LAWRENCE CENTRAL HIGH SCHOOL

CURRICULUM HANDBOOK

Policies, Procedures and Course Descriptions
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**LAWRENCE CENTRAL HIGH SCHOOL VISION STATEMENT**

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

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

**INTRODUCTION TO LAWRENCE CENTRAL HIGH SCHOOL**

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

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

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

**MESSAGE TO STUDENTS AND FAMILIES**

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

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

**KEY PRACTICES AT LAWRENCE CENTRAL HIGH SCHOOL FOR EACH STUDENT:**

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

**GRADUATION REQUIREMENTS AND DIPLOMA TYPES**

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGLISH</strong></td>
<td>8 credits</td>
<td>• English 9 or English 9 Honors-Bound or English 9 Honors or English 9 Lyceum</td>
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<tr>
<td></td>
<td></td>
<td>• English 10 or English 10 Honors or English 10 Lyceum</td>
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<td>• English 11 or English 11 Honors or AP Language &amp; Composition</td>
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<td></td>
<td></td>
<td>• English 12 or World Literature Honors or AP Literature &amp; Composition or</td>
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<td></td>
<td></td>
<td>AdvEngCC: Composition/ENGW131 (IU)/AdvEngCC: Literature/ENGL202 (IU)</td>
</tr>
<tr>
<td><strong>MATHEMATICS</strong></td>
<td>6 credits</td>
<td>All students must earn 6 math credits after entering high school. Math credits earned prior to entering grade 9 may meet specific course prerequisites and may count toward the credit requirements for a diploma, however 6 math credits must be earned during grades 9-12. Additionally, students must be enrolled in a math or quantitative reason course during each year of high school.</td>
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<tr>
<td></td>
<td></td>
<td>• Algebra I</td>
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<td></td>
<td></td>
<td>• Geometry or Geometry Honors</td>
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<td></td>
<td></td>
<td>• Algebra II or Algebra II Honors</td>
</tr>
<tr>
<td><strong>SCIENCE</strong></td>
<td>6 credits</td>
<td>• Biology I or Biology I Honors</td>
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<tr>
<td></td>
<td></td>
<td>• Chemistry I or Chemistry I Honors or Physics I or Integrated Chemistry-Physics</td>
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<td></td>
<td></td>
<td>• Any additional Core 40 science course</td>
</tr>
<tr>
<td><strong>SOCIAL STUDIES</strong></td>
<td>6 credits</td>
<td>• Geography &amp; History of the World or Geography &amp; History of the World Honors or Geography &amp; History of the World Lyceum or World History &amp; Civilization Honors</td>
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<tr>
<td></td>
<td></td>
<td>• US History or US History Honors or AP US History</td>
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<td>• US Government or US Government Honors – Constitutional Law or AP US Government &amp; Politics</td>
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<td></td>
<td>• Economics or AP Microeconomics or AP Macroeconomics</td>
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<tr>
<td><strong>PHYSICAL EDUCATION</strong></td>
<td>2 credits</td>
<td>• Physical Education I</td>
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<td></td>
<td></td>
<td>• Physical Education II</td>
</tr>
<tr>
<td><strong>HEALTH &amp; WELLNESS</strong></td>
<td>1 credit</td>
<td>• Health &amp; Wellness Education</td>
</tr>
<tr>
<td><strong>DIRECTED ELECTIVES</strong></td>
<td>5 credits</td>
<td>• World Languages</td>
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<tr>
<td></td>
<td></td>
<td>• Fine Arts</td>
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<tr>
<td></td>
<td></td>
<td>• Career &amp; Technical Education</td>
</tr>
<tr>
<td><strong>ELECTIVES</strong></td>
<td>10 credits</td>
<td>• Academic courses within a college &amp; career pathway are recommended</td>
</tr>
</tbody>
</table>

### 44 CREDITS REQUIRED FOR THE LCHS CORE 40 DIPLOMA

Students with unique circumstances examined by the Academic Review Committee (see page 16) that prohibit the completion of a Core 40 curriculum, may be able to graduate with less than a Core 40 diploma. In these instances, students are not able to opt-out of a Core 40 diploma until December of their junior year.

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

A) The student, the student’s parent/guardian, and the student’s school counselor meet to discuss the student’s progress;

B) The student’s post-secondary plans and 4-year course plan must be reviewed;

C) The student’s parent/guardian determines whether the student will achieve greater educational benefits by completing the general diploma curriculum or the Core 40 curriculum;

D) If the decision is made to opt out of completion of the Core 40 curriculum, the student is required to complete the graduation requirements for the general diploma and determine a career/academic sequence that the student will pursue.
# Core 40 with Academic Honors Diploma Graduation Requirements

## English
- **8 credits**
  - English 9 or English 9 Honors-Bound or English 9 Honors or English 9 Lyceum
  - English 10 or English 10 Honors or English 10 Lyceum
  - English 11 or English 11 Honors or AP Language & Composition
  - English 12 or World Literature Honors or AP Literature & Composition or AdvEngCC: Composition/ENGW131 (IU)/AdvEngCC: Literature/ENGL202 (IU)

## Mathematics
- **8 credits (6 credits earned during grades 9-12)**
  - All students must earn 6 math credits after entering high school. Math credits earned prior to entering grade 9 may meet specific course prerequisites and may count toward the credit requirements for a diploma, however 6 math credits must be earned during grades 9-12. Additionally, students must be enrolled in a math or quantitative reasoning course during each year of high school.
  - Algebra I
  - Geometry or Geometry Honors
  - Algebra II or Algebra II Honors
  - Any additional Core 40 math course

## Science
- **6 credits**
  - Biology I or Biology I Honors
  - Chemistry I or Chemistry I Honors or Physics I or Integrated Chemistry-Physics
  - Any additional Core 40 science course

## Social Studies
- **6 credits**
  - Geography & History of the World or Geography & History of the World Honors or Geography & History of the World Lyceum or World History & Civilization Honors
  - US History or US History Honors or AP US History
  - US Government or US Government Honors – Constitutional Law or AP US Government & Politics
  - Economics or AP Microeconomics or AP Macroeconomics

## World Languages
- **6-8 credits**
  - Earn 6 credits in one Core 40 world language
  - OR
  - Earn 4 credits in each of two different Core 40 world languages

## Fine Arts
- **2 credits**
  - Earn 2 Core 40 fine arts credits

## Physical Education
- **2 credits**
  - Physical Education I
  - Physical Education II

## Health & Wellness
- **1 credit**
  - Health & Wellness Education

## Electives
- **6-8 credits**
  - Academic courses within a college & career pathway are recommended

## Credits Required for the LCHS Core 40 with Academic Honors Diploma
- **47 credits**

In addition to fulfilling the above requirements, students pursuing the Core 40 w/Academic Honors Diploma must:
- Earn a grade of a “C-” or better in courses that will count toward the diploma;
- Have a grade point average of a 2.667 or higher;
- Complete ONE of the following:
  - A) Earn 4 credits in 2 or more AP courses and take corresponding AP exams;
  - B) Earn 6 verifiable transcripted college credits in dual credit courses via the approved dual credit list
  - C) Earn two of the following:
    1. A minimum of 3 verifiable transcripted college credits via the approved dual credit list;
    2. 2 credits in AP courses and take corresponding AP exams;
    3. 2 credits in IB standard level courses and take corresponding IB exams.
  - D) Earn a composite score of 1250 or higher on the SAT and a minimum of 560 on math and 590 on the evidence based reading and writing section;
  - E) Earn an ACT composite score of 26 or higher and complete the written section.
  - F) Earn 4 credits in IB Courses and take corresponding IB exams.
# CORE 40 WITH TECHNICAL HONORS DIPLOMA GRADUATION REQUIREMENTS

<table>
<thead>
<tr>
<th>ENGLISH</th>
<th>8 credits</th>
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<tbody>
<tr>
<td>• English 9 or English 9 Honors-Bound or English 9 Honors or English 9 Lyceum</td>
<td>2 credits</td>
</tr>
<tr>
<td>• English 10 or English 10 Honors or English 10 Lyceum</td>
<td>2 credits</td>
</tr>
<tr>
<td>• English 11 or English 11 Honors or AP Language &amp; Composition</td>
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<td>• English 12 or World Literature Honors or AP Literature &amp; Composition or AdvEngCC: Composition/ENGW131 (IU)/AdvEngCC: Literature/ENGL202 (IU)</td>
<td>2 credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MATHEMATICS</th>
<th>6 credits (Earned during grades 9-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students must earn 6 math credits after entering high school. Math credits earned prior to entering grade 9 may meet specific course prerequisites and may count toward the credit requirements for a diploma, however 6 math credits must be earned during grades 9-12. Additionally, students must be enrolled in a math or quantitative reason course during each year of high school.</td>
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<table>
<thead>
<tr>
<th>MATH</th>
<th>6 credits</th>
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</thead>
<tbody>
<tr>
<td>• Algebra I</td>
<td>2 credits</td>
</tr>
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<td>• Algebra II or Algebra II Honors</td>
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</table>

<table>
<thead>
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<th>SCIENCE</th>
<th>6 credits</th>
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<td>• Biology I or Biology I Honors</td>
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<td>• Chemistry I or Chemistry I Honors or Physics I or Integrated Chemistry-Physics</td>
<td>2 credits</td>
</tr>
<tr>
<td>• Any additional Core 40 science course</td>
<td>2 credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SOCIAL STUDIES</th>
<th>6 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Geography &amp; History of the World or Geography &amp; History of the World Honors or Geography &amp; History of the World Lyceum or World History &amp; Civilization Honors</td>
<td>2 credits</td>
</tr>
<tr>
<td>• US History or US History Honors or AP US History</td>
<td>2 credits</td>
</tr>
<tr>
<td>• US Government or US Government Honors – Constitutional Law or AP US Government &amp; Politics</td>
<td>1 credit</td>
</tr>
<tr>
<td>• Economics or AP Microeconomics or AP Macroeconomics</td>
<td>1 credit</td>
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<table>
<thead>
<tr>
<th>PHYSICAL EDUCATION</th>
<th>2 credits</th>
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<tbody>
<tr>
<td>• Physical Education I</td>
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</tr>
<tr>
<td>• Physical Education II</td>
<td>1 credit</td>
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<tbody>
<tr>
<td>• Health &amp; Wellness Education</td>
<td>1 credit</td>
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</table>

<table>
<thead>
<tr>
<th>COLLEGE &amp; CAREER PATHWAY</th>
<th>6 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 6 credits in a related sequence from a career-technical program of study</td>
<td>6 credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELECTIVES</th>
<th>12 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Academic courses within a college &amp; career pathway are recommended</td>
<td>12 credits</td>
</tr>
</tbody>
</table>

# 47 CREDITS REQUIRED FOR THE LCHS CORE 40 WITH TECHNICAL HONORS DIPLOMA

In addition to fulfilling the above requirements, students pursuing the Core 40 w/Technical Honors Diploma must:
- Earn a grade of a “C-” or better in courses that will count toward the diploma;
- Have a grade point average of a 2.667 or higher;
- Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and ONE of the following:
  A) Pathway designated industry-based certification or credential;
  B) Pathway dual credits from the approved dual credit list resulting in 6 transcripted college credits.
- Complete ONE of the following:
  A) Any one of the options (A-F) of the Core 40 with Academic Honors Diploma (see page 5);
  B) Earn the following scores or higher on WorkKeys: Reading for Information – Level 6, Applied Mathematics – Level 6, and Locating Information – Level 5;
  C) Earn the following minimum score(s) on Accuplacer: Writing – 80, Reading – 90, Math – 75;
  D) Earn the following minimum score(s) on Compass: Algebra – 66, Writing – 70, Reading – 80.
INTERNATIONAL BACCALAUREATE (IB) DIPLOMA PROGRAM

The International Baccalaureate (IB) Program is a rigorous pre-university course of study leading to examinations that meet the needs of highly motivated high school students. The two-year program was created to provide students a holistic and balanced education while facilitating geographic mobility and to establish a common curriculum and university entry credential for students moving from one country to another. International educators were motivated by practical considerations but also by an idealistic vision. They believe that students should share an academic experience that would emphasize critical thinking, intercultural understanding and exposure to a variety of points of view. The program offers unique components that enhance the traditional liberal arts curriculum.

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

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

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

**Curriculum**

The International Baccalaureate has a 2-year program that contains six academic areas surrounding a core. Subjects are studied concurrently, and students are exposed to the two great traditions of learning: the humanities and the sciences. Diploma candidates are required to select one route from each of the six subject groups. At least three, and not more than four, are taken at Higher Level (HL), the others at Standard Level (SL). HL courses represent 240 teaching hours; SL courses cover 150 hours. By arranging work in this fashion, students are able to explore some subjects in depth and some more broadly over the 2-year period.

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
<th>Group 5</th>
<th>Group 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Al (HL)</td>
<td>French B (SL), French B (HL), Spanish B (SL), Spanish B (HL), German B (SL)</td>
<td>History of the Americas (HL), Economics (SL), Psychology (SL), Psychology (HL), Environmental Systems &amp; Societies (SL)</td>
<td>Physics (SL), Biology (SL), Biology (HL), Chemistry (SL), Environmental Systems and Societies (SL)</td>
<td>Math Studies (SL), Mathematics (SL)</td>
<td>Music (SL), Music (HL), Visual Arts (SL), Visual Arts (HL), Theatre Arts (SL), Theatre Arts (HL)</td>
</tr>
</tbody>
</table>
ADVANCED PLACEMENT (AP) CAPSTONE DIPLOMA PROGRAM

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

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

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

ADVANCED PLACEMENT (AP) COURSES

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

A new law requires all Indiana public colleges and universities (including all 2-year and 4-year institutions and accompanying satellites) to award college credits for Indiana secondary school students that earn a score of 3 or higher on College Board’s AP exam(s). Indiana public colleges and universities may require a score higher than 3 to award credits for a course that is a requirement for a student’s major; if a university chooses to do so, it must still award a student elective credits that count toward his/her overall degree requirements to graduate from college. Students should visit www.transferIN.net to see how AP exam scores can transfer into college credits at Indiana colleges and universities. Students signed up for AP courses are expected to take the AP exams in May. Presently, the Indiana Department of Education pays for English, science and math exams for juniors and seniors only, and therefore, there is no cost to LCHS students in these grade levels for these exams. All other tests require a fee; approximately $94 per test. For complete course descriptions and other information regarding AP courses visit: http://apcentral.collegeboard.com/apc/public/courses.descriptions/index.html.

Advanced Placement courses offered at LCHS for the 2018-2019 school year are listed below:

<table>
<thead>
<tr>
<th>ENGLISH</th>
<th>MCIT</th>
<th>SOCIAL STUDIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Language &amp; Composition</td>
<td>AP Computer Science I: Visual Basic</td>
<td>AP Human Geography</td>
</tr>
<tr>
<td>AP Literature &amp; Composition</td>
<td>AP Computer Science II</td>
<td>AP Macroeconomics</td>
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<td></td>
<td></td>
<td>AP Microeconomics</td>
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<td></td>
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<td>AP Psychology</td>
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<table>
<thead>
<tr>
<th>FINE ARTS</th>
<th>SCIENCE</th>
<th>WORLD LANGUAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Music Theory</td>
<td>AP Biology</td>
<td>AP French Language and Culture</td>
</tr>
<tr>
<td>AP Studio Art: 2D Design</td>
<td>AP Chemistry</td>
<td>AP German Language and Culture</td>
</tr>
<tr>
<td>AP Studio Art: 3D Design</td>
<td>AP Environmental Science</td>
<td>AP Spanish Language and Culture</td>
</tr>
<tr>
<td>AP Studio Art: Drawing</td>
<td>AP Physics 1: Algebra-based</td>
<td>AP Spanish Literature and Culture</td>
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<td>AP Physics C</td>
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<thead>
<tr>
<th>MATHEMATICS</th>
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<tbody>
<tr>
<td>AP Calculus AB</td>
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<tr>
<td>AP Calculus BC</td>
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</tr>
<tr>
<td>AP Statistics</td>
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</tbody>
</table>
DUAL CREDIT (DC) and ADVANCED COLLEGE PROJECT (ACP) COURSES

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

Students may take courses on a college campus while in high school. Students must receive approval from the Academic Review Committee and take all placement examinations required by the university. The student and his/her parent/guardian are responsible for the cost of the program as well as transportation. Lawrence Township offers college courses from Indiana University (IU), Indiana State University (ISU), Ivy Tech Community College (IVY), Vincennes University (VU) taught on LCHS, LNHS and MCIT campuses.

There are a few details to keep in mind when considering enrolling in dual credit and/or ACP courses:

- Some courses have certain criteria that must be met, such as minimum test scores on the PSAT, SAT, ACT or ACCUPLACER exams. Prerequisites and testing requirements can be found below. Students must meet entry requirements and take the course for college credit to receive any grade weighting.
- Some courses may transfer as college credit, but do not transfer as the identical course at another university. This is known as “undistributed credit.” But, in most cases, a class will transfer into the accepting university. Students should visit www.transferIN.net to see how available DC and ACP courses can transfer to Indiana colleges and universities.

COURSES TAKEN IN MIDDLE SCHOOL FOR HIGH SCHOOL CREDIT

High school credit will be awarded to middle school students who complete high school courses while in middle school. The courses will appear on the student’s high school transcript, and the grades will factor into the cumulative GPA. If a student is completing Spanish I or French I in middle school, he/she must earn a grade of “B-” or higher in order to enroll in the second level of the same language. If a student is completing Algebra I and/or Geometry in middle school, he/she must earn a grade of “B-” or higher in order to enroll in the next sequenced math course. If the student does not earn a “B-” or higher in the middle school Algebra I or Geometry course, he/she will retake that course as a 9th grade student. Students may repeat any courses taken in middle school for high school credit to attempt a higher grade. Refer to “Repeating a Course” within the Policies & Procedures portion of this handbook (page 15).
GRADUATION QUALIFYING EXAMS

All students in the classes of 2019 and beyond will take the ISTEP+ Grade 10 English/Language Arts test and ISTEP+ Grade 10 Mathematics test during the 2nd semester of their 10th grade year to meet graduation testing requirements. Students must also take the ISTEP+ Science test, but this assessment is not part of the graduation testing requirements.

The graduation testing requirements can be met in three ways:
- Pass the ISTEP+ Grade 10 English/Language Arts and ISTEP+ Grade 10 Mathematics tests; or,
- Fulfill the requirements for the “Evidence-based” waiver; or,
- Fulfill the requirements for the “Work-readiness” waiver.

Students who meet all of Lawrence Central High School’s graduation requirements but fail to pass the graduation qualifying exams and are denied a graduation qualifying exam waiver will be awarded a Certificate of Coursework Completion and NOT a high school diploma.

GRADE POINT AVERAGE (GPA)

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

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

Honor Roll 2.667 – 3.667
Distinguished Honor Roll 3.667 and higher
**GRADE-WEIGHTED COURSES**

Lawrence Central High School has implemented a weighted grading system to recognize and reward academic work in select honors, dual credit or Advanced College Credit (ACP), Advanced Placement (AP) and International Baccalaureate (IB) courses. The list of weighted courses is outlined below:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Regular Weight</th>
<th>Partial Weight</th>
<th>Full Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.333</td>
<td>4.833</td>
<td>5.333</td>
</tr>
<tr>
<td>A</td>
<td>4.000</td>
<td>4.500</td>
<td>5.000</td>
</tr>
<tr>
<td>A-</td>
<td>3.667</td>
<td>4.167</td>
<td>4.667</td>
</tr>
<tr>
<td>B+</td>
<td>3.333</td>
<td>3.833</td>
<td>4.333</td>
</tr>
<tr>
<td>B</td>
<td>3.000</td>
<td>3.500</td>
<td>4.000</td>
</tr>
<tr>
<td>B-</td>
<td>2.667</td>
<td>3.167</td>
<td>3.667</td>
</tr>
<tr>
<td>C+</td>
<td>2.333</td>
<td>2.833</td>
<td>3.333</td>
</tr>
<tr>
<td>C</td>
<td>2.000</td>
<td>2.500</td>
<td>3.000</td>
</tr>
<tr>
<td>C-</td>
<td>1.667</td>
<td>2.167</td>
<td>2.667</td>
</tr>
<tr>
<td>D+</td>
<td>1.333</td>
<td>1.833</td>
<td>2.333</td>
</tr>
<tr>
<td>D</td>
<td>1.000</td>
<td>1.500</td>
<td>2.000</td>
</tr>
<tr>
<td>D-</td>
<td>0.667</td>
<td>1.167</td>
<td>1.667</td>
</tr>
<tr>
<td>F</td>
<td>0.000</td>
<td>0.000</td>
<td>0</td>
</tr>
</tbody>
</table>

**COURSES RECEIVING FULL (1.0) WEIGHT**

<table>
<thead>
<tr>
<th>ENGLISH</th>
<th>MCIT</th>
<th>SOCIAL STUDIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 9 Lyceum</td>
<td>A+ Certification/Computer Tech Support</td>
<td>Geography &amp; History of the World Lyceum</td>
</tr>
<tr>
<td>English 10 Lyceum</td>
<td>Networking I</td>
<td>AP World History</td>
</tr>
<tr>
<td>AP English Language and Composition</td>
<td>Networking II/Infrastructure Systems</td>
<td>AP Human Geography</td>
</tr>
<tr>
<td>AP English Literature and Composition</td>
<td>Server and Security</td>
<td>AP US History</td>
</tr>
<tr>
<td>AdvEngCC: Composition/ENGW131 (IU)</td>
<td>Interactive Media I</td>
<td>US Gov’t Honors – Constitutional Law</td>
</tr>
<tr>
<td>AdvEngCC: Literature/ENGL202 (IU)</td>
<td>Interactive Media II</td>
<td>AP Government and Politics</td>
</tr>
<tr>
<td>Technical Communications Honors</td>
<td>AP Computer Science I – Visual Basic</td>
<td>AP Microeconomics</td>
</tr>
<tr>
<td></td>
<td>AP Computer Science II</td>
<td>AP Macroeconomics</td>
</tr>
<tr>
<td></td>
<td>AP Computer Science II, Video Gaming</td>
<td>AP Psychology</td>
</tr>
<tr>
<td></td>
<td>PLTW: Principles of Engineering</td>
<td>IB History HL: 20th Century America</td>
</tr>
<tr>
<td>FINE ARTS</td>
<td>PLTW: Computer Integrated Manufacturing</td>
<td>IB Psychology HL</td>
</tr>
<tr>
<td></td>
<td>PLTW: Digital Electronics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PLTW: Aerospace Engineering</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PLTW: Civil Engineering &amp; Architecture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Environmental Sustainability</td>
<td></td>
</tr>
<tr>
<td>AP Studio Art: 2D Design</td>
<td>PLTW: Medical Interventions</td>
<td></td>
</tr>
<tr>
<td>AP Studio Art: 3D Design</td>
<td>PLTW: Biomedical Innovations</td>
<td></td>
</tr>
<tr>
<td>AP Studio Art: Drawing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IB Visual Arts SL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IB Visual Arts HL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCIENCE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP Biology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP Chemistry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP Environmental Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP Physics 1: Algebra-based</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP Physics C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IB Mathematics SL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MULTIDISCIPLINARY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IB Theory of Knowledge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP Research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP Seminar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADVANCED SCIENCE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP Research 1: Physics/PHYS221 (IU)</td>
<td>IB Biology SL</td>
<td></td>
</tr>
<tr>
<td>AP Research 2: Physics/PHYS221 (IU)</td>
<td>IB Biology HL</td>
<td></td>
</tr>
<tr>
<td>AP Research 3: Physics/PHYS221 (IU)</td>
<td>IB Chemistry SL</td>
<td></td>
</tr>
<tr>
<td>AP Research 4: Physics/PHYS221 (IU)</td>
<td>IB Environmental Systems &amp; Societies SL</td>
<td></td>
</tr>
</tbody>
</table>

QUANTITATIVE REASONING COURSES

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

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

The chart below provides a list of courses at LCHS that have been determined to meet the criteria for quantitative reasoning courses for 2018-2019. Quantitative reasoning courses are also designated as such within course descriptions throughout this curriculum handbook.

<table>
<thead>
<tr>
<th>COURSES RECEIVING PARTIAL (0.5) WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGLISH</strong></td>
</tr>
<tr>
<td>English 9 Honors</td>
</tr>
<tr>
<td>English 9 Honor Bound</td>
</tr>
<tr>
<td>English 10 Honors</td>
</tr>
<tr>
<td>English 11 Honors</td>
</tr>
<tr>
<td>World Literature Honors</td>
</tr>
<tr>
<td><strong>MATHEMATICS</strong></td>
</tr>
<tr>
<td>Geometry Honors</td>
</tr>
<tr>
<td>Algebra II Honors</td>
</tr>
<tr>
<td>Pre-Calculus &amp; Trigonometry Honors</td>
</tr>
<tr>
<td><strong>MCIT</strong></td>
</tr>
<tr>
<td>PLTW: Principles of Biomedical Sciences</td>
</tr>
<tr>
<td>PLTW: Human Body Systems</td>
</tr>
<tr>
<td><strong>SOCIAL STUDIES</strong></td>
</tr>
<tr>
<td>Geography &amp; History of the World Honors</td>
</tr>
<tr>
<td>World History Honors</td>
</tr>
<tr>
<td><strong>WORLD LANGUAGES</strong></td>
</tr>
<tr>
<td>French III</td>
</tr>
<tr>
<td>German III</td>
</tr>
<tr>
<td>Spanish III</td>
</tr>
<tr>
<td>Language for Heritage Speakers III</td>
</tr>
<tr>
<td><strong>SCIENCE</strong></td>
</tr>
<tr>
<td>Biology I Honors</td>
</tr>
<tr>
<td>Chemistry I Honors</td>
</tr>
<tr>
<td>AdvSciCC: Chem/CHEC101-C121 (IU)</td>
</tr>
<tr>
<td><strong>FAMILY &amp; CONSUMER SCIENCES</strong></td>
</tr>
<tr>
<td>Personal Financial Responsibility</td>
</tr>
<tr>
<td><strong>MCENZIE CENTER FOR INNOVATION &amp; TECHNOLOGY (MCIT)</strong></td>
</tr>
<tr>
<td>Advanced Accounting</td>
</tr>
<tr>
<td>Banking &amp; Investment Capstone</td>
</tr>
<tr>
<td>Computer Science II: Programming</td>
</tr>
<tr>
<td>PLTW: Principles of Engineering</td>
</tr>
<tr>
<td>PLTW: Computer Integrated Manufacturing</td>
</tr>
<tr>
<td><strong>SCIENCE</strong></td>
</tr>
<tr>
<td>AP Biology</td>
</tr>
<tr>
<td>AP Chemistry</td>
</tr>
<tr>
<td>AP Physics 1: Algebra-Based</td>
</tr>
<tr>
<td>AP Physics C</td>
</tr>
<tr>
<td>AP Environmental Science</td>
</tr>
<tr>
<td>Physics I</td>
</tr>
<tr>
<td>Chemistry I</td>
</tr>
<tr>
<td>Chemistry I Honors</td>
</tr>
<tr>
<td>IB Chemistry SL</td>
</tr>
<tr>
<td>Integrated Chemistry-Physics</td>
</tr>
<tr>
<td><strong>SOCIAL STUDIES</strong></td>
</tr>
<tr>
<td>AP Macroeconomics</td>
</tr>
<tr>
<td>AP Microeconomics</td>
</tr>
<tr>
<td>Economics</td>
</tr>
</tbody>
</table>
All students earning a Core 40 diploma must attain at least 5 directed elective credits in order to graduate. Directed electives are courses in fine arts, world languages, and career & technical education (CTE). Career & technical education courses specialize in skilled trades, applied sciences, modern technologies, and career preparation. These courses are meant to prepare students for a wide variety of high-wage, high-skill and high demand careers.

The chart below provides a current listing of CTE courses at LCHS for the 2018-2019 school year. Career & technical education courses are also designated as such within course descriptions throughout this handbook.

### FAMILY & CONSUMER SCIENCES
- Adult Roles & Responsibilities
- Advanced Nutrition & Wellness
- Child Development
- Education Professions I
- Education Professions II
- Intro to Fashion & Textiles I & II
- Intro to Housing & Interior Design I
- Nutrition & Wellness

### MCKENZIE CENTER FOR INNOVATION & TECHNOLOGY (MCIT)
- A+ Computer Tech Support I
- Accounting I
- Advanced Accounting
- Administrative Leadership Management
- Auto Service Tech I & II
- Banking & Investment
- Barbering I & II
- Collision Repair I & II
- Computers in Design & Production
- Computer Science I & II
- Construction Trades I & II
- Cosmetology I & II
- Criminal Justice I & II
- Culinary Arts & Hospitality I & II
- Entrepreneurship & New Ventures Capstone
- Fashion Merchandising
- Foundations of Technology
- Interactive Media I & II
- Intro to Business
- Intro to Construction
- Intro to Culinary Arts & Hospitality
- Intro to Health Science Careers
- Intro to Transportation
- Health Sciences I & II
- Marketing in Hospitality & Tourism
- Networking I & II
- PLTW: Aerospace Engineering
- PLTW: Biomedical Innovations
- PLTW: Civil Engineering & Architecture
- PLTW: Computer Integrated Manufacturing
- PLTW: Digital Electronics
- PLTW: Engineering Design & Development
- PLTW: Environmental Sustainability
- PLTW: Human Body Systems
- PLTW: Intro to Engineering
- PLTW: Medical Interventions
- PLTW: Principles of Biomedical Sciences
- PLTW: Principles of Engineering
- Preparing for College & Careers
- Principles of Business Management (ACP)
- Principles of Business Management (Intro)
- Principles of Marketing
- Sports & Entertainment Marketing
- Strategic Marketing
- Work-Based Learning Capstone

### SCIENCE
- Anatomy & Physiology

### COLLEGE & CAREER READINESS

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

- Percentage of middle school students who aspire to go to college: 93%
- Percentage of students who actually enroll in college: 44%

Source: Educational Policy Improvement Center (EPIC)

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

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

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

**See Appendix A for more details on how to utilize Naviance, as well as parent log-in information**

PREPARING FOR COLLEGE

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

To prepare for college, students should do the following:

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

The state-approved Career Clusters and College & Career Pathways, along with the sequence of courses recommended for each Pathway and the Course Frameworks, can be accessed by clicking the Career Cluster links below or through Naviance. College & Career Pathways provide a way for schools to organize instruction and student experiences around 13 broad categories that encompass virtually all occupations from entry through professional levels. Use this site to build 4-Year Course Plans & Course Frameworks. Start with a Career Cluster by selecting one of the 13 Career Clusters below. Then study the Career Pathway Models for the chosen area, and select a more specific Career Pathway from that Cluster. Visit [www.doe.in.gov/pathways](http://www.doe.in.gov/pathways) to learn more about the Indiana College & Career Pathways.

<table>
<thead>
<tr>
<th>Agriculture</th>
<th>Architecture &amp; Construction</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="#">Arts, AV Technology &amp; Communication</a></td>
<td><a href="#">Business &amp; Marketing</a></td>
</tr>
<tr>
<td><a href="#">Education &amp; Training</a></td>
<td><a href="#">Health Science</a></td>
</tr>
<tr>
<td><a href="#">Hospitality &amp; Human Services</a></td>
<td><a href="#">Information Technology</a></td>
</tr>
<tr>
<td><a href="#">Manufacturing</a></td>
<td><a href="#">Public Safety</a></td>
</tr>
<tr>
<td><a href="#">STEM</a></td>
<td><a href="#">Transportation</a></td>
</tr>
</tbody>
</table>

Visit [https://netsolutions.dwd.in.gov/hh50/jobList.aspx](https://netsolutions.dwd.in.gov/hh50/jobList.aspx) for a listing of the 50 fastest growing, high-wage jobs of tomorrow. The Hoosier Hot 50 Jobs are ranked on wages and demand in 2022 for the state of Indiana. Even though Hoosier Hot 50 Jobs focuses on the jobs of tomorrow, there are several jobs that are hot now.

**MCKENZIE CENTER for INNOVATION and TECHNOLOGY (MCIT)**

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

The staff of the MCIT believes that students will complete career programs at a mastery level, which will lead them to postsecondary education or a career choice in the current workplace. MCIT provides a foundation for students desiring to explore vocational talents with an open mind toward lifelong learning. Each student will strive for his/her personal best in academics, civic consciousness, individual responsibility, and interactive professional and personal skills.

Course descriptions of the various career programs offered at MCIT can be found in the [2018-2019 MCIT Curriculum Guide](#).
POLICIES AND PROCEDURES

EDUCATIONAL RECORDS – TRANSCRIPTS AND REPORT CARDS

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

Skyward Family Access gives parents the ability to track their student’s progress throughout the school year. Parents can see missing work, grades, attendance and discipline. Parents also have access to past report cards.

Click here to apply for a parent username and password to Skyward Family Access. (NOTE: This process could take up to two weeks. For quicker response, please contact your child’s school to request a Skyward Family Access username and password.)

ACADEMIC REVIEW COMMITTEE

The Academic Review Committee is charged with overseeing petitions for academic exceptions to school policy and procedure at Lawrence Central High School. The committee is comprised of at least one classroom teacher, one school counselor and one administrator. The committee meets periodically, and as needed, in order to review petitions holistically and provide a collective judgement on said petitions while maintaining the integrity of school policy and procedure.

CHANGES IN PRE-ENROLLED COURSE SELECTIONS

The course offerings at Lawrence Central High School are based upon student requests during scheduling. Therefore, it is necessary for students to determine their course selections with a commitment to complete those courses. In the event that a student would deem it necessary to make a change in his/her course selections, the student must do so by April 27th.

School counselors may need to utilize alternate courses if (1) an original course selection is not offered due to insufficient enrollment or (2) the student has selected two courses which conflict on the student’s schedule. Once schedules are built for the entire school, counselors may adjust a student’s schedule to obtain balanced class sizes. School counselors will make adjustments to the students’ course selections based on courses failed in the second semester and/or courses taken during the summer.

DROPPING AND/OR ADDING COURSES

If a student wishes to request a schedule change that involves adding or dropping a course, he/she must complete a Schedule Change Request Form which includes the student’s name, grade level, course to add/drop, as well as the student’s and parent/guardian’s signature. Schedule changes are discouraged and such requests will be given close scrutiny. All changes must be approved by the Academic Review Committee.

There will be no schedule changes to accommodate a teacher preference. Students may drop a course for a study hall without penalty within the first four weeks of the semester. Removal from a course after this date will result in a “WF” for the course which will appear on the student’s transcript and factor into their cumulative GPA. Students may not “WF” a class and then request to be a teacher assistant.

Course additions/drops generally will be reviewed by the Academic Review Committee for the following reasons:

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

(LCHS students are required to take one study hall during each semester of high school)
REPEATING A COURSE
Students must repeat failed courses that are required for graduation. Students may repeat courses in which they receive a grade of “C+” or lower in an effort to earn a higher grade in that particular course. The following rules will apply when repeating a course:

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

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

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

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

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

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

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

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

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

TRANSFER STUDENTS – CREDITS

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

EXTRACURRICULAR ELIGIBILITY GUIDELINES

All students who represent the LCHS and/or Lawrence Township Schools as a result of tryouts, auditions, or elections are subject to these Extracurricular Eligibility Procedures and the constitution/standards of the organization/activity. Student participation in activities as part of a co-curricular course will be exempt from these procedures.

1) The GPA requirements for extracurricular participation are as follows:
   - Grade 9 – Passing at least 5 credit-bearing courses
   - Grade 10 – Passing at least 5 credit-bearing courses with at least a 1.667 GPA
   - Grade 11 – Passing at least 5 credit-bearing courses with at least a 1.834 GPA
   - Grade 12 – Passing at least 5 credit-bearing courses with at least a 2.0 GPA
2) In determining participation, regarding the cumulative GPA or the current 9-week’s GPA, the higher of the two will be considered.
3) Any Special Education student who plans to participate should have an IEP that states the appropriate eligibility standard.
4) High school credit awarded for summer school courses, correspondence courses, and evening school courses will count toward the standard.
5) The superintendent or the superintendent’s designee may defer the implementation of the eligibility standard for a period not to exceed one (1) semester to allow for unforeseen circumstances.
6) Any student transferring from another high school shall have the remainder of that semester as a grace period to meet the appropriate grade level eligibility standard. A student enrolling during the third grading period of a semester will have the following semester as a grace period.
7) All coaches, teachers, school counselors, and any other appropriate staff will continue to give assistance to all students unable to meet the eligibility standard.

8) Review Committee – after review by this committee (appointed by the superintendent), any recommended changes will be made to the superintendent.

NAIA & NCAA DIVISION I/II ELIGIBILITY

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

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

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

1) Complete 16 core courses – 4 years of English; 3 years of Mathematics (Algebra I or higher); 2 years of Natural/Physical Science (1 year of lab); 1 year of additional English, Mathematics, or Natural/Physical Science; 2 years of Social Science; 4 years of additional courses (from any aforementioned area, foreign language, or comparative religion/philosophy).

2) Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school.
   ○ Seven of the 10 core courses must be English, math or science.

3) Have a minimum core-course GPA of 2.3.
   ○ Grades earned in the 10 required courses required before the senior year are “locked in” for purposes of GPA calculation.
   · A repeat of one of the “locked in” courses will not be used to improve the GPA if taken after the seventh semester begins.

4) Meet the competition sliding scale requirement of GPA and ACT/SAT score. Visit the NCAA Eligibility Center website at www.eligibilitycenter.org for specific GPA/testing specifics.

5) Graduate from high school.

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

1) Complete 16 core courses – 3 years of English; 2 years of Mathematics (Algebra I or higher); 2 years of Natural/Physical Science (1 year of lab); 3 years of additional English, Mathematics, or Natural/Physical Science; 2 years of Social Science; 4 years of additional courses (from any aforementioned area, foreign language, or comparative religion/philosophy).

2) Have a minimum core-course GPA of 2.0.

3) Have a minimum SAT score of 820 (Critical Reading/Math only) or an ACT sum of 68.

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

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

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

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

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<td>3090FC/CS</td>
<td>AdvSciC: Chemistry/CHEMC101-C121 (IU)*</td>
</tr>
<tr>
<td>3060F/S</td>
<td>AP Chemistry**</td>
</tr>
<tr>
<td>3020F/S</td>
<td>AP Biology **</td>
</tr>
<tr>
<td>3012F/S</td>
<td>AP Environmental Science**</td>
</tr>
<tr>
<td>3080F/S</td>
<td>AP Physics 1: Algebra-Based**</td>
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<tr>
<td>3088F/S</td>
<td>AP Physics C**</td>
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<tr>
<td>3034F/S</td>
<td>IB Biology SL**</td>
</tr>
<tr>
<td>3032F/S</td>
<td>IB Biology HL**</td>
</tr>
<tr>
<td>3072F/S</td>
<td>IB Chemistry SL**</td>
</tr>
<tr>
<td>3016F/S</td>
<td>IB Environmental Systems &amp; Societies SL**</td>
</tr>
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<table>
<thead>
<tr>
<th>SOCIAL STUDIES</th>
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</thead>
<tbody>
<tr>
<td>1570F/S</td>
<td>Geography &amp; History of the World</td>
</tr>
<tr>
<td>1570HF/HS</td>
<td>Geography &amp; History of the World Honors*</td>
</tr>
<tr>
<td>1570GF/GS</td>
<td>Geography &amp; History of the World Lyceum**</td>
</tr>
<tr>
<td>1548HF/HS</td>
<td>World History &amp; Civilization Honors*</td>
</tr>
<tr>
<td>1576F/S</td>
<td>AP World History**</td>
</tr>
<tr>
<td>1542F/S</td>
<td>US History</td>
</tr>
<tr>
<td>1542HF/HS</td>
<td>US History Honors*</td>
</tr>
<tr>
<td>1562F/S</td>
<td>AP US History**</td>
</tr>
<tr>
<td>1562IF/IS</td>
<td>AP US History/AP Language – Interdisciplinary**</td>
</tr>
<tr>
<td>1540F/S</td>
<td>US Government</td>
</tr>
<tr>
<td>1540GL</td>
<td>US Government Honors – Constitutional Law**</td>
</tr>
<tr>
<td>1560S</td>
<td>AP US Government &amp; Politics**</td>
</tr>
<tr>
<td>1514F/S</td>
<td>Economics</td>
</tr>
<tr>
<td>1564F</td>
<td>AP Macroeconomics**</td>
</tr>
<tr>
<td>1566S</td>
<td>AP Microeconomics**</td>
</tr>
<tr>
<td>1572F/S</td>
<td>AP Human Geography**</td>
</tr>
<tr>
<td>1516EF/ES</td>
<td>Ethnic Studies</td>
</tr>
<tr>
<td>1512F/S</td>
<td>Current Problems, Issues &amp; Events</td>
</tr>
<tr>
<td>1534F/S</td>
<td>Sociology</td>
</tr>
<tr>
<td>1532F/S</td>
<td>Psychology</td>
</tr>
<tr>
<td>1558F/S</td>
<td>AP Psychology**</td>
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<tr>
<td>1604F/S</td>
<td>IB Psychology HL**</td>
</tr>
<tr>
<td>1590F/S</td>
<td>IB History HL – 20th Century America**</td>
</tr>
</tbody>
</table>

* = Partial Grade-Weighted (.5) Course
** = Full Grade-Weighted (1.0) Course
AP = Advanced Placement
IB = International Baccalaureate
IU = college credit awarded by Indiana University
HL = Higher Level
SL = Standard Level
## ENGLISH/LANGUAGE ARTS

### SENIOR LEVEL COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Recommended Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical Communications Honors</td>
<td>1</td>
<td>IB Diploma candidates only</td>
</tr>
<tr>
<td>AP English Literature &amp; Composition</td>
<td>2</td>
<td>AP English Language &amp; Composition; English 11 Honors (&quot;B&quot; or higher)</td>
</tr>
<tr>
<td>AdvEngCC: Literature/ENGL202 (IU)</td>
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<td>AdvEngCC: Composition/ENGLW131 (IU) (&quot;C-&quot; or higher)</td>
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<tr>
<td>AdvEngCC: Composition/ENGLW131 (IU)</td>
<td>1</td>
<td>AP English Language &amp; Composition; English 11 Honors (&quot;B&quot; or higher)</td>
</tr>
<tr>
<td>World Literature Honors</td>
<td>2</td>
<td>English 11 Honors; English 11 (&quot;B&quot; or higher)</td>
</tr>
<tr>
<td>English 12</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td>AP English Language &amp; Composition</td>
<td>2</td>
<td>English 10 Lyceum; English 11 Honors (&quot;B&quot; or higher)</td>
</tr>
<tr>
<td>Film Literature</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>Composition</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>Creative Writing</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>Themes in Literature: Women's Literature</td>
<td>1</td>
<td>English 9; English 10; Passing score on ISTEP+ English</td>
</tr>
<tr>
<td>Genres of Literature: Hip Hop Discourse</td>
<td>1</td>
<td>English 9; English 10; Passing score on ISTEP+ English</td>
</tr>
<tr>
<td>Student Media: Advanced Newspaper</td>
<td>2</td>
<td>Student Media: Intermediate Newspaper</td>
</tr>
<tr>
<td>Student Media: Advanced Yearbook</td>
<td>2</td>
<td>Student Media: Intermediate Yearbook</td>
</tr>
<tr>
<td>Student Media: Intermediate Newspaper</td>
<td>2</td>
<td>Student Media: Beginning Newspaper</td>
</tr>
<tr>
<td>Student Media: Intermediate Yearbook</td>
<td>2</td>
<td>Student Media: Beginning Yearbook</td>
</tr>
<tr>
<td>Student Media: Beginning Newspaper</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td>Student Media: Beginning Yearbook</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td>Etymology</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>Advanced Speech</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>Advanced Journalism</td>
<td>1</td>
<td>Journalism</td>
</tr>
<tr>
<td>Journalism</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>English as a New Language (11th &amp; 12th)</td>
<td>2</td>
<td>Placement in the ENL program</td>
</tr>
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</table>

### JUNIOR LEVEL COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Recommended Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP English Lang &amp; Comp/AP US History – Interdisc</td>
<td>2</td>
<td>English 10 Honors (&quot;B&quot; or higher)</td>
</tr>
<tr>
<td>AP English Language &amp; Composition</td>
<td>2</td>
<td>English 10 Lyceum; English 10 Honors (&quot;B&quot; or higher)</td>
</tr>
<tr>
<td>English 11 Honors</td>
<td>2</td>
<td>English 10 Honors; English 10 (&quot;B&quot; or higher)</td>
</tr>
<tr>
<td>English 11</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td>Creative Writing</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>Themes in Literature: Women’s Literature</td>
<td>1</td>
<td>English 9; English 10; Passing score on ISTEP+ English</td>
</tr>
<tr>
<td>Genres of Literature: Hip Hop Discourse</td>
<td>1</td>
<td>English 9; English 10; Passing score on ISTEP+ English</td>
</tr>
<tr>
<td>Student Media: Intermediate Newspaper</td>
<td>2</td>
<td>Student Media: Beginning Newspaper</td>
</tr>
<tr>
<td>Student Media: Intermediate Yearbook</td>
<td>2</td>
<td>Student Media: Beginning Yearbook</td>
</tr>
<tr>
<td>Student Media: Beginning Newspaper</td>
<td>2</td>
<td>None</td>
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<td>Student Media: Beginning Yearbook</td>
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<tr>
<td>Etymology</td>
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<td>None</td>
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<tr>
<td>Advanced Speech</td>
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<td>None</td>
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<tr>
<td>Advanced Journalism</td>
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<td>Journalism</td>
</tr>
<tr>
<td>Journalism</td>
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<td>None</td>
</tr>
<tr>
<td>English as a New Language (11th &amp; 12th)</td>
<td>2</td>
<td>Placement in the ENL program</td>
</tr>
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</table>

### SOPHOMORE LEVEL COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Recommended Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 10 Lyceum</td>
<td>2</td>
<td>English 9 Lyceum; English 9 Honors or English 9 Honor Bound (&quot;B&quot; or higher)</td>
</tr>
<tr>
<td>English 10 Honors</td>
<td>2</td>
<td>English 9 Honors or English 9 Honor Bound; English 9 (&quot;B&quot; or higher)</td>
</tr>
<tr>
<td>English 10</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td>Student Media: Beginning Newspaper</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td>Student Media: Beginning Yearbook</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td>Etymology</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>Advanced Journalism</td>
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<td>Journalism</td>
</tr>
<tr>
<td>Journalism</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>English as a New Language (9th &amp; 10th)</td>
<td>2</td>
<td>Placement in the ENL program</td>
</tr>
<tr>
<td>Language Arts Lab – English 10 Daily</td>
<td>2</td>
<td>Teacher recommendation/placement</td>
</tr>
</tbody>
</table>

### FRESHMAN LEVEL COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Recommended Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 9 Lyceum</td>
<td>2</td>
<td>Teacher recommendation/placement</td>
</tr>
<tr>
<td>English 9 Honors</td>
<td>2</td>
<td>Teacher recommendation/placement</td>
</tr>
<tr>
<td>English 9 Honor Bound</td>
<td>2</td>
<td>English 8 Honor Bound</td>
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<tr>
<td>English 9</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td>Advanced Journalism</td>
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<td>Journalism</td>
</tr>
<tr>
<td>Journalism</td>
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<td>None</td>
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<tr>
<td>English as a New Language (9th &amp; 10th)</td>
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<td>Placement in the ENL program</td>
</tr>
<tr>
<td>Developmental Reading</td>
<td>2</td>
<td>Teacher recommendation/placement</td>
</tr>
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</table>
ENGLISH 9
Course Numbers: 1002F – 1002S  Grade 9
TWO SEMESTERS  2 Credits
Fulfills an English/Language Arts requirement for all diplomas
- Integrated study of literature, composition, and oral communication.
- Utilize the readers/ writers workshop core instructional model to strengthen the essential skills of reading comprehension, college ready vocabulary, oral communication, and written expression/exposition.
- Grammar is taught and emphasized within the framework of student writing.
- Students choose novels from classroom libraries and read both in and outside of class to increase reading volume, rate, and text complexity.
- During a routine class, students are expected to write for authentic audiences, write in a daily journal, conference with the course instructor, work and communicate with peers, publish and receive feedback on essays and narratives, and engage in instructor led mini-lessons focused on state standard, common core and college skills.

ENGLISH 9 HONOR BOUND
Recommended Prerequisite: English 8 Honor Bound
Course Numbers: 1002BF – 1002BS  Grade 9
TWO SEMESTERS  2 Credits
Fulfills an English/Language Arts requirement for all diplomas
- This program carries over from Belzer Middle School.
- This course is focused on preparing young men for AP and IB courses in grades 10-12.
- It focuses on reading comprehension and analysis, composition, and discussion of more complex social issues in American society both past and present.
- The class reads works by African American authors and examines them in context through essays, novels, and Socratic Seminars.
- Students in Honor Bound are held to the same expectations as those who enter Lyceum and Honors.
Note: This is a partial grade-weighted (.5) course; Summer reading is required.

ENGLISH 9 HONORS
Recommended Prerequisite: Teacher recommendation/placement
Course Numbers: 1002HF – 1002HS  Grade 9
TWO SEMESTERS  2 Credits
Fulfills an English/Language Arts requirement for all diplomas
- Students will read and write extensively both in class and outside of school.
- This course refines students’ verbal and language skills by developing advanced thinking skills, focusing on precision and attention to detail, evaluating through peer and self-assessment strategies.
- In addition to adhering to the English 9 State Standards, students will read several whole texts in various genres from ancient to contemporary periods.
Note: This is a partial grade-weighted (.5) course; Summer reading is required.

ENGLISH 9 LYCEUM
Recommended Prerequisite: Teacher recommendation/placement
Course Numbers: 1002GF – 1002GS  Grade 9
TWO SEMESTERS  2 Credits
Fulfills an English/Language Arts requirement for all diplomas
- Integrates the disciplines of literature, language, and modern world studies to prepare highly able students for AP and IB courses in grades 10-12.
- Course readings, research, and composition introduce broader and more complex social issues, helping students’ gain authentic understanding of literary genres and terms, grammatical concepts, vocabulary stems, and text analysis.
- This course is reading and writing intensive, integrating technology as a research and critical-thinking tool.
- Writing assignments range from narrative to analysis, encouraging audience awareness and exploration of perspective.
Note: This is a full grade-weighted (1.0) course; Summer reading is required.

ENGLISH 10
Course Numbers: 1004F – 1004S  Grade 10
TWO SEMESTERS  2 Credits
Fulfills an English/Language Arts requirement for all diplomas
- Continues the integrated study of literature, composition, and oral communication begun in English 9.
- Instructors assign class work within the core instructional model of readers/writers workshop and include a focus on reading critically, writing in response to literature, literacy and skill development within the framework of state standards, national Common Core Standards and skills needed for college readiness.
- Students choose novels from classroom libraries and read both in and out of class to increase reading volume, rate, and text complexity.
- During a routine class, students will be expected to write for authentic audiences, write in a daily journal, conference with the course instructor, work and communicate with peers, publish & receive
ENGLISH/LANGUAGE ARTS

2018

Core 40, AHD & THD English/Language Arts course
TWO SEMESTERS
Course Numbers: 1006F
ENGLISH 11

- Reading is required.
- Note: This is a full grade-weighted (.5) course; Summer reading is required.

ENGLISH 10 HONORS
Recommended Prerequisite: English 9 Honors or English 9 Honor Bound; English 9 (“B” or higher)
Course Numbers: 1004HF – 1004HS

- Grade 10
TWO SEMESTERS
2 Credits
Fulfills an English/Language Arts requirement for all diplomas
- Continues the composition, research, and speaking techniques developed in the preceding English courses and provides students a solid foundation for AP and IB courses.
- In addition to reading literature that focuses upon the spoken work (Cyrano), students will research a specific topic throughout the semester.
- Additionally, grammar, usage, spelling, and language mechanics are integrated into the study of writing, as is vocabulary development in preparation for the SAT/ACT exams.
- Students are taught the use of technology to support the writing process.
Note: This is a partial grade-weighted (.5) course; Summer reading is required.

ENGLISH 10 LYCEUM
Recommended Prerequisite: English 9 Lyceum; English 9 Honors or English 9 Honor Bound (“B” or higher)
Course Numbers: 1004GF – 1004GS

- Grade 10
TWO SEMESTERS
2 Credits
Fulfills an English/Language Arts requirement for all diplomas
- This survey course prepares students for Advanced Placement and IB courses in grades 11 and 12.
- Students conduct in-depth research and analysis of controversial subjects from which they construct and deliver persuasive speeches, original oratories, a biographical presentation and policy debate cases.
- Analysis of novels, plays and poetry prepares students to construct essays that convey how authors reveal their themes through literary devices.
- Although some objective tests are administered, students are assessed mainly through writing and speaking.
- Vocabulary is developed through literary context and through the study of word stems.
Note: This is a full grade-weighted (1.0) course; Summer reading is required.

ENGLISH 11
Course Numbers: 1006F – 1006S

- Grade 11
TWO SEMESTERS
2 Credits
Core 40, AHD & THD English/Language Arts course
- Surveys literary movements throughout American literature.
- Instructors utilize the readers/writers workshop instructional model to develop skills in critical analysis, writing strategies, reading comprehensions, college ready vocabulary, and oral communications.
- Compare contrast writing, workplace communication, and a documented research paper are emphasized during the course.
- Students choose novels from classroom libraries and read both in and out of class to increase reading volume, rate, and text complexity.
- During a routine class, students are expected to write for authentic audiences, write in a daily journal, conference with the course instructor, work and communicate with peers, publish and receive feedback on essays and engage in instructor led mini-lessons.

ENGLISH 11 HONORS
Recommended Prerequisite: English 10 Honors; English 10 (“B” or higher)
Course Numbers: 1006HF – 1006HS

- Grade 11
TWO SEMESTERS
2 Credits
Fulfills an English/Language Arts requirement for all diplomas
- An intensive look at the literature of America as it relates to its history from the time of the first colonies in the Seventeenth Century until the advent of the third millennium.
- Students examine a wide variety of reading material including novels, poetry, journals, speeches, and songs, emulating authors’ techniques in the various writing assignments across the course curriculum.
- American art and music are associated with these studies as well.
- Vocabulary building through vocabulary lists adopted from course readings is an integral element of this class.
- The second semester research paper and midterm examinations are the more rigorous components of the course.
Note: This is a partial grade-weighted (.5) course; Summer reading is required.

AP ENGLISH LANGUAGE & COMPOSITION/AP US HISTORY (Interdisciplinary)
Recommended Prerequisite: English 10 Honors (“B” or higher)
Course Numbers: 1056IF – 1056IS

- Grade 11
TWO SEMESTERS
2 Credits
Fulfills an English/Language Arts requirement for all diplomas
- This course is an intensive look at the literature of America as it relates to its history from the time of the first colonies in the 17th century until the advent of the 3rd millennium.
- This course follows the College Board Entrance Examination guidelines for Advanced Placement English and US History.
- This course has been designed to specifically support students who are interested in making the jump from honors into AP.
- The course will emphasize critical reading of various historical texts, speeches, essays which will lead to essays and oral presentations demonstrating the students’ proficiencies.


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• Writing assignments and homework will be frequent; because of this, it is highly recommended that students who enroll in the course be successful in previous language arts and social studies courses; Students are encouraged to also enroll in AP seminar.
• Students are expected to take both the AP English Language & Composition exam and the AP US History exam in May.

Note: This is a full grade-weighted (1.0) course; Summer reading is required.

AP ENGLISH LANGUAGE & COMPOSITION
Recommended Prerequisite: English 10 Lyceum; English 10 Honors (“B” or higher)
Course Numbers: 1056F – 1056S Grades 11 – 12
TWO SEMESTERS 2 Credits
Fulfills an English/Language Arts requirement for all diplomas
• Students entering this course are already skilled in basic composition, demonstrate a facility of writing style, and are ready for a more analytical approach.
• This course will emphasize critical reading of various genres which will lead to essays and oral presentations demonstrating the students’ proficiencies.
• Writing assignments will be frequent, including in-class essays, multi-draft compositions, and research papers.
• This course will also present a chronological survey of American literature.
• Activities will include class discussions, presentations, tests, quizzes; there will be an expectation of ample time spent on homework.
• In addition, students will use technological resources both in researching and producing their papers.
• Students can take the AP exam at the end of the second semester.
• IB students will complete 30% of their IB English A1 grade this year and complete an oral assessment each semester.
• IB students should also note that this year’s literature will be included in the senior year’s final IB assessments.

Note: This is a full grade-weighted (1.0) course; A summer reading assignment is due at the start of this course and will comprise a significant portion of first semester’s grade; Fee for this course is $10.00.

ENGLISH 12
Course Numbers: 1008F – 1008S Grade 12
TWO SEMESTERS 2 Credits
Fulfills an English/Language Arts requirement for all diplomas
• English 12 continues to refine the students’ ability and desire to discover and identify broad themes, trends, and cultural issues in literature.
• Instructors utilize the readers/writers workshop core instructional model to facilitate student production of college ready persuasive and reflective essays as well as synthesis and analysis writing using a variety of textual sources.
• Class discussions and oral presentations will support writing assignments.
• For the reader’s workshop aspect of the class, students choose novels from classroom libraries and read both in and outside of class to increase reading volume, rate, and text complexity.
• Teacher facilitated mini lessons connect student novel choices to curriculum chosen anchor texts.

WORLD LITERATURE HONORS
Recommended Prerequisite: English 11 Honors; English 11 (“B” or higher)
Course Numbers: 1052HF – 1052HS Grade 12
TWO SEMESTERS 2 Credits
Fulfills an English/Language Arts requirement for all diplomas
• World Literature and Composition is a survey of the major authors of Western and Eastern Worlds.
• This course takes a comparative approach to analyzing representative works produced by writers of various nationalities.
• It may be organized by historical period, theme, or genre.
• Integrated into the study of World Literature are classroom discussions and oral presentations; students will employ techniques of expository writing to express ideas about their readings.
• This course will improve a student’s writing through frequent revision; Specifically, students will write descriptive, narrative, and expository essays for a variety of purposes and audiences.
• Students will use technology to support writing process.

Note: This is a partial grade-weighted (.5) course; Summer reading is required.

ADV ENG CC: COMPOSITION/ENGW131 (IU)
Recommended Prerequisite: English 11 Honors (“B-” or higher) or AP Language & Composition (“B-” or higher) or teacher recommendation; Cumulative GPA of at least 2.7
Course Numbers: 1124F Grade 12
ONE SEMESTER 1 Credit
Fulfills an English/Language Arts requirement for all diplomas
• W131 provides students an opportunity to examine a few issues under discussion in many different disciplinary fields and among the public and to cultivate the reading, writing and analytical skills students will need in the university and beyond.
• The course reading invites students not just to talk about the issues, but also to examine the different analytical frameworks and assumptions that various authors and we ourselves bring to such conversations.
• Authors will guide student inquiry into the issues, but students will also develop their own claims and analysis.

Note: This is a full grade-weighted (1.0) course; Tuition for this course, if taken for college credit, is $75.00. Students will earn 3 college credits from Indiana University upon the completion of ENG W131.

ADV ENG CC: LITERATURE/ENGL202 (IU)
Prerequisite: AdvEngCC: Composition/W131 (“C-” or higher)
Course Numbers: 1124S Grade 12
ONE SEMESTER
Fulfills an English/Language Arts requirement for all diplomas
- L202 emphasizes a close, thoughtful reading of representative literary texts of various genres drawn from a range of historical periods and countries.
- Objectives of the course include: familiarizing students with basic elements of literature, helping students appreciate the usefulness of comparing literary works with one another, making students aware of the multiple contexts in which a literary work may be placed, and familiarizing students with basic elements of arguing about literature.
- Another important goal is for students to develop the ability to read and write with precision, responsibility, and imagination through class discussion and the writing of several short, critical responses which incorporate the composition framework set forth by W131.

Note: This is a full grade-weighted (1.0) course; Tuition for this course, if taken for college credit, is $75.00. Students will earn 3 college credits from Indiana University upon the completion of ENG L202.

AP ENGLISH LITERATURE & COMPOSITION
Recommeded Prerequisite: AP English Language & Composition; English 11 Honors (“B” or higher)
Course Numbers: 1058F – 1058S
TWO SEMESTERS 2 Credits
Fulfills an English/Language Arts requirement for all diplomas
- Students will read challenging texts; Writing assignments will be frequent, including weekly in-class essays and a major research paper utilizing literary criticism.
- Students will also be expected to participate in class discussions and familiarize themselves with current theories of literary criticism.
- Students will use technological resources both in researching and producing their papers.
- Students will prepare for the AP exam which is administered at the end of the second semester.
- IB students will prepare papers for external assessment and sit for IB examinations at the end of 2nd semester.

Note: This is a full grade-weighted (1.0) course; Summer reading is required and is a critical component of the first six-weeks; Fee for this course is $5.00.

ENGLISH AS A NEW LANGUAGE
Recommended Prerequisite: Placement in the ENL program
Course Numbers: 1012BF – 1012BS
1012UF – 1012US
TWO SEMESTERS 2 Credits
Fulfills an English/Language Arts requirement for all diplomas
- ENL, an integrated English course based on Indiana’s English Language Proficiency Standards, is the study of language, literature, composition & oral communication for Limited English Proficient students so that they improve their proficiency in listening, speaking, reading, writing & comprehension of standard English.
- Students study English vocabulary used in fictional texts and content-area texts, speak and write English so that they can function within the regular school setting and an English-speaking society, and deliver oral presentations appropriate to their respective levels of English proficiency.
- If ENL course work addresses Indiana’s Academic Standards for English/Language Arts, up to four (4) credits accrued can be counted as part of the eight (8) required English/Language Arts credits.

DEVELOPMENTAL READING
Recommended Prerequisite: Teacher recommendation/placement
Course Numbers: 1120F – 1120S
TWO SEMESTERS 2 Credits
Fulfills an elective credit for all diplomas
- Developmental Reading is a supplemental course that provides students with individualized instruction designed to support success in completing course work aligned with the Indiana Academic Standards for English/Language Arts focusing on the Reading Standards for Literature and Nonfiction.
- Students should be concurrently enrolled in an English course in which class work will address all of the Indiana Academic Standards.

Note: Students are placed in this course for the entire year. However, students wishing to be removed from the course 2nd semester must complete the following: 1000 Lexile, passing grade in Developmental Reading, possess as strong work ethic to ensure continued growth in reading comprehension.

LANGUAGE ARTS LAB – English 10 Daily
Recommended Prerequisite: Teacher recommendation/placement
Course Numbers: 1010DF – 1010DS
TWO SEMESTERS 2 Credits
Fulfills an elective credit for all diplomas
- Language Arts Lab is a supplemental course that provides students with individualized or small group instruction designed to support success in completing course work aligned with the Indiana Academic Standards for English Language/Arts focusing on the writing standards.
- All students should be concurrently enrolled in an English course in which class work will address all of the Indiana Academic Standards.

JOURNALISM
Course Number: 1080F
ONE SEMESTER 1 Credit
Fulfills an elective credit for all diplomas
ADVANCED JOURNALISM
Course Number: 1080S
ONE SEMESTER 1 Credit
Fulfills an elective credit for all diplomas
Recommended Prerequisite: Journalism
- Journalism is the study of the art of reporting and the profession of journalists.
- This course includes the process involved in news gathering, reporting and writing news stories, the legal and social responsibilities involved in
newspaper publications, and the ethics of accurate and fair reporting.

- This course includes extensive reading of models of excellent journalistic techniques and evaluates and analyzes journalistic writing through class discussions and critiques.

**ADVANCED SPEECH**

Course Number: 1078F/S Grades 11 – 12

ONE SEMESTER 1 Credit

Fulfills an English/Language Arts requirement for all diplomas

- This course prepares students for a variety of academic and other situations in which formal presentations are required.
- Topics will include cultural conventions and speech, perceptions of others, verbal and nonverbal messages, and techniques of oral presentation and persuasion.
- Students will learn how to research, outline, and deliver short, informal presentations as well as longer speeches.
- This course will give students the opportunity to develop & strengthen skills in preparing & presenting public oral presentations in a variety of situations.
- Students will research, outline and deliver speeches, as well as act as critics of their own, fellow students’, and famous speakers’ work.
- The course aims to reduce students’ anxiety in public presentations, emphasize speech preparation, enhance public speaking skills, and make students better able to evaluate their own performance and that of others.

**ETYMOLOGY**

Course Number: 1060F/S Grades 10 – 12

ONE SEMESTER 1 Credit

Fulfills an English/Language Arts requirement for all diplomas

- Etymology is a vocabulary course which provides instruction in the derivation of English words and word families from their Latin, Greek, and Norse origins.
- Students study the connotative and denotative meanings of words, including roots and affixes.
- The study of word history and semantics is reinforced through written and oral components.

**GENRES OF LITERATURE: HIP-HOP DISCOURSE**

*Recommended Prerequisite: English 9; English 10; Passing score on ISTEP+ English*

Course Number: 1036F/S Grades 11 – 12

ONE SEMESTER 1 Credit

Fulfills an English/Language Arts requirement for all diplomas

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

**THEMES IN LITERATURE: WOMEN’S LITERATURE**

*Recommended Prerequisite: English 9; English 10; Passing score on ISTEP+ English*

Course Number: 1048F/S Grades 11 – 12

ONE SEMESTER 1 Credit

Fulfills an English/Language Arts requirement for all diplomas

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

**CREATIVE WRITING**

Course Number: 1092F/S Grades 11 – 12

ONE SEMESTER 1 Credit

Fulfills an English/Language Arts requirement for all diplomas

- Creative Writing provides students with ample opportunities to combine literary creativity with the discipline written discourse.
- The concept of the manipulation of language to convey ideas, feelings, moods and visual images is the basis of the course.
- Students become familiar with standard literary elements through the reading and study of published prose and poetry and are taught to use those elements in their own writing.
- Additionally, students learn strategies for evaluating and responding to their own writing and the writing of others in a peer-sharing component.
- This class is recommended for students who have mastered the formal writing styles and have a strong love and desire to expand their writing skills in a more advanced and competitive level.

**COMPOSITION**

Course Number: 1090S Grade 12

ONE SEMESTER 1 Credit

Fulfills an English/Language Arts requirement for all diplomas

- Composition is a writing course for college-bound students who have a strong desire to improve their writing skills.
- The content of the course is driven by trends in contemporary art as they relate important social topics.
- Students will analyze these topics and write a series of essays based on thoughtful reflection and research.
- Students will have frequent opportunities to for different audiences and purposes, using a process that includes: 1) prewriting, 2) drafting, 3) peer editing, 4) revising, 5) editing, and 6) producing a final product.
Technology will be fully integrated into the course.

**FILM LITERATURE**
Course Number: 1034F Grade 12
ONE SEMESTER 1 Credit
Fulfills an English/Language Arts requirement for all diplomas
- Film Literature studies the diversified ideas and concepts that interact when written literature is adapted to film or when a work of literary art is originally conceived for film presentation.
- The course includes: (1) the impact of film on the ways in which people perceive the human condition, (2) the ways in which the roles of men and women and various ethnic minorities are portrayed, (3) visual interpretations of literary techniques and auditory language of effects, (4) a history of film as a medium of literary interpretation, and (5) the limitations and special capacities of the two media to present work.
- In a given comprehensive speech component, students are given opportunities to present and discuss their ideas as well as opportunities to role-play as movie directors to stage scenes.
- Students also have frequent writing assignments in which they explore and analyze issues of interpretations, production, and cross-genre adaptation.

**TECHNICAL COMMUNICATIONS HONORS**
Recommended Prerequisite: For IB Diploma candidates only.
Course Number: 1096F Grade 12
ONE SEMESTER 1 Credit
Fulfills an English/Language Arts requirement for all diplomas
- As a requirement of the IB diploma program, all IB diploma program students will complete an essay of up to 4,000 words in the research area of their choice.
- Students will consult a faculty mentor during the process, and upon successful completion of the essay receive a credit for their work.
Note: This is a full grade-weighted (1.0) course.

**STUDENT MEDIA: BEGINNING NEWSPAPER**
Course Numbers: 1086BF – 1086BS Grades 10 – 12
TWO SEMESTERS 2 Credits
Fulfills a directed elective or elective credit for all diplomas
Fulfills AHD fine arts requirement

**STUDENT MEDIA: BEGINNING YEARBOOK**
Course Numbers: 1086YF – 1086YS Grades 10 – 12
TWO SEMESTERS 2 Credits
Fulfills a directed elective or elective credit for all diplomas
Fulfills AHD fine arts requirement

**STUDENT MEDIA: INTERMEDIATE NEWSPAPER**
Recommended Prerequisite: Student Media: Beginning Newspaper
Course Numbers: 1086IF – 1086IS Grades 11 – 12
TWO SEMESTERS 2 Credits
Fulfills a directed elective or elective credit for all diplomas
Fulfills AHD fine arts requirement

**STUDENT MEDIA: INTERMEDIATE YEARBOOK**
Recommended Prerequisite: Student Media: Beginning Yearbook
Course Numbers: 1086NF – 1086NS Grades 11 – 12
TWO SEMESTERS 2 Credits
Fulfills a directed elective or elective credit for all diplomas
Fulfills AHD fine arts requirement

**STUDENT MEDIA: ADVANCED NEWSPAPER**
Recommended Prerequisite: Student Media: Intermediate Newspaper
Course Numbers: 1086AF – 1086AS Grade 12
TWO SEMESTERS 2 Credits
Fulfills a directed elective or elective credit for all diplomas
Fulfills AHD fine arts requirement

**STUDENT MEDIA: ADVANCED YEARBOOK**
Recommended Prerequisite: Student Media: Intermediate Yearbook
Course Numbers: 1086SF – 1086SS Grade 12
TWO SEMESTERS 2 Credits
Fulfills a directed elective or elective credit for all diplomas
Fulfills AHD fine arts requirement
- This course provides the study of and practice in gathering and analyzing information, interviewing and note taking for the purpose of writing, editing, and publishing for print student publications.
- This course includes instruction and practice in effective journalistic writing forms and techniques as well as layouts, design, and typography.
- Students will participate in class discussions and oral presentations that support their writing assignments.
- Students will produce publications for the student body.
## FAMILY & CONSUMER SCIENCES

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PREPARING FOR COLLEGE & CAREERS
Course Number: 5394F/S  Grades 9 – 12
ONE SEMESTER  1 Credit
Fulfills a directed elective or elective credit for all diplomas
• Preparing for College and Careers is designed to empower and encourage all high school students to look at life’s big picture.
• The focus is on the impact of today’s choices on tomorrow’s possibilities.
• This course addresses the essential knowledge, skills and behaviors all students need to live successfully in today’s world.
• Topics to be addressed include the exploration of personal aptitudes, interests, and goals; life planning and career exploration; building employability skills; transferring school skills to life and work; decision making and organization; and self-management.
• Students will research three careers in-depth using various internet resources.

NUTRITION & WELLNESS
Course Number: 5342F/S  Grades 9 – 12
ONE SEMESTER  1 Credit
Fulfills a directed elective or elective credit for all diplomas
• This course enables students to realize the lifelong benefits of sound nutrition and wellness practices and empowers them to apply these principles in their everyday lives.
• Topics include the impact of daily practices on long-term health and wellness; physical, social, and psychological aspects of healthy nutrition; selection and preparation of nutritious meals and snacks; safety, sanitation, and storage; and nutrition and wellness career paths.
• Laboratory experiences include healthy snacks, quick breakfasts, fat content comparisons, grains, and meals for special diets.

Note: This course is only offered at Lawrence North HS.

ADVANCED NUTRITION & WELLNESS I
Recommended Prerequisite: Nutrition & Wellness
Course Number: 5340F  Grades 10 – 12
ONE SEMESTER  1 Credit
Fulfills a directed elective or elective credit for all diplomas

ADVANCED NUTRITION & WELLNESS II
Recommended Prerequisite: Advanced Nutrition & Wellness I
Course Number: 5340S  Grades 10 – 12
ONE SEMESTER  1 Credit
Fulfills a directed elective or elective credit for all diplomas

• This course builds on the concepts addressed in Nutrition and Wellness.
• Topics include nutrition and wellness for individuals and families across the life span; community and world food concerns, including hunger; management of food related resources; and exploration of careers in all aspects of the food industry.
• Laboratory experiences emphasize principles of preparation of foods from the My Pyramid and meal planning.

• The cultures and cuisines of other countries and regions of the United States are studied.
• Students participate in service learning projects.

INTRODUCTION TO FASHION & TEXTILES I
Course Number: 5380F  Grades 9 – 12
ONE SEMESTER  1 Credit
Fulfills a directed elective or elective credit for all diplomas

INTRODUCTION TO FASHION & TEXTILES II
Recommended Prerequisite: Intro to Fashion & Textiles I
Course Number: 5380S  Grades 9 – 12
ONE SEMESTER  1 Credit
Fulfills a directed elective or elective credit for all diplomas

• Students interested in any area of the textiles or fashion industry would benefit from this course which addresses knowledge and skills related to design, production, and distribution in the textiles and fashion arena.
• Topics include exploration of textiles and fashion industries; elements of science and design; textile principles and applications; social, psychological, cultural, and environmental aspects; products for people with special needs; critical thinking applied to consumer options for fashion; construction and alteration skills; and contemporary issues, including global applications.
• The class may undertake a service-learning project.
• Students need to expect to spend approximately $25.00 for supplies for class project.

CHILD DEVELOPMENT
Course Number: 5362F/S  Grades 10 – 12
ONE SEMESTER  1 Credit
Fulfills a directed elective or elective credit for all diplomas

• This course is recommended for all students interested in having their own children in the future, and for students who have an interest in human services and education related careers.
• Child development addresses knowledge, attitudes and behaviors associated with supporting optimal growth and development of infants and children.
• Topics include responsibilities of family members, human sexuality, factors to consider before having children, adolescent pregnancy, prenatal development, the birth process, meeting physical, social, emotional, intellectual, cultural and developmental needs of infants and children, and careers in childcare.
• Special activities include creating a public service announcement on teen pregnancy, researching the development of the brain, and developing a plan to aid children in disadvantaged societies through accessing and evaluating research as well as utilizing knowledge gained throughout the course.
INTRODUCTION TO HOUSING & INTERIOR DESIGN I
Course Number: 5350S Grades 10 – 12
ONE SEMESTER 1 Credit
Fulfills a directed elective or elective credit for all diplomas
- This project-based course addresses the selecting and planning of living environments to meet the needs and wants of individuals and families throughout the family life cycle.
- Economic, societal, cultural, technological, environmental, and aesthetic factors are considered.
- Students will study the principles and elements of design, color, architectural and furniture styles, and the history of design.
- Students will create a portfolio of their work including projects such as an architectural symbols flipbook, a floor plan of their dream home, and a design for a new bedroom including furniture arrangement and accessories.

ADULT ROLES & RESPONSIBILITIES
Course Number: 5330F/S Grades 11 – 12
ONE SEMESTER 1 Credit
Fulfills a directed elective or elective credit for all diplomas
- Adult Roles and Responsibilities is recommended for all students as life foundations and academic enrichment, and as a career sequence course for students with interest in family and community services, personal and family finance, and similar areas.
- This course builds knowledge, skills, attitudes, and behaviors that students will need as they complete high school and prepare to take the next steps toward adulthood in today’s society.
- The course includes the study of interpersonal standards, lifespan roles and responsibilities, individual and family resource management, and financial responsibility and resources.
- A project-based approach that utilizes higher order thinking, communication, leadership, management processes, and fundamentals to college and career success is recommended in order to integrate these topics into the study of adult roles and responsibilities.
- This course provides the foundation for continuing and postsecondary education in all career areas related to individual and family life.

PERSONAL FINANCIAL RESPONSIBILITY
Course Number: 4540F/S Grades 11 – 12
ONE SEMESTER 1 Credit
Fulfills a directed elective or elective credit for all diplomas
Quantitative Reasoning course
- Personal Financial Responsibility 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,
- This course helps students build skills in financial responsibility and decision making; analyze personal standards, needs, wants, and goals; identify sources of income, saving and investing; understand banking, budgeting, record-keeping and managing risk, insurance and credit card debt.

EDUCATION PROFESSIONS I
Recommended Prerequisite: Child Development; Application required
Course Numbers: 5408F – 5408S Grades 11 – 12
TWO SEMESTERS 2 – 4 Credits
Fulfills a directed elective or elective credit for all diplomas
EDUCATION PROFESSIONS II
Recommended Prerequisite: Education Professions I; Application required
Course Numbers: 5404F – 5404S Grades 12
TWO SEMESTERS 2 – 4 Credits
Fulfills a directed elective or elective credit for all diplomas
- Education Professions provides opportunities to explore careers in elementary and/or middle school education and provides a foundation for study in higher education that leads to education and related careers.
- This course provides a hands-on, project-based approach that utilizes higher order thinking, communication, leadership, and management processes in order to integrate careers in education.
- The course of study includes, but is not limited to: planning, writing and implementing developmentally appropriate lesson plans; completing classroom observations; applying health, safety, and ethical principles when working with children and adolescents; investigating licensing requirements related to careers in education; and enhancing employability skills related to knowledge and dispositions of elementary and secondary teachers.
- Additional activities such as writing a resume, developing a portfolio and preparing for a job interview are used to prepare students for careers in education and/or related settings.

Note: Students must be able to provide their own transportation to and from internship site.
# FINE ARTS (Visual Art)

## JUNIOR & SENIOR LEVEL COURSES

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<td>Photography II</td>
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INTRODUCTION TO 2D ART
Course Number: 4000
Grades 9 – 12
ONE SEMESTER
1 Credit
Fulfills AHD fine arts requirement
Fulfills a directed elective or elective credit for all diplomas
• Students taking Introduction to Two-Dimensional Art engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works.
• Additionally, students: (1) create works of art, (2) reflect upon the outcomes of those experiences, (3) explore historical connections, (4) write about the process, (5) make presentations about their progress at regular intervals, (6) work individually and in groups, (7) find direct correlation to other disciplines, and (8) explore career options in visual art.
• Students also identify ways to utilize and support art museums, galleries, studios, and community resources.
Note: Lab fee is $25.

INTRODUCTION TO 3D ART
Course Number: 4002
Grades 9 – 12
ONE SEMESTER
1 Credit
Fulfills AHD fine arts requirement
Fulfills a directed elective or elective credit for all diplomas
• Students taking Introduction to Three-Dimensional Art engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works.
• Within this context students: (1) create works of art, (2) reflect upon the outcomes of those experiences, (3) explore historical connections, (4) write about the process, (5) make presentations about their progress at regular intervals, (6) work individually and in groups, (7) find direct correlation to other disciplines, and (8) explore career options in visual art.
• Students also utilize art museums, galleries, studios, and/or community resources in their studies.
Note: Lab fee is $35.

ADVANCED TO 2D ART I
Recommended Prerequisite: Introduction to 2D Art (“C” or higher)
Course Number: 4004
Grades 10 – 12
ONE SEMESTER
1 Credit
Fulfills AHD fine arts requirement
Fulfills a directed elective or elective credit for all diplomas
Students in Advanced Two-Dimensional Art build on the sequential learning experiences of Introduction to Two-Dimensional Art that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works.
Additionally, students: (1) create works of art, (2) reflect upon the outcomes of those experiences, (3) explore historical connections, (4) write about the process, (5) make presentations about their progress at regular intervals, (6) work individually and in groups, (7) find a direct correlation to other disciplines, and (8) explore career options in visual art.
Students also utilize art museums, galleries, studios, and community resources in their studies.
Note: Lab fee for each semester is $25.

ADVANCED TO 2D ART II
Recommended Prerequisite: Advanced to 2D Art I
Course Number: 4005
Grades 10 – 12
ONE SEMESTER
1 Credit
Fulfills AHD fine arts requirement
Fulfills a directed elective or elective credit for all diplomas
Students in Advanced Two-Dimensional Art build on the sequential learning experiences of Introduction to Two-Dimensional Art that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works.
Additionally, students: (1) create works of art, (2) reflect upon the outcomes of those experiences, (3) explore historical connections, (4) write about the process, (5) make presentations about their progress at regular intervals, (6) work individually and in groups, (7) find a direct correlation to other disciplines, and (8) explore career options in visual art.
Students also utilize art museums, galleries, studios, and community resources in their studies.

ADVANCED TO 3D ART I
Recommended Prerequisite: Introduction to 3D Art (“C” or higher)
Course Number: 4006
Grades 10 – 12
ONE SEMESTER
1 Credit
Fulfills AHD fine arts requirement
Fulfills a directed elective or elective credit for all diplomas
Students in Advanced Three-Dimensional Art build on the sequential learning experiences of Introduction to Three-Dimensional Art that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works.
• Within this context, students: (1) create works of art, (2) reflect upon the outcomes of those experiences, (3) explore historical connections, (4) write about the process, (5) make presentations about their progress at regular intervals, (6) work individually and in groups, (7) find direct correlations to other disciplines, and (8) explore career options in visual art.
• Students also utilize art museums, galleries, studios, and community resources in their studies.

Note: Lab fee for each semester is $35.

DRAWING I
Recommended Prerequisite: Introduction to 2D Art or Introduction to 3D Art
Course Number: 4060F Grades 10 – 12
ONE SEMESTER 1 Credit
Fulfills AHD fine arts requirement
Fulfills a directed elective or elective credit for all diplomas

DRAWING II
Recommended Prerequisite: Drawing I (“C” or higher)
Course Number: 4060S Grades 10 – 12
ONE SEMESTER 1 Credit
Fulfills a directed elective or elective credit for all diplomas
Fulfills AHD fine arts requirement

• Students in drawing engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works.
• In addition, students: (1) use organizational principles and functions to solve specific visual problems, (2) apply media, techniques, and processes with sufficient skill to communicate intended meaning, and (3) use a variety of media such as pencil, chalk, pastels, charcoal, and pen and ink.
• Students at this level produce works for their portfolios that demonstrate a sincere desire to explore a variety of ideas and problems.
• Students create drawings utilizing processes such as sketching, rendering, contour, gesture, and perspective drawing.
• Additionally, students: (1) reflect upon the outcome of these experiences, (2) explore historical connections, (3) write about the process, (4) make presentations about their progress at regular intervals, (5) work individually and in groups, (6) find a direct correlation to other disciplines, and (7) explore career options related to drawing.
• Art museums, galleries, studios and community resources are utilized.

Note: Lab fee for each semester is $25.

FIBER ARTS
Recommended Prerequisite: Introduction to 2D Art or Introduction to 3D Art
Course Number: 4046F/S Grades 10 – 12
ONE SEMESTER 1 Credit
Fulfills AHD fine arts requirement
Fulfills a directed elective or elective credit for all diplomas

• Fiber Arts is a course based on the Indiana Academic Standards for Visual Art.
• Students in Fiber Arts 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 fiber art works utilizing processes such as loom and off-loom construction, dyeing, coiling, and stitchery.
• 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 the other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills.
• Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

PAINTING I
Recommended Prerequisite: Introduction to 2D Art or Introduction to 3D Art
Course Number: 4064F Grades 10 – 12
ONE SEMESTER 1 Credit
Fulfills AHD fine arts requirement
Fulfills a directed elective or elective credit for all diplomas

PAINTING II
Recommended Prerequisite: Painting I (“C” or higher)
Course Number: 4064S Grades 10 – 12
ONE SEMESTER 1 Credit
Fulfills a directed elective or elective credit for all diplomas
Fulfills AHD fine arts requirement

• Students taking the class in painting engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production that lead to the creation of portfolio quality works.
• In addition, students: (1) use organizational principles and functions to solve specific visual problems, (2) apply media, techniques, and processes with sufficient skill to communicate intended meaning, and (3) use a variety of materials such as mixed media, watercolor, oil, and acrylics as well as techniques such as stippling, gouache, wash, and impasto.
• Students at this level produce works for their port-
folios that demonstrate a sincere desire to explore a variety of ideas and problems.

- Within this context, students: (1) create abstract and realistic paintings, (2) reflect upon the outcome of these experiences, (3) explore historical connections, (4) write about the process, (5) make presentations about their progress at regular intervals, (6) work individually and in groups, (7) find direct correlations to other disciplines, and (8) explore career options related to painting.
- Art museums, galleries, studios and/or community resources are utilized.

Note: Lab fee for each semester is $25.

CERAMICS I
Recommended Prerequisite: Introduction to 2D Art or Introduction to 3D Art
Course Number: 4040F
Grades 10 – 12
ONE SEMESTER 1 Credit
Fulfills AHD fine arts requirement
Fulfills a directed elective or elective credit for all diplomas

CERAMICS II
Recommended Prerequisite: Ceramics I (“C” or higher)
Course Number: 4040S
Grades 10 – 12
ONE SEMESTER 1 Credit
Fulfills AHD fine arts requirement
Fulfills a directed elective or elective credit for all diplomas
- Students in ceramics engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works.
- Students create works of art in clay utilizing the processes of hand building, molds, wheel throwing, slip and glaze techniques, and the firing processes.
- Additionally, students: (1) reflect upon the outcome of these experiences, (2) explore cultural and historical connections, (3) write about the process, (4) make presentations about their progress at regular intervals, (5) work individually and in groups, (6) find direct correlations to other disciplines, and (7) explore career options related to ceramics.
- Art museums, galleries, studios, and community resources are utilized.

Note: Lab fee for each semester is $35.

PHOTOGRAPHY I
Recommended Prerequisite: Introduction to 2D Art or Introduction to 3D Art
Course Number: 4062F
Grades 10 – 12
ONE SEMESTER 1 Credit
Fulfills AHD fine arts requirement
Fulfills a directed elective or elective credit for all diplomas

PHOTOGRAPHY II
Recommended Prerequisite: Photography I (“C” or higher)
Course Number: 4062S
Grades 10 – 12
ONE SEMESTER 1 Credit
Fulfills AHD fine arts requirement
Fulfills a directed elective or elective credit for all diplomas
- Students in Photography engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works.
- In addition, students: (1) solve specific visual problems, (2) apply media, techniques, and processes with sufficient skill to works for their portfolios which demonstrate a sincere desire to explore a variety of ideas and problems.
- Students create photographs utilizing Adobe Photoshop software.
- In addition, students: (1) reflect upon the outcome of these experiences, (2) explore historical connections, (3) write about the process, (4) make presentations about their progress at regular intervals, (5) work individually and in groups, (6) find direct correlations to other disciplines, and (7) explore career options related to the media arts.
- Art museums, galleries, studios, and community resources are utilized.

Note: Lab fee for each semester is $35.

VISUAL COMMUNICATION I: Adobe Suite
Course Number: 40861F/1S
Grades 9 – 12
ONE SEMESTER 1 Credit
Fulfills AHD fine arts requirement
Fulfills a directed elective or elective credit for all diplomas
- Students in visual communication engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works.
- Students will learn the basics of Adobe Suite as an introduction to Photoshop to prepare them for future success in Photography, Visual Communication II and AP Studio Art: 2D Design.
- Students will use the newest software and operating systems and engage in project-based learning.
- In addition, students: (1) solve specific visual problems, (2) apply media, techniques, and

FINE ARTS (Visual Art)
processes with sufficient skill to works for their portfolios which demonstrate a sincere desire to explore a variety of ideas and problems.

- In addition, students: (1) reflect upon the outcome of these experiences, (2) explore historical connections, (3) write about the process, (4) make presentations about their progress at regular intervals, (5) work individually and in groups, (6) find direct correlations to other disciplines, and (7) explore career options related to the media arts.

- Art museums, galleries, studios, and community resources are utilized.

Note: Lab fee is $35.

**VISUAL COMMUNICATION II: Graphic Design**

*Recommended Prerequisite: Introduction to 2D Art or Introduction to 3D Art*

Course Number: 40862F  Grades 10 – 12

ONE SEMESTER  1 Credit

Fulfills AHD fine arts requirement

Fulfills a directed elective or elective credit for all diplomas

**VISUAL COMMUNICATION III: Graphic Design**

*Recommended Prerequisite: Visual Communication II ("C" or higher)*

Course Number: 40863S  Grades 10 – 12

ONE SEMESTER  1 Credit

Fulfills AHD fine arts requirement

Fulfills a directed elective or elective credit for all diplomas

- Students in visual communication engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works.

- They create print media utilizing graphic design, typography, illustration, and image creation with digital tools and computer technology.

- In addition, students: (1) solve specific visual problems, (2) apply media, techniques, and processes with sufficient skill to works for their portfolios which demonstrate a sincere desire to explore a variety of ideas and problems.

- In addition, students: (1) reflect upon the outcome of these experiences, (2) explore historical connections, (3) write about the process, (4) make presentations about their progress at regular intervals, (5) work individually and in groups, (6) find direct correlations to other disciplines, and (7) explore career options related to the media arts.

- Art museums, galleries, studios, and community resources are utilized.

Note: Lab fee for each semester is $35.

**AP STUDIO ART: 2D Design**

*Recommended Prerequisite: Grade of “B” or higher in at least two of the following courses: Advanced 2D Art, Drawing, Painting I, Photography, Visual Communication*

Course Number: 4050F – 4050S  Grades 11 – 12

TWO SEMESTERS  2 Credits

Fulfills AHD fine arts requirement

Fulfills a directed elective or elective credit for all diplomas

- This portfolio is intended to address two-dimensional (2-D) design issues.

- Design involves purposeful decision making about how to use the elements and principles of art in an integrative way.

- The principles of design articulated through the visual elements help guide artists in making decisions about how to organize the elements on a picture plane in order to communicate content.

- For this portfolio, students are asked to demonstrate proficiency in 2-D design through any two-dimensional medium or process, including, but not limited to, graphic design, digital imaging, photography, collage, fabric design, weaving, illustration, painting, and printmaking.

- Any work that makes use of (appropriates) other artists’ works (including photographs) and/or published images must show substantial and significant development beyond duplication.

- A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: [https://goo.gl/aA5GWf](https://goo.gl/aA5GWf)

Note: Lab fee for each semester is $35. This is a full grade-weighted (1.0) course.

**AP STUDIO ART: Drawing**

*Recommended Prerequisite: Grade of “B” or higher in at least two of the following courses: Advanced 2D Art, Drawing, Painting I*

Course Number: 4048F – 4048S  Grades 11 – 12

TWO SEMESTERS  2 Credits

Fulfills AHD fine arts requirement

Fulfills a directed elective or elective credit for all diplomas

- This course is designed to address a very broad interpretation of drawing issues and media.

- Light and shade, line quality, rendering form, composition, surface manipulation, and illusion of depth are drawing issues that can be addressed through a variety of means, which could include painting, printmaking, mixed media, etc.

- Abstract, observational, and inventive works may demonstrate drawing competence.

- Any work that makes use of (appropriates) other artists’ works (including photographs) and/or
published images must show substantial and significant development beyond duplication.

- This is demonstrated through manipulation of the formal qualities, design, and/or concept of the source.
- A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: https://goo.gl/aA5GWf

*Note: Lab fee for each semester is $35.*

This is a full grade-weighted (1.0) course.

**AP STUDIO ART: 3D Design**

*Recommended Prerequisite: Grade of “B” or higher in at least two of the following courses: Advanced 3D Art, Ceramics*

Course Number: 4052F – 4052S Grades 11–12
TWO SEMESTERS 2 Credits
Fulfills AHD fine arts requirement
Fulfills a directed elective or elective credit for all diplomas

- This portfolio is intended to address sculptural issues as related to depth and space.
- Design involves purposeful decision making about how to use the elements and principles of art in an integrative way.
- For this portfolio, students are asked to demonstrate proficiency of 3-D design through any three-dimensional approach, including, but not limited to, figurative or nonfigurative sculpture, architectural models, metal work, ceramics, and three-dimensional fiber arts.
- Any work that makes use of (appropriates) other artists' works (including photographs) and/or published images must show substantial and significant development beyond duplication.
- A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: https://goo.gl/aA5GWf

*Note: Lab fee for each semester is $35.*

This is a full grade-weighted (1.0) course.

**IB VISUAL ARTS SL**

Course Number: 4092F – 4092S Grades 11–12
TWO SEMESTERS 2 Credits
Fulfills AHD fine arts requirement
Fulfills a directed elective or elective credit for all diplomas

- IB Visual Arts, Standard Level provides students with the opportunities to make personal, sociocultural and aesthetic experiences meaningful through the production and understanding of art.
- The course is based on the curriculum published by the International Baccalaureate Organization.
- It exemplifies and encourages an inquiring and integrated approach toward visual arts in their various historical and contemporary forms and promotes visual and contextual knowledge of art from various cultures.
- The course enables students to learn about themselves and others through individual and collaborative engagement with the visual arts.
- The core elements in common to each course are introduction to art concepts, criticism and analysis, acquisition of studio technical and media skills, and relation of art to sociocultural and historical contexts.
- This course is for the specialist visual arts student with creative and imaginative abilities, who may pursue the visual arts at university or college level.
- It consists of two compulsory parts: studio work – the practical exploration and artistic production; and research workbooks – independent critical research and analysis, visual and written, in more than one culture.

*Note: This is a full grade-weighted (1.0) course.*

**IB VISUAL ARTS HL**

Course Number: 4090F – 4090S Grades 11–12
FOUR SEMESTERS 4 Credits
Fulfills AHD fine arts requirement
Fulfills a directed elective or elective credit for all diplomas

- IB Visual Arts, Higher Level provides students with the opportunities to make personal, sociocultural and aesthetic experiences meaningful through the production and understanding of art.
- The course is based on the curriculum published by the International Baccalaureate Organization.
- It exemplifies and encourages an inquiring and integrated approach toward visual arts in their various historical and contemporary forms and promotes visual and contextual knowledge of art from various cultures.
- The course enables students to learn about themselves and others through individual and collaborative engagement with the visual arts.
- The core elements in common to each course are introduction to art concepts, criticism and analysis, acquisition of studio technical and media skills, and relation of art to sociocultural and historical contexts.
- This course is for the specialist visual arts student with creative and imaginative abilities, who may pursue the visual arts at university or college level.
- It consists of two compulsory parts: studio work – the practical exploration and artistic production; and research workbooks – independent critical research and analysis, visual and written, in more than one culture.

*Note: This is a full grade-weighted (1.0) course.*
## Health & Physical Education

### Junior & Senior Level Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Recommended Prerequisite</th>
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<tr>
<td>Elective PE: PE Leadership</td>
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<td>PE I &amp; PE II; Application required</td>
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<tr>
<td>Elective PE: Non-Athletic Weight Training &amp; Conditioning</td>
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<td>PE I &amp; PE II</td>
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<tr>
<td>Elective PE: Athletic Weight Training &amp; Conditioning</td>
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<td>Physical Education I</td>
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<tr>
<td>Health &amp; Wellness Education</td>
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### Sophomore Level Courses

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<th>Course</th>
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<tbody>
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<td>Elective PE: Team Sports</td>
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<td>PE I &amp; PE II</td>
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<td>Elective PE: Non-Athletic Weight Training &amp; Conditioning</td>
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<td>Elective PE: Athletic Weight Training &amp; Conditioning</td>
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<td>PE I &amp; PE II; Current athlete; Instructor approval required</td>
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<td>Health &amp; Wellness Education</td>
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### Freshman Level Courses

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<td>PE I &amp; PE II</td>
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<td>Elective PE: Athletic Weight Training &amp; Conditioning</td>
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<td>Physical Education I</td>
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</tr>
<tr>
<td>Health &amp; Wellness Education</td>
<td>1</td>
<td>None</td>
</tr>
</tbody>
</table>

A maximum of eight (8) elective PE credits can be earned during high school.
HEALTH & WELLNESS EDUCATION
Course Number: 3506F/S Grades 9 – 12
ONE SEMESTER 1 Credit
Fulfills the Health & Wellness requirement for all diplomas
- Provides the basis for continued methods of developing knowledge, concepts, skills, behaviors, and attitudes related to student health and wellbeing.
- Includes the major content areas in a planned, sequential, comprehensive health education curriculum as expressed in the Indiana Health Education Standards Guide.
- A variety of instructional strategies, including technology, are used to further develop health literacy.

PHYSICAL EDUCATION I
Course Number: 3542F/S Grades 9 – 12
ONE SEMESTER 1 Credit
Fulfills the PE I requirement for all diplomas

PHYSICAL EDUCATION II
Course Number: 3544F/S Grades 9 – 12
ONE SEMESTER 1 Credit
Fulfills the PE II requirement for all diplomas
- Continues the emphasis on health-related fitness and developing the skills and habits necessary for a lifetime of activity.
- Includes skill development and the application of rules and strategies of complex difficulty in at least three of the following different movement forms: (1) health-related fitness activities (cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition); (2) aerobic exercise; (3) team sports; (4) individual and dual sports; (5) gymnastics; (6) outdoor pursuits; (7) aquatics; (8) dance; (9) recreational games.
- Ongoing assessment includes both written and performance-based skill evaluations
Note: All students are required to participate in swimming instruction while enrolled in PE I and PE II.

ELECTIVE PE: ATHLETIC WEIGHT TRAINING & CONDITIONING
Recommended Prerequisite: PE I & PE II; Current athlete; Instructor approval required
Course Number: 3560F/S Grades 9 – 12
ONE SEMESTER 1 Credit
Fulfills an elective credit for all diplomas
- Learn proper technique, use of the equipment, and develop a basic understanding of the muscular and skeletal systems in conjunction with the machines and weights.
- Use of weight equipment, conditioning and aerobic activities are offered.

ELECTIVE PE: NON-ATHLETIC WEIGHT TRAINING & CONDITIONING
Recommended Prerequisite: PE I & PE II
Course Number: 3560NF/NS Grades 9 – 12
ONE SEMESTER 1 Credit
Fulfills an elective credit for all diplomas
- Learn proper technique, use of the equipment, and develop a basic understanding of the muscular and skeletal systems in conjunction with the machines and weights.
- Use of weight equipment, conditioning and aerobic activities are offered.

ELECTIVE PE: TEAM SPORTS
Recommended Prerequisite: PE I & PE II
Course Number: 3560FT/ST Grades 10 – 12
ONE SEMESTER 1 Credit
Fulfills an elective credit for all diplomas
- This course is designed for indoor and outdoor activities depending on the time of the year.
- This course covers the fundamentals of games such as softball, flag football, soccer, basketball, and volleyball.
- Rules, skills, and strategies of the various games are stressed.

ELECTIVE PE: PE LEADERSHIP
Recommended Prerequisite: PE I & PE II; Application required
Course Number: 3560BF/BS Grades 11 – 12
ONE SEMESTER 1 Credit
Fulfills an elective credit for all diplomas
- Provides the basis for continued methods of developing knowledge, concepts, skills, behaviors, and attitudes related to student health and wellbeing.
- Includes the major content areas in a planned, sequential, comprehensive health education curriculum as expressed in the Indiana Health Education Standards Guide.
- A variety of instructional strategies, including technology, are used to further develop health literacy.
8th Grade Math Courses

Did you earn a "C-" or higher?

Yes

No

Did you earn a "B-" or higher?

Yes

No

Did you earn a "B-" or higher?

Yes

No

Co-Department Chairs: Lonnie Chamberlain and Sheri Dowden
**ALGEBRA I**
Course Number: 2520F – 2520S  Grades 9 – 12  
TWO SEMESTERS  2 Credits  
Fulfills the Algebra I requirement for all diplomas
- Algebra I provides a formal development of the algebraic skills and concepts necessary for students to succeed in advanced courses.
- In particular, the instructional program in this course provides for the use of algebraic skills in a wide range of problem-solving situations.
- The concept of function is emphasized throughout the course.
- Topics include: (1) operations with real numbers; (2) linear equations and inequalities; (3) relations and functions; (4) polynomials; (5) algebraic fractions; and (6) nonlinear equations.

**ALGEBRA I LAB**
*Recommended Prerequisite: Must also be enrolled in Algebra I; Teacher recommendation/placement*
Course Number: 2516LF – 2516LS  Grade 9  
TWO SEMESTERS  2 Credits  
Fulfills an elective credit for Core 40, AHD & THD  
Fulfills a mathematics requirement for the General Diploma
- Algebra I Lab is a mathematics support course for Algebra I.
- The course provides students with additional time to build the foundations necessary for high school math courses, while concurrently having access to rigorous, grade-level appropriate courses.
- The five critical areas of Algebra I Lab align with the critical areas of Algebra I: Relationships between quantities and reasoning with equations; linear and exponential relationships; descriptive statistics; expressions and equations; and quadratic functions and modeling.
- However, whereas Algebra I contains exclusively grade-level content, Algebra I Lab combines standards from high school courses with foundational standards from the middle grades.

**GEOMETRY**
*Recommended Prerequisite: Algebra I*
Course Number: 2532F – 2532S  Grades 11 – 12  
TWO SEMESTERS  2 Credits  
Fulfills the Geometry requirement for Core 40, AHD & THD
- Geometry students examine the properties of two and three-dimensional objects.
- Proof and logic, as well as investigative strategies in drawing conclusions, are stressed.
- Properties and relationships of geometric objects include the study of: (1) points, lines, angles and planes; (2) polygons, with a special focus on quadrilaterals, triangles, right triangles; (3) circles; and (4) polyhedral and other solids.

**MATHEMATICS LAB – ALGEBRA II**
*Recommended Prerequisite: Must also be enrolled in Algebra II; Teacher recommendation/placement*
Course Number: 2560AF – 2560AS  Grade 10  
TWO SEMESTERS  2 Credits  
Fulfills an elective credit for all diplomas
- Mathematics Lab – Algebra II is a support course for Algebra II.
- Mathematics Lab provides students with individualized instruction designed to support success in completing Algebra II.

**GEOMETRY HONORS**
*Recommended Prerequisite: For Grade 9 – Algebra I ("B" or higher); For Grade 11 – Algebra I ("A" or higher) AND Algebra II ("A" or higher)*
Course Number: 2532HF – 2532HS  Grades 9 & 11  
TWO SEMESTERS  2 Credits  
Fulfills the Geometry requirement for Core 40, AHD & THD
- This honors course is designed for exceptional math students and will include all of the following topics with an increase in pace, depth and rigor.
- Enrichment topics may be included if time permits.
- Geometry students examine the properties of two and three-dimensional objects.
- Proof and logic, as well as investigative strategies in drawing conclusions, are stressed.
- Properties and relationships of geometric objects include the study of: (1) points, lines, angles and planes; (2) polygons, with a special focus on quadrilaterals, triangles, right triangles; (3) circles; and (4) polyhedral and other solids.

**ALGEBRA II**
*Recommended Prerequisite: Algebra I or Geometry*
Course Number: 2522F – 2522S  Grades 10 – 12  
TWO SEMESTERS  2 Credits  
Fulfills the Algebra II requirement for Core 40, AHD & THD
- Algebra II is a course that extends the content of Algebra I and provides further development of the concept of a function.
- Topics include: (1) relations, functions, equations and inequalities; (2) conic sections; (3) polynomials; (4) algebraic fractions; (5) logarithmic and exponential functions; (6) sequences and series; (7) rational and radical expressions; and (8) counting principles and probability.

**ALGEBRA II HONORS**
*Recommended Prerequisite: For Grade 9 – Geometry ("B" or higher); For Grade 10 – Geometry Honors*
Course Number: 2522HF – 2522HS  Grades 9 – 10  
TWO SEMESTERS  2 Credits  
Fulfills the Algebra II requirement for Core 40, AHD & THD
- This honors course is designed for exceptional math students and will include all of the following topics with an increase in pace, depth and rigor.
- Enrichment topics may be included if time permits.
• Algebra II is a course that extends the content of Algebra I and provides further development of the concept of a function.
• Topics include: (1) relations, functions, equations and inequalities; (2) linear graphs & systems; (3) polynomials & polynomial functions; (4) algebraic fractions; (5) quadratic equations & functions; (6) logarithmic & exponential functions; (7) sequences and series; (8) counting principles, probability, & statistics; and (9) the unit circle & radian measure.

Note: This is a partial grade-weighted (.5) course. A TI-83 Plus or TI-84 Plus graphing calculator is required. (NO TI-NSPIRE)

PRECALCULUS/TRIGONOMETRY

Recommended Prerequisite: Geometry; Algebra II
Course Number: 2564PT – 2566PT Grades 11 – 12
TWO SEMESTERS 2 Credits
Fulfills a mathematics requirement for all diplomas
• Pre-Calculus/Trigonometry blends the concepts and skills that must be mastered before enrollment in a college-level calculus course.
• The course includes the study of (1) relations and functions; (2) exponential and logarithmic functions; (3) trigonometry in triangles; (4) trigonometric functions; (5) trigonometric identities and equations; (6) polar coordinates and complex numbers; (7) sequences and series and (8) data analysis.

Note: A TI-84 Plus graphing calculator is required. (NO TI-NSPIRE)

PRECALCULUS/TRIGONOMETRY HONORS

Recommended Prerequisite: Algebra II Honors
Course Number: 2564HP & 2566HT Grades 10 – 12
TWO SEMESTERS 2 Credits
Fulfills a mathematics requirement for all diplomas
• This honors course is designed for exceptional math students and will include all of the following topics with an increase in pace, depth and rigor.
• Enrichment topics may be included if time permits.
• Pre-Calculus/Trigonometry Honors blends the concepts and skills that must be mastered before enrollment in a college-level calculus course.
• The course includes the study of (1) relations and functions; (2) exponential and logarithmic functions; (3) trigonometry in triangles; (4) trigonometric functions; (5) trigonometric identities and equations; (6) polar coordinates and complex numbers; (7) sequences and series; (8) matrices & determinants; (9) conic sections; (10) analytic geometry; and (11) data analysis.

Note: This is a partial grade-weighted (.5) course. A TI-83 Plus or TI-84 Plus graphing calculator is required. (NO TI-NSPIRE)

TRIGONOMETRY

Recommended Prerequisite: Geometry; Algebra II
Course Number: 2566F/S Grades 11 – 12
ONE SEMESTER 1 Credit
Fulfills a mathematics requirement for all diplomas
• Trigonometry provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement.
• Trigonometry provides the foundation for common periodic functions that are encountered many disciplines, including music, engineering, medicine, and finance (and nearly all other STEM disciplines).
• Trigonometry consists of seven strands: Conics, Unit Circle, Geometry, Periodic Functions, Identities, Polar Coordinates, and Vectors.
• Students will also advance their understanding of imaginary numbers through an investigation of complex numbers and polar coordinates.
• A strong understanding of complex and imaginary numbers is a necessity for fields such as engineering and computer programming.
• The eight Process Standards for Mathematics apply throughout the course.
• Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

PROBABILITY & STATISTICS

Recommended Prerequisite: Geometry; Algebra II
Course Number: 2546S Grades 11 – 12
ONE SEMESTER 1 Credit
Fulfills a mathematics requirement for all diplomas
• Probability and Statistics includes the concepts and skills needed to apply statistical techniques in the decision making process.
• Probability and Statistics are made up of three strands: Data Analysis, Experimental Design, and Probability.
• Practical examples based on real experimental data are used throughout.
• Students plan and conduct experiments or surveys and analyze the resulting data.
• The use of graphing calculators and computer programs is encouraged.
• The eight Process Standards for Mathematics apply throughout the course.
• Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

FINITE MATHEMATICS

Recommended Prerequisite: Geometry; Algebra II
Course Number: 2530F – 2530S Grades 11 – 12
TWO SEMESTERS 2 Credits
Fulfills a mathematics requirement for all diplomas
• Finite Mathematics is an umbrella of mathematical topics.
• It is a course designed for students who will undertake higher-level mathematics in college that may not include calculus.
• Topics include: (1) sets; (2) matrices; (3) recursion; (4) graph theory; (5) social choice; (6) linear programming; and (7) probability & statistics.
• Technology, such as computers and graphing calculators, should be used frequently.

AP STATISTICS
Recommended Prerequisite: For Grade 11 – Pre-Calculus/Trigonometry Honors; For Grade 12 – Finite Mathematics or Pre-Calculus/Trigonometry or Pre-Calculus/Trigonometry Honors or Trigonometry or Probability & Statistics
Course Number: 2570F – 2570S Grades 11 – 12
TWO SEMESTERS 2 Credits
Fulfills a mathematics requirement for all diplomas
Quantitative Reasoning course
• AP Statistics is a course based on content established by the College Board.
• The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data.
• Topics include: (1) exploring data: describing patterns and departures from patterns (2) sampling and experimentation: planning and conducting a study, (3) anticipating patterns: exploring random phenomena using probability and simulation, and (4) statistical inference: estimating population parameters and testing hypotheses.
• The use of graphing calculators and computer software is required.

Note: This is a full grade-weighted (1.0) course. A TI-83 Plus or TI-84 Plus graphing calculator is required. (NO TI-NSPIRE)

AP CALCULUS AB
Recommended Prerequisite: For Grade 11 – Pre-Calculus/Trigonometry Honors; For Grade 12 – Pre-Calculus/Trigonometry Honors or Pre-Calculus/Trigonometry (“A” or higher)
Course Number: 2562F – 2562S Grades 11 – 12
TWO SEMESTERS 2 Credits
Fulfills a mathematics requirement for all diplomas
Quantitative Reasoning course
• AP Calculus AB is a course that provides students with the content established by the College Board.
• Topics include: (1) functions, graphs, and limits: analysis of graphs, limits of functions, asymptotic and unbounded behavior, continuity as a property of functions (2) derivatives: concepts of the derivative, derivative at a point, derivative as a function, second derivatives, application and computation of derivatives, and (3) integrals: interpretations and properties of definite integrals, applications of integrals, fundamental theorem of calculus, techniques of ant differentiation, and numerical approximations to definite integrals.
• The use of graphing technology is required.

Note: This is a full grade-weighted (1.0) course. A TI-83 Plus or TI-84 Plus graphing calculator is required. (NO TI-NSPIRE)

AP CALCULUS BC
Recommended Prerequisite: AP Calculus AB
Course Number: 2572F – 2572S Grade 12
TWO SEMESTERS 2 Credits
Fulfills a mathematics requirement for all diplomas
Quantitative Reasoning course
• This course provides a continuation of the study of calculus.
• This course will not re-teach the topics that Calculus AB and Calculus BC have in common.
• It will continue with the C topics and go on from there.
• The list of topics in this course is deceivingly small but in reality will cover a vast amount of curriculum.
• Topics include: (1) Parametric, polar, and vector functions (2) applications of integration (3) polynomial approximations and series: concept of series, series of constants, and Taylor series (4) integration techniques, L’Hospital’s Rule, and improper integration. NOTE: A TI-84 Plus graphing calculator is required. (NO TI-NSPIRE)

Note: This course is only offered at Lawrence North HS. This is a full grade-weighted (1.0) course. A TI-83 Plus or TI-84 Plus graphing calculator is required. (NO TI-NSPIRE)

IB MATHEMATICS SL
Recommended Prerequisite: For Grade 11 – Pre-Calculus/Trigonometry Honors; For Grade 12 – Pre-Calculus/Trigonometry Honors or Pre-Calculus/Trigonometry
Course Number: 2584F – 2584S Grades 11 – 12
TWO SEMESTERS 2 Credits
Fulfills a mathematics requirement for all diplomas
Quantitative Reasoning course
• The IB Mathematics Standard Level course includes the study of six core topics and a mathematical exploration.
• It focuses on introducing important mathematical concepts through the development of mathematical techniques.
• Students are encouraged to develop their understanding of the practice of mathematics through inquiry, modelling and application of the use of technology.
• Core topics provide students with the opportunity to engage in detailed study of algebra, functions and equations, circular functions and trigonometry, vectors, statistics and probability, and calculus.
• Students will apply the mathematical knowledge they have acquired to solve realistic problems set in an appropriate context.
• It is based on the curriculum published by the International Baccalaureate Organization.

Note: This is a full grade-weighted (1.0) course. A TI-83 Plus or TI-84 Plus graphing calculator is required. (NO TI-NSPIRE)
### Junior & Senior Level Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Recommended</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>IB Theory of Knowledge (12th)</td>
<td>1</td>
<td></td>
<td>IB Diploma candidates only</td>
</tr>
<tr>
<td>AP Research</td>
<td>2</td>
<td></td>
<td>AP Seminar required</td>
</tr>
<tr>
<td>Peer Tutoring</td>
<td>1-2</td>
<td></td>
<td>Must have cumulative GPA of 3.0 or higher</td>
</tr>
<tr>
<td>AVID IV</td>
<td>2</td>
<td>Application</td>
<td>Must have cumulative GPA of 2.5 or higher</td>
</tr>
</tbody>
</table>

### Junior Level Courses

<table>
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</tr>
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<tr>
<td>IB Theory of Knowledge (11th)</td>
<td>1</td>
<td></td>
<td>IB Diploma candidates only</td>
</tr>
<tr>
<td>AP Seminar</td>
<td>2</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Peer Tutoring</td>
<td>1-2</td>
<td></td>
<td>Must have cumulative GPA of 3.0 or higher</td>
</tr>
<tr>
<td>AVID III</td>
<td>2</td>
<td>Application</td>
<td>Must have cumulative GPA of 2.5 or higher</td>
</tr>
</tbody>
</table>

### Sophomore Level Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Recommended</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVID II</td>
<td>2</td>
<td>Application</td>
<td>Must have cumulative GPA of 2.5 or higher</td>
</tr>
</tbody>
</table>

### Freshman Level Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Recommended</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVID I</td>
<td>2</td>
<td>Application</td>
<td>Teacher recommendation/placement</td>
</tr>
</tbody>
</table>
AVID I
Course Numbers: 0497F – 0497S Grade 9
TWO SEMESTERS 2 Credits
Fulfills a directed elective or elective credit for all diplomas

AVID II
Course Numbers: 0498F – 0498S Grade 10
TWO SEMESTERS 2 Credits
Fulfills a directed elective or elective credit for all diplomas

AVID III
Course Numbers: 0496F – 0496S Grade 11
TWO SEMESTERS 2 Credits
Fulfills a directed elective or elective credit for all diplomas

AVID IV
Course Numbers: 0494F – 0494S Grade 12
TWO SEMESTERS 2 Credits
Fulfills a directed elective or elective credit for all diplomas

Recommended Prerequisite: Grade 9 – Application required; Teacher recommendation/placement; Grades 10-12 – Application required; Cumulative GPA of 2.50 or higher

- AVID (Advancement Via Individual Determination) is an elective class for students who possess unrealized college bound potential.
- The AVID curriculum focuses on writing, inquiry, collaboration, organization and reading (WICOR) and includes a mandatory, twice-weekly Socratic tutorial session designed to support core classes.
- All AVID students are required to maintain an organized binder and use the AVID Focused Note Taking System (Cornell Notes) in their core subject area courses.
- Students will learn and apply AVID skills, such as: Note-taking; organization; time management; goal setting; oral communication through presentations, Socratic Seminars, and a public speaking unit; writing to learn activities; Multi-Grade Level Portfolio; and study skill development
- Additionally, students will develop an understanding for college entrance requirements and post-secondary expectations via college visits, guest speakers, classroom work and preparation for standardized, college entrance exams (SAT and ACT).

PEER TUTORING
Recommended Prerequisite: Application required; Cumulative GPA of 3.0 or higher
Course Numbers: 0520F – 0520S Grades 11 – 12
ONE or TWO SEMESTERS 1 – 2 Credits
Fulfills an elective credit for all diplomas
- Students will learn communication and decision-making skills; These skills will help the students aid themselves and other students look at problems and see alternative solutions to these problems.
- The first nine weeks of this mentoring class will involve a training program which will include an introduction to peer facilitation, mentoring and the development of skills and techniques of attentive listening, facilitative response, facilitative feedback, responsible decision-making, self-assessment, and helping others to help themselves.
- The remainder of the year will be divided between in-class activities and field work in a variety of settings including elementary schools and middle schools.
- The selection of course participants will be based on an application, interview, and teacher recommendations which will be completed in the spring by prospective juniors and seniors.

Note: The teacher does reserve the right to reassign a student who is not progressing satisfactorily to a study hall as a facilitator after the initial training period. In such a case, the student would not receive a credit for the course.

AP SEMINAR
Course Numbers: 0552F – 0552S Grade 11
TWO SEMESTERS 2 Credits
Fulfills an elective credit for all diplomas
- Seminar, Advanced Placement is the first year foundational interdisciplinary course that is unique to the AP Capstone diploma program.
- AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives.
- Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances.
- Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team.
- Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

Note: This is a full grade-weighted (1.0) course.
AP RESEARCH

Required Prerequisite: AP Seminar
Course Numbers: 0551F – 0551S Grade 12
TWO SEMESTERS 2 Credits

Fulfills an elective credit for all diplomas
• AP Research is the second year foundational interdisciplinary course that is unique to the AP Capstone diploma program.
• AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest.
• Through this exploration, students design, plan, and conduct a year-long research based investigation to address a research question.
• In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question.
• Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio.
• The course culminates in an academic paper of approximately 4000–5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense.

Note: This is a full grade-weighted (1.0) course.

IB THEORY OF KNOWLEDGE

Recommended Prerequisite: For IB Diploma candidates only.
Course Numbers: 056011 Grade 11
ONE SEMESTER 1 Credit

Fulfills an elective or directed elective credit for all diplomas

IB THEORY OF KNOWLEDGE

Recommended Prerequisite: For IB Diploma candidates only.
Course Numbers: 056012 Grade 12
ONE SEMESTER 1 Credit

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

Note: This is a full grade-weighted (1.0) course.
### SOPHOMORE, JUNIOR & SENIOR LEVEL COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Recommended Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Orchestra – Symphony</td>
<td>2</td>
<td>Advanced level of performance on a string instrument; Audition required</td>
</tr>
<tr>
<td>Advanced Orchestra – Strings</td>
<td>2</td>
<td>Moderate level of performance on a string instrument; Audition required</td>
</tr>
<tr>
<td>Intermediate Orchestra</td>
<td>2</td>
<td>Moderate level of performance on a string instrument; Audition required</td>
</tr>
<tr>
<td>Instrumental Ensemble – Saxophone</td>
<td>2</td>
<td>Intermediate to advanced level of performance on the saxophone; Must be enrolled in a regular band course; Audition/Director recommendation required</td>
</tr>
<tr>
<td>Instrumental Ensemble – Advanced Percussion</td>
<td>2</td>
<td>Advanced level of performance on percussion instruments; Must be enrolled in a regular band course; Audition/Director recommendation required</td>
</tr>
<tr>
<td>Instrumental Ensemble – Intermediate Percussion</td>
<td>2</td>
<td>Intermediate to advanced level of performance on percussion instruments; Must be enrolled in a regular band course; Audition/Director recommendation required</td>
</tr>
<tr>
<td>Jazz Ensemble</td>
<td>2</td>
<td>Moderate to advanced level of performance on a jazz instrument; Audition required</td>
</tr>
<tr>
<td>Advanced Concert Band – Wind Ensemble</td>
<td>2</td>
<td>Advanced level of performance on a band instrument; Audition required</td>
</tr>
<tr>
<td>Advanced Concert Band – Symphonic</td>
<td>2</td>
<td>Advanced level of performance on a band instrument; Audition required</td>
</tr>
<tr>
<td>Intermediate Concert Band</td>
<td>2</td>
<td>Moderate level of performance on a band instrument; Audition required</td>
</tr>
</tbody>
</table>

### FRESHMAN LEVEL COURSES

<table>
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<tr>
<th>Course</th>
<th>Credits</th>
<th>Recommended Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Orchestra – Strings</td>
<td>2</td>
<td>Moderate level of performance on a string instrument; Audition required</td>
</tr>
<tr>
<td>Intermediate Orchestra</td>
<td>2</td>
<td>Moderate level of performance on a string instrument; Audition required</td>
</tr>
<tr>
<td>Instrumental Ensemble – Saxophone</td>
<td>2</td>
<td>Intermediate to advanced level of performance on the saxophone; Must be enrolled in a regular band course; Audition/Director recommendation required</td>
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<td>Instrumental Ensemble – Intermediate Percussion</td>
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<td>Intermediate to advanced level of performance on percussion instruments; Must be enrolled in a regular band course; Audition/Director recommendation required</td>
</tr>
<tr>
<td>Jazz Ensemble</td>
<td>2</td>
<td>Moderate to advanced level of performance on a jazz instrument; Audition required</td>
</tr>
<tr>
<td>Advanced Concert Band – Symphonic</td>
<td>2</td>
<td>Advanced level of performance on a band instrument; Audition required</td>
</tr>
<tr>
<td>Intermediate Concert Band</td>
<td>2</td>
<td>Moderate level of performance on a band instrument; Audition required</td>
</tr>
</tbody>
</table>

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

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

*Department Chair: Matthew James*
PERFORMING ARTS (Band & Orchestra)

INTERMEDIATE CONCERT BAND
Recommended Prerequisite: Moderate level of performance on a band instrument; Audition required
Course Numbers: 4168F – 4168S Grades 9 – 12
TWO SEMESTERS 2 Credits
Fulfills AHD fine arts requirement
Fulfills an elective or directed elective credit for all diplomas

ADVANCED CONCERT BAND – Symphonic
Recommended Prerequisite: Advanced level of performance on a band instrument; Audition required
Course Numbers: 4170SF – 4170SS Grades 9 – 12
TWO SEMESTERS 2 Credits
Fulfills AHD fine arts requirement
Fulfills an elective or directed elective credit for all diplomas

ADVANCED CONCERT BAND – Wind Ensemble
Recommended Prerequisite: Advanced level of performance on a band instrument; Audition required
Course Numbers: 4170WF – 4170WS Grades 10 – 12
TWO SEMESTERS 2 Credits
Fulfills AHD fine arts requirement
Fulfills an elective or directed elective credit for all diplomas

JAZZ ENSEMBLE
Recommended Prerequisite: Moderate to advanced level of performance on a jazz instrument; Audition required
Course Numbers: 4164F – 4164S Grades 9 – 12
TWO SEMESTERS 2 Credits
Fulfills AHD fine arts requirement
Fulfills an elective or directed elective credit for all diplomas

Experiences include, but are not limited to, improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience.

Students also have opportunities to experience live performances by professionals during and outside the school day.

This group performs medium-level high school literature of varying styles.
They perform in five or six concerts per year, plus two to three festivals and/or contests.

During the fall season, students enrolled in this course participate in the “Spirit of Central” Marching Band; This is a competitive activity that meets daily during the first twelve weeks of the semester.

Note: Students participating in Marching Band will be required to attend rehearsals as part of the summer band program and will also be required to go to band camp. The Marching Band performs at Friday night football games as well as contests on Saturdays. It is expected that all students will participate in performances and extra rehearsals as a requirement for earning credit in the course. A tentative calendar of performances will be handed out at the beginning of each semester.

By registering for these courses, parents and students understand that they are responsible for all fees as described in the Lawrence Central Performing Arts Participation Fees Chart.
• Students develop their creative skills through: (1) improvisation, (2) composition, (3) arranging, (4) performing, (5) listening, and (6) analyzing. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas.
• Students are provided with opportunities to experience live performances by professionals during and outside of the school day.
• This group performs medium-advanced to advanced jazz literature in varying styles.
• The Jazz Ensemble performs in numerous festivals and concerts throughout the school year.
• It is expected that all students will participate in performances and extra rehearsals as a requirement for earning credit in the course.
• A tentative calendar of performances will be handed out at the beginning of each semester.
• Students will be required to participate in five to six performances as part of the basketball pep band.
• Students will participate in a variety of small groups within the class structure to further enhance their experiences with jazz improvisation, music theory, aural/listening skills and jazz styles.

By registering for this course, parents and students understand that they are responsible for all fees as described in the Lawrence Central Performing Arts Participation Fees Chart.

INSTRUMENTAL ENSEMBLE – Intermediate Percussion
Recommended Prerequisite: Intermediate to advanced level of performance on percussion instruments; Must be enrolled in a regular band course; Audition/Director recommendation required
Course Numbers: 4162IF – 4162IS Grades 9 – 12 TWO SEMESTERS 2 Credits Core 40, AHD & THD elective and directed elective Fulfills AHD fine arts requirement Fulfills an elective or directed elective credit for all diplomas

INSTRUMENTAL ENSEMBLE – Advanced Percussion
Recommended Prerequisite: Advanced level of performance on percussion instruments; Must be enrolled in a regular band course; Audition/Director recommendation required
Course Numbers: 4162AF – 4162AS Grades 9 – 12 TWO SEMESTERS 2 Credits Fulfills AHD fine arts requirement Fulfills an elective or directed elective credit for all diplomas

Students taking these courses are provided with a balanced and comprehensive study of percussion techniques through solo, chamber ensemble and large percussion ensemble literature.

Course work emphasizes individual technique, musical performance, social skills and teamwork. Responsibility, self-direction and organization are stressed.
• Leadership opportunities are provided.
• In addition to the classroom curriculum, all students capable will perform with the concert band program.

INSTRUMENTAL ENSEMBLE – Saxophone
Recommended Prerequisite: Intermediate to advanced level of performance on the saxophone; Must be enrolled in a regular band course; Audition/Director recommendation required
Course Numbers: 4162SF – 4162SS Grades 9 – 12 TWO SEMESTERS 2 Credits Fulfills AHD fine arts requirement Fulfills an elective or directed elective credit for all diplomas
• Students taking this course are provided with a balanced and comprehensive study of saxophone techniques through solo, chamber ensemble and large saxophone ensemble literature.
• Course work emphasizes individual technique, musical performance, social skills and teamwork. Responsibility, self-direction and organization are stressed.
• Leadership opportunities are provided.
• In addition to the classroom curriculum, all students capable will perform with the concert band program.

INTERMEDIATE ORCHESTRA
Recommended Prerequisite: Moderate level of performance on a string instrument; Audition required
Course Numbers: 4172F – 4172S Grades 9 – 12 TWO SEMESTERS 2 Credits Fulfills AHD fine arts requirement Fulfills an elective or directed elective credit for all diplomas

ADVANCED ORCHESTRA - Strings
Recommended Prerequisite: Moderate level of performance on a string instrument; Audition required
Course Numbers: 4174SF – 4174SS Grades 9 – 12 TWO SEMESTERS 2 Credits Fulfills AHD fine arts requirement Fulfills an elective or directed elective credit for all diplomas

Students taking this course are provided with a balanced comprehensive study of music through the orchestra, string and/or full orchestra, with skills in the psychomotor, cognitive, and affective domains.
• Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas.
• Ensemble and solo activities are designed to develop elements of musician-ship including, but not limited to: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music, and (7) studying historically significant styles of literature.

• Experiences include, but are not limited to, improvising, conducting, playing by ear, and sight-reading.

• Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience.

• Students are provided with opportunities to experience live performances by professionals during and outside of the school day.

• It is expected that all students will participate in performances and extra rehearsals as a requirement for earning credit in the course.

By registering for these courses, parents and students understand that they are responsible for all fees as described in the Lawrence Central Performing Arts Participation Fees Chart.

ADVANCED ORCHESTRA - Symphony

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

Course Numbers: 4174YF – 4174YS Grades 9 – 12

TWO SEMESTERS 2 Credits

Fulfills AHD fine arts requirement
Fulfills an elective or directed elective credit for all diplomas

• Students taking this course are provided with a balanced study of music through the orchestra, string and/or full orchestra, with skills in the psychomotor, cognitive, and affective domains.

• Instruction is designed so that students are enabled to connect, examine, define, try, extend, refine, and integrate music study into other subject areas.

• Ensemble and solo activities are designed to develop elements of musicianship including, but not limited to: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music, and (7) studying historically significant styles of literature.

• Orchestral repertoire must be of the highest caliber, and mastery of advanced orchestral technique must be evident.

• Areas of refinement consist of advanced techniques including, but not limited to: (1) intonation, (2) balance and blend, (3) tone production, (4) tone quality, (5) technique, (6) rhythm, (7) sight-reading, and (8) critical listening skills.

• Evaluation of music and music performances is included.

• Experiences include, but are not limited to, improvising, conducting, playing by ear, and sight-reading.

By registering for this course, parents and students understand that they are responsible for all fees as described in the Lawrence Central Performing Arts Participation Fees Chart.
## Performing Arts (Chorus, Theatre & Dance)

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<thead>
<tr>
<th>Junior &amp; Senior Level Courses</th>
<th>Credits</th>
<th>Recommended Prerequisite</th>
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</thead>
<tbody>
<tr>
<td>Dance Performance – Advanced</td>
<td>1</td>
<td>Dance Performance – Inter/Adv</td>
</tr>
<tr>
<td>Dance Performance – Inter/Adv</td>
<td>1</td>
<td>Dance Performance – Intermediate</td>
</tr>
<tr>
<td>Dance Performance – Intermediate</td>
<td>1</td>
<td>Dance Performance – Beg/Inter</td>
</tr>
<tr>
<td>Dance Performance – Beg/Inter</td>
<td>1</td>
<td>Dance Performance – Beginning</td>
</tr>
<tr>
<td>Dance Performance – Beginning</td>
<td>1</td>
<td>Beginning to advanced level of dance technique</td>
</tr>
<tr>
<td>Dance Choreography – Color Guard</td>
<td>2</td>
<td>Beginning to advanced level of dance technique; Audition required</td>
</tr>
<tr>
<td>Advanced Chorus – The Central Sound</td>
<td>2</td>
<td>Advanced level of vocal technique; Audition required</td>
</tr>
<tr>
<td>Advanced Chorus – Sweet Sensation</td>
<td>2</td>
<td>Advanced level of vocal technique; Audition required</td>
</tr>
<tr>
<td>Advanced Chorus – Symphonic Choir</td>
<td>2</td>
<td>Advanced level of vocal technique; Audition required</td>
</tr>
<tr>
<td>Intermediate Chorus – Gospel Choir</td>
<td>2</td>
<td>Audition required</td>
</tr>
<tr>
<td>Intermediate Chorus – Sophisticates</td>
<td>2</td>
<td>Moderate level of vocal technique; Audition required</td>
</tr>
<tr>
<td>Theatre Production – LC Players</td>
<td>2</td>
<td>Theatre Arts &amp; Advanced Theatre Arts; Audition &amp; teacher approval required</td>
</tr>
<tr>
<td>Advanced Theatre Arts</td>
<td>2</td>
<td>Theatre Arts</td>
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<tr>
<td>Theatre Arts</td>
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<tr>
<td>Musical Theatre</td>
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<th>Sophomore Level Courses</th>
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</thead>
<tbody>
<tr>
<td>Dance Performance – Inter/Adv</td>
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<td>Dance Performance – Intermediate</td>
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<tr>
<td>Dance Performance – Intermediate</td>
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<td>Dance Performance – Beg/Inter</td>
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<tr>
<td>Dance Performance – Beg/Inter</td>
<td>1</td>
<td>Dance Performance – Beginning</td>
</tr>
<tr>
<td>Dance Performance – Beginning</td>
<td>1</td>
<td>Beginning to advanced level of dance technique</td>
</tr>
<tr>
<td>Dance Choreography – Color Guard</td>
<td>2</td>
<td>Beginning to advanced level of dance technique; Audition required</td>
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<tr>
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<td>2</td>
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<td>Intermediate Chorus – Sophisticates</td>
<td>2</td>
<td>Moderate level of vocal technique; Audition required</td>
</tr>
<tr>
<td>Advanced Theatre Arts</td>
<td>2</td>
<td>Theatre Arts; Audition/teacher recommendation required</td>
</tr>
<tr>
<td>Theatre Arts</td>
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<td>None</td>
</tr>
<tr>
<td>Musical Theatre</td>
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<thead>
<tr>
<th>Freshman Level Courses</th>
<th>Credits</th>
<th>Recommended Prerequisite</th>
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</thead>
<tbody>
<tr>
<td>Dance Performance – Beg/Inter</td>
<td>1</td>
<td>Dance Performance – Beginning</td>
</tr>
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<td>Theatre Arts</td>
<td>1</td>
<td>None</td>
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<td>Musical Theatre</td>
<td>1</td>
<td>None</td>
</tr>
</tbody>
</table>

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

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

Department Chair: Matthew James
INTERMEDIATE CHORUS – Sophisticates
Recommended Prerequisite: Moderate level of vocal technique; Audition Required
Course Number: 4186SF – 4186SS Grades 9 – 12
TWO SEMESTERS 2 Credits
Fulfills AHD fine arts requirement
Fulfills an elective or directed elective credit for all diplomas
- Intermediate Chorus provides students opportunities to develop musicianship and specific performance skills through ensemble and solo singing.
- This ensemble is composed of all female voices.
- Activities create the development of quality repertoire in the diverse styles of choral literature that is appropriate in difficulty and range for the students.
- Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas.
- Chorus classes provide instruction in creating, performing, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter.
- Students develop the ability to understand and convey the composer’s intent in order to connect the performer with the audience.
- Students also have the opportunity to experience live performances by professionals during and outside of the school day.
- Students will prepare a wide variety of medium advanced high school literature.
- It is expected that all students will participate in performances and extra rehearsals as a requirement for earning credit in the course.

By registering for this course, parents and students understand that they are responsible for all fees as described in the Lawrence Central Performing Arts Participation Fees Chart.

INTERMEDIATE CHORUS – Gospel Choir
Recommended Prerequisite: Audition Required
Course Number: 4186GF – 4186GS Grades 9 – 12
TWO SEMESTERS 2 Credits
Fulfills AHD fine arts requirement
Fulfills an elective or directed elective credit for all diplomas
- The gospel choir ensemble is designed to provide students with a comprehensive standard-based vocal music curriculum that allows them to experience and participate in music and religious settings derived from the African American religious experience.
- Students are to enhance the skills that are specifically germane to vocal gospel music production.
- A variety of repertoire and styles are chosen at the conductor’s discretion, commensurate with the group’s ability to meet the objectives of the course.
- In addition, performance opportunities are incorporated to assist students in reaching a comprehensive and interactive aesthetic experience.

By registering for this course, parents and students understand that they are responsible for all fees as described in the Lawrence Central Performing Arts Participation Fees Chart.

ADVANCED CHORUS – Symphonic Choir
Recommended Prerequisite: Advanced level of vocal technique; Audition Required
Course Number: 4188F – 4188S Grades 9 – 12
TWO SEMESTERS 2 Credits
Fulfills AHD fine arts requirement
Fulfills an elective or directed elective credit for all diplomas
- Students taking Advanced Chorus develop musicianship and specific performance skills through ensemble and solo singing.
- The ensemble is comprised of both male and female voices.
- Activities create the development of a quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students.
- Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas.
- Students develop the ability to understand and convey the composer’s intent in order to connect the performer with the audience.
- Students have the opportunity to experience live performances by professionals during and outside of the school day.
- Students will prepare a wide variety of advanced high school literature and will compete as a show choir.
- It is expected that all students will participate in performances and extra rehearsals as a requirement for earning credit in the course.

By registering for these courses, parents and students understand that they are responsible for all fees as described in the Lawrence Central Performing Arts Participation Fees Chart.
ADVANCED CHORUS – The Central Sound

**Recommended Prerequisite:** Advanced level of vocal technique; Audition Required

Course Number: 4188CF – 4188CS  Grades 10 – 12
TWO SEMESTERS  2 Credits
Fulfills AHD fine arts requirement
Fulfills an elective or directed elective credit for all diplomas

- Students taking Advanced Chorus develop musicianship and specific performance skills through ensemble and solo singing.
- This ensemble is comprised of both male and female voices.
- Activities create the development of a quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students.
- Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas.
- Students develop the ability to understand and convey the composer’s intent in order to connect the performer with the audience.
- Students have the opportunity to experience live performances by professionals during and outside of the school day.
- Students will prepare a wide variety of advanced high school literature and will compete as a show choir.
- It is expected that all students will participate in performances and extra rehearsals as a requirement for earning credit in the course.
- Attendance at evening rehearsals (one night each week) is mandatory.

*By registering for this course, parents and students understand that they are responsible for all fees as described in the Lawrence Central Performing Arts Participation Fees Chart.*

MUSICAL THEATRE

**Course Number:** 0518F  Grades 9 – 12
ONE SEMESTER  1 Credit
Fulfills AHD fine arts requirement
Fulfills an elective or directed elective credit for all diplomas

- Musical Theatre is a laboratory course 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.
- Students participate in staging, choreographing, rehearsing, and performing existing musical works.
- Although students perform musical pieces, they are graded on their ability to act out the song, not their vocal ability.
- Activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies.
- Additionally, students explore career opportunities in the theatre, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community.
- Attendance or participation in performing arts/theatre performances is required.

THEATRE ARTS

**Course Number:** 4240F/S  Grades 9 – 12
ONE SEMESTER  1 Credit
Fulfills AHD fine arts requirement
Fulfills an elective or directed elective credit for all diplomas

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

ADVANCED THEATRE ARTS

**Recommended Prerequisite:** Theatre Arts; Audition and teacher approval required

Course Number: 4240F – 4240S  Grades 10 – 12
ONE or TWO SEMESTERS  1 – 2 Credits
Fulfills AHD fine arts requirement
Fulfills an elective or directed elective credit for all diplomas

- Advanced Theatre Arts is based on the Indiana Academic Standards for Theatre.
- Students enrolled in Advanced Theatre Arts read and analyze plays and apply criteria to make informed judgments.
- Students draw on events and experiences to create scripted monologues and scenes, create scenic designs for existing plays, and build characters through observation, improvisation and script analysis.
- Activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies.
- Additionally, students explore careers in theatre arts and begin to develop a portfolio of their work.
- Students also attend and critique theatre productions and identify ways to support the theatre in their community.
• A great deal of emphasis will be in memorized scenes and monologues for class and possibly for competition.
• Attendance or participation in performing arts/theatre productions is required several times per year.
• Students will perform at a showcase one evening each semester.

Note: This is a full grade-weighted (1.0) course.

THEATRE PRODUCTION – LC Players
Recommended Prerequisite: Theatre Arts, Advanced Theatre Arts; Audition and teacher approval required
Course Number: 4248F – 4248S Grades 11 – 12
ONE or TWO SEMESTERS 1 – 2 Credits
Fulfills AHD fine arts requirement
Fulfills an elective or directed elective credit for all diplomas

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

By registering for this course, parents and students understand that they are responsible for all fees as described in the Lawrence Central Performing Arts Participation Fees Chart.

Note: This is a full grade-weighted (1.0) course.

DANCE PERFORMANCE – Intermediate
Recommended Prerequisite: Dance Performance – Beginning/Intermediate
Course Number: 4146IF/IS Grades 10 – 12
ONE SEMESTER 1 Credit
Fulfills AHD fine arts requirement
Fulfills an elective or directed elective credit for all diplomas

• Sequential and systematic learning experiences are provided in the specific genre offered, whether it is Ballet, Modern, Jazz, or Ethnic-Folk.
• Activities utilize a wide variety of materials and experiences and are designed to develop techniques appropriate within the genre, including individual/group instruction in performance repertoire & skills.
• Students develop the ability to express their thoughts, perceptions, feelings, and images through movement.
• The performance class provides opportunities for students to experience degrees of physical prowess, technique, flexibility, and the study of dance performance as an artistic discipline and as a form of artistic communication.
• Learning activities and experiences develop the students’ ability to: (1) understand the body’s physical potential, technical functions, and capabilities; (2) understand and assimilate the basic elements of technique within the genre offered; (3) demonstrate an understanding of the varied styles within the genre; (4) develop listening, comprehension, and memorization skills; (5) use simple to complex dance patterns within the genre; (6) identify and use, both orally and in writing, appropriate terminology related to style and technique; and (7) understand musical phrasing, rhythmic structures, and meter.

• Students are able to describe, analyze, interpret, and judge live and recorded dance performances of professional dancers and companies in the genre.
• Students become aware of the vocational and avocational opportunities in dance.

By registering for this class, parents and students understand that they are responsible for all fees as described in the Lawrence Central Performing Arts Participation Fees Chart.
## Performing Arts (Music Theory & Piano)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Recommended Prerequisite</th>
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</thead>
<tbody>
<tr>
<td><strong>Junior &amp; Senior Level Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP Music Theory</td>
<td>2</td>
<td>Music Theory and Composition or teacher approval</td>
</tr>
<tr>
<td>Music Theory &amp; Composition</td>
<td>2</td>
<td>Successful participation in a music ensemble or a passing score on a proficiency exam</td>
</tr>
<tr>
<td>Music History &amp; Appreciation</td>
<td>2</td>
<td>Interest and desire to learn about music</td>
</tr>
<tr>
<td>Piano &amp; Electronic Keyboard IV</td>
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<td>Piano &amp; Electronic Keyboard III</td>
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<td><strong>Sophomore Level Courses</strong></td>
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<td>Piano &amp; Electronic Keyboard II or teacher approval</td>
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<td>Piano &amp; Electronic Keyboard I or teacher approval</td>
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<td>Piano &amp; Electronic Keyboard I</td>
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<tr>
<td>Music Theory &amp; Composition</td>
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<td>Successful participation in a music ensemble or a passing score on a proficiency exam</td>
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<td><strong>Freshman Level Courses</strong></td>
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<td>Piano &amp; Electronic Keyboard II</td>
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<td>Piano &amp; Electronic Keyboard I or teacher approval</td>
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</tr>
</tbody>
</table>
PERFORMING ARTS (Music Theory & Piano)

Fulfills AHD fine arts requirement
Fulfills an elective or directed elective credit for all diplomas

TWO SEMESTERS Course Number: 4204I
Keyboard I
Recommended Prerequisite: Piano & Electronic Piano & Electronic Keyboard I
Grades 9 – 12
ONE SEMESTER 1 Credit
Fulfills AHD fine arts requirement
Fulfills an elective or directed elective credit for all diplomas

PIANO & ELECTRONIC KEYBOARD II
Recommended Prerequisite: Piano & Electronic Keyboard I or teacher approval
Course Number: 4204BS
Grades 9 – 12
ONE SEMESTER 1 Credit
Fulfills AHD fine arts requirement
Fulfills an elective or directed elective credit for all diplomas

PIANO & ELECTRONIC KEYBOARD III
Recommended Prerequisite: Piano & Electronic Keyboard II or teacher approval
Course Number: 4204IF
Grades 10 – 12
ONE SEMESTER 1 Credit
Fulfills AHD fine arts requirement
Fulfills an elective or directed elective credit for all diplomas

PIANO & ELECTRONIC KEYBOARD IV
Recommended Prerequisite: Piano & Electronic Keyboard III or teacher approval
Course Number: 4204IS
Grades 10 – 12
ONE SEMESTER 1 Credit
Fulfills AHD fine arts requirement
Fulfills an elective or directed elective credit for all diplomas

PIANO & ELECTRONIC KEYBOARD I
Course Number: 4204BF
Grades 9 – 12
ONE SEMESTER 1 Credit
Fulfills AHD fine arts requirement
Fulfills an elective or directed elective credit for all diplomas

Music and theoretical concepts.
Using the most advanced music technology, music theory students develop skills in the analysis of knowledge of music theory.

• Students (1) develop ear training and dictation skills, (2) compose works that illustrate mastered concepts, (3) understand harmonic structures and analysis, (4) understand modes and scales, (5) study a wide variety of musical styles, (6) study traditional and non-traditional music notation and sound sources as tools for musical composition, and (7) receive instruction in other basic elements of music.

• Students have the opportunity to experience live performances by professionals during and outside of the school day.

• Each student is expected to purchase a workbook for this course.

MUSIC HISTORY & APPRECIATION
Recommended Prerequisite: Interest and desire to learn about music
Course Numbers: 4206F – 4206S
Grades 11 – 12
TWO SEMESTERS 2 Credits
Fulfills AHD fine arts requirement
An elective or directed elective credit for all diplomas

- This course welcomes students with varying musical backgrounds and is designed to explore music and major musical style periods through understanding of music in relation to both Western and non-Western history and culture.

- Activities include, but are not limited to: (1) listening to, analyzing, and describing music; (2) evaluating music and music performances; and (3) understanding the relationships between music and the other arts, as well as disciplines outside the arts.

- Activities will utilize a wide variety of materials & experiences including computers & MIDI keyboards.

- Each student is expected to purchase a workbook for this course.

Note: This is a full grade-weighted (1.0) course.

AP MUSIC THEORY
Recommended Prerequisite: Music Theory and Composition or teacher approval
Course Numbers: 4210F – 4210S
Grades 11 – 12
TWO SEMESTERS 2 Credits
Fulfills AHD fine arts requirement
Fulfills an elective or directed elective credit for all diplomas

- This course expands upon the skills learned in the first year of Music Theory and Composition.

- Musical composition, sequencing, and other MIDI and digital formats are some of the many applications used to further student understanding of music.

- This course is designed to prepare the student for the AP Music Theory Test.

- The AP music examination is administered near the end of second semester.

- The cost of the examination is $90.

- The student should be a self-directed learner.

- Each student is expected to purchase a workbook for the course.

Note: This is a full grade-weighted (1.0) course.
### JUNIOR & SENIOR LEVEL COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Recommended Prerequisite</th>
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<td>IB Environmental Systems &amp; Societies SL</td>
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<td>IB Chemistry SL</td>
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<td>Chemistry I; Geometry</td>
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<td>AP Biology</td>
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<tr>
<td>Anatomy and Physiology</td>
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<td>Algebra I; Biology I or Earth and Space Science I</td>
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### SOPHOMORE LEVEL COURSES

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<tr>
<th>Course</th>
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<td>AdvSciCC: Physics I/PHYSP221 (IU)</td>
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<td>Earth and Space Science I</td>
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### FRESHMAN LEVEL COURSES

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<td>Chemistry I Honors</td>
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<td>Biology I Honors (&quot;B&quot; or higher); Geometry (&quot;B&quot; or higher)</td>
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<td>Chemistry I</td>
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<td>Biology I Honors (&quot;C&quot; or higher); Algebra I (&quot;C&quot; or higher)</td>
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<td>Biology I Honors (&quot;C&quot; or higher); Pre-Algebra (&quot;C&quot; or higher)</td>
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<td>Biology I Honors (&quot;C&quot; or higher); Pre-Algebra (&quot;C&quot; or higher)</td>
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<td>Earth and Space Science I</td>
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<td>Biology I Honors</td>
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<td>Teacher recommendation/placement</td>
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<tr>
<td>Biology I</td>
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</tbody>
</table>

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**Department Chair: Anne Marie Milligan**
SCIENCE

BIOLOGY I
Course Numbers: 3024F – 3024S Grades 9 – 12
TWO SEMESTERS 2 Credits
Fulfills the Biology requirement for all diplomas
• Biology I is a course based on regular laboratory and field investigations.
• Through these investigations, and in class, students explore the nature of living things.
• Topics include the nature of science, cellular chemistry, cellular structure, matter and energy trans-formations, matter cycles and energy transformation, interdependence of organisms and structures of organisms, the molecular basis of heredity, gene expression, heredity and reproduction, and evidence for evolution.
• Students enrolled in this course are also expected to attain (1) an understanding of the history and development of biological knowledge, (2) explore the uses of biology in various careers, and (3) investigate biological questions and problems related to personal needs and societal issues.

BIOLOGY I HONORS
Recommended Prerequisite: Teacher recommendation/placement
Course Numbers: 3024HF – 3024HS Grade 9
TWO SEMESTERS 2 Credits
Fulfills the Biology requirement for all diplomas
• Biology I Honors is a more challenging course than Biology I and this course is based on regular laboratory and field investigations which include a study of the structures and functions of living organisms and their interactions with the environment.
• The core material includes the same information as that in Biology I; however, students will rely on advanced reading and writing skills, collaborative working skills, technology-based skills, and problem-solving skills as they are used in the inquiry method to discover major concepts.
• Use of the technology is heavily emphasized.
Note: This is a partial grade-weighted (.5) course.

EARTH AND SPACE SCIENCE I
Course Numbers: 3044F – 3044S Grades 9 – 10
TWO SEMESTERS 2 Credits
Fulfills a science requirement for all diplomas
• Earth and Space Science I is a course focusing on the study of the earth’s lithosphere, atmosphere, hydrosphere, and its celestial environment.
• Students enrolled in Earth and Space Science I analyze and describe Earth’s interconnected systems that may be changing or may be in equilibrium.
• Students examine energy at work in forming and modifying earth materials, landforms, and continents through geological time.

• Through regular laboratory and field investigations, students understand the history and development of the earth and space sciences, explore the uses of knowledge of the earth and its environment in various careers, and investigate earth and space science problems concerning personal needs and community issues related to science.

BIOLOGY II: BOTANY
Recommended Prerequisite: For Grade 9 – Biology I Honors ("C" or higher), Pre-Algebra; For Grades 10-12 – Biology I ("C" or higher)
Course Numbers: 3026BF/BS Grades 9 – 12
ONE SEMESTER 1 Credit
Fulfills a science requirement for all diplomas
• Students enrolling in this class should enjoy studying plants and animals.
• Botany is the study of plants.
• Botany covers a wide range of scientific disciplines that study the growth, reproduction, metabolism, development, diseases, and evolution of plants.
• Many plant dissections will be included in this course.

BIOLOGY II: ZOOLOGY
Recommended Prerequisite: For Grade 9 – Biology I Honors ("C" or higher), Pre-Algebra; For Grades 10-12 – Biology I ("C" or higher)
Course Numbers: 3026ZF/ZS Grades 9 – 12
ONE SEMESTER 1 Credit
Fulfills a science requirement for all diplomas
• Zoology is the study of vertebrate organisms, their habitats, life histories, defensive adaptations, anatomical structures, and economic values.
• This course will focus on comparative zoology (looking at similarities and differences between animals).
• Many plant dissections will be included in this course.

ENVIRONMENTAL SCIENCE
Recommended Prerequisite: Biology I
Course Numbers: 3010F – 3010S Grades 11 – 12
TWO SEMESTERS 2 Credits
Fulfills a science (life) requirement for all diplomas
• This basic environmental science class includes ecology and many of the interrelated disciplines.
• Sampling biology, earth science, meteorology, and some world geography will also be included.
• The class will study topics such as biomes of the world and the United States and the ecosystems they contain.
• In addition, pollution, population consequences, land use concerns and bio-diversity will also be studied.
• Environmental Science includes experiences in the field; the outdoors is often used as the classroom.
• Finally, this class will focus on today’s concerns of global warming and ways to reduce waste and “living green”.

ANATOMY AND PHYSIOLOGY
Recommended Prerequisite: Biology I; Chemistry I
Course Numbers: 5276F – 5276S Grades 11 – 12
TWO SEMESTERS 2 Credits
Fulfills a science requirement for all diplomas
• Anatomy and Physiology Honors is a two-semester course that provides students an opportunity for in-depth study into the structure and function of systems and subsystems of the human body.
• Course content has a medical orientation to better prepare students for careers in health care.
• Students will gain insight into the anatomical specialties of cytology, histology, and morphology as they examine cells, tissues, organs, and structures of the human body.
• An emphasis in this course is on the biological basis of physiological processes in health and disease.
Note: This is a full grade-weighted (1.0) course.

INTEGRATED CHEMISTRY-PHYSICS
Recommended Prerequisite: Algebra I; Biology I or Earth and Space Science I
Course Numbers: 3108F – 3108S Grades 10 – 12
TWO SEMESTERS 2 Credits
Fulfills a science requirement for all diplomas
Quantitative Reasoning course
• Integrated Physics-Chemistry is a math-based laboratory science course in which students explore fundamental physics and chemistry principles.
• However, since most of our everyday experiences involve the application of physics principles, most of the focus of this course will involve the study of physics.
• Students enrolled in this course examine, through the process of scientific inquiry, the structure and properties of matter, forces, motion, nuclear reactions and the interactions between energy and matter.
• Working in a laboratory environment, students investigate the basics of physics and chemistry in solving real-world problems that may have personal or social consequences beyond the classroom.

CHEMISTRY I
Recommended Prerequisite: For Grade 9 – Biology I Honors (“C” or higher), Algebra I (“C” or higher); For Grades 10 -12 – Algebra II (or concurrent enrollment), Biology I
Course Numbers: 3064F – 3064S Grades 9 – 12
TWO SEMESTERS 2 Credits
Fulfills a science requirement for all diplomas
Quantitative Reasoning course

CHEMISTRY I HONORS
Recommended Prerequisite: For Grade 9 – Biology I Honors (“B” or higher), Geometry (“B” or higher); For Grades 10 -12 – Algebra II (or concurrent enrollment), Biology I Honors
Course Numbers: 3064HF – 3064HS Grades 9 – 12
TWO SEMESTERS 2 Credits
Fulfills a science requirement for all diplomas

ADV SCI CC: CHEMISTRY/CHMC101-C121 (IU)
Recommended Prerequisite: Algebra II (or concurrent enrollment); Chemistry I Honors; Cumulative GPA of at least 2.7
Course Numbers: 3090CF – 3090CS Grades 10 – 12
TWO SEMESTERS 2 Credits
Fulfills a science requirement for all diplomas
• Chemistry I is a math-based laboratory science course based on regular laboratory investigations of matter, chemical reactions, and the role of energy in those reactions.
• Students enrolled in Chemistry I compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. Mathematics used as a tool is fundamental in the understanding of chemistry problem-solving.
• Use of the internet, either at home or at school, is heavily emphasized.
Note: This is a partial grade-weighted (.5) course; Tuition for this course, if taken for college credit, is $125.00. Students will earn 5 college credits from Indiana University upon the completion of CHEM C101-C121.

PHYSICS I
Recommended Prerequisite: For Grade 9 – Biology I Honors (“B” or higher), Geometry (“B” or higher); For Grades 10-12 – Algebra II (or concurrent enrollment); Biology I
Course Numbers: 3084F – 3084S Grades 9 – 12
TWO SEMESTERS 2 Credits
Fulfills a science requirement for all diplomas
Quantitative Reasoning course
• Physics I is a course focused on the following core topics: constant velocity; constant acceleration; forces; energy; linear momentum in one dimension; simple harmonic oscillating systems; mechanical waves and sound; simple circuit analysis.
• Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

ADV SCI CC: PHYSICS I/PHYS P221 (IU)
Recommended Prerequisite: Algebra II (or concurrent enrollment); Chemistry I Honors; Cumulative GPA of at least 2.7
Course Numbers: 3090PF – 3090PS Grades 10 – 12
TWO SEMESTERS 2 Credits
Fulfills a science requirement for all diplomas
• Physics I is a math-based laboratory science course in which students synthesize the fundamental concepts and principles related to matter and energy, including mechanics, wave motion, heat, light, electricity, magnetism, atomic and subatomic physics.
• Through regular laboratory study using such quantities as velocity, acceleration, force, energy, momentum, and charge, students (1) examine the nature and scope of physics, including its relationship to other sciences and its ability to describe phenomena using physical laws, (2) describe the history of physics and its role in the birth of technology, (3) explore the uses of its models, theories, and laws in various careers, and (4) investigate physics questions and problems related to personal needs and societal issues. Problem solving is the theme used to tie all topics together and many problem solving activities, labs and projects will occur throughout the year.

Note: This is a full grade-weighted (1.0) course; Tuition for this course, if taken for college credit, is $125.00. Students will earn 5 college credits from Indiana University upon the completion of PHYS P221.

AP BIOLOGY
Recommended Prerequisite: Biology I (“A” or higher); Chemistry I (“B” or higher)
Course Numbers: 3020F – 3020S Grades 11 – 12
TWO SEMESTERS 2 Credits
Fulfills a science requirement for all diplomas
Quantitative Reasoning course
• Biology, Advanced Placement is a course that provides students with the content established by the College Board.
• Topics include: (1) molecules and cells; (2) heredity and evolution; and (3) organisms and populations.
• This college level course uses college level textbooks and laboratory experiments.
• Due to the nature of the laboratory work, some work may need to be completed outside of normal school hours.
• The AP exam is in May of the second semester.

Note: This is a full grade-weighted (1.0) course.

AP CHEMISTRY
Recommended Prerequisite: Pre-Calculus & Trigonometry (or concurrent enrollment); Chemistry I Honors
Course Numbers: 3060F – 3060S Grades 11 – 12
TWO SEMESTERS 2 Credits
Fulfills a science requirement for all diplomas
Quantitative Reasoning course
• Chemistry, Advanced Placement is a course that provides students with the content established by the College Board.
• Topics include: (1) structure of matter–atomic theory and structure, chemical bonding, molecular models, nuclear chemistry; (2) states of matter – gases, liquids and solids, solutions; and (3) reactions – reaction types, stoichiometry, equilibrium, kinetics and thermodynamics.
• This college level course uses college level textbooks and laboratory experiments.
• Due to the nature of the laboratory work, some work may need to be completed outside of normal school hours.
• The AP exam is in May of the second semester.

Note: This is a full grade-weighted (1.0) course.

AP ENVIRONMENTAL SCIENCE
Recommended Prerequisite: Chemistry I; Geometry
Course Numbers: 3012F – 3012S Grades 11 – 12
TWO SEMESTERS 2 Credits
Fulfills a science requirement for all diplomas
Quantitative Reasoning course
• Environmental Science, Advanced Placement is a course that provides students with the content established by the College Board.
- Students enrolled in AP Environmental Science investigate the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze natural and human-made environmental problems, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.
- This college level course uses college level textbooks and laboratory experiments.
- Field trips will be an integral part of the course.
- Due to the nature of the laboratory work, some work may need to be completed outside of normal school hours.
- The AP exam is in May of the second semester.

**Note:** This is a full grade-weighted (1.0) course.

**AP PHYSICS 1: ALGEBRA-BASED**

**Recommended Prerequisite:** Algebra II (or concurrent enrollment); Chemistry I Honors ("C" or higher); Algebra I ("B" or higher)

Course Numbers: 3080F – 3080S

TWO SEMESTERS 2 Credits

Fulfills a science requirement for all diplomas

Quantitative Reasoning course

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

**Note:** This is a full grade-weighted (1.0) course.

**AP PHYSICS C**

**Recommended Prerequisite:** AP Calculus AB (or concurrent enrollment); Physics I

Course Numbers: 3088F – 3088S

TWO SEMESTERS 2 Credits

Fulfills a science requirement for all diplomas

Quantitative Reasoning course

- Physics C Advanced Placement is a course that provides students with the content established by the College Board.
- Topics and their relative emphasis include: (1) Newtonian Mechanics (50%); and (2) Electricity and Magnetism (50%).
- This college level course uses college level textbooks and laboratory experiments.
- Field trips will be an integral part of the course.
- Due to the nature of the laboratory work, some work may need to be completed outside of normal school hours.
- The AP exam is in May of the second semester.

**Note:** This is a full grade-weighted (1.0) course.

**IB BIOLOGY SL**

**Recommended Prerequisite:** Biology I ("A" or higher); Chemistry I ("B" or higher)

Course Numbers: 3034F – 3034S

TWO SEMESTERS 2 Credits

Fulfills an elective credit for all diplomas

Fulfills the Biology I requirement for all diplomas

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

**Note:** This is a full grade-weighted (1.0) course.

**IB BIOLOGY HL**

**Recommended Prerequisite:** Biology I ("A" or higher); Chemistry I ("B" or higher)

Course Numbers: 3032F – 3032S

TWO SEMESTERS 2 Credits

Fulfills an elective credit for all diplomas

Fulfills the Biology I requirement for all diplomas

- IB Biology Higher Level focuses on six core topics: cells; the chemistry of life, genetics, ecology, evolution, and human health and physiology.
- It is based on the curriculum published by the International Baccalaureate Organization.
- Students must complete additional study in eight topics: nucleic acids and proteins, cell respiration and photosynthesis, human reproduction, defense against infectious disease, nerves, muscles and movement, excretion, and plant science.
- Optional course topics for students include diet and human nutrition, physiology of exercise, neurobiology and behavior, applied plant and animal science, and ecology and conservation.

**Note:** This is a full grade-weighted (1.0) course.

**IB CHEMISTRY SL**

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

Course Numbers: 3072F – 3072S

TWO SEMESTERS 2 Credits

Fulfills an elective credit for all diplomas

Fulfills a Chemistry I requirement for all diplomas

Quantitative Reasoning course

- IB Chemistry Standard Level is designed to introduce students to the theories and practical techniques involved in the composition, characterization, and transformation of substances.
- It is based on the curriculum published by the International Baccalaureate Organization.
As the central science, the chemical principles investigated underpin both the physical world in which we live and all biological systems.

Students study eleven core topics: stoichiometry, atomic theory, periodicity, bonding, states of matter, energetics, kinetics, equilibrium, acids and bases, oxidation and reduction, and organic chemistry.

Optional course topics include medicines and drugs, human biochemistry, environmental chemistry, chemical industries, and fuels and energy.

Higher physical organic chemistry is a further option.

**Note:** This is a full grade-weighted (1.0) course.

**IB ENVIRONMENTAL SYSTEMS AND SOCIETIES SL**

Course Numbers: 3016F – 3016S Grades 11 – 12
TWO SEMESTERS 2 Credits

Fulfills a science requirement for all diplomas

- The IB DP Environmental Systems and Societies Standard Level course aims to provide students with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face.

- Students’ attention is constantly drawn to their own relationship with their environment and the significance of choices and decisions that they make in their own lives.

- It is intended that students develop a sound understanding of the interrelationships between environmental systems and societies, rather than a purely journalistic appreciation of environmental issues.

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

**Note:** This is a full grade-weighted (1.0) course.
## SOCIAL STUDIES

### SENIOR LEVEL COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Recommended Prerequisite</th>
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<tbody>
<tr>
<td>IB History HL: 20th Century America</td>
<td>2</td>
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</tr>
<tr>
<td>IB Psychology HL</td>
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<td>Ethnic Studies</td>
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<td>AP Government and Politics</td>
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<td>Economics</td>
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<td>US Government Honors – Constitutional Law</td>
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<td>US Government</td>
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<tr>
<td>Current Problems, Issues and Events</td>
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<td>AP US History</td>
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<td>Geography and History of the World Honors</td>
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<tr>
<td>AP Human Geography</td>
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<tr>
<td>AP World History</td>
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### JUNIOR LEVEL COURSES

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<th>Credits</th>
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<td>IB History HL: 20th Century America</td>
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<tr>
<td>AP Microeconomics</td>
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<tr>
<td>AP English Language &amp; Composition/AP US History – Interdisciplinary</td>
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<td>English 10 Honors (&quot;B&quot; or higher)</td>
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<td>AP US History</td>
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<td>Geography and History of the World Honors</td>
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<td>US History Honors</td>
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<td>US History</td>
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<tr>
<td>AP Human Geography</td>
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</tr>
<tr>
<td>AP World History</td>
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<tr>
<td>AP Human Geography</td>
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<td>Geography and History of the World</td>
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<tr>
<td>AP US History</td>
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<td>AP World History</td>
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### FRESHMAN LEVEL COURSES

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<tr>
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*Department Chair: Don Weir*
GEOGRAPHY AND HISTORY OF THE WORLD
Course Numbers: 1570F – 1570S  Grades 9 – 10
TWO SEMESTERS  2 Credits
Fulfills the Geography History of the World/World History and Civilization requirement for all diplomas
• Geography & History of the World examines various cultures in the world which are very different from and, at the same time, very similar to our own.
• Topics of study will include the physical environment, social class structure; family life, education, economic development, the arts, geographic location, and historical perspective of the various cultures.

GEOGRAPHY AND HISTORY OF THE WORLD HONORS
Recommended Prerequisite: Teacher recommendation/placement
Course Numbers: 1570HF – 1570HS  Grade 9
TWO SEMESTERS  2 Credits
Fulfills the Geography History of the World/World History and Civilization requirement for all diplomas
• Geography & History of the World Honors provides an opportunity to study the interactions of humans and their environment, incorporating the study of the five geographic themes.
• Topics of study will include the physical environment, social class structure, family life, education, economic development, the arts, geographic location, and historical perspectives of various cultures.
• In addition, the course offers opportunities for an in-depth look at different cultures as they exist in the world today, including a comparative analysis of the various types of governments, economics, and social systems.
• International relationships are examined partly from the point of view of national interests, including the successes and failures of diplomacy.
Note: This is a partial grade-weighted (.5) course.

GEOGRAPHY AND HISTORY OF THE WORLD LYCEUM
Recommended Prerequisite: Teacher recommendation/placement
Course Numbers: 1570GF – 1570GS  Grade 9
TWO SEMESTERS  2 Credits
Fulfills the Geography History of the World/World History and Civilization requirement for all diplomas
• Geography & History of the World Lyceum provides an opportunity to study the interactions of humans and their environment, incorporating the study of the five geographic themes.
• Topics of study will include the physical environment, social class structure, family life, education, economic development, the arts, geographic location, and historical perspectives of various cultures.
• This course will introduce students to the learning strategies, notetaking methods, and assessment techniques of AP and IB courses.
Note: This is a full grade-weighted (1.0) course.

WORLD HISTORY AND CIVILIZATION HONORS
Course Numbers: 1548HF – 1548HS  Grade 10
TWO SEMESTERS  2 Credits
Fulfills the Geography History of the World/World History and Civilization requirement for all diplomas
• World History and Civilization Honors is a thematic and concept centered survey of the development of human society in various geographic regions.
• Students will study the ascendancy and decline of civilizations within designated time periods and gain knowledge, appreciation, and understanding of the diverse, yet universal, traits exemplified in the epic of mankind.
Note: This is a partial grade-weighted (.5) course.

US HISTORY
Course Numbers: 1542F – 1542S  Grade 11
TWO SEMESTERS  2 Credits
Fulfills the US History requirement for all diplomas

US HISTORY HONORS
Course Numbers: 1542HF – 1542HS  Grade 11
TWO SEMESTERS  2 Credits
Fulfills the US History requirement for all diplomas
• United States History is a chronological survey of American history from the era of the Civil War to the present.
• The course uses a general text that blends the major political, economic, diplomatic, intellectual, social, and cultural developments into a continuous narrative.
• Supplemental readings augment the text.
Note: US History Honors is a partial grade-weighted (.5) course.

US GOVERNMENT
Course Numbers: 1540F/S  Grade 12
ONE SEMESTER  1 Credit
Fulfills the Government requirement for all diplomas
• United States Government is a survey course of national, state, and local governments.
• Relationships between governments and branches, and the struggle for power between and within governments will be stressed.
• The course will begin with the Bill of Rights and its effect on us and end with an analysis of Civil Rights.

US GOVERNMENT HONORS – CONSTITUTIONAL LAW
Course Numbers: 1540GL  Grade 12
ONE SEMESTER  1 Credit
Fulfills the Government requirement for all diplomas
• U.S. Government Honors – Constitutional Law is a survey of U.S. government through a study of the Constitution, the Bill of Rights, and the adaptation of these documents through later amendments and Supreme Court decisions.
• A variety of learning opportunities will be available; Additionally, students will participate in the “We the People” academic competition.
Note: This is a full grade-weighted (1.0) course.
SOCIAL STUDIES

ECONOMICS
Course Numbers: 1514F/S              Grade 12
ONE SEMESTER              1 Credit
Fulfills the Economics requirement for all diplomas
Quantitative Reasoning course
• This course provides a survey of economic principles and issues to give students a sound grasp of both the theoretical and practical approaches to economics.
• Study from a textbook and business simulations provide knowledge that is useful in itself but also an aid in better understanding the impact of economic decisions by individuals, businesses, and government officials.

ETHNIC STUDIES
Course Number: 1516EF/ES              Grades 10 – 12
ONE SEMESTER              1 Credit
Fulfills an elective credit for all diplomas
• 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.

PSYCHOLOGY
Course Number: 1532F/S              Grades 11 – 12
ONE SEMESTER              1 Credit
Fulfills an elective credit for all diplomas
• This course provides students the opportunity to explore psychology as the scientific study of mental processes and behavior.
• Areas of study include the Scientific Method, Development, Cognition, Personality, Assessment and Mental Health, and the Socio-Cultural and Biological bases of behavior.
• This course will benefit students with a general interest in the aspects of human behavior, and at the same time provide background knowledge for a college introduction psychology course.

SOCIOLOGY
Course Number: 1534F/S              Grades 11 – 12
ONE SEMESTER              1 Credit
Fulfills an elective credit for all diplomas
• Sociology introduces the student to man and his activities in social groups.
• It is concerned with the unique behavior of different groups, and with the problems which arise when people live together in groups.
• The course will focus on the impact of social groups on man’s behavior.

CURRENT PROBLEMS, ISSUES AND EVENTS
Course Number: 1534F/S              Grade 12
ONE SEMESTER              1 Credit
Fulfills an elective credit for all diplomas
• Current Problems, Issues and Events will provide students the opportunity to apply investigative and inquiry techniques to the study of significant problems or issues.
• Students will develop competence in (1) recognizing cause and effect relationships, (2) recognizing fallacies in reasoning and propaganda devices, (3) synthesizing knowledge into useful patterns, (4) stating and testing hypotheses, and (5) generalizing based on evidence
• Problems or issues selected will have contemporary and historical significance and will be studied from the viewpoint of the social science disciplines.
• Community service programs and internships within the community may be included.

AP WORLD HISTORY
Recommended Prerequisite: Geography and History of the World Honors
Course Numbers: 1576F– 1576S              Grades 10 – 12
TWO SEMESTERS              2 Credits
Fulfills a social studies requirement for all diplomas
• The purpose of the World History, AP course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies.
• This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills.
• The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies.
• The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence.
• Focused primarily on the past thousand years of the global experience, the course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage prior to 1000 C.E.
• Periodization, explicitly discussed, forms the organizing principle for dealing with change and continuity from that point to the present.
• Specific themes provide further organization to the course, along with the consistent attention to contacts among societies that form the core of world history as a field of study.
Note: This is a full grade-weighted (1.0) course.
AP HUMAN GEOGRAPHY

Recommended Prerequisite: Geography and History of the World

Course Numbers: 1572F–1572S  Grades 10 – 12
TWO SEMESTERS  2 Credits
Fulfills an elective credit for all diplomas

- AP Human Geography is a course based on the content established and copyrighted by the College Board.
- The AP Human Geography course is equivalent to an introductory college-level course in human geography.
- The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface.
- Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences.
- They also learn about the methods and tools geographers use in their research and applications.
- The curriculum reflects the goals of the National Geography Standards (2012).
- Topics include: Geography: its Nature and Perspectives; Population and Migration; Cultural Patterns and Processes; Political Organization of Space; Agriculture, Food Production, and Rural Land Use; Industrialization and Economic Development; and Cities and Urban Land Use.

Note: This is a full grade-weighted (1.0) course.

AP US HISTORY

Recommended Prerequisite: For Grade 10 – Teacher recommendation; For Grades 11–12 – Geography and History of the World Honors

Course Numbers: 1562F – 1562S  Grades 10 – 12
TWO SEMESTERS  2 Credits
Fulfills the US History requirement for all diplomas

- AP United States History is a course based on the content established and copyrighted by the College Board.
- Advanced Placement United States History is designed to provide students with factual knowledge and analytic skills to deal critically with issues in United States history.
- AP United States History focuses on developing students’ abilities to think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past.
- Seven themes of equal importance — identity; peopling; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture — provide areas of historical inquiry for investigation throughout the course.
- These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places.

Note: This is a full grade-weighted (1.0) course.

AP MACROECONOMICS

Course Number: 1564F  Grades 11 – 12
ONE SEMESTER  1 Credit
Fulfills the Economics requirement for all diplomas

Quantitative Reasoning course
- AP Microeconomics is a course based on the content established and copyrighted by the College Board.
- AP Macroeconomics is an introductory college-level course that focuses on the principles that apply to an economic system as a whole.
• The course places particular emphasis on the study of national income and price-level determination; it also develops students’ familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics.
• Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.
• Students will study the structure of individual business.
• They will engage in cost analysis for individual market structures.
• Students will examine profit maximization, loss minimization points and laws of supply and demand.
• International trade will be studied.
• Topics include: Basic Economic Concepts; Measurement of Economic Performance; National Income and Price Determination; Financial Sector; Stabilization Policies; and Economic Growth.

Note: This is a full grade-weighted (1.0) course.

AP MICROECONOMICS
Course Number: 1566S Grades 11 – 12
ONE SEMESTER 1 Credit
Fulfills the Economics requirement for all diplomas
Quantitative Reasoning course
• AP Microeconomics is a course based on the content established and copyrighted by the College Board.
• AP Microeconomics is an introductory college-level course that focuses on the principles of economics that apply to the functions of individual economic decision makers.
• The course also develops students’ familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy.
• Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.
• Students will study the structure of individual business.
• They will engage in cost analysis for individual market structures.
• Students will examine profit maximization, loss minimization points and laws of supply and demand.
• International trade will be studied.
• Topics include: Basic Economic Concepts; The Nature and Functions of Product Markets; Factor Markets; and Market Failure and the Role of Government.

Note: This is a full grade-weighted (1.0) course.

AP US GOVERNMENT AND POLITICS
Course Number: 1560S Grade 12
ONE SEMESTER 1 Credit
Fulfills the Government requirement for all diplomas
• An Advanced Placement course in American Government is designed to give students a critical perspective on government and politics in the United States.
• This course involves both the study of general concepts used to interpret American politics and the analysis of specific case studies.
• It also requires familiarity with the various institutions, groups, beliefs, and ideas that make up the American political reality.

Note: This is a full grade-weighted (1.0) course.

IB PSYCHOLOGY HL
Recommended Prerequisite: AP Psychology
Course Numbers: 1604F – 1604S Grade 12
TWO SEMESTERS 2 Credits
Fulfills an elective credit for all diplomas
• Students in Psychology Higher Level, International Baccalaureate study the biological, cognitive, learning, and humanistic perspectives of psychology and must study two of the following: comparative psychology, cultural psychology, dysfunctional behavior, health psychology, lifespan psychology, psycho-dynamic psychology, or social psychology.
• All aspects of research in the field, including ethics, qualitative and quantitative research, and experimental study are included.
• Students are also required to design and implement three experimental studies.
• This course is based on the curriculum published by the International Baccalaureate Organization.

Note: This is a full grade-weighted (1.0) course.

IB HISTORY HL – 20th CENTURY AMERICA
Course Numbers: 1590F – 1590S Grades 11 – 12
TWO SEMESTERS 2 Credits
Fulfills the US History requirement for all diplomas
• The IB History Higher Level – 20th Century America course aims to promote an understanding of history as a discipline, including the nature and diversity of sources, methods and interpretations.
• Students are encouraged to comprehend the present by reflecting critically on the past.
• They are further expected to understand historical developments at national, regional and international levels and learn about their own historical identity through the study of the historical experiences of different cultures.
• The development of historical research skills using primary and secondary sources is emphasized.
• The course focuses on one or more topics or themes related to United States or World History

Note: This is a full grade-weighted (1.0) course.
### JUNIOR & SENIOR LEVEL COURSES

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<td>AP French Language &amp; Culture</td>
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The LCHS Language Department urges qualified students to plan to remain in one language through their senior year to take advantage of our offerings in Advanced Placement and other high level courses which position students for high placement at the post-secondary level.

Students and parents should keep in mind that all courses are intended to be college preparatory and will require mastery and retention of skills from level to level, year to year.

All languages lead to Advanced Placement and each course in the sequence is calibrated to enable students to reach this important academic milestone, and, more importantly, to gain the proficiency necessary to capitalize on advanced credit opportunities available at most postsecondary schools.

Students successfully completing the middle school World Language program continue on to the Level II course of that same language. In the case where the student does not feel qualified to continue at the second level of the language, he/she will be allowed to start a different language at Level I.

Department Chair: Jill Hilgemeier
FRENCH I
Course Numbers: 2020F – 2020S Grades 9 – 12
TWO SEMESTERS 2 Credits
Fulfills a World Language requirement for AHD
Fulfills an elective or directed elective credit for all diplomas

- French I provides instruction enabling students to discuss the many reasons for learning languages and to develop an understanding of the people who speak them.
- Students are able to apply effective strategies for language learning and show a willingness to experience various aspects of the cultures.
- Within this context, French I provides students with opportunities to:
  - respond to and give oral directions and commands to make routine requests in the classroom and in public places;
  - understand and use appropriate forms of address in courtesy expressions and be able to tell about daily routines and events;
  - ask and answer simple questions and participate in brief guided conversations related to their needs, possessions and interests;
  - read isolated words and phrases in a situational context, such as menus, signs, and schedules;
  - comprehend brief written directions and information;
  - read short narrative texts on simple topics;
  - write familiar words and phrases in appropriate contexts and respond in writing to various stimuli.
- Additionally, students learn about nonverbal communication, such as gestures and body language; and greeting and leaving taking behaviors in a variety of social situations.
- Daily homework completion and content memorization is required.

FRENCH II
Recommended Prerequisite: French I (“C” or higher)
Course Numbers: 2022F – 2022S Grades 9 – 12
TWO SEMESTERS 2 Credits
Fulfills a World Language requirement for AHD
Fulfills an elective or directed elective credit for all diplomas

- French II enables students to participate in classroom and extracurricular activities related to French, as well as to participate in conversations dealing with daily activities and personal interests.
- Students are able to:
  - ask questions regarding routine activities;
  - participate in conversations on a variety of topics;
  - relate a simple narrative about a personal experience or event;
  - interact in a variety of situations to meet personal needs, such as asking permission, asking for or responding to an offer of help, and expressing preferences pertaining to everyday life;
  - understand main ideas and facts from simple texts over familiar topics;
  - write briefly in response to given situations.

FRENCH III
Recommended Prerequisite: French II (“C” or higher)
Course Numbers: 2024F – 2024S Grades 10 – 12
TWO SEMESTERS 2 Credits
Fulfills a World Language requirement for AHD
Fulfills an elective or directed elective credit for all diplomas

- French III, a course based on Indiana’s Academic Standards for World Languages, builds upon effective strategies for French language learning by facilitating the use of the language and cultural understanding for self-directed purposes.
- As the year progresses, French will become the primary language in the classroom for both students and teacher.
- This course emphasizes:
  - speaking and writing with more detail;
  - providing opportunities to initiate and sustain and close conversations;
  - exchanging detailed information in oral and written form;
  - writing cohesive information with greater detail;
  - developing the reading and listening comprehension skills;
  - comprehending detailed written or oral directions;
  - developing an understanding of French-speaking culture through recognition of the interrelations among the practices, products and perspectives of the target culture;
  - discussing of significant events in the target culture;
  - investigating the elements that shape cultural identity in the target culture.
- Daily homework completion and content memorization is required.

Note: This is a partial grade-weighted (.5) course

FRENCH IV
Recommended Prerequisite: French III (“C” or higher)
Course Numbers: 2026F – 2026S Grades 11 – 12
TWO SEMESTERS 2 Credits
Fulfills a World Language requirement for AHD
Fulfills an elective or directed elective credit for all diplomas

- French IV, a course based on Indiana’s Academic Standards for World Languages, provides a context for integration of the continued development of language skills and cultural understanding with other content areas and the community beyond the classroom.
- The skill sets that apply to the exchange of written and oral information are expanded through emphasis on practicing speaking and listening strategies that facilitate communication.
• This course enables students to:
  o respond to factual and interpretive questions;
  o paraphrase or restate what has been said;
  o read for comprehension from a variety of longer authentic material;
  o write well-organized compositions on any given topic
  o begin using French creatively

Note: This is a full grade-weighted (1.0) course

**AP FRENCH LANGUAGE AND CULTURE**

*Recommended Prerequisite: French IV ("C" or higher)*

Course Numbers: 2032F – 2032S Grades 11 – 12
TWO SEMESTERS 2 Credits

Fulfills a World Language requirement for AHD
Fulfills an elective or directed elective credit for all diplomas

• French Language, Advanced Placement is a course based on the content established by the College Board.
• French Language covers the equivalent of a three-year college course in French composition and conversation.
• French Language, Advanced Placement, emphasizing the use of French for active communication, has as its objective the development of the following competencies:
  o the ability to comprehend spoken French in various contexts;
  o a French vocabulary sufficiently ample for reading newspaper and magazine articles, literary texts, and other non-technical writings without dependence on a dictionary;
  o the ability to express oneself coherently, resourcefully, and with reasonable accuracy and fluency in both written and spoken French.

Note: This is a full grade-weighted (1.0) course

**GERMAN I**

Course Numbers: 2040F – 20405 Grades 9 – 12
TWO SEMESTERS 2 Credits

Fulfills a World Language requirement for AHD
Fulfills an elective or directed elective credit for all diplomas

• German I, a course based on Indiana’s Academic Standards for World Languages, introduces students to effective strategies for beginning German language learning, and to various aspects of German-speaking culture.
• This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics, and write short passages with guidance.
• This course also emphasizes the development of reading and listening comprehension skills, such as reading isolated words and phrases in a situational context and comprehending brief written or oral directions.

• Additionally, students will examine the practices, products and perspectives of German-speaking culture.
• This course further emphasizes making connections across content areas and the application of understanding German language and culture outside of the classroom.
• In addition to classroom activities, students will have the opportunity to participate in the State German Congress and German Club.

**GERMAN II**

*Recommended Prerequisite: German I ("C" or higher)*

Course Numbers: 2042F – 2042S Grades 10 – 12
TWO SEMESTERS 2 Credits

Fulfills a World Language requirement for AHD
Fulfills an elective or directed elective credit for all diplomas

• German II, a course based on Indiana’s Academic Standards for World Languages, builds upon effective strategies for German language learning by encouraging the use of the language and cultural understanding for self-directed purposes.
• In addition to classroom activities, students will have the opportunity to take the National German Examination and also to participate in extracurricular activities related to the language, such as the State German Congress and German Club.
• This course:
  o 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 use appropriate formats.
  o Emphasizes the development of reading and listening comprehension skills, such as using con-textual clues to guess meaning and comprehending longer written or oral directions.
• Additionally, students:
  o will present prepared material on a variety of topics, as well as read aloud to practice appropriate pronunciation and intonation.
  o will describe the practices, products and perspectives of German-speaking culture; report on basic family and social practices of the target culture; and describe contributions from the target culture.
  o will make connections across content areas.
• The application of understanding German language and culture outside of the classroom will be included.
GERMAN III

**Recommended Prerequisite: German II (“C” or higher)**

Course Numbers: 2044F – 2044S  Grades 11 – 12

TWO SEMESTERS  2 Credits

Fulfills a World Language requirement for AHD

Fulfills an elective or directed elective credit for all diplomas

- German III, a course based on Indiana’s Academic Standards for World Languages, builds upon effective strategies for German language learning by facilitating the use of the language and cultural understanding for self-directed purposes.

- In addition to classroom activities, students have the opportunity to take the National German Examination and also to participate in extracurricular activities related to the language, such as the State German Congress and German Club.

- 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.
  - 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.

- Third year students:
  - will present student-created material on a variety of topics, as well as read aloud to practice appropriate pronunciation and intonation
  - will continue to develop understanding of German-speaking culture through recognition of the interrelations among the practices, products and perspectives of the target culture; discuss significant events in the target culture; and investigate elements that shape cultural identity in the target culture.
  - will make connections across content areas.

- In addition, students will apply their understanding of German language and culture outside of the classroom.

**Note: This is a partial grade-weighted (.5) course**

GERMAN IV

**Recommended Prerequisite: German III (“C” or higher)**

Course Numbers: 2046F – 2046S  Grades 12

TWO SEMESTERS  2 Credits

Fulfills a World Language requirement for AHD

Fulfills an elective or directed elective credit for all diplomas

- The Level IV German course provides opportunities for students to speak, listen, read and write German in the classroom and to take part in extracurricular activities such as German Club and the State German Congress.

- Students will do the following in German:
  - respond to factual and interpretive questions and interact in a manner that displays knowledge of German language and culture;
  - give presentations on cultural topics, for example, traditions, historical events, and major historical or artistic figures from the culture;
  - paraphrase or restate what someone else has said;
  - read for comprehension from a variety of longer authentic materials and make judgments about what is read;
  - write well-organized compositions on any given topics;
  - use the language creatively in writing simple poetry and short prose.

**Note: This is a full grade-weighted (1.0) course**

AP GERMAN LANGUAGE AND CULTURE

**Recommended Prerequisite: German IV (“C” or higher)**

Course Numbers: 2052F – 2052S  Grades 11 – 12

TWO SEMESTERS  2 Credits

Fulfills a World Language requirement for AHD

Fulfills an elective or directed elective credit for all diplomas

- German Language, Advanced Placement is a course based on the content established by the College Board.

- German Language, Advanced Placement, emphasizing use of the language for active communication, has as its objective the development of the following competencies:
  - having a strong command of vocabulary and structure;
  - understanding spoken German in various conversational situations;
  - reading newspaper and magazine articles, contemporary fiction, and non-technical writings without the use of a dictionary;
  - fluently and accurately expressing ideas orally and in writing.

- Course content might best reflect interests shared by the students and the teacher, e.g., the arts, current events, literature, culture, sports, etc. Students will have the opportunity to use their German skills at the State German Congress and during German Club activities.

- The focus of this AP course is developing language skills that are useful in themselves and that can be applied to various activities and disciplines rather than being limited to any specific body of subject matter.

- Extensive practice in the organization and writing of compositions will also be emphasized.

**Note: This is a full grade-weighted (1.0) course**
SPANISH I
Course Numbers: 2120F – 2120S Grades 9 – 12
TWO SEMESTERS 2 Credits
Fulfills a World Language requirement for AHD
Fulfills an elective or directed elective credit for all diplomas

- Spanish I, a course based on Indiana’s Academic Standards for World Languages, introduces students to effective strategies for beginning Spanish language learning, and to various aspects of Spanish-speaking culture.
- This course encourages inter-personal communication through:
  - speaking and writing;
  - providing opportunities to make and respond to basic requests and questions;
  - understanding and using appropriate greetings and forms of address;
  - participating in brief guided conversations on familiar topics;
  - writing short passages with guidance;
  - developing reading and listening comprehension skills, such as reading isolated words and phrases in a situational context;
  - comprehending brief written or oral directions;
  - making connections across content areas;
  - an introduction to Hispanic culture.
- DAILY HOMEWORK COMPLETION AND CONTENT MEMORIZATION IS REQUIRED.

SPANISH II
Recommended Prerequisite: Spanish I (“C” or higher)
Course Numbers: 2122F – 2122S Grades 9 – 12
TWO SEMESTERS 2 Credits
Fulfills a World Language requirement for AHD
Fulfills an elective or directed elective credit for all diplomas

- Spanish II, a course based on Indiana’s Academic Standards for World Languages, continues to introduce students to effective strategies for Spanish language learning.
- This course further encourages interpersonal communication through:
  - asking questions regarding routine activities;
  - participating in conversations on a variety of topics;
  - relating a simple narrative about a personal experience or event;
  - interacting in a variety of situations to meet personal needs, such as asking permission, asking for or responding to an offer of help, and expressing preferences pertaining to everyday life;
  - understanding main ideas and facts from simple texts over familiar topics;
  - reading aloud with appropriate intonation and pronunciation;
  - writing briefly in response to given situations, for example, postcards, emails, personal notes, phone messages and directions, text messages, as well as writing letters using culturally appropriate format and style.
- Daily homework completion and content memorization is required.

SPANISH III
Recommended Prerequisite: Spanish II (“C” or higher)
Course Numbers: 2124F – 2124S Grades 9 – 12
TWO SEMESTERS 2 Credits
Fulfills a World Language requirement for AHD
Fulfills an elective or directed elective credit for all diplomas

- Spanish III, a course based on Indiana’s Academic Standards for World Languages, builds upon effective strategies for Spanish language learning by facilitating the use of the language and cultural understanding for self-directed purposes.
- Over the course of the year, Spanish will become the primary language of instruction.
- Students are self-motivated and work more independently:
  - initiate, sustain, and close conversations;
  - exchange detailed information in oral and written form;
  - write cohesive information with greater detail;
  - use cognates, synonyms and antonyms to derive meaning from written and oral information;
  - comprehend detailed written or oral directions;
  - present student-created material on a variety of topics;
  - read aloud to practice appropriate pronunciation and intonation;
  - develop understanding of Spanish-speaking culture through recognition of the interrelations among the practices, products and perspectives of the target culture;
  - discuss significant events in the target culture;
  - investigate elements that shape cultural identity in the target culture;
  - make connections across content areas;
  - apply the understanding of Spanish language and culture outside of the classroom.

Note: This is a partial grade-weighted (.5) course

SPANISH IV/HISP200 (IU)
Recommended Prerequisite: Spanish III (“C” or higher);
Cumulative GPA of 2.7 or higher
Course Numbers: 2126F – 2126S Grades 10 – 12
TWO SEMESTERS 2 Credits
Fulfills a World Language requirement for AHD
Fulfills an elective or directed elective credit for all diplomas

SPANISH V/HISP250 (IU)
Recommended Prerequisite: Spanish IV (“C” or higher);
Cumulative GPA of 2.7 or higher
Course Numbers: 2128F – 2128S Grades 11 – 12
TWO SEMESTERS 2 Credits
Fulfills a World Language requirement for AHD
Fulfills an elective or directed elective credit for all diplomas

- Spanish IV and Spanish V courses enable students to participate in classroom and non-classroom activities related to the language studied.
• Students will be able to participate in conversations with native and non-native speakers.
• These courses enable students to:
  o respond to factual and interpretive questions, interact in complex social situations, and express opinions and make judgments;
  o paraphrase or restate what someone else has said or written;
  o read for comprehension from a variety of shorter authentic materials such as newspaper and magazine articles, poetry and essays, as well as make judgments about what is read;
  o read a longer dramatic work;
  o view and comment on Spanish and Latin American paintings;
  o adjust speech and writing based on context and register;
  o begin to use the language creatively by writing expository prose;
  o use only Spanish for all classroom interactions.

Note: This is a full grade-weighted (1.0) course; Tuition for each course, if taken for college credit, is $75.00. Students will earn 3 college credits from Indiana University upon the completion of HISP S200 and 3 college credits upon the completion of HISP S250.

AP SPANISH LANGUAGE AND CULTURE
Recommended Prerequisite: Spanish IV ("C" or higher)
Course Numbers: 2132F – 2132S Grades 11 – 12 TWO SEMESTERS 2 Credits
Fulfills a World Language requirement for AHD
Fulfills an elective or directed elective credit for all diplomas
• The Advanced Placement course is based on the content established by the College Board.
• Spanish Language, Advanced Placement, is the equivalent of a third year college course in
composition and conversation.
• It encompasses listening, speaking, reading comprehension, grammar and composition.
• Authentic fiction and nonfiction texts are read, spoken and written about daily.
• The six AP themes will be incorporated into the course.
• Students are expected to speak only Spanish during class.
• The following are the general objectives for Advanced Placement Spanish:
  o The ability to comprehend formal and informal spoken Spanish
  o The acquisition of a rich and ample vocabulary and a grasp of the structures to allow the easy, accurate reading of authentic fiction and nonfiction
  o The ability to compose expository prose
  o The ability to express ideas orally with accuracy and fluency;
  o An understanding of the many-facets of the cultures of the Spanish-speaking

Note: This is a full grade-weighted (1.0) course

AP SPANISH LITERATURE AND CULTURE
Recommended Prerequisite: Spanish III
Course Numbers: 2134F – 2134S Grades 11 – 12 TWO SEMESTERS 2 Credits
Fulfills a World Language requirement for AHD
Fulfills an elective or directed elective credit for all diplomas
• Spanish Literature, Advanced Placement is a course based on content established by the College Board.
• Spanish Literature, Advanced Placement is designed to be comparable to that of a third-year college course in Peninsular and Latin American literature.
• This course is based on a comprehensive and inclusive reading list, exposing students to a wide variety of genres and types of discourse.
• Reading list selections trace the history of Spanish prose from Don Juan Manuel to modern times, including required reading from medieval and golden age literature, nineteenth century literature, and twentieth century literature.
• Through this course, students will develop skills that allow for in-depth poetry, thematic, and text analyses.

Note: This is a full grade-weighted (1.0) course

LANGUAGE FOR HERITAGE SPEAKERS II – SPANISH
Recommended Prerequisite: Language for Heritage Speakers I – Spanish; Teacher recommendation/placement
Course Numbers: 2192F – 2192S Grades 9 – 12 TWO SEMESTERS 2 Credits
Fulfills a World Language requirement for AHD
Fulfills an elective or directed elective credit for all diplomas
• Language for Heritage Speakers II – Spanish builds upon Language for Heritage Speakers I – Spanish, and is a course designed for heritage speakers of Spanish who have demonstrated some degree of oral proficiency in Spanish.
• The purpose of this course is to enable heritage Spanish speakers to increase proficiency and bi-literacy in Spanish by providing opportunities to improve reading and listening comprehension, as well as writing and grammar skills in Spanish.
• Special attention will be given to grammar and vocabulary of standard Spanish, as well as to the importance of biculturalism and bilingualism in the United States today.
• Placement of students and development of the course curriculum is dependent upon the population of students enrolled in this course.
LANGUAGE FOR HERITAGE SPEAKERS III – SPANISH

Recommended Prerequisite: Language for Heritage Speakers II – Spanish; Teacher recommendation/placement

Course Numbers: 2194F – 2194S Grades 10 – 12
TWO SEMESTERS 2 Credits

Fulfills a World Language requirement for AHD
Fulfills an elective or directed elective credit for all diplomas

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

Note: This is a full grade-weighted (1.0) course
APPENDIX A

My Planner

Within the “My Planner” tab, students are able to view individualized action plans towards their academic, personal and career goals.

Goals
In students’ success plans, goals can be anything! Students can set a goal to make the honor roll or to become an astronaut or anything else you can think of. It’s a good idea when setting a goal to make it something that needs to be worked on. Then, use the “next steps” to break it down into smaller parts like “getting an A in math.”

To-do List
To-dos are actions that need to be completed. Students can relate these actions to a goal that has been made or a college and career task that needs to be completed.

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School Counselor for Classes of 2020 & 2021 AVID Students
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Cherise Richardson  cherise richardson@msd.k12.in.us
College and Career Advisor

Naviance Family Connection

Instructions for Parents/Guardians
Parents and guardians with an email address listed in SKYWARD should have received a message entitled “Welcome to Naviance Family Connection!” with their unique registration code to register for a Naviance parent account.

To access your Naviance account:

⇒ Go to the Naviance website, http://connection.naviance.com/lawrencechs
⇒ Select “I need to register”
⇒ Enter your unique registration code
⇒ Follow the on-screen instructions to create and personalize your account

** If you experience any problems accessing your Naviance Family Connection account, please contact kaneashakoebcke@msd.k12.in.us

7300 E. 56th Street
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NAVIANCÉ
A College & Career Planning Resource for Students and Parents

Lawrence Central High School utilizes Naviance Family Connection to assist students and parents with the management of the college and career planning process. We encourage students and parents to visit Naviance Family Connection often for important updates and messages from the guidance office, and to access links to valuable college and career websites.

There are 4 main tabs/sections in Naviance that students and parents will utilize: Colleges, Careers, About Me, and My Planner.

Colleges
Students can research colleges and universities in which they are interested via the "Colleges" tab.

College Visit Schedule
Throughout the school year, college admissions representatives are invited to present information regarding their school to students throughout the school day. Students may sign-up to attend a college rep presentations via the "Colleges" tab under the "Upcoming College Visits" section.

SuperMatch™ College Search
Students and parents can utilize SuperMatch™ to personalize their college search by identifying specific criteria, including location, size, tuition, major, and admission standards that are most important to them. Students are able to rank items based on importance and produce a list of top-ranked schools based on their search criteria. Students can then view various school facts and information, as well as access the school's website, from the provided list of schools.

Scattergrams
This feature provides a graphical view of application outcomes (accepted, denied, waitlisted) at specified colleges for recent LCHS graduates based on their GPA and SAT/ACT scores. Students can gauge the likelihood of being accepted to a particular university by comparing their own GPA and test scores against those displayed of LCHS applicant history. Scattergrams should be utilized as a comparison tool and should not be viewed definitive admission standards for colleges.

Scholarships
Any and all scholarships that the guidance office receives are listed here. Students can access scholarship information, including application requirements and deadlines, and utilize the scholarship search and scholarship match tools.

Careers
Within the "Careers" tab, students can determine which careers align with their personality and explore various occupations of interest to them.

Career Interest Profiler
This tool helps students discover the types of work activities and careers that match their interests. Results from this assessment can be used as a starting point for career exploration.

Explore Careers & Clusters
Here, students and parents can explore various career clusters which are groups of careers with common features and skills. Students can find information regarding a career cluster's specific occupations including job descriptions, education and training, tasks and activities, as well as wages.

Personality Type Assessment
The Do What You Are® Self-Discovery Personality Type assessment helps students focus on who they are and what educational path is best for them. After students complete this assessment, they will receive useful personality type information, as well as personalized suggestions for careers and college majors that match their personality.

About Me
The "About Me" tab houses all of a student's academic and career information. Students are able to view the results of their personality type and career interest profiler assessments, as well as view any saved career and college search information. Students are also able to view their high school cumulative GPA and class rank.

Resumes
Students can keep track of their accomplishments and activities throughout high school using this feature. Students build resumes by adding entries when prompted to list their objective, education, work experience, volunteer experience, academic achievements and awards, etc. This tool provides step-by-step instructions and explanations which makes it very easy for students to create a comprehensive resume and update it yearly.