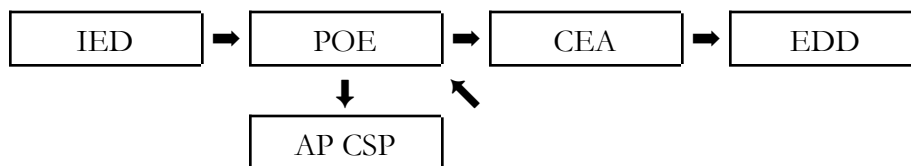
<b>SJ7611-12</b> College Prep 2 sem / 2 cred ⑨	<b>PLTW COMPUTER SCIENCE ESSENTIALS</b> [Introduction to Computer Science]
<p>COMPUTER SCIENCE ESSENTIALS will expose students to a diverse set of computational thinking concepts, fundamentals, and tools, allowing them to gain understanding and build confidence. In this course, students will use visual, block-based programming and seamlessly transition to text-based programming with languages such as Python to create apps and develop websites, and learn how to make computers work together to put their design into practice. They’ll apply computational thinking practices, build their vocabulary, and collaborate just as computing professionals do to create products that address topics and problems important to them. This course helps students create a strong foundation to advance.</p> <ul style="list-style-type: none"> <li>• Counts as a directed elective or elective for all diplomas</li> <li>• Qualifies as a quantitative reasoning course for all diplomas</li> </ul>	

<b>SJ7621-22</b> AP 2 sem / 2 cred ⑩	<b>AP-PLTW COMPUTER SCIENCE PRINCIPLES</b>
<p>COMPUTER SCIENCE PRINCIPLES is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems and will discuss and write about the impacts these solutions could have on their community, society, and the world.</p> <ul style="list-style-type: none"> <li>• Prerequisites: “C-” or higher in COMPUTER SCIENCE ESSENTIALS or PRINCIPLES OF ENGINEERING and departmental approval</li> <li>• Fulfills a Science requirement for all diplomas</li> <li>• Counts as an elective for all diplomas</li> <li>• Qualifies as a quantitative reasoning course for all diplomas</li> </ul>	

<b>SJ7631-32</b> AP 2 sem / 2 cred ⑪ ⑫	<b>AP-PLTW COMPUTER SCIENCE A</b>
	<p>COMPUTER SCIENCE A introduces students to computer science through programming. Fundamental topics include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language. This course is equivalent to a first-semester, college-level course in computer science.</p> <ul style="list-style-type: none"> <li>• Offered alternate years from CYBERSECURITY</li> <li>• Prerequisites: “C-” or higher in COMPUTER SCIENCE PRINCIPLES or CYBERSECURITY and departmental approval</li> <li>• Fulfills a Science requirement for all diplomas</li> <li>• Counts as an elective for all diplomas</li> <li>• Qualifies as a quantitative reasoning course for all diplomas</li> </ul>

<b>SJ7641-42</b> College Prep 2 sem / 2 cred ⑪ ⑫	<b>PLTW CYBERSECURITY</b> [Cybersecurity Fundamentals]
	<p>CYBERSECURITY introduces fundamental networking protocols and their hierarchical relationship in the context of conceptual information Information Communication Technology (ICT) frameworks. Students will learn how networked hosts and applications communicate across networks. Emphasis is placed on security throughout the entire SDLC (Systems Development Life Cycle).</p> <ul style="list-style-type: none"> <li>• Offered alternate years from COMPUTER SCIENCE A</li> <li>• Prerequisite: “C-” or higher in COMPUTER SCIENCE PRINCIPLES or COMPUTER SCIENCE A or departmental approval</li> <li>• Counts as an elective for all diplomas</li> <li>• Qualifies as a quantitative reasoning course for all diplomas</li> </ul>

### Project Lead the Way – Engineering Sequence



<b>SJ7711-12</b> College Prep 2 sem / 2 cred ⑨	<b>PLTW INTRODUCTION TO ENGINEERING DESIGN</b>
	<p>INTRODUCTION TO ENGINEERING DESIGN is a fundamental pre-engineering course where students become familiar with the engineering design process. Students work both individually and in teams to design solutions to a variety of problems using industry standard sketches and current 3D design and modeling software to represent and communicate solutions. Students apply their knowledge through hands-on projects and document their work with the use of an engineering notebook. Students begin with completing structured activities and move to solving open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. Ethical issues related to professional practice and product development are also presented.</p> <ul style="list-style-type: none"> <li>• Counts as a directed elective or elective for all diplomas</li> </ul>



<b>SJ7721-22</b> Honors [Dual credit] 2 sem / 2 cred ⑩	<b>PLTW PRINCIPLES OF ENGINEERING</b>
	<p>PRINCIPLES OF ENGINEERING is a course that focuses on the process of applying engineering, technological, scientific and mathematical principles in the design, production, and operation of products, structures, and systems. This is a hands-on course designed to provide students interested in engineering careers to explore experiences related to specialized fields such as civil, mechanical, and materials engineering. Students will engage in research, development, planning, design, production, and project management to simulate a career in engineering. The topics of ethics and the impacts of engineering decisions are also addressed. Classroom activities are organized to allow students to work in teams and use modern technological processes, computers, CAD software, and production systems in developing and presenting solutions to engineering problems.</p> <ul style="list-style-type: none"> <li>• Prerequisite: “C-” or higher in INTRODUCTION TO ENGINEERING DESIGN or departmental approval</li> <li>• Fulfills a Science requirement for all diplomas</li> <li>• Counts as a directed elective or elective for all diplomas</li> <li>• Qualifies as a quantitative reasoning course for all diplomas</li> </ul>

<b>SJ7731-32</b> Honors [Dual credit with Ivy Tech] 2 sem / 2 cred ⑪ ⑫	<b>PLTW CIVIL ENGINEERING AND ARCHITECTURE</b>
	<p>CIVIL ENGINEERING AND ARCHITECTURE introduces students to the fundamental design and development aspects of civil engineering and architectural planning activities. Application and design principles will be used in conjunction with mathematical and scientific knowledge. Computer software programs should allow students opportunities to design, simulate, and evaluate the construction of buildings and communities. During the planning and design phases, instructional emphasis should be placed on related transportation, water resource, and environmental issues. Activities should include the preparation of cost estimates as well as a review of regulatory procedures that would affect the project design.</p> <ul style="list-style-type: none"> <li>• <b>Special Scheduling:</b> This course is offered in alternating years with ENGINEERING DESIGN AND DEVELOPMENT</li> <li>• Prerequisite: “C-” or higher in PRINCIPLES OF ENGINEERING or COMPUTER SCIENCE PRINCIPLES or departmental approval</li> <li>• Fulfills a Science requirement for all diplomas</li> <li>• Counts as a directed elective or elective for all diplomas</li> <li>• Qualifies as a quantitative reasoning course for all diplomas</li> <li>• Not an approved core course by the NCAA Clearinghouse</li> </ul>

<b>SJ7731-32</b> Honors [Dual credit] 2 sem / 2 cred ⑪ ⑫	<b>PLTW ENGINEERING DESIGN AND DEVELOPMENT</b>
	<p>ENGINEERING DESIGN AND DEVELOPMENT is an engineering research course in which students work in teams to research, design, test, and construct a solution to an open-ended engineering problem. The product development life cycle and a design process are used to guide the team to reach a solution to the problem. The team and/or individual(s) communicates their solution to a panel of stakeholders at the conclusion of the course. As the capstone course in the Engineering Pathway, this course engages students in critical thinking, problem-solving, time management, and teamwork skills.</p> <ul style="list-style-type: none"> <li>• <b>Special Scheduling:</b> This course is offered in alternating years with CIVIL ENGINEERING AND ARCHITECTURE</li> <li>• Prerequisite: “C-” or higher in CIVIL ENGINEERING AND ARCHITECTURE or departmental approval</li> <li>• Counts as a directed elective or elective for all diplomas</li> <li>• Qualifies as a quantitative reasoning course for all diplomas</li> </ul>

## Off-Campus Courses

<p><b>SJ7451-52</b>  Honors  [Dual credit]  2 sem / 4 cred  ⑫</p>	<b>ENTREPRENEURSHIP AND NEW VENTURES CAPSTONE : STARTUP MOXIE</b>
<p><b>SJ7351-52</b>  College Prep  [Dual credit]  2 sem / 4 cred  ⑪ ⑫</p>	<p>ENTREPRENEURSHIP AND NEW VENTURES CAPSTONE introduces entrepreneurship and develops skills and tools critical for starting and succeeding in a new venture. The entrepreneurial process of opportunity recognition, innovation, value proposition, competitive advantage, venture concept, feasibility analysis, and “go to” market strategies will be explored through mini-case studies of successful and unsuccessful entrepreneurial start-ups. Additionally, topics of government and legal restrictions, intellectual property, franchising location, basic business accounting, raising startup funding, sales and revenue forecasting, and business plan development will be presented through extensive use of word processing, spreadsheet and presentation software.</p> <ul style="list-style-type: none"> <li>● Students earn 18 dual credits through Ivy Tech (9 each semester), and earn a Certificate of Entrepreneurship.</li> <li>● Prerequisite: Application to program through school counselor</li> <li>● Counts as a directed elective or elective for all diplomas</li> <li>● Not an approved core course by the NCAA Clearinghouse</li> </ul>
<p><b>SJ7351-52</b>  College Prep  [Dual credit]  2 sem / 4 cred  ⑪ ⑫</p>	<p><b>EDUCATION PROFESSIONS I</b></p> <p>EDUCATION PROFESSIONS I provides the foundation for employment in education and related careers and prepares students for study in higher education. An active learning approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of education and related careers. The course of study includes, but is not limited to: the teaching profession, the learner and the learning process, planning instruction, learning environment, and instructional and assessment strategies. Exploratory field experiences in classroom settings and career portfolios are required components. A standards-based plan guides the students’ field experiences. Students are monitored in their field experiences by the Education Professionals I teacher. Articulation with post-secondary programs is encouraged.</p> <ul style="list-style-type: none"> <li>● Prerequisite: Application to program through school counselor</li> <li>● Counts as a directed elective or elective for all diplomas</li> <li>● Not an approved core course by the NCAA Clearinghouse</li> </ul>

# Physical Education Department

<p><b>SJ8101M/F</b> College Prep 1 sem / 1 cred ⑨</p>	<p><b>PHYSICAL EDUCATION I (L)</b></p> <p>PHYSICAL EDUCATION I focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provides students with opportunities to <u>actively</u> 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. Individual assessments may be modified for individuals with disabilities, in addition to those with IEPs, ISPs, and CAPs (e.g., chronic illnesses, temporary injuries, obesity, etc.).</p> <ul style="list-style-type: none"> <li>• Fulfills part of the Physical Education requirement for all diplomas</li> <li>• Not an approved core course by the NCAA Clearinghouse</li> </ul>
<p><b>SJ8102M/F</b> College Prep 1 sem / 1 cred ⑨</p>	<p><b>PHYSICAL EDUCATION II (L)</b></p> <p>PHYSICAL EDUCATION II focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provides students with opportunities to <u>actively</u> 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. Individual assessments may be modified for individuals with disabilities, in addition to those with IEPs, ISPs, and CAPs (e.g., chronic illnesses, temporary injuries, obesity, etc.).</p> <ul style="list-style-type: none"> <li>• Fulfills part of the Physical Education requirement for all diplomas</li> <li>• Not an approved core course by the NCAA Clearinghouse</li> </ul>
<p><b>SJ8102M/F</b> College Prep 1 sem / 1 cred ⑩</p>	<p><b>HEALTH AND WELLNESS EDUCATION</b></p> <p>HEALTH AND WELLNESS EDUCATION, 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, decision-making and goal-setting skills, health-enhancing behaviors, and health and wellness advocacy skills.</p> <ul style="list-style-type: none"> <li>• Fulfills the Health requirement for all diplomas</li> <li>• Not an approved core course by the NCAA Clearinghouse</li> </ul>

**SJ8200M/F**

College Prep

1 sem / 1 cred

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**ELECTIVE PHYSICAL EDUCATION (L)  
: PERSONAL FITNESS DEVELOPMENT**

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. 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.

This course is designed for students interested in participating in personal fitness development. Students will explore the lifelong benefits of working out, whether it be body weight exercises, weight training, or a combination of the two. Flexibility, agility, and core development will also be used to create a total body experience.

- May be taken multiple times
- Not an approved core course by the NCAA Clearinghouse

# World Languages Department

The major objectives of learning a world language are to communicate one's ideas in another language and to appreciate and gain insight into the culture of heritage speakers. Therefore, the classroom must become a "cultural island" with the target language being used from the first level as soon as possible. The student, too, is expected to use the target language, and this includes ordinary conversation from the moment the student enters the classroom. A student is encouraged to study the language selected for four years. In order to progress to the next level of a language, the student must have at least a "C" average in the prior level or have the recommendation of the language teacher and department. A student transferring into the school must have a "C" average or its equivalent.

## Accelerated/Honors Courses in World Languages

These courses are designed for students already familiar with a foreign language, either through previous study at the middle and/or high school level or as heritage speakers. It is an intensive study of the language and culture that draws heavily on skills already established from studying or speaking a language other than English. Students are capable of moving at a faster pace and doing more advanced activities than those who have never studied another language.

## Qualifying for AP/Honors in World Languages

Students interested in remaining on the honors track must meet the following criteria in their previous honors class:

- B+ grade in the previous class qualifies for placement in an honors level class.
- B/B- grade in the previous class requires teacher approval.
- C+ or lower in the previous class requires department chair approval.

Students interested in moving up to the honors track must meet the following criteria:

- B+ or higher grade in the previous college prep class will require departmental approval.
- B or lower does not meet the criteria for enrollment in an AP/Honors course by the World Languages Department.

<p><b>SJ9111-12</b>  <b>SJ9131-32</b>  <b>SJ9171-72</b>  <b>SJ9181-82</b></p> <p>College Prep  2 sem / 2 cred  ⑨ ⑩ ⑪</p>	<p><b>FRENCH I</b>  <b>GERMAN I</b>  <b>SPANISH I</b>  <b>SPANISH I (ACCELERATED)</b></p>
	<p>Level I courses, based on Indiana’s Academic Standards for World Languages, introduce students to effective strategies for beginning language learning, and to various aspects of the 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 the 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 the language and culture outside of the classroom.</p> <ul style="list-style-type: none"> <li>• Fulfills a World Language requirement for the Core 40 with Academic Honors diploma</li> <li>• Counts as a directed elective or an elective for all diplomas</li> </ul> <p>SPANISH I (ACCELERATED) is designed for students already familiar with Spanish.</p> <ul style="list-style-type: none"> <li>• Please see the “Accelerated Courses in World Languages” note at the top of the World Languages section.</li> </ul>

<p><b>SJ9211-12</b>  <b>SJ9231-32</b>  <b>SJ9271-72</b>  <b>SJ9281-82</b></p> <p>College Prep  2 sem / 2 cred  ⑨ ⑩ ⑪ ⑫</p>	<p><b>FRENCH II</b>  <b>GERMAN II</b>  <b>SPANISH II</b>  <b>SPANISH II (ACCELERATED)</b></p>
	<p>Level II courses, based on Indiana’s Academic Standards for World Languages, build upon effective strategies for 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 the 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 the language and culture outside of the classroom.</p> <ul style="list-style-type: none"> <li>• Prerequisite: Level I language</li> <li>• Fulfills a World Language requirement for the Core 40 with Academic Honors diploma</li> <li>• Counts as a directed elective or an elective for all diplomas</li> </ul> <p>SPANISH II (ACCELERATED) is designed for students already familiar with Spanish.</p> <ul style="list-style-type: none"> <li>• Prerequisite: “B+” or higher in SPANISH I (ACCELERATED), “A” or higher in SPANISH I</li> <li>• Please see the “Accelerated Courses in World Languages” note at the top of the World Languages section.</li> </ul>

<p><b>SJ9311-12</b>  <b>SJ9331-32</b>  <b>SJ9371-72</b>  College Prep  <b>SJ9381-82</b>  Honors</p> <p>2 sem / 2 cred  ⑩ ⑪ ⑫</p>	<p><b>FRENCH III</b>  <b>GERMAN III</b>  <b>SPANISH III</b>  <b>SPANISH III HONORS</b></p> <p>Level III courses, based on Indiana’s Academic Standards for World Languages, build upon effective strategies for 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 the 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 the language and culture outside of the classroom.</p> <ul style="list-style-type: none"> <li>● Prerequisite: Level II language</li> <li>● Fulfills a World Language requirement for the Core 40 with Academic Honors diploma</li> <li>● Counts as a directed elective or an elective for all diplomas</li> </ul> <p>SPANISH III HONORS is designed for students ready to work at an Honors level.</p> <ul style="list-style-type: none"> <li>● Prerequisite: “B+” or higher in SPANISH II (ACCELERATED), “A” or higher in SPANISH II</li> <li>● Please see the “Qualifying for AP/Honors” note at the top of the World Languages section.</li> </ul>
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<p><b>SJ9411-12</b>  Honors  <b>SJ9431-32</b>  Honors  <b>SJ9471-72</b>  College Prep  <b>SJ9481-82</b>  Honors</p> <p>2 sem / 2 cred  ⑪ ⑫</p>	<p><b>FRENCH IV HONORS</b>  <b>GERMAN IV HONORS</b>  <b>SPANISH IV</b>  <b>SPANISH IV HONORS</b></p> <p>Level IV courses, based on Indiana’s Academic Standards for World Languages, provide 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 the 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 language and culture in the community beyond the classroom is explored through the identification and evaluation of resources intended for native speakers.</p> <ul style="list-style-type: none"> <li>● Prerequisite: Level III language</li> <li>● Prerequisite for Honors: “B+” or higher in Level III</li> <li>● Fulfills a World Language requirement for the Core 40 with Academic Honors diploma</li> <li>● Counts as a directed elective or an elective for all diplomas</li> <li>● Please see the “Qualifying for AP/Honors” note at the top of the World Languages section.</li> </ul>
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<p><b>SJ9511-12</b> <b>SJ9531-32</b> Honors  2 sem / 2 cred ⑫</p>	<p><b>FRENCH IV HONORS</b> <b>GERMAN IV HONORS</b></p> <p>Level V courses, based on Indiana’s Academic Standards for World Languages, provide 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 the 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 the 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 speakers.</p> <ul style="list-style-type: none"> <li>● Prerequisites: “B+” or higher in Level IV and departmental approval</li> <li>● Fulfills a World Language requirement for the Core 40 with Academic Honors diploma</li> <li>● Counts as a directed elective or an elective for all diplomas</li> <li>● Please see the “Qualifying for AP/Honors” note at the top of the World Languages section.</li> </ul>
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<p><b>SJ9671-72</b> AP 2 sem / 2 cred ⑫</p>	<p><b>AP SPANISH LANGUAGE AND CULTURE</b></p> <p>AP SPANISH LANGUAGE AND CULTURE is a course established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The 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 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 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).</p> <ul style="list-style-type: none"> <li>● Prerequisites: “B+” or higher in SPANISH IV HONORS and departmental approval</li> <li>● Fulfills a World Language requirement for the Core 40 with Academic Honors diploma</li> <li>● Counts as a directed elective or an elective for all diplomas</li> <li>● Please see the “Qualifying for AP/Honors” note at the top of the World Languages section.</li> <li>● Students enrolled in this course are expected to take the AP exam.</li> </ul>
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# Special Offerings

<p><b>SJ0040</b> College Prep 2 sem / 1 cred ⑨ ⑩ ⑪ ⑫</p>	<b>CHRISTIAN SERVICE</b> [Community Service]
	<p>CHRISTIAN SERVICE is the designated course for completing the Service requirement at Saint Joseph High School.</p> <ul style="list-style-type: none"> <li>• Must be taken every year except in the year that the SBL course is substituted</li> <li>• Not an approved core course by the NCAA Clearinghouse</li> </ul>
<p><b>SJ0050</b> College Prep 2 sem / 1 cred ⑩ ⑪ ⑫</p>	<b>CHRISTIAN SERVICE: SBL</b> [Service Based Learning]
	<p>CHRISTIAN SERVICE (SBL) integrates meaningful service to enrich and apply academic knowledge, teach civic and personal responsibility (and other employability skills), and strengthen communities. SBL can be classified by three core indicators: integrating academic study with service experience; reflecting larger social, economic, and societal issues; and collaborative efforts between students, schools, and community partners. Completion of this course fulfills the Graduation Pathway Employability Skills experience.</p> <ul style="list-style-type: none"> <li>• Usually taken as a sophomore, but must be completed by graduation</li> <li>• Not an approved core course by the NCAA Clearinghouse</li> </ul>
<p><b>SJ0100</b> College Prep 1 sem / 1 cred ⑨</p>	<b>BASIC SKILLS DEVELOPMENT I</b>
	<p>BASIC SKILLS DEVELOPMENT is a multidisciplinary course that provides students continuing opportunities to develop basic skills including: (1) reading, (2) writing, (3) listening, (4) speaking, (5) mathematical computation, (6) note taking, (7) study and organizational skills, and (8) problem-solving skills, which are essential for high school course work achievement. Determination of the skills to be emphasized in this course is based on Indiana's standards, individual school corporation general curriculum plans, and the student's Individualized Education Programs (IEP) or other individualized plans. Skills selected for developmental work provide students with the ability to continue to learn in a range of different life situations.</p> <ul style="list-style-type: none"> <li>• May be taken one or both semesters</li> <li>• Not an approved core course by the NCAA Clearinghouse</li> <li>• Beginning with the 2023-24 school year, this course was merged with ALGEBRA 1 LAB and LANGUAGE ARTS LAB at the 9th grade level</li> </ul>
<p><b>SJ0200</b> College Prep 1 sem / 1 cred ⑩ ⑪ ⑫</p>	<b>BASIC SKILLS DEVELOPMENT II</b>
	<p>BASIC SKILLS DEVELOPMENT is a multidisciplinary course that provides students continuing opportunities to develop basic skills including: (1) reading, (2) writing, (3) listening, (4) speaking, (5) mathematical computation, (6) note taking, (7) study and organizational skills, and (8) problem-solving skills, which are essential for high school course work achievement. Determination of the skills to be emphasized in this course is based on Indiana's standards, individual school corporation general curriculum plans, and the student's Individualized Education Programs (IEP) or other individualized plans. Skills selected for developmental work provide students with the ability to continue to learn in a range of different life situations.</p> <ul style="list-style-type: none"> <li>• May be taken multiple times</li> <li>• Not an approved core course by the NCAA Clearinghouse</li> </ul>