# TABLE OF CONTENTS

Lawrence Central High School Vision Statement.................................................................3
Introduction to Lawrence Central High School..................................................................3
Message to Students and Families......................................................................................3
Core 40 Diploma..................................................................................................................4
Core 40 Diploma with Academic Honors Diploma..............................................................5
Core 40 Diploma with Technical Honors Diploma..............................................................6
Graduation Qualifying Exams............................................................................................7
Graduation Pathways: Graduation Requirements for the Class of 2023 & Beyond..............7
International Baccalaureate (IB) Diploma Program..........................................................8
Advanced Placement (AP) Capstone Diploma Program.....................................................9
Advanced Placement (AP) Courses...................................................................................9
Dual Credit (DC) and Advanced College Project (ACP) Courses..................................10
Courses Taken in Middle School for High School Credit...............................................10
Quantitative Reasoning Courses.....................................................................................10
Grade Point Average (GPA)............................................................................................11
Grade-Weighted Courses...................................................................................................12
Career & Technical Education Courses..........................................................................13
McKenzie Center for Innovation & Technology (MCIT)...............................................14
College and Career Readiness.........................................................................................14
   *Naviance Succeed*.........................................................................................................15
Preparing for College.......................................................................................................15
Policies and Procedures....................................................................................................15
   *Educational Records*....................................................................................................15
   Changes in Pre-enrolled Course Selections...................................................................16
   Dropping and/or Adding Courses...............................................................................16
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeating a Course</td>
<td>16</td>
</tr>
<tr>
<td>Incomplete Grades</td>
<td>16</td>
</tr>
<tr>
<td>Early Graduation</td>
<td>17</td>
</tr>
<tr>
<td>Transfer Students</td>
<td>17</td>
</tr>
<tr>
<td>Extra-curricular Eligibility Guidelines</td>
<td>18</td>
</tr>
<tr>
<td>NAIA &amp; NCAA Division I/II Eligibility</td>
<td>18</td>
</tr>
<tr>
<td>2019-2020 LCHS Scheduling Year</td>
<td>20</td>
</tr>
<tr>
<td>2019-2020 MCIT Scheduling Year</td>
<td>23</td>
</tr>
<tr>
<td>Course Descriptions</td>
<td>25</td>
</tr>
<tr>
<td>ENGLISH</td>
<td>25</td>
</tr>
<tr>
<td>FAMILY &amp; CONSUMER SCIENCES</td>
<td>32</td>
</tr>
<tr>
<td>FINE ARTS (Visual)</td>
<td>35</td>
</tr>
<tr>
<td>HEALTH &amp; PHYSICAL EDUCATION</td>
<td>41</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>44</td>
</tr>
<tr>
<td>MULTIDISCIPLINARY</td>
<td>48</td>
</tr>
<tr>
<td>PERFORMING ARTS (Band &amp; Orchestra)</td>
<td>51</td>
</tr>
<tr>
<td>PERFORMING ARTS (Chorus, Theatre &amp; Dance)</td>
<td>56</td>
</tr>
<tr>
<td>PERFORMING ARTS (Music Theory &amp; Piano)</td>
<td>62</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>64</td>
</tr>
<tr>
<td>SOCIAL STUDIES</td>
<td>69</td>
</tr>
<tr>
<td>WORLD LANGUAGES</td>
<td>74</td>
</tr>
<tr>
<td>MCIT COURSES</td>
<td>81</td>
</tr>
</tbody>
</table>
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>ENGLISH/LANGUAGE ARTS</th>
<th>8 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Including a balance of literature, composition and speech</td>
<td></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 reasoning course during each year of high school.</td>
<td></td>
</tr>
<tr>
<td>- 2 credits: Algebra I</td>
<td></td>
</tr>
<tr>
<td>- 2 credits: Geometry</td>
<td></td>
</tr>
<tr>
<td>- 2 credits: Algebra II or Analytical Algebra II</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>SOCIAL STUDIES</th>
<th>6 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>- 2 credits: Geography &amp; History of the World or World History &amp; Civilization</td>
<td></td>
</tr>
<tr>
<td>- 2 credits: U.S. History</td>
<td></td>
</tr>
<tr>
<td>- 1 credit: U.S. Government</td>
<td></td>
</tr>
<tr>
<td>- 1 credit: Economics</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DIRECTED ELECTIVES</th>
<th>5 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>- World Languages</td>
<td></td>
</tr>
<tr>
<td>- Fine Arts</td>
<td></td>
</tr>
<tr>
<td>- Career and Technical Education</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PHYSICAL EDUCATION</th>
<th>2 credits</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>HEALTH &amp; WELLNESS</th>
<th>1 credit</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>ELECTIVES</th>
<th>10 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic courses within a college &amp; career pathway are recommended</td>
<td></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

<table>
<thead>
<tr>
<th>ENGLISH/LANGUAGE ARTS</th>
<th>8 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Including a balance of literature, composition and speech</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>
<td></td>
</tr>
<tr>
<td>- 2 credits: Algebra I</td>
<td></td>
</tr>
<tr>
<td>- 2 credits: Geometry</td>
<td></td>
</tr>
<tr>
<td>- 2 credits: Algebra II or Analytical Algebra II</td>
<td></td>
</tr>
<tr>
<td>- 2 credits: any Core 40 math course</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>SOCIAL STUDIES</th>
<th>6 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>- 2 credits: Geography &amp; History of the World or World History &amp; Civilization</td>
<td></td>
</tr>
<tr>
<td>- 2 credits: U.S. History</td>
<td></td>
</tr>
<tr>
<td>- 1 credit: U.S. Government</td>
<td></td>
</tr>
<tr>
<td>- 1 credit: Economics</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WORLD LANGUAGES</th>
<th>6-8 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Earn 6 credits in one Core 40 world language course</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>- Earn 4 credits in each of two Core 40 world language courses</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FINE ARTS</th>
<th>2 credits</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>PHYSICAL EDUCATION</th>
<th>2 credits</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>HEALTH &amp; WELLNESS</th>
<th>1 credit</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>ELECTIVES</th>
<th>6-8 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic courses within a college &amp; career pathway are recommended</td>
<td></td>
</tr>
</tbody>
</table>

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

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

- Earn a grade of a “C-” or better in courses that will count toward the diploma;
- Have a grade point average of 2.667 or higher;
- Complete ONE of the following:
  
  A) Earn 4 credits in 2 or more AP courses and take corresponding AP exams.
  
  B) Earn 6 verifiable transcripted college credits in dual credit courses from the approved dual credit list.
  
  C) Earn two of the following:
     1. A minimum of 3 verifiable transcripted college credits from 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>Core Subject</th>
<th>Credits</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGLISH/LANGUAGE ARTS</strong></td>
<td>8</td>
<td>Including a balance of literature, composition and speech</td>
</tr>
<tr>
<td><strong>MATHEMATICS</strong></td>
<td>6</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>
</tr>
<tr>
<td></td>
<td></td>
<td>- 2 credits: Algebra I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- 2 credits: Geometry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- 2 credits: Algebra II or Analytical Algebra II</td>
</tr>
<tr>
<td><strong>SCIENCE</strong></td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- 2 credits: Biology I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- 2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- 2 credits: any Core 40 science course</td>
</tr>
<tr>
<td><strong>SOCIAL STUDIES</strong></td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- 2 credits: Geography &amp; History of the World or World History &amp; Civilization</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- 2 credits: U.S. History</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- 1 credit: U.S. Government</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- 1 credit: Economics</td>
</tr>
<tr>
<td><strong>COLLEGE &amp; CAREER PATHWAY</strong></td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Earn 6 credits in a related sequence from a career-technical program of study</td>
</tr>
<tr>
<td><strong>PHYSICAL EDUCATION</strong></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>HEALTH &amp; WELLNESS</strong></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>ELECTIVES</strong></td>
<td>12</td>
<td>Academic courses within a college &amp; career pathway are recommended</td>
</tr>
</tbody>
</table>

**47 CREDITS REQUIRED FOR THE LCHS CORE 40 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:
  - Pathway designated industry-based certification or credential, or
  - Pathway dual credits from the approved dual credit list resulting in 6 transcripted college credits.
- Complete ONE of the following:
  - Any one of the options (A-F) of the Core 40 with Academic Honors Diploma (see page 5).
  - Earn the following minimum scores on WorkKeys: Reading for Information – Level 6, Applied Mathematics – Level 6, and Graphic Literacy – Level 5.
  - Earn the following minimum score(s) on Accuplacer: Writing – 80, Reading – 90, Math – 75.
  - Earn the following minimum score(s) on Compass: Algebra – 66, Writing – 70, Reading – 80.
GRADUATION QUALIFYING EXAMS
All students in the classes of 2020, 2021 and 2022 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.

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

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

Students entering high school during the 2019-2020 school year (Class of 2023) must fulfill the following requirements to graduate:

1) **Earn a High School Diploma** *(at least one)*:
   - Core 40
   - Core 40 with Academic Honors
   - Core 40 with Technical Honors

2) **Learn and Demonstrate Employability Skills** *(at least one)*:
   - Project-Based Learning Experience
   - Service-Based Learning Experience
   - Work-Based Learning Experience

3) **Demonstrate Postsecondary-Ready Competencies** *(at least one)*:
   - Earn an Academic or Technical Honors Diploma
   - Earn a minimum score on ACT, SAT or ASVAB
   - Earn a state and/or industry-recognized credential or certification
   - Complete a federally-recognized apprenticeship
   - Earn 6 credits with a “C” average in a state-approved career pathway
   - Earn 6 credits with a “C” average in AP, IB or Dual-Credit courses
   - Earn 6 credits with a “C” average in a Locally Created Pathway

For additional information regarding Graduation Pathways, please visit [https://www.doe.in.gov/graduation-pathways](https://www.doe.in.gov/graduation-pathways).
INTERNATIONAL BACCALAUREATE (IB) DIPLOMA PROGRAM

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

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

**Creative, 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>International Baccalaureate (IB) Routes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group 1</strong></td>
</tr>
<tr>
<td><strong>Group 2</strong></td>
</tr>
<tr>
<td><strong>Group 3</strong></td>
</tr>
<tr>
<td><strong>Group 4</strong></td>
</tr>
<tr>
<td><strong>Group 5</strong></td>
</tr>
<tr>
<td><strong>Group 6</strong></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](http://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](http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html).

Advanced Placement courses offered at LCHS for the 2019-2020 school year are listed below:

<table>
<thead>
<tr>
<th>ENGLISH</th>
<th>PERFORMING ARTS</th>
<th>SOCIAL STUDIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Language &amp; Composition</td>
<td>AP Music Theory</td>
<td>AP Macroeconomics</td>
</tr>
<tr>
<td>AP Literature &amp; Composition</td>
<td></td>
<td>AP Microeconomics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AP Psychology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AP U.S. Government &amp; Politics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AP U.S. History</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AP World History</td>
</tr>
<tr>
<td>FINE ARTS</td>
<td>SCIENCE</td>
<td>WORLD LANGUAGES</td>
</tr>
<tr>
<td>AP Studio Art: 2D Design</td>
<td>AP Biology</td>
<td>AP French Language and Culture</td>
</tr>
<tr>
<td>AP Studio Art: 3D Design</td>
<td>AP Chemistry</td>
<td>AP German Language and Culture</td>
</tr>
<tr>
<td>AP Studio Art: Drawing</td>
<td>AP Environmental Science</td>
<td>AP Spanish Language and Culture</td>
</tr>
<tr>
<td></td>
<td>AP Physics 1: Algebra-based</td>
<td>AP Spanish Literature and Culture</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP Calculus AB</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP Calculus BC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP Statistics</td>
<td></td>
<td></td>
</tr>
</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, at the end of the 1st semester, a student earns a grade of:
  - A or B, then the grade is entered onto the transcript and the student remains in the course for 2nd semester.
  - C, D or F, then the grade is not entered onto the transcript. The student remains in the course for 2nd semester, but is enrolled in a non-credit-earning section.
- If at end of the 2nd semester, a student earns a grade of:
  - A or B, then the grade is entered onto the transcript.
  - C, D or F, then the grade is not entered onto the transcript.
- If enrolled in Preparing for College and Careers, and at the end of the course a student earns a grade of:
  - A, B, C or D, then that grade shall be entered onto the transcript.
  - A student earning a C or D is encouraged to repeat the course for a higher grade. Refer to “Repeating a Course” within the Policies & Procedures portion of this handbook (page 16).

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 2019-2020. Quantitative reasoning courses are also designated as such within course descriptions throughout this curriculum handbook.
**GRADE POINT AVERAGE (GPA)**

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

<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>
**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:

### COURSES RECEIVING FULL (1.0) WEIGHT

<table>
<thead>
<tr>
<th>ENGLISH</th>
<th>SCIENCE</th>
<th>MCIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 9 Lyceum</td>
<td>AP Biology</td>
<td>AdvBusCC: Accounting I/ACCT 100 (VU)</td>
</tr>
<tr>
<td>English 10 Lyceum</td>
<td>AdvSciCC: Biology/BIOL 1100 (IU)</td>
<td>Entrepreneurship/ENTR 101 (IT)</td>
</tr>
<tr>
<td>AP English Language &amp; Composition</td>
<td>AP Chemistry</td>
<td>Strategic Marketing/MKTG 230 (IT)</td>
</tr>
<tr>
<td>AP Eng Lang &amp; Comp (Interdisciplinary)</td>
<td>AP Environmental Science</td>
<td>Principles of Marketing/MKTG 101 (IT)</td>
</tr>
<tr>
<td>AP English Literature and Composition</td>
<td>AP Physics 1: Algebra-based</td>
<td>Principles of Business Mgmt/BUSN 101 (IT)</td>
</tr>
<tr>
<td>AdvEngCC: English Comp I/ENGL101 (VU)</td>
<td>Anatomy &amp; Physiology</td>
<td>Principles of Business Mgmt/BUS 100 (IU)</td>
</tr>
<tr>
<td>AdvEngCC: Composition/ENGW131 (IU)</td>
<td>IB Biology SL</td>
<td>AdvBusCC: Merchandising/TAM-115 (VU)</td>
</tr>
<tr>
<td>AdvEngCC: Literature/ENGL202 (IU)</td>
<td>IB Biology HL</td>
<td>Sports &amp; Entertainment Marketing</td>
</tr>
<tr>
<td>Technical Communications Honors</td>
<td>IB Chemistry SL</td>
<td>Marketing in Hospitality and Tourism</td>
</tr>
<tr>
<td></td>
<td>IB Environmental Systems &amp; Societies SL</td>
<td></td>
</tr>
</tbody>
</table>

**FINE ARTS**

- AP Studio Art: 2D Design
- AP Studio Art: 3D Design
- AP Studio Art: Drawing
- IB Visual Arts SL
- IB Visual Arts HL

**SOCIAL STUDIES**

- Geography & History of the World Lyceum
- AP World History Modern
- AP US History
- AP US History (Interdisciplinary)
- US Gov’t Honors – Constitutional Law
- Graphic Design & Layout/VISC 102 (IT)
- Interactive Media/VISC 105 & 115 (IT)
- Cosmetology I/COSM 100 & 150 (VU)
- Cosmetology II/COSM 200 & 250 (VU)
- Culinary Arts & Hosp I/REST 100, 120 & 155 (VU)
- Culinary Arts & Hosp II/CULN 110 (VU)
- Health Science Education I/HLHS 100 (IT)
- Health Science Education II/HLHS 107 (IT)
- PLTW: Medical Interventions
- PLTW: Bi/Biotech 107 & BIOL 105 (IT)
- PLTW: Intro Engineering Design/DESN 101 (IT)
- PLTW: Princ of Engineering/DESN 104 (IT)
- PLTW: Civil Eng & Architecture/DESN 105 (IT)
- PLTW: Comp Integr Mfg Systems/ADMF 116 (IT)
- PLTW: Digital Electronics/EECT 112 (IT)
- PLTW: Aerospace Engineering
- PLTW: Engineering Design & Development
- Environmental Sustainability
- Info Tech Support/COMET 140 (VU)
- Networking I/CPNS 170 (VU)
- Networking II: Servers & Security
- Network II: Infrastructure Sys/CPNS 101&102 (VU)
- Computer Science II: Programming
- Computer Science II: Video Gaming Apps
- PLTW: Cybersecurity

**MATHEMATICS**

- AP Calculus AB
- AP Calculus BC
- AP Statistics
- IB Mathematics SL

**WORLD LANGUAGES**

- French IV
- German IV
- Spanish IV
- Spanish IV/HISP200 (IU)
- Spanish V/HISP250 (IU)

**MULTIDISCIPLINARY**

- IB Theory of Knowledge (11th)
- IB Theory of Knowledge (12th)
- AP Research
- AP Seminar

**PERFORMING ARTS**

- Music History & Appreciation
- AP Music Theory & Composition
- Advanced Theatre Arts
- Theatre Production – LC Players

**RECEIVING PARTIAL (0.5) WEIGHT**

<table>
<thead>
<tr>
<th>ENGLISH</th>
<th>SCIENCE</th>
<th>WORLD LANGUAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 9 Honor Bound</td>
<td>Biology I Honors</td>
<td>French III</td>
</tr>
<tr>
<td>English 9 Honors</td>
<td>Chemistry I Honors</td>
<td>German III</td>
</tr>
<tr>
<td>English 10 Honors</td>
<td>AdvSciCC: Chemistry/CHM101-C121 (IU)</td>
<td>Spanish III</td>
</tr>
<tr>
<td>World Literature Honors</td>
<td></td>
<td>Lang for Heritage Speakers III - Spanish</td>
</tr>
</tbody>
</table>

**SOCIAL STUDIES**

- Geography & History of the World Honors

**MATHEMATICS**

- Geometry Honors
- Algebra II Honors
- Pre-Calculus & Trigonometry Honors

**MCIT**

- PLTW: Principles of Biomedical Sciences
- PLTW: Human Body Systems
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 2019-2020 school year.

<table>
<thead>
<tr>
<th>FAMILY &amp; CONSUMER SCIENCES</th>
<th>MCIT (continued)</th>
<th>MCIT (continued)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Roles &amp; Responsibilities</td>
<td>Sports &amp; Entertainment Marketing</td>
<td>Health Science Ed I/HLHS 100 (IT)</td>
</tr>
<tr>
<td>Nutrition &amp; Wellness</td>
<td>Banking &amp; Investment Capstone</td>
<td>Health Science Ed I/HLHS 107 (IT)</td>
</tr>
<tr>
<td>Advanced Nutrition &amp; Wellness</td>
<td>Administrative &amp; Office Management</td>
<td>PLTW: Principles of Biomedical Sciences</td>
</tr>
<tr>
<td>Child Development</td>
<td>Strategic Marketing/MKTG 230 (IT)</td>
<td>PLTW: Human Body Systems</td>
</tr>
<tr>
<td>Advanced Child Development</td>
<td>Work Based Learning</td>
<td>PLTW: Medical Interventions</td>
</tr>
<tr>
<td>Education Professions I</td>
<td>Intro to Transportation</td>
<td>PLTW: BI/BIOT107&amp;BIOL105 (IT)</td>
</tr>
<tr>
<td>Education Professions II</td>
<td>Auto Service Tech I/AUTI 100 &amp; 141 (IT)</td>
<td>PLTW: IED/ DESN 101 (IT)</td>
</tr>
<tr>
<td>Intro to Fashion &amp; Textiles I</td>
<td>Auto Service Tech II/AUTI 111 (IT)</td>
<td>PLTW: POE/ DESN 104 (IT)</td>
</tr>
<tr>
<td>Intro to Fashion &amp; Textiles II</td>
<td>Auto Coll Repair I/AUTO 105 &amp; BODY 100 (VU)</td>
<td>PLTW: CIMS/ADMF 116 (IT)</td>
</tr>
<tr>
<td>Intro to Housing &amp; Interior Design I</td>
<td>Auto Coll Rep II/BODY150,150L,290&amp;WELD 185 (VU)</td>
<td>PLTW: CEA/ DESN 105 (IT)</td>
</tr>
<tr>
<td>Preparing for College &amp; Careers</td>
<td>Intro to Construction</td>
<td>PLTW: Digital Electronics/EECT 112</td>
</tr>
<tr>
<td>Personal Financial Responsibility</td>
<td>Construction Trades I/BCTI 100 (IT)</td>
<td>PLTW: Aerospace Engineering</td>
</tr>
<tr>
<td></td>
<td>Construct Trades II/BCTI 101 &amp; 102 (IT)</td>
<td>PLTW: Engineer Design &amp; Development</td>
</tr>
<tr>
<td></td>
<td>Criminal Justice I</td>
<td>Environmental Sustainability</td>
</tr>
<tr>
<td></td>
<td>Criminal Justice II</td>
<td>Advanced Manufacturing II</td>
</tr>
<tr>
<td></td>
<td>Introduction to Communications</td>
<td>Info Tech Support/CMET 140 (VU)</td>
</tr>
<tr>
<td></td>
<td>Graphic Design &amp; Layout/VISC 102 (IT)</td>
<td>Networking I/CPNS 170 (VU)</td>
</tr>
<tr>
<td></td>
<td>Interactive Media/VISC 105 &amp; 115 (IT)</td>
<td>Networking II: Servers &amp; Security</td>
</tr>
<tr>
<td></td>
<td>Cosmetology I/COSM 100 &amp; 150 (VU)</td>
<td>Network II: Infrastr Sys/ CPNS 101 &amp; 102 (VU)</td>
</tr>
<tr>
<td></td>
<td>Cosmetology II/COSM 200 &amp; 250 (VU)</td>
<td>Computer Science I: Visual Basic</td>
</tr>
<tr>
<td></td>
<td>Barbering I</td>
<td>Computer Science II: Programming</td>
</tr>
<tr>
<td></td>
<td>Barbering II</td>
<td>Computer Science II: Video Gaming Apps</td>
</tr>
<tr>
<td></td>
<td>Intro to Culinary Arts &amp; Hospitality</td>
<td>PLTW: Cybersecurity</td>
</tr>
<tr>
<td></td>
<td>Culinary Arts &amp; Hosp I/REST 100, 120 &amp; 155 (VU)</td>
<td>Early Childhood Education I</td>
</tr>
<tr>
<td></td>
<td>Culinary Arts &amp; Hosp II/CULN 110 (VU)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Intro to Health Science Careers</td>
<td></td>
</tr>
</tbody>
</table>

**CAREER and TECHNICAL EDUCATION PATHWAYS**

The Indiana Career and Technical Education (CTE) Pathways, along with the sequence of courses recommended for each Pathway and the Course Frameworks, can be accessed by selecting the Career Cluster links below or through Naviance. Career and Technical Education 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 [http://www.doe.in.gov/pathways](http://www.doe.in.gov/pathways) to learn more about the Indiana College & Career Pathways.

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.

COLLEGE & CAREER READINESS

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

Source: Educational Policy Improvement Center (EPIC)

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

Dimensions of a Comprehensive College & Career Readiness Program
NAVIANCE SUCEED

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

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

PREPARING FOR COLLEGE

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

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.)
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 26th.

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.

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 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 received by September 30th of the student’s junior year. Students requesting to graduate after 6 semesters cannot be the valedictorian or salutatorian of their class.

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

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.
   o 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
### ENGLISH

<table>
<thead>
<tr>
<th>Course</th>
<th>1st SEM</th>
<th>2nd SEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 9 (9th grade only)</td>
<td>1002F</td>
<td>1002S</td>
</tr>
<tr>
<td>English 9 Honor Bound*</td>
<td>1002BF</td>
<td>1002BS</td>
</tr>
<tr>
<td>English 9 Honors*</td>
<td>1002HF</td>
<td>1002HS</td>
</tr>
<tr>
<td>English 9 Lyceum**</td>
<td>1002GF</td>
<td>1002GS</td>
</tr>
<tr>
<td>English 9 (10th grade only)</td>
<td>1002UF</td>
<td>1002US</td>
</tr>
<tr>
<td>English 10</td>
<td>1004F</td>
<td>1004S</td>
</tr>
<tr>
<td>English 10 Honors*</td>
<td>1004HF</td>
<td>1004HS</td>
</tr>
<tr>
<td>English 10 Lyceum**</td>
<td>1004GF</td>
<td>1004GS</td>
</tr>
<tr>
<td>English 11</td>
<td>1006F</td>
<td>1006S</td>
</tr>
<tr>
<td>English 12</td>
<td>1008F</td>
<td>1008S</td>
</tr>
<tr>
<td>World Literature Honors*</td>
<td>1052F</td>
<td>1052S</td>
</tr>
<tr>
<td>AdvEngCC: Eng Comp I/ENGL 101 (VU)**</td>
<td>1124EF</td>
<td>1124ES</td>
</tr>
<tr>
<td>AdvEngCC: Comp/ENG W131 (IU)**</td>
<td>1124F</td>
<td></td>
</tr>
<tr>
<td>AdvEngCC: Literature/ENG L202 (IU)**</td>
<td></td>
<td>1124S</td>
</tr>
<tr>
<td>AP Language &amp; Composition**</td>
<td>1056F</td>
<td>1056S</td>
</tr>
<tr>
<td>AP Lang &amp; Comp - Interdisciplinary **</td>
<td>1056IF</td>
<td>1056IS</td>
</tr>
<tr>
<td>AP Literature &amp; Composition**</td>
<td>1058F</td>
<td>1058S</td>
</tr>
<tr>
<td>English as a New Language (9th &amp; 10th)</td>
<td>1012BF</td>
<td>1012BS</td>
</tr>
<tr>
<td>English as a New Language (11th &amp; 12th)</td>
<td>1012UF</td>
<td>1012US</td>
</tr>
<tr>
<td>Developmental Reading (9th)</td>
<td>1120F9</td>
<td>1120S9</td>
</tr>
<tr>
<td>Developmental Reading (10th)</td>
<td>1120F</td>
<td>1120S</td>
</tr>
<tr>
<td>Journalism</td>
<td>1080F</td>
<td></td>
</tr>
<tr>
<td>Advanced Journalism</td>
<td></td>
<td>1080S</td>
</tr>
<tr>
<td>Etymology</td>
<td>1060F</td>
<td>1060S</td>
</tr>
<tr>
<td>Speech</td>
<td>1076F</td>
<td>1076S</td>
</tr>
<tr>
<td>Genres of Literature: Hip Hop</td>
<td>1036F</td>
<td>1036S</td>
</tr>
<tr>
<td>Themes in Lit: Women’s Literature</td>
<td>1048F</td>
<td>1048S</td>
</tr>
<tr>
<td>Creative Writing</td>
<td>1092F</td>
<td>1092S</td>
</tr>
<tr>
<td>Film Literature</td>
<td>1034F</td>
<td></td>
</tr>
<tr>
<td>Composition</td>
<td></td>
<td>1090S</td>
</tr>
<tr>
<td>Technical Communication Honors**</td>
<td>1096F</td>
<td></td>
</tr>
<tr>
<td>Student Media – Beg Newspaper</td>
<td>1086BF</td>
<td>1086BS</td>
</tr>
<tr>
<td>Student Media – Intermed Newspaper</td>
<td>1086IF</td>
<td>1086IS</td>
</tr>
<tr>
<td>Student Media – Advanced Newspaper</td>
<td>1086AF</td>
<td>1086AS</td>
</tr>
<tr>
<td>Student Media – Beginning Newspaper</td>
<td>1086YF</td>
<td>1086YS</td>
</tr>
<tr>
<td>Student Media – Intermed Newspaper</td>
<td>1086NF</td>
<td>1086NS</td>
</tr>
<tr>
<td>Student Media – Advanced Newspaper</td>
<td>1086SF</td>
<td>1086SS</td>
</tr>
</tbody>
</table>

### FAMILY & CONSUMER SCIENCES

<table>
<thead>
<tr>
<th>Course</th>
<th>1st SEM</th>
<th>2nd SEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparing for College &amp; Careers</td>
<td>5394F</td>
<td>5394S</td>
</tr>
<tr>
<td>Nutrition &amp; Wellness</td>
<td>5342F</td>
<td>5342S</td>
</tr>
<tr>
<td>Advanced Nutrition &amp; Wellness</td>
<td>5340F</td>
<td>5340S</td>
</tr>
<tr>
<td>Introduction to Fashion &amp; Textiles I</td>
<td>5380F</td>
<td></td>
</tr>
<tr>
<td>Introduction to Fashion &amp; Textiles II</td>
<td></td>
<td>5380S</td>
</tr>
<tr>
<td>Intro to Housing &amp; Interior Design</td>
<td>5350F</td>
<td>5350S</td>
</tr>
<tr>
<td>Child Development</td>
<td>5362F</td>
<td></td>
</tr>
<tr>
<td>Advanced Child Development</td>
<td>5360S</td>
<td></td>
</tr>
<tr>
<td>Adult Roles &amp; Responsibilities</td>
<td>5330F</td>
<td>5330S</td>
</tr>
<tr>
<td>Personal Financial Responsibility</td>
<td>4540F</td>
<td>4540S</td>
</tr>
<tr>
<td>Education Professions I</td>
<td>5408F</td>
<td>5408S</td>
</tr>
<tr>
<td>Education Professions II</td>
<td>5404F</td>
<td>5404S</td>
</tr>
</tbody>
</table>

### FINE ARTS

<table>
<thead>
<tr>
<th>Course</th>
<th>1st SEM</th>
<th>2nd SEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to 2D Art</td>
<td>4000F</td>
<td>4000S</td>
</tr>
<tr>
<td>Introduction to 3D Art</td>
<td>4002F</td>
<td>4002S</td>
</tr>
<tr>
<td>Advanced 2D Art I</td>
<td>4004F</td>
<td></td>
</tr>
<tr>
<td>Advanced 2D Art II</td>
<td>4006F</td>
<td></td>
</tr>
<tr>
<td>Advanced 3D Art II</td>
<td>4006S</td>
<td></td>
</tr>
<tr>
<td>Ceramics I</td>
<td>4040F</td>
<td></td>
</tr>
<tr>
<td>Ceramics II</td>
<td>4040S</td>
<td></td>
</tr>
<tr>
<td>Drawing I</td>
<td>4060F</td>
<td></td>
</tr>
<tr>
<td>Drawing II</td>
<td>4060S</td>
<td></td>
</tr>
<tr>
<td>Painting I</td>
<td>4064F</td>
<td></td>
</tr>
<tr>
<td>Painting II</td>
<td>4064S</td>
<td></td>
</tr>
<tr>
<td>Photography I</td>
<td>4062F</td>
<td></td>
</tr>
<tr>
<td>Photography II</td>
<td>4062S</td>
<td></td>
</tr>
<tr>
<td>Visual Communication I: Adobe Suite</td>
<td>40861F</td>
<td>40861S</td>
</tr>
<tr>
<td>Visual Communication II: Graphic Design</td>
<td>40862F</td>
<td></td>
</tr>
<tr>
<td>Visual Communication III: Graphic Design</td>
<td>40863S</td>
<td></td>
</tr>
<tr>
<td>AP Drawing**</td>
<td>4048F</td>
<td>4048S</td>
</tr>
<tr>
<td>AP 2D Art and Design**</td>
<td>4050F</td>
<td>4050S</td>
</tr>
<tr>
<td>AP 3D Art and Design**</td>
<td>4052F</td>
<td>4052S</td>
</tr>
<tr>
<td>IB Visual Arts SL**</td>
<td>4092F</td>
<td>4092S</td>
</tr>
<tr>
<td>IB Visual Arts HL**</td>
<td>4090F</td>
<td>4090S</td>
</tr>
</tbody>
</table>

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

Courses in **bold** text are full-year courses.
## HEALTH & PHYSICAL EDUCATION

<table>
<thead>
<tr>
<th>Course</th>
<th>1st SEM</th>
<th>2nd SEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health &amp; Wellness</td>
<td>3506F</td>
<td>3506S</td>
</tr>
<tr>
<td>Physical Education I</td>
<td>3542F</td>
<td>3542S</td>
</tr>
<tr>
<td>Physical Education II</td>
<td>3544F</td>
<td>3544S</td>
</tr>
<tr>
<td>Elective PE: Team Sports</td>
<td>3560FT</td>
<td>3560ST</td>
</tr>
<tr>
<td>Elective PE: Weight Training</td>
<td>3560NF</td>
<td>3560NS</td>
</tr>
<tr>
<td>Elective PE: Beg Athletic Weight Training</td>
<td>3560F</td>
<td>3560S</td>
</tr>
<tr>
<td>Elect PE: Coed Athletic Weight Training</td>
<td>3560UF</td>
<td>3560US</td>
</tr>
<tr>
<td>Elect PE: Female Athletic Weight Training</td>
<td>3560FG</td>
<td>3560SG</td>
</tr>
<tr>
<td>Elective PE: FB Athletic Weight Training</td>
<td>3560FB</td>
<td>3560SB</td>
</tr>
<tr>
<td>Elective PE: Cardiovascular Development</td>
<td>356FC</td>
<td>3560SC</td>
</tr>
</tbody>
</table>

## MATHEMATICS

<table>
<thead>
<tr>
<th>Course</th>
<th>1st SEM</th>
<th>2nd SEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra I (9th grade only)</td>
<td>2120F9</td>
<td>2120S9</td>
</tr>
<tr>
<td>Algebra I</td>
<td>2120F</td>
<td>2120S</td>
</tr>
<tr>
<td>Algebra I Lab</td>
<td>2516LF</td>
<td>2516LS</td>
</tr>
<tr>
<td>Algebra II (10th grade only)</td>
<td>2522F</td>
<td>2532S</td>
</tr>
<tr>
<td>Analytical Algebra II (11th &amp; 12th)</td>
<td>2524F</td>
<td>2524S</td>
</tr>
<tr>
<td>Algebra II Honors*</td>
<td>2522HF</td>
<td>2522HS</td>
</tr>
<tr>
<td>Math Lab – Algebra II</td>
<td>2560AF</td>
<td>2560AS</td>
</tr>
<tr>
<td>Geometry</td>
<td>2532F</td>
<td>2532S</td>
</tr>
<tr>
<td>Geometry Honors*</td>
<td>2532HF</td>
<td>2532HS</td>
</tr>
<tr>
<td>Pre-Calculus/ Trigonometry</td>
<td>2564PT</td>
<td>2566PT</td>
</tr>
<tr>
<td>Pre-Calculus/Trigonometry Honors*</td>
<td>2564HP</td>
<td>2566HT</td>
</tr>
<tr>
<td>Trigonometry</td>
<td>2566F</td>
<td>2566S</td>
</tr>
<tr>
<td>Finite Math</td>
<td>2530F</td>
<td>2530S</td>
</tr>
<tr>
<td>Probability &amp; Statistics</td>
<td>2546S</td>
<td></td>
</tr>
<tr>
<td>AP Statistics**</td>
<td>2570F</td>
<td>2570S</td>
</tr>
<tr>
<td>AP Calculus AB**</td>
<td>2562F</td>
<td>2562S</td>
</tr>
<tr>
<td>AP Calculus BC**</td>
<td>2572F</td>
<td>2572S</td>
</tr>
<tr>
<td>IB Mathematics SL**</td>
<td>2584F</td>
<td>2584S</td>
</tr>
</tbody>
</table>

## AVID

<table>
<thead>
<tr>
<th>Course</th>
<th>1st SEM</th>
<th>2nd SEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVID I</td>
<td>05221F</td>
<td>05221S</td>
</tr>
<tr>
<td>AVID II</td>
<td>05222F</td>
<td>05222S</td>
</tr>
<tr>
<td>AVID III</td>
<td>05223F</td>
<td>05223S</td>
</tr>
<tr>
<td>AVID IV</td>
<td>05224F</td>
<td>05224S</td>
</tr>
<tr>
<td>Peer Tutoring: K9 Mentoring</td>
<td>0520F</td>
<td>0520S</td>
</tr>
<tr>
<td>AP Semina**</td>
<td>0552F</td>
<td>0552S</td>
</tr>
<tr>
<td>AP Research**</td>
<td>0551F</td>
<td>0551S</td>
</tr>
</tbody>
</table>

## MULTIDISCIPLINARY

### (continued)

<table>
<thead>
<tr>
<th>Course</th>
<th>1st SEM</th>
<th>2nd SEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>IB Theory of Knowledge (11th)**</td>
<td>05601F</td>
<td>05601S</td>
</tr>
<tr>
<td>IB Theory of Knowledge (12th)**</td>
<td>05602F</td>
<td>05602S</td>
</tr>
<tr>
<td>BSD: Academic Support for Athletes</td>
<td>0500AF</td>
<td>0500AS</td>
</tr>
</tbody>
</table>

## PERFORMING ARTS – Band & Orchestra

<table>
<thead>
<tr>
<th>Course</th>
<th>1st SEM</th>
<th>2nd SEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jazz Ensemble</td>
<td>4164F</td>
<td>4164S</td>
</tr>
<tr>
<td>Beginning Concert Band</td>
<td>4160F</td>
<td>4160S</td>
</tr>
<tr>
<td>Intermediate Concert Band</td>
<td>4168F</td>
<td>4168S</td>
</tr>
<tr>
<td>Advanced Concert Band – Symphonic</td>
<td>4170SF</td>
<td>4170SS</td>
</tr>
<tr>
<td>Instrum Ensemble – Interm Percussion</td>
<td>4162IF</td>
<td>4162IS</td>
</tr>
<tr>
<td>Instrum Ensemble – Adv Percussion</td>
<td>4162AF</td>
<td>4162AS</td>
</tr>
<tr>
<td>Intermediate Orchestra</td>
<td>4172F</td>
<td>4172S</td>
</tr>
<tr>
<td>Advanced Orchestra - Camerata</td>
<td>4174SF</td>
<td>4174SS</td>
</tr>
<tr>
<td>Advanced Orchestra – Symphony</td>
<td>4174YF</td>
<td>4174YS</td>
</tr>
</tbody>
</table>

## PERFORMING ARTS – Dance

<table>
<thead>
<tr>
<th>Course</th>
<th>1st SEM</th>
<th>2nd SEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance Performance – Advanced: Guard</td>
<td>4146CF</td>
<td>4146CS</td>
</tr>
<tr>
<td>Dance Performance – Beginning</td>
<td>4146BF</td>
<td>4146BS</td>
</tr>
<tr>
<td>Dance Performance – Beg/Intermediate</td>
<td>4146EF</td>
<td>4146ES</td>
</tr>
<tr>
<td>Dance Performance – Intermediate</td>
<td>4146IF</td>
<td>4146IS</td>
</tr>
<tr>
<td>Dance Performance – Interm/Advanced</td>
<td>4146NF</td>
<td>4146NS</td>
</tr>
<tr>
<td>Dance Performance – Advanced</td>
<td>4146AF</td>
<td>4146AS</td>
</tr>
</tbody>
</table>

## PERFORMING ARTS – Piano & Theory

<table>
<thead>
<tr>
<th>Course</th>
<th>1st SEM</th>
<th>2nd SEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Piano &amp; Electronic Keyboard I</td>
<td>4204BF</td>
<td></td>
</tr>
<tr>
<td>Piano &amp; Electronic Keyboard II</td>
<td>4204BF</td>
<td></td>
</tr>
<tr>
<td>Piano &amp; Electronic Keyboard III</td>
<td>4204IF</td>
<td></td>
</tr>
<tr>
<td>Piano &amp; Electronic Keyboard IV</td>
<td>4204IF</td>
<td></td>
</tr>
<tr>
<td>Music Theory &amp; Composition</td>
<td>4208F</td>
<td>4208S</td>
</tr>
<tr>
<td>Music History &amp; Appreciation**</td>
<td>4206F</td>
<td>4206S</td>
</tr>
<tr>
<td>AP Music Theory &amp; Composition **</td>
<td>4210F</td>
<td>4210S</td>
</tr>
</tbody>
</table>

## PERFORMING ARTS – Chorus

<table>
<thead>
<tr>
<th>Course</th>
<th>1st SEM</th>
<th>2nd SEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate Chorus – Sophisticates</td>
<td>4186F</td>
<td>4186S</td>
</tr>
<tr>
<td>Intermediate Chorus – Gospel</td>
<td>4188GF</td>
<td>4188GS</td>
</tr>
<tr>
<td>Advanced Chorus – Symphonic</td>
<td>4188F</td>
<td>4188S</td>
</tr>
<tr>
<td>Advanced Chorus – Sweet Sensation</td>
<td>4188FS</td>
<td>4188SS</td>
</tr>
<tr>
<td>Advanced Chorus – Central Sound</td>
<td>4188CF</td>
<td>4188CS</td>
</tr>
</tbody>
</table>
## Performing Arts - Theatre

<table>
<thead>
<tr>
<th></th>
<th>1st SEM</th>
<th>2nd SEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Musical Theatre</td>
<td>0518F</td>
<td></td>
</tr>
<tr>
<td>Advanced Musical Theatre</td>
<td></td>
<td>0518S</td>
</tr>
<tr>
<td>Theatre Arts</td>
<td>4242F</td>
<td>4242S</td>
</tr>
<tr>
<td>Advanced Theatre Arts**</td>
<td>4240F</td>
<td>4240S</td>
</tr>
<tr>
<td>Theatre Production – LC Players**</td>
<td>4248F</td>
<td>4248S</td>
</tr>
</tbody>
</table>

## Social Studies (continued)

<table>
<thead>
<tr>
<th></th>
<th>1st SEM</th>
<th>2nd SEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>US Government</td>
<td>1540F</td>
<td>1540S</td>
</tr>
<tr>
<td>US Gov't Honors – Constitutional Law**</td>
<td>1540GL</td>
<td></td>
</tr>
<tr>
<td>AP US Government &amp; Politics**</td>
<td></td>
<td>1560S</td>
</tr>
<tr>
<td>Economics</td>
<td>1514F</td>
<td>1514S</td>
</tr>
<tr>
<td>AP Macroeconomics**</td>
<td>1564F</td>
<td></td>
</tr>
<tr>
<td>AP Microeconomics**</td>
<td></td>
<td>1566S</td>
</tr>
<tr>
<td>Ethnic Studies</td>
<td>1516EF</td>
<td>1516ES</td>
</tr>
<tr>
<td>Indiana Studies</td>
<td>1518F</td>
<td>1518S</td>
</tr>
<tr>
<td>Current Problems, Issues &amp; Events</td>
<td>1512F</td>
<td>1512S</td>
</tr>
<tr>
<td>Psychology</td>
<td>1532F</td>
<td>1532S</td>
</tr>
<tr>
<td>Sociology</td>
<td>1534F</td>
<td>1534S</td>
</tr>
<tr>
<td>AP Psychology**</td>
<td>1558F</td>
<td>1558S</td>
</tr>
<tr>
<td>IB Psychology HL**</td>
<td>1604F</td>
<td>1604S</td>
</tr>
<tr>
<td>IB History HL – 20th Century America**</td>
<td>1590F</td>
<td>1590S</td>
</tr>
</tbody>
</table>

## Science

<table>
<thead>
<tr>
<th></th>
<th>1st SEM</th>
<th>2nd SEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology I (9th grade only)</td>
<td>3024F9</td>
<td>3024S9</td>
</tr>
<tr>
<td>Biology I</td>
<td>3024F</td>
<td>3024S</td>
</tr>
<tr>
<td>Biology I Honors*</td>
<td>3024HF</td>
<td>3024HS</td>
</tr>
<tr>
<td>Earth &amp; Space Science I (9th grade only)</td>
<td>3044F9</td>
<td>3044S9</td>
</tr>
<tr>
<td>Integrated Chemistry-Physics</td>
<td>3108F</td>
<td>3108S</td>
</tr>
<tr>
<td>Chemistry I</td>
<td>3064F</td>
<td>3064S</td>
</tr>
<tr>
<td>Chemistry I Honors*</td>
<td>3064HF</td>
<td>3064HS</td>
</tr>
<tr>
<td>Biology II – Botany</td>
<td>3026BF</td>
<td>3026BS</td>
</tr>
<tr>
<td>Biology II - Zoology</td>
<td>3026ZF</td>
<td>3026ZS</td>
</tr>
<tr>
<td>Physics I</td>
<td>3084F</td>
<td>3084S</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>3010F</td>
<td>3010S</td>
</tr>
<tr>
<td>Anatomy &amp; Physiology**</td>
<td>5276F</td>
<td>5276S</td>
</tr>
<tr>
<td>AdvSciCC: Biology/Biol L100 (IU)**</td>
<td>3090BF</td>
<td>3090BS</td>
</tr>
<tr>
<td>AdvSciCC: Chem/Chem C101-C121 (IU)*</td>
<td>3090CF</td>
<td>3090CS</td>
</tr>
<tr>
<td>AP Chemistry**</td>
<td>3060F</td>
<td>3060S</td>
</tr>
<tr>
<td>AP Biology **</td>
<td>3020F</td>
<td>3020S</td>
</tr>
<tr>
<td>AP Environmental Science**</td>
<td>3012F</td>
<td>3012S</td>
</tr>
<tr>
<td>AP Physics 1: Algebra-Based**</td>
<td>3080F</td>
<td>3080S</td>
</tr>
<tr>
<td>IB Biology SL**</td>
<td>3034F</td>
<td>3034S</td>
</tr>
<tr>
<td>IB Biology HL**</td>
<td>3032F</td>
<td>3032S</td>
</tr>
<tr>
<td>IB Chemistry SL**</td>
<td>3072F</td>
<td>3072S</td>
</tr>
<tr>
<td>IB Environmental Sys &amp; Societies SL**</td>
<td>3016F</td>
<td>3016S</td>
</tr>
</tbody>
</table>

## Social Studies

<table>
<thead>
<tr>
<th></th>
<th>1st SEM</th>
<th>2nd SEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geog &amp; Hist of World (9th grade only)</td>
<td>1570F9</td>
<td>1570S9</td>
</tr>
<tr>
<td>Geography &amp; History of the World</td>
<td>1570F</td>
<td>1570S</td>
</tr>
<tr>
<td>Geography &amp; Hist of World Honors*</td>
<td>1570HF</td>
<td>1570HS</td>
</tr>
<tr>
<td>Geography &amp; Hist of World Lyceum**</td>
<td>1570GF</td>
<td>1570GS</td>
</tr>
<tr>
<td>AP World History Modern**</td>
<td>1612F</td>
<td>1612S</td>
</tr>
<tr>
<td>US History</td>
<td>1542F</td>
<td>1542S</td>
</tr>
<tr>
<td>AP US History**</td>
<td>1562F</td>
<td>1562S</td>
</tr>
<tr>
<td>AP US History – Interdisciplinary**</td>
<td>1562IF</td>
<td>1562IS</td>
</tr>
</tbody>
</table>

## World Languages

<table>
<thead>
<tr>
<th></th>
<th>1st SEM</th>
<th>2nd SEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>French I</td>
<td>2020F</td>
<td>2020S</td>
</tr>
<tr>
<td>French II</td>
<td>2022F</td>
<td>2022S</td>
</tr>
<tr>
<td>French III*</td>
<td>2024F</td>
<td>2024S</td>
</tr>
<tr>
<td>French IV**</td>
<td>2026F</td>
<td>2026S</td>
</tr>
<tr>
<td>AP French Language and Culture**</td>
<td>2032F</td>
<td>2032S</td>
</tr>
<tr>
<td>German I</td>
<td>2040F</td>
<td>2040S</td>
</tr>
<tr>
<td>German II</td>
<td>2042F</td>
<td>2042S</td>
</tr>
<tr>
<td>German III*</td>
<td>2044F</td>
<td>2044S</td>
</tr>
<tr>
<td>German IV**</td>
<td>2046F</td>
<td>2046S</td>
</tr>
<tr>
<td>AP German Language and Culture**</td>
<td>2052F</td>
<td>2052S</td>
</tr>
<tr>
<td>Spanish I (9th grade only)</td>
<td>2120F9</td>
<td>2120S9</td>
</tr>
<tr>
<td>Spanish II</td>
<td>2120F</td>
<td>2120S</td>
</tr>
<tr>
<td>Spanish II (9th grade only)</td>
<td>2122F9</td>
<td>2122S9</td>
</tr>
<tr>
<td>Spanish II</td>
<td>2122F</td>
<td>2122S</td>
</tr>
<tr>
<td>Spanish III*</td>
<td>2124F</td>
<td>2124S</td>
</tr>
<tr>
<td>Spanish IV**</td>
<td>2126F</td>
<td>2126S</td>
</tr>
<tr>
<td>Spanish IV/HispS200 (IU)**</td>
<td>2126CF</td>
<td>2126CS</td>
</tr>
<tr>
<td>Spanish V/HispS250 (IU)**</td>
<td>2128F</td>
<td>2128S</td>
</tr>
<tr>
<td>AP Spanish Language and Culture**</td>
<td>2132F</td>
<td>2132S</td>
</tr>
<tr>
<td>AP Spanish Literature and Culture**</td>
<td>2134F</td>
<td>2134S</td>
</tr>
<tr>
<td>Language Heritage Speakers I – Spanish</td>
<td>2190F</td>
<td>2190S</td>
</tr>
<tr>
<td>Language Heritage Speakers II – Spanish</td>
<td>2192F</td>
<td>2192S</td>
</tr>
<tr>
<td>Lang Heritage Speakers III – Spanish*</td>
<td>2194F</td>
<td>2194S</td>
</tr>
<tr>
<td>American Sign Language I</td>
<td>2156F</td>
<td>2156S</td>
</tr>
</tbody>
</table>
### BUSINESS & MARKETING

<table>
<thead>
<tr>
<th>Course Name</th>
<th>1st SEM</th>
<th>2nd SEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparing for College &amp; Careers</td>
<td>5394MF</td>
<td></td>
</tr>
<tr>
<td>Introduction to Business</td>
<td></td>
<td>4518MS</td>
</tr>
<tr>
<td>Princip of Marketing/MKTG 101 (IT)**</td>
<td>5914MF</td>
<td>5914MS</td>
</tr>
<tr>
<td>Princip Business Mgmt/BUSN 101 (IT)**</td>
<td>4562MF</td>
<td>4562MS</td>
</tr>
<tr>
<td>Princip Business Mgmt/BUS X100 (IU)**</td>
<td>4562KS</td>
<td>4562MS</td>
</tr>
<tr>
<td>AdvBusCC: Merchand/TAM-115 (ISU)**</td>
<td>4564MF</td>
<td>4564MS</td>
</tr>
<tr>
<td>AdvBusCC: Account I/ACCT 100 (VU)**</td>
<td>4564AF</td>
<td>4564AS</td>
</tr>
<tr>
<td>Advanced Accounting</td>
<td>4522MF</td>
<td>4522MS</td>
</tr>
<tr>
<td>Entrepreneurship/ENTR 101 (IT)**</td>
<td>5966MF</td>
<td>5966MS</td>
</tr>
<tr>
<td>Marketing in Hospitality and Tourism</td>
<td>5982MF</td>
<td>5982MS</td>
</tr>
<tr>
<td>Sports &amp; Entertainment Marketing**</td>
<td>5984MF</td>
<td>5984MS</td>
</tr>
<tr>
<td>Banking &amp; Investment Capstone</td>
<td>5258MF</td>
<td>5258MS</td>
</tr>
<tr>
<td>Administrative &amp; Office Management**</td>
<td>5268MF</td>
<td>5268MS</td>
</tr>
<tr>
<td>Strategic Marketing/MKTG 230 (IT)**</td>
<td>5918MF</td>
<td>5918MS</td>
</tr>
<tr>
<td>Work Based Learning Capstone – 1 Block</td>
<td>5974FA</td>
<td>5974SA</td>
</tr>
<tr>
<td>Work Based Learn Capstone – 2 Blocks</td>
<td>5974FB</td>
<td>5974SB</td>
</tr>
<tr>
<td>Work Based Learning Capstone - Lilly</td>
<td>5974LF</td>
<td>5974LS</td>
</tr>
</tbody>
</table>

### HOSPITALITY & HUMAN SERVICE

<table>
<thead>
<tr>
<th>Course Name</th>
<th>1st SEM</th>
<th>2nd SEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cosmetology I/COSM 100 &amp; 150 (VU)**</td>
<td>5802MF</td>
<td>5802MS</td>
</tr>
<tr>
<td>Cosmetology II/COSM 200 &amp; 250 (VU)**</td>
<td>5806MF</td>
<td>5806MS</td>
</tr>
<tr>
<td>Barbering I</td>
<td>5802BF</td>
<td>5802BS</td>
</tr>
<tr>
<td>Barbering II</td>
<td>5806BF</td>
<td>5806BS</td>
</tr>
<tr>
<td>Intro to Culinary Arts &amp; Hospitality</td>
<td>5438MF</td>
<td>5438MS</td>
</tr>
<tr>
<td>Culinary Arts &amp; Hospitality I/REST 100, 120 &amp; 155 (VU)**</td>
<td>54401F</td>
<td>54401S</td>
</tr>
<tr>
<td>Culinary Arts &amp; Hospitality II/CULN 110 (VU)**</td>
<td>5346MF</td>
<td>5346MS</td>
</tr>
</tbody>
</table>

### HEALTH SCIENCES

<table>
<thead>
<tr>
<th>Course Name</th>
<th>1st SEM</th>
<th>2nd SEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro Health Science Careers</td>
<td>5272MF</td>
<td>5272MS</td>
</tr>
<tr>
<td>Health Science Ed I/HLHS 100 (IT)**</td>
<td>5282MF</td>
<td>5282MS</td>
</tr>
<tr>
<td>Health Science Ed II/HLHS 107 (IT)**</td>
<td>5284MF</td>
<td>5282MS</td>
</tr>
<tr>
<td>PLTW: Princ of Biomedical Sciences*</td>
<td>5218MF</td>
<td>5218MS</td>
</tr>
<tr>
<td>PLTW: Human Body Systems*</td>
<td>5216MF</td>
<td>5216MS</td>
</tr>
<tr>
<td>PLTW: Medical Interventions**</td>
<td>5217MF</td>
<td>5217MS</td>
</tr>
<tr>
<td>PLTW: Biomedical Innovations/BIOT 107 &amp; BIOL 105 (IT)**</td>
<td>5218MF</td>
<td>5218MS</td>
</tr>
<tr>
<td>AdvSciCC: Biology/BIOL 105 (IT)</td>
<td></td>
<td>3092LS</td>
</tr>
</tbody>
</table>

### TRANSPORTATION & LOGISTICS

<table>
<thead>
<tr>
<th>Course Name</th>
<th>1st SEM</th>
<th>2nd SEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Transportation</td>
<td>4798MF</td>
<td>4798MS</td>
</tr>
<tr>
<td>Auto Service Tech I/AUTI 100 &amp; 141 (IT)**</td>
<td>5510MF</td>
<td>5510MS</td>
</tr>
<tr>
<td>Auto Service Tech II/AUTI 111 (IT)**</td>
<td>5546MF</td>
<td>5546MS</td>
</tr>
<tr>
<td>Auto Collision Repair I/AUTO 105 BODY 100 &amp; 100L (VU)**</td>
<td>5514MF</td>
<td>5514MS</td>
</tr>
<tr>
<td>Auto Collision Repair II/BODY 150, 150L, 290 &amp; WELD 185 (VU)**</td>
<td>5544MF</td>
<td>5544MS</td>
</tr>
</tbody>
</table>

### ARCHITECTURE & CONSTRUCTION

<table>
<thead>
<tr>
<th>Course Name</th>
<th>1st SEM</th>
<th>2nd SEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro to Construction</td>
<td>4792MF</td>
<td>4792MS</td>
</tr>
<tr>
<td>Construction Trades I/BCTI 100 (IT)**</td>
<td>5580MF</td>
<td>5580MS</td>
</tr>
<tr>
<td>Construc Trades II/BCTI 101 &amp; 102 (IT)**</td>
<td>5578MF</td>
<td>5578MS</td>
</tr>
</tbody>
</table>

### PUBLIC SAFETY

<table>
<thead>
<tr>
<th>Course Name</th>
<th>1st SEM</th>
<th>2nd SEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criminal Justice I</td>
<td>5822MF</td>
<td>5822MS</td>
</tr>
<tr>
<td>Criminal Justice II</td>
<td>5824MF</td>
<td>5824MS</td>
</tr>
</tbody>
</table>
## Arts, AV Tech & Communication

<table>
<thead>
<tr>
<th>Course</th>
<th>1st SEM</th>
<th>2nd SEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graphic Design &amp; Layout/VISC 102 (IT)**</td>
<td>5550MF</td>
<td>5550MS</td>
</tr>
<tr>
<td>Interactive Media/VISC 105 &amp; 115 (IT)**</td>
<td>5232MF</td>
<td>5232MS</td>
</tr>
<tr>
<td>Introduction to Communications</td>
<td>4790MF</td>
<td>4790MS</td>
</tr>
</tbody>
</table>

## Information Technology

<table>
<thead>
<tr>
<th>Course</th>
<th>1st SEM</th>
<th>2nd SEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Info Tech Support/CMET 140 (VU)**</td>
<td>5230MF</td>
<td>5230MS</td>
</tr>
<tr>
<td>Networking I/CPNS 170 (VU)**</td>
<td>5234MF</td>
<td>5234MS</td>
</tr>
<tr>
<td>Networking II: Servers &amp; Security**</td>
<td>5257MF</td>
<td>5257MS</td>
</tr>
<tr>
<td>Networking II: Infrastructure Systems/CPNS 101 &amp; 102 (VU)**</td>
<td>4588MF</td>
<td>4588MS</td>
</tr>
<tr>
<td>Computer Science I: Visual Basic</td>
<td>4801MF</td>
<td>4801MS</td>
</tr>
<tr>
<td>Computer Science II: Programming**</td>
<td>5236MF</td>
<td>5236MS</td>
</tr>
<tr>
<td>Computer Sci II: Video Gaming Apps**</td>
<td>5252MF</td>
<td>5252MS</td>
</tr>
<tr>
<td>PLTW: Cybersecurity**</td>
<td>5216MF</td>
<td>5216MS</td>
</tr>
</tbody>
</table>

## Miscellaneous

<table>
<thead>
<tr>
<th>Course</th>
<th>1st SEM</th>
<th>2nd SEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>JR ROTC – Civil Air Patrol</td>
<td>0516MF</td>
<td>0516MS</td>
</tr>
<tr>
<td>Jobs for America’s Graduates I</td>
<td>0522JF</td>
<td>0522JS</td>
</tr>
<tr>
<td>Jobs for America’s Graduates II</td>
<td>0532JF</td>
<td>0532JS</td>
</tr>
</tbody>
</table>

## Technology

<table>
<thead>
<tr>
<th>Course</th>
<th>1st SEM</th>
<th>2nd SEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTE Pilot: Foundations of Technology</td>
<td>5239MF</td>
<td>5239MS</td>
</tr>
<tr>
<td>Computers in Design and Production</td>
<td>4800MF</td>
<td>4800MS</td>
</tr>
</tbody>
</table>

## Education & Training

<table>
<thead>
<tr>
<th>Course</th>
<th>1st SEM</th>
<th>2nd SEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Education I</td>
<td>5412MF</td>
<td>5412MS</td>
</tr>
</tbody>
</table>
### 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 (“B” or higher)</td>
</tr>
<tr>
<td>AdvEngCC: Literature/ENGL202 (IU)</td>
<td>1</td>
<td>AdvEngCC: Composition/ENGLW131 (IU) (“C-” or higher)</td>
</tr>
<tr>
<td>AdvEngCC: English Composition /ENGL101 (VU)</td>
<td>2</td>
<td>SAT Writing (440+) &amp; SAT Reading (420+) or appropriate placement test scores</td>
</tr>
<tr>
<td>AdvEngCC: Composition/ENGLW131 (IU)</td>
<td>1</td>
<td>AP English Language &amp; Composition; English 11 Honors (“B” or higher)</td>
</tr>
<tr>
<td>World Literature Honors</td>
<td>2</td>
<td>English 11 Honors; English 11 (“B-” 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 (“B” 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></td>
<td>English 9; English 10</td>
</tr>
<tr>
<td>Genres of Literature: Hip Hop Discourse</td>
<td></td>
<td>English 9; English 10</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></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>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>
</tbody>
</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 – Interdisciplinary</td>
<td>2</td>
<td>English 10 Honors; English 10 (“B-” or higher)</td>
</tr>
<tr>
<td>AP English Language &amp; Composition</td>
<td>2</td>
<td>English 10 Lyceum; English 10 Honors (“B-” or higher); English 10 (“A-” or higher)</td>
</tr>
<tr>
<td>AdvEngCC: English Composition /ENGL101 (VU)</td>
<td>2</td>
<td>SAT Writing (440+) &amp; SAT Reading (420+) or appropriate placement test scores</td>
</tr>
<tr>
<td>English 11</td>
<td>2</td>
<td>None</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></td>
<td>English 9; English 10</td>
</tr>
<tr>
<td>Genres of Literature: Hip Hop Discourse</td>
<td></td>
<td>English 9; English 10</td>
</tr>
<tr>
<td>Student Media: Intermediate Newspaper</td>
<td></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>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>
</tbody>
</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 (“B” or higher)</td>
</tr>
<tr>
<td>English 10 Honors</td>
<td>2</td>
<td>English 9 Honors or English 9 Honor Bound; English 9 (“B+” 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>
<td>1</td>
<td>Journalism</td>
</tr>
<tr>
<td>Journalism</td>
<td>1</td>
<td>None</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>
</tr>
<tr>
<td>English 9</td>
<td>2</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 (9th &amp; 10th)</td>
<td></td>
<td>Placement in the ENL program</td>
</tr>
<tr>
<td>Developmental Reading</td>
<td>2</td>
<td>Teacher recommendation/placement</td>
</tr>
</tbody>
</table>

Co-Department Chairs: Trinda Foley and Linus Peck
ENGLISH 9  
Course Numbers: 1002F – 1002S  
TWO SEMESTERS  
Grade 9  
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  
TWO SEMESTERS  
Grade 9  
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 LYCEUM  
Recommended Prerequisite: Teacher recommendation/placement  
Course Numbers: 1002GF – 1002GS  
TWO SEMESTERS  
Grade 9  
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  
TWO SEMESTERS  
Grade 10  
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 feedback on essays and engage in instructor led mini-lessons.  

Note: 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 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, reading strategies, reading comprehension, 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.

**AP ENGLISH LANGUAGE & COMPOSITION**  
(Interdisciplinary)  
Recommended Prerequisite: English 10 Honors; English 10 ("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.  
- 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); English 10 ("A-" 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; Summer reading is required.

ADV ENG CC: ENGLISH COMPOSITION I/ENGL101 (VU)
Prerequisite: SAT Writing 440+ & SAT Reading 420; Appropriate test placement scores
Course Numbers: 1124F – 1124S
Grade 11
TWO SEMESTERS 2 Credits
Fulfills an English/Language Arts requirement for all diplomas
- English Composition I is a college level course in critical reading and writing designed to help students develop their ability to think critically, to organize the thoughts, and to express ideas clearly and effectively.
- The course will focus on the various modes of expository writing, such as process, description, narration, comparison, cause/effect, and analysis, and give significant focus to argumentation.
- Students will be introduced to documentation.
- Numerous in-class assignments are required in addition to extended essays written outside of class.

Note: This is a full grade-weighted (1.0) course; Students will earn 3 college credits from Vincennes University upon the completion of ENGL 101.

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: 1052F – 1052S
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  1 Credit
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

Recommended Prerequisite: AP English Language & Composition; English 11 Honors ("B" or higher)
Course Numbers: 1058F – 1058S  Grade 12
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.

ENGLISH AS A NEW LANGUAGE

Recommended Prerequisite: Placement in the ENL program
Course Numbers: 1012BF – 1012BS  Grades 9 – 10
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  Grades 9 – 10
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.

JOURNALISM

Course Number: 1080F  Grades 9 – 12
ONE SEMESTER  1 Credit
Fulfills an elective credit for all diplomas

ADVANCED JOURNALISM

Course Number: 1080S  Grades 9 – 12
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.
SPEECH
Course Number: 1076F or 1076S	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 or 1060S	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
Course Number: 1036F or 1036S	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
Course Number: 1048F or 1048S	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, Woolfl, 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 or 1092S	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	Grades 11 – 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  Grades 11 – 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.
### SENIOR LEVEL COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Recommended Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Professions II</td>
<td>2-4</td>
<td>Education Professions I; Application required; Must provide transportation</td>
</tr>
<tr>
<td>Education Professions I</td>
<td>2-4</td>
<td>Adv Child Development; Application required; Must provide transportation</td>
</tr>
<tr>
<td>Personal Financial Responsibility</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>Adult Roles &amp; Responsibilities</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>Introduction to Housing &amp; Interior Design</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>Advanced Child Development</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>Child Development</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>Introduction to Fashion &amp; Textiles II</td>
<td>1</td>
<td>Introduction to Fashion &amp; Textiles I</td>
</tr>
<tr>
<td>Introduction to Fashion &amp; Textiles I</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>Advanced Nutrition &amp; Wellness</td>
<td>1</td>
<td>Nutrition &amp; Wellness</td>
</tr>
<tr>
<td>Nutrition &amp; Wellness</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>Preparing for College &amp; Careers</td>
<td>1</td>
<td>None</td>
</tr>
</tbody>
</table>

### JUNIOR LEVEL COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Recommended Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Professions I</td>
<td>2-4</td>
<td>Adv Child Development; Application required; Must provide transportation</td>
</tr>
<tr>
<td>Personal Financial Responsibility</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>Adult Roles &amp; Responsibilities</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>Introduction to Housing &amp; Interior Design</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>Advanced Child Development</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>Child Development</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>Introduction to Fashion &amp; Textiles II</td>
<td>1</td>
<td>Introduction to Fashion &amp; Textiles I</td>
</tr>
<tr>
<td>Introduction to Fashion &amp; Textiles I</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>Advanced Nutrition &amp; Wellness</td>
<td>1</td>
<td>Nutrition &amp; Wellness</td>
</tr>
<tr>
<td>Nutrition &amp; Wellness</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>Preparing for College &amp; Careers</td>
<td>1</td>
<td>None</td>
</tr>
</tbody>
</table>

### SOPHOMORE LEVEL COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Recommended Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Housing &amp; Interior Design</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>Advanced Child Development</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>Child Development</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>Introduction to Fashion &amp; Textiles II</td>
<td>1</td>
<td>Introduction to Fashion &amp; Textiles I</td>
</tr>
<tr>
<td>Introduction to Fashion &amp; Textiles I</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>Advanced Nutrition &amp; Wellness</td>
<td>1</td>
<td>Nutrition &amp; Wellness</td>
</tr>
<tr>
<td>Nutrition &amp; Wellness</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>Preparing for College &amp; Careers</td>
<td>1</td>
<td>None</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>Introduction to Fashion &amp; Textiles II</td>
<td>1</td>
<td>Introduction to Fashion &amp; Textiles I</td>
</tr>
<tr>
<td>Introduction to Fashion &amp; Textiles I</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>Nutrition &amp; Wellness</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>Preparing for College &amp; Careers</td>
<td>1</td>
<td>None</td>
</tr>
</tbody>
</table>
PREPARING FOR COLLEGE & CAREERS
Course Number: 5339F or 5339S  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 or 5342S  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
Recommended Prerequisite: Nutrition & Wellness
Course Number: 5340F or 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
• 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.

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
• 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.

CHILD DEVELOPMENT
Course Number: 5362F  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.

ADVANCED CHILD DEVELOPMENT
Course Number: 5360S  Grades 10 – 12
ONE SEMESTER    1 Credit
Fulfills a directed elective or elective credit for all diplomas
• Advanced Child Development is for those students interested in life foundations, academic enrichment, and/or careers related to knowledge of children, child development, and nurturing of children.
• This course addresses issues of child development from age 4 through age 8 (grade 3).
• Advanced Child Development includes the study of professional and ethical issues in child development; child growth and development; child development theories, research, and best practices; child health and wellness; teaching and guiding children; special conditions affecting children; and career exploration in child development and nurturing.

• This course provides a foundation for continuing and post-secondary education in all career areas related to children, child development, and nurturing of children.

INTRODUCTION TO HOUSING & INTERIOR DESIGN
Course Number: 5350F or 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 or 5330S 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: 4560F or 4560S 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, environmental, and maintenance factors.

• This course helps students build skills in financial responsibility and decision making; analyze personal standards, needs, wants, and goals; identify sources of income, saving and investing; understand banking, budgeting, record-keeping and managing risk, insurance and credit card debt.

EDUCATION PROFESSIONS I
Required Prerequisite: Advanced 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 Grade 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.
## JUNIOR & SENIOR LEVEL COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Recommended Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>IB Visual Arts HL</td>
<td>2</td>
<td>Teacher Placement</td>
</tr>
<tr>
<td>IB Visual Arts SL</td>
<td>2</td>
<td>Teacher Placement</td>
</tr>
<tr>
<td>AP 3D Art and Design</td>
<td>2</td>
<td>2 Advanced laboratory 3-D visual art courses (“B” or higher)</td>
</tr>
<tr>
<td>AP 2D Art and Design</td>
<td>2</td>
<td>2 Advanced laboratory 2D visual arts courses (“B” or higher)</td>
</tr>
<tr>
<td>AP Drawing</td>
<td>2</td>
<td>2 Advanced laboratory visual arts courses (“B” or higher)</td>
</tr>
<tr>
<td>Visual Communication III: Graphic Design</td>
<td>1</td>
<td>Visual Communication II (“C” or higher)</td>
</tr>
<tr>
<td>Visual Communication II: Graphic Design</td>
<td>1</td>
<td>Introduction to 2D Art or Introduction to 3D Art</td>
</tr>
<tr>
<td>Visual Communication I: Adobe Suite</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>Photography II</td>
<td>1</td>
<td>Photography I (“C” or higher)</td>
</tr>
<tr>
<td>Photography I</td>
<td>1</td>
<td>Introduction to 2D Art or Introduction to 3D Art</td>
</tr>
<tr>
<td>Ceramics II</td>
<td>1</td>
<td>Ceramics I (“C” or higher)</td>
</tr>
<tr>
<td>Ceramics I</td>
<td>1</td>
<td>Introduction to 2D Art or Introduction to 3D Art</td>
</tr>
<tr>
<td>Painting II</td>
<td>1</td>
<td>Painting I (“C” or higher)</td>
</tr>
<tr>
<td>Painting I</td>
<td>1</td>
<td>Introduction to 2D Art or Introduction to 3D Art</td>
</tr>
<tr>
<td>Drawing II</td>
<td>1</td>
<td>Drawing I (“C” or higher)</td>
</tr>
<tr>
<td>Drawing I</td>
<td>1</td>
<td>Introduction to 2D Art or Introduction to 3D Art</td>
</tr>
<tr>
<td>Advanced 3D Art II</td>
<td>1</td>
<td>Advanced 3D Art I</td>
</tr>
<tr>
<td>Advanced 3D Art I</td>
<td>1</td>
<td>Introduction to 3D Art (“C” or higher)</td>
</tr>
<tr>
<td>Introduction to 3D Art</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>Advanced 2D Art II</td>
<td>1</td>
<td>Advanced 2D Art I</td>
</tr>
<tr>
<td>Advanced 2D Art I</td>
<td>1</td>
<td>Introduction to 2D Art (“C” or higher)</td>
</tr>
<tr>
<td>Introduction to 2D Art</td>
<td>1</td>
<td>None</td>
</tr>
</tbody>
</table>

## SOPHOMORE LEVEL COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Recommended Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Communication III: Graphic Design</td>
<td>1</td>
<td>Visual Communication II (“C” or higher)</td>
</tr>
<tr>
<td>Visual Communication II: Graphic Design</td>
<td>1</td>
<td>Introduction to 2D Art or Introduction to 3D Art</td>
</tr>
<tr>
<td>Visual Communication I: Adobe Suite</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>Photography II</td>
<td>1</td>
<td>Photography I (“C” or higher)</td>
</tr>
<tr>
<td>Photography I</td>
<td>1</td>
<td>Introduction to 2D Art or Introduction to 3D Art</td>
</tr>
<tr>
<td>Ceramics II</td>
<td>1</td>
<td>Ceramics I (“C” or higher)</td>
</tr>
<tr>
<td>Ceramics I</td>
<td>1</td>
<td>Introduction to 2D Art or Introduction to 3D Art</td>
</tr>
<tr>
<td>Painting II</td>
<td>1</td>
<td>Painting I (“C” or higher)</td>
</tr>
<tr>
<td>Painting I</td>
<td>1</td>
<td>Introduction to 2D Art or Introduction to 3D Art</td>
</tr>
<tr>
<td>Drawing II</td>
<td>1</td>
<td>Drawing I (“C” or higher)</td>
</tr>
<tr>
<td>Drawing I</td>
<td>1</td>
<td>Introduction to 2D Art or Introduction to 3D Art</td>
</tr>
<tr>
<td>Advanced 3D Art II</td>
<td>1</td>
<td>Advanced 3D Art I</td>
</tr>
<tr>
<td>Advanced 3D Art I</td>
<td>1</td>
<td>Introduction to 3D Art (“C” or higher)</td>
</tr>
<tr>
<td>Introduction to 3D Art</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>Advanced 2D Art II</td>
<td>1</td>
<td>Advanced 2D Art I</td>
</tr>
<tr>
<td>Advanced 2D Art I</td>
<td>1</td>
<td>Introduction to 2D Art (“C” or higher)</td>
</tr>
<tr>
<td>Introduction to 2D Art</td>
<td>1</td>
<td>None</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>Visual Communication I: Adobe Suite</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>Introduction to 3D Art</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>Introduction to 2D Art</td>
<td>1</td>
<td>None</td>
</tr>
</tbody>
</table>

Department Chair: Wendy Golden
INTRODUCTION TO 2D ART
Course Number: 4000F or 4000S 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: 4002F or 4002S 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 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 is $35.

ADVANCED TO 2D ART I
Recommended Prerequisite: Introduction to 2D Art (“C” or higher)
Course Number: 4004F Grades 10 – 12
ONE SEMESTER 1 Credit
Fulfills AHD fine arts requirement
Fulfills a directed elective or elective credit for all diplomas

ADVANCED TO 2D ART II
Recommended Prerequisite: Advanced to 2D Art I
Course Number: 4004S 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 3D ART I
Recommended Prerequisite: Introduction to 3D Art (“C” or higher)
Course Number: 4006F Grades 10 – 12
ONE SEMESTER 1 Credit
Fulfills AHD fine arts requirement
Fulfills a directed elective or elective credit for all diplomas

ADVANCED TO 3D ART II
Recommended Prerequisite: Advanced to 3D Art I
Course Number: 4006S 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.

**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 portfolios 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.
- 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 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 I: Adobe Suite

Course Number: 40861F OR 40861S  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 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 II: Graphic Design

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

Course Number: 4086F
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: 4086S
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.

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

AP 2D ART & 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

Note: Lab fee for each semester is $35.

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

AP 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 for, 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 3D ART & 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

Recommended Prerequisite: Teacher Placement

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.

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

IB VISUAL ARTS HL

Recommended Prerequisite: Teacher Placement

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

- 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

#### Sophomore, Junior, & Senior Level Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Recommended Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective PE: Team Sports</td>
<td>1</td>
<td>PE I &amp; PE II</td>
</tr>
<tr>
<td>Elective PE: Cardiovascular Development</td>
<td>1</td>
<td>PE I &amp; PE II</td>
</tr>
<tr>
<td>Elective PE: Co-Ed Athletic Weight Training &amp; Conditioning</td>
<td>1</td>
<td>PE I &amp; PE II; Current athlete; Teacher placement</td>
</tr>
<tr>
<td>Elective PE: Non-Athletic Weight Training &amp; Conditioning</td>
<td>1</td>
<td>PE I &amp; PE II</td>
</tr>
<tr>
<td>Elective PE: Female Athletic Weight Training &amp; Conditioning</td>
<td>1</td>
<td>PE I &amp; PE II; Current athlete; Teacher placement</td>
</tr>
<tr>
<td>Elective PE: Beginning Athletic Weight Training &amp; Conditioning</td>
<td>1</td>
<td>PE I &amp; PE II; Current athlete; Teacher placement</td>
</tr>
<tr>
<td>Physical Education II</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>Physical Education I</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>Health &amp; Wellness Education</td>
<td>1</td>
<td>None</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>Elective PE: Non-Athletic Weight Training &amp; Conditioning</td>
<td>1</td>
<td>PE I &amp; PE II</td>
</tr>
<tr>
<td>Elective PE: Female Athletic Weight Training &amp; Conditioning</td>
<td>1</td>
<td>PE I &amp; PE II; Current athlete; Teacher placement</td>
</tr>
<tr>
<td>Elective PE: Football Athletic Weight Training &amp; Conditioning</td>
<td>1</td>
<td>PE I &amp; PE II; Current athlete; Teacher placement</td>
</tr>
<tr>
<td>Elective PE: Beginning Athletic Weight Training &amp; Conditioning</td>
<td>1</td>
<td>PE I &amp; PE II; Current athlete; Teacher placement</td>
</tr>
<tr>
<td>Physical Education II</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>Physical Education I</td>
<td>1</td>
<td>None</td>
</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 or 3506S 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 or 3542S Grades 9 – 12
ONE SEMESTER 1 Credit
Fulfills the PE I requirement for all diplomas

PHYSICAL EDUCATION II
Course Number: 3544F or 3544S 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: NON-ATHLETIC WEIGHT TRAINING & CONDITIONING
Recommended Prerequisite: PE I & PE II
Course Number: 3560NF or 3560NS 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: BEGINNING ATHLETIC WEIGHT TRAINING & CONDITIONING
Recommended Prerequisite: PE I & PE II; Current athlete; Teacher Placement
Course Number: 3560F or 3560S Grades 9 – 12
ONE SEMESTER 1 Credit
Fulfills an elective credit for all diplomas

ELECTIVE PE: FEMALE ATHLETIC WEIGHT TRAINING & CONDITIONING
Recommended Prerequisite: PE I & PE II; Current athlete; Teacher Placement
Course Number: 3560GF or 3560SG Grades 9 – 12
ONE SEMESTER 1 Credit
Fulfills an elective credit for all diplomas

ELECTIVE PE: TEAM SPORTS
Recommended Prerequisite: PE I & PE II
Course Number: 3560FT or 3560ST 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: CARDIOVASCULAR DEVELOPMENT
Recommended Prerequisite: PE I & PE II
Course Number: 3560FC or 3560SC Grades 10 – 12
ONE SEMESTER 1 Credit
Fulfills an elective credit for all diplomas

- Students will learn the latest trends in cardiovascular development, and aerobic fitness.
- Bridge the gap for aerobic activity, and students interested in improving endurance based activities.
- Understanding cardio development in a scientific manner, as classroom modules will teach the fitness principles in the class.
- This class would be a more in-depth, advanced pursuit of aerobic development.
For students wishing to develop higher levels of cardiovascular fitness, athletes in endurance based sports, and for students entering health fields looking for a more scientific based physical education class.

**Components of physical fitness will be taught:**
- Proper sequence of warmup activities for aerobic activity
- Proper care of body and injury prevention for repetitive activities
- Learning the blood/oxygen levels and the human biology of Cardio fitness
- Using heart rate monitors, and technology to monitor physical gains

Cardiovascular concepts include running, swimming, pilates, spinning, yoga

Use of technology to analyze, and apply fitness principles

Goal setting and evaluating personal fitness improvement
## Mathematics

### Senior Level Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Recommended Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>IB Mathematics SL</td>
<td>2</td>
<td>Pre-Calculus/Trigonometry or Pre-Calculus/Trigonometry Honors</td>
</tr>
<tr>
<td>AP Calculus BC</td>
<td>2</td>
<td>AP Calculus AB</td>
</tr>
<tr>
<td>AP Calculus AB</td>
<td>2</td>
<td>Pre-Calculus/Trigonometry Honors or Pre-Calculus/Trigonometry (“A” or higher)</td>
</tr>
<tr>
<td>AP Statistics</td>
<td>2</td>
<td>Finite Math or Pre-Calculus/Trigonometry Honors or Pre-Calculus/Trigonometry Honors or Trigonometry or Probability &amp; Statistics</td>
</tr>
<tr>
<td>Finite Mathematics</td>
<td>2</td>
<td>Geometry &amp; Algebra II or Analytical Algebra II</td>
</tr>
<tr>
<td>Probability &amp; Statistics</td>
<td>1</td>
<td>Geometry &amp; Algebra II</td>
</tr>
<tr>
<td>Trigonometry</td>
<td>1</td>
<td>Geometry &amp; Algebra II</td>
</tr>
<tr>
<td>Pre-Calculus/Trigonometry Honors</td>
<td>2</td>
<td>Algebra II Honors</td>
</tr>
<tr>
<td>Pre-Calculus/Trigonometry</td>
<td>2</td>
<td>Geometry (“C” or higher) &amp; Algebra II (“C” or higher)</td>
</tr>
<tr>
<td>Analytical Algebra II</td>
<td>2</td>
<td>Algebra I</td>
</tr>
<tr>
<td>Geometry</td>
<td>2</td>
<td>Algebra I</td>
</tr>
</tbody>
</table>

### Junior Level Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Recommended Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>IB Mathematics SL</td>
<td>2</td>
<td>Pre-Calculus/Trigonometry Honors</td>
</tr>
<tr>
<td>AP Calculus AB</td>
<td>2</td>
<td>Pre-Calculus/Trigonometry Honors</td>
</tr>
<tr>
<td>AP Statistics</td>
<td>2</td>
<td>Pre-Calculus/Trigonometry Honors</td>
</tr>
<tr>
<td>Finite Mathematics</td>
<td>2</td>
<td>Geometry &amp; Algebra II</td>
</tr>
<tr>
<td>Probability &amp; Statistics</td>
<td>1</td>
<td>Geometry &amp; Algebra II</td>
</tr>
<tr>
<td>Trigonometry</td>
<td>1</td>
<td>Geometry &amp; Algebra II</td>
</tr>
<tr>
<td>Pre-Calculus/Trigonometry Honors</td>
<td>2</td>
<td>Algebra II Honors</td>
</tr>
<tr>
<td>Pre-Calculus/Trigonometry</td>
<td>2</td>
<td>Geometry (“C” or higher) &amp; Algebra II (“C” or higher)</td>
</tr>
<tr>
<td>Analytical Algebra II</td>
<td>2</td>
<td>Algebra I</td>
</tr>
<tr>
<td>Geometry Honors</td>
<td>2</td>
<td>Algebra I (“A” or higher) &amp; Algebra II (“A” or higher)</td>
</tr>
<tr>
<td>Geometry</td>
<td>2</td>
<td>Algebra I</td>
</tr>
<tr>
<td>Algebra I</td>
<td>2</td>
<td>None</td>
</tr>
</tbody>
</table>

### Sophomore Level Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Recommended Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Calculus/Trigonometry Honors</td>
<td>2</td>
<td>Algebra II Honors</td>
</tr>
<tr>
<td>Algebra II Honors</td>
<td>2</td>
<td>Geometry Honors</td>
</tr>
<tr>
<td>Algebra II</td>
<td>2</td>
<td>Algebra I</td>
</tr>
<tr>
<td>Math Lab: Algebra II</td>
<td>2</td>
<td>Dual enrollment in Algebra II; Teacher recommendation/placement</td>
</tr>
<tr>
<td>Algebra I</td>
<td>2</td>
<td>None</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>Algebra II Honors</td>
<td>2</td>
<td>Geometry (“B-” or higher)</td>
</tr>
<tr>
<td>Geometry Honors</td>
<td>2</td>
<td>Algebra I (“B-” or higher)</td>
</tr>
<tr>
<td>Algebra I Lab</td>
<td>2</td>
<td>Dual enrollment in Algebra I; Teacher recommendation/placement</td>
</tr>
<tr>
<td>Algebra I</td>
<td>2</td>
<td>None</td>
</tr>
</tbody>
</table>

Co-Department Chairs: Lonnie Chamberlain and Sheri Dowden
**ALGEBRA I**

Course Number: 2520F – 2520S  
Grades 9 – 11  
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: 2516F – 2516S  
Grades 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.

**ALGEBRA II**

*Recommended Prerequisite: Algebra I*

Course Number: 2522F – 2522S  
Grades 10  
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.

**ANALYTICAL ALGEBRA II**

*Recommended Prerequisite: Algebra I*

Course Number: 2524F – 2524S  
Grades 11 – 12  
TWO SEMESTERS  
2 Credits  
Fulfills the Algebra II requirement for Core 40, AHD & THD

- Analytical Algebra II builds on previous work with linear, quadratic and exponential functions and extends to include polynomial, rational, radical, logarithmic, and other functions.
- Data analysis, statistics, and probability content should be included throughout the course, as students collect and use univariate and bivariate data to create and interpret mathematical models.
- Additionally, Analytical Algebra II should focus on the application of mathematics in various disciplines including business, finance, science, career and technical education, and social sciences, using technology to model real-world problems with various functions, using and translating between multiple representations.
- This course is not recommended for students interested in pursuing a STEM degree at a four-year institution; this course does not prepare students for PreCalculus/Trigonometry.
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.

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 ("C" or higher) AND Algebra II ("C" or higher)
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; (8) matrices & determinants; (9) conic sections; (10) analytic geometry; and (11) data analysis.
Note: A TI-84 Plus graphing calculator is required. (NO TI-NSPIRE)

PRECALCULUS/TRIGONOMETRY HONORS
Recommended Prerequisite: Algebra II Honors
Course Number: 2564HF – 2566HS  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)
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 AND Algebra II/Analytical 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

- 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 BC

**Recommended Prerequisite:** AP Calculus AB

Course Number: 2572F – 2572S  Grade 12

**TWO SEMESTERS**  2 Credits

Fulfills a mathematics requirement for all diplomas

- 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’Hopital’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-Calc/Trig Honors; For Grade 12 – Pre-Calc/Trig Honors or Pre-Calc/Trig

Course Number: 2584F – 2584S  Grades 11 – 12

**TWO SEMESTERS**  2 Credits

Fulfills a mathematics requirement for all diplomas

- 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)
## SENIOR LEVEL COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>IB Theory of Knowledge (12th)</td>
<td>2</td>
<td>IB Diploma candidates only</td>
</tr>
<tr>
<td>AP Research</td>
<td>2</td>
<td>AP Seminar required</td>
</tr>
<tr>
<td>Peer Tutoring: K-9 Mentors</td>
<td>2</td>
<td>Must have cum GPA of 3.0 or higher; Application &amp; interview required</td>
</tr>
<tr>
<td>AVID IV</td>
<td>2</td>
<td>Application required; Must have cumulative GPA of 2.5 or higher</td>
</tr>
<tr>
<td>BSD: Academic Support for Athletes</td>
<td>1</td>
<td>Recommendation/placement by coach</td>
</tr>
</tbody>
</table>

## JUNIOR LEVEL COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>IB Theory of Knowledge (11th)</td>
<td>2</td>
<td>IB Diploma candidates only</td>
</tr>
<tr>
<td>AP Seminar</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td>Peer Tutoring: K-9 Mentors</td>
<td>2</td>
<td>Must have cum GPA of 3.0 or higher; Application &amp; interview required</td>
</tr>
<tr>
<td>AVID III</td>
<td>2</td>
<td>Application required; Must have cumulative GPA of 2.5 or higher</td>
</tr>
<tr>
<td>BSD: Academic Support for Athletes</td>
<td>1</td>
<td>Recommendation/placement by coach</td>
</tr>
</tbody>
</table>

## SOPHOMORE LEVEL COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVID II</td>
<td>2</td>
<td>Application required; Must have cumulative GPA of 2.5 or higher</td>
</tr>
<tr>
<td>BSD: Academic Support for Athletes</td>
<td>1</td>
<td>Recommendation/placement by coach</td>
</tr>
</tbody>
</table>

## FRESHMAN LEVEL COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVID I</td>
<td>2</td>
<td>Application required; Teacher recommendation/placement</td>
</tr>
<tr>
<td>BSD: Academic Support for Athletes</td>
<td>1</td>
<td>Recommendation/placement by coach</td>
</tr>
</tbody>
</table>
AVID I  
Course Numbers: 05221F – 05221S  
TWO SEMESTERS  
Grade 9  
2 Credits  
Fulfills a directed elective or elective credit for all diplomas

AVID II  
Course Numbers: 05222F – 05222S  
TWO SEMESTERS  
Grade 10  
2 Credits  
Fulfills a directed elective or elective credit for all diplomas

AVID III  
Course Numbers: 05223F – 05223S  
TWO SEMESTERS  
Grade 11  
2 Credits  
Fulfills a directed elective or elective credit for all diplomas

AVID IV  
Course Numbers: 05224F – 05224S  
TWO SEMESTERS  
Grade 12  
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).

AP SEMINAR  
Course Numbers: 0552F – 0552S  
TWO SEMESTERS  
Grade 11  
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.

Note: The teacher does reserve the right a 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.

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

PEER TUTORING: K-9 MENTORS  
Recommended Prerequisite: Application & interview required; Cumulative GPA of 3.0 or higher  
Course Numbers: 0520F – 0520S  
TWO SEMESTERS  
Grade 11 – 12  
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 a 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.

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

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 (11th)

Recommended Prerequisite: For IB Diploma candidates only.
Course Numbers: 05601F – 05601S
Grade 11
TWO SEMESTERS
2 Credits
Fulfills an elective or directed elective credit for all diplomas

IB THEORY OF KNOWLEDGE (12th)

Recommended Prerequisite: For IB Diploma candidates only.
Course Numbers: 05602F – 05602S
Grade 12
TWO SEMESTERS
2 Credits
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.

BASIC SKILLS DEVELOPMENT/ACADEMIC SUPPORT FOR ATHLETES

Course Number: 0500AF or 0500AS
Grades 9 – 12
ONE SEMESTER
1 credit
Fulfills an elective credit for all diplomas
- Academic Support for Athletes includes collaborative study groups, focused note-taking, and other core study skills that will be taught to aspiring college athletes.
**PERFORMING ARTS (Band & Orchestra)**

<table>
<thead>
<tr>
<th>SOPHOMORE, JUNIOR &amp; SENIOR LEVEL COURSES</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 – Camerata</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 – 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>
<tr>
<td>Beginning Concert Band</td>
<td>2</td>
<td>None</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FRESHMAN LEVEL COURSES</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 – Camerata</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 – 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 – 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>
<tr>
<td>Beginning Concert Band</td>
<td>2</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*
**BEGINNING CONCERT BAND**
Course Numbers: 4160F – 4160S  
Grades 9 – 12  
TWO SEMESTERS  
2 Credits  
Fulfills AHD fine arts requirement  
Fulfills an elective or directed elective credit for all diplomas

**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

*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.*

- Students taking these courses are provided with a balanced comprehensive study of music through the concert band, which develops 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 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.
- Experiences include, but are not limited to, improvising, conducting, playing by ear, and sightreading. 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.
- These ensembles perform medium easy to medium advanced level concert band literature of varying styles.
- These ensembles perform in four or five concerts per year, plus two to three festivals and/or contests.

- It is expected that all students will participate in performances and extra rehearsals as a requirement for earning credit in the course.
- Students in these ensembles will be required to also participate in Pep Band during basketball season. Schedules and requirements will be passed out by early November.
- During the fall semester, students enrolled in this course are eligible, but not required, to participate in the *Marching Pride of Lawrence Township* Marching Band; this is a competitive ensemble made up of band students from both Lawrence North and Lawrence Central High Schools 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 once committed to this ensemble. A tentative calendar of rehearsals and performances will be handed out in the preceding spring.
  - **By committing to Marching Pride of Lawrence Township, parents and students understand that they are responsible for additional fees as described in the Lawrence Central Performing Arts Participation Fees Chart.**

**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

*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.*

- Students taking this course are provided with a balanced comprehensive study of music through the concert band, which develops skills in the psychomotor, cognitive, and affective domains. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas.

---

---
PERFORMING ARTS (Band & Orchestra)

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
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.

- This group is a performance course extension of the concert ensembles. Therefore, all students in Jazz Ensemble will be expected to also be in one of the concert bands, exceptions can only be made by the director.
- Students taking this course develop musicianship and specific performance skills through group and individual settings for the study and performance of the varied styles of instrumental jazz.
- The instruction includes the study of the history, formative, and stylistic elements of jazz. 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.

Experiences include, but are not limited to, improvising, conducting, playing by ear, and sightreading. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience.
- It is expected that all students will participate in performances and extra rehearsals as a requirement once committed to this ensemble.
- Students also have opportunities to experience live performances by professionals during and outside the school day.
- Students in this ensemble may be required to also participate in Pep Band during basketball season. Schedules and requirements will be passed out by early November.
- It is expected that students attend Monday after school sectional and/or full band rehearsals beginning second semester though the first week of May.
- Students in this ensemble, if asked, will be required to also be part of the Lawrence Central Symphony Orchestra. Details will be distributed during the fall semester. The LCSO rehearses on Monday evenings and Wednesday afternoons from the middle of fall semester through the end of the school year and may perform at commencement in June.
- During the fall semester, students enrolled in this course are eligible, but not required, to participate in the Marching Pride of Lawrence Township marching band; this is a competitive ensemble that meets daily during the first twelve weeks of the semester.
- 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 once committed to this ensemble.
- A tentative calendar of rehearsals and performances will be handed out in the preceding spring.
- By committing to Marching Pride of Lawrence Township, parents and students understand that they are responsible for additional fees as described in the Lawrence Central Performing Arts Participation Fees Chart.
Students in this ensemble will be required to also participate in Pep Band during basketball season. Schedules and requirements will be passed out by early November.

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.

During the fall semester, students enrolled in this course are eligible, but not required, to participate in the **Marching Pride of Lawrence Township** Marching Band; this is a competitive ensemble made up of band students from both Lawrence North and Lawrence Central High Schools 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 once committed to this ensemble. A tentative calendar of rehearsals and performances will be handed out in the preceding spring.

- **By committing to Marching Pride of Lawrence Township, parents and students understand that they are responsible for additional fees as described in the Lawrence Central Performing Arts Participation Fees Chart.

**INTERINSTRUMENTAL 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

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

**INTERINSTRUMENTAL 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 - 4162PS

- Grades 9 – 12
- TWO SEMESTERS
- 2 Credits

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

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.

- 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.

**INTERMEDIATE ORCHESTRA**

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

Course Numbers: 4172PF – 4172PS

- Grades 9 – 12
- TWO SEMESTERS
- 2 Credits

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

**ADVANCED ORCHESTRA - Camerata**

**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

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.

- Students taking these courses are provided with a balanced comprehensive study of music through the string 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 sightreading.
- 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.
- These ensembles perform medium easy to medium advanced level string orchestra literature of varying styles.
- These ensembles perform in four or five concerts per year, plus two to three festivals and/or contests.
- It is expected that all students will participate in performances and extra rehearsals as a requirement for earning credit in the course.

**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  

**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.**

- 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, imagine, 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 sightreading.  
- 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.
- All students enrolled in this class participate as members of the Symphonic Orchestra.
- Attendance at evening rehearsals (one night each week) is mandatory.
<table>
<thead>
<tr>
<th>JUNIOR &amp; SENIOR LEVEL COURSES</th>
<th>CREDITS</th>
<th>RECOMMENDED PREREQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance Performance – Advanced</td>
<td>2</td>
<td>Dance Performance – Intermediate/Advanced; Audition</td>
</tr>
<tr>
<td>Dance Performance – Intermediate/Adv</td>
<td>2</td>
<td>Dance Performance – Intermediate; Audition/Director recommendation required</td>
</tr>
<tr>
<td>Dance Performance – Intermediate</td>
<td>2</td>
<td>Dance Performance – Beginning/Intermediate; Audition</td>
</tr>
<tr>
<td>Dance Performance – Beg/Intermediate</td>
<td>2</td>
<td>Dance Performance – Beginning; Audition/Director recommendation required</td>
</tr>
<tr>
<td>Dance Performance – Beginning</td>
<td>2</td>
<td>Some previous dance experience is beneficial; Audition</td>
</tr>
<tr>
<td>Dance Performance – Adv: Color Guard</td>
<td>2</td>
<td>Previous dance experience is beneficial; Audition</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>
</tr>
<tr>
<td>Theatre Arts</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>Advanced Musical Theatre</td>
<td>1</td>
<td>Musical Theatre</td>
</tr>
<tr>
<td>Musical Theatre</td>
<td>1</td>
<td>None</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SOPHOMORE LEVEL COURSES</th>
<th>CREDITS</th>
<th>RECOMMENDED PREREQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance Performance – Intermediate/Adv</td>
<td>2</td>
<td>Dance Performance – Intermediate; Audition/Director recommendation required</td>
</tr>
<tr>
<td>Dance Performance – Intermediate</td>
<td>2</td>
<td>Dance Performance – Beg/Intermediate; Audition</td>
</tr>
<tr>
<td>Dance Performance – Beg/Intermediate</td>
<td>2</td>
<td>Dance Performance – Beginning; Audition/Director recommendation required</td>
</tr>
<tr>
<td>Dance Performance – Beginning</td>
<td>2</td>
<td>Some previous dance experience is beneficial; Audition</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>Advanced Theatre Arts</td>
<td>2</td>
<td>Theatre Arts; Audition/teacher recommendation required</td>
</tr>
<tr>
<td>Theatre Arts</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>Advanced Musical Theatre</td>
<td>1</td>
<td>Musical Theatre</td>
</tr>
<tr>
<td>Musical Theatre</td>
<td>1</td>
<td>None</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FRESHMAN LEVEL COURSES</th>
<th>CREDITS</th>
<th>RECOMMENDED PREREQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance Performance – Beg/Intermediate</td>
<td>2</td>
<td>Dance Performance – Beginning; Audition/Director recommendation required</td>
</tr>
<tr>
<td>Dance Performance – Beginning</td>
<td>2</td>
<td>Some previous dance experience is beneficial; Audition</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 Arts</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>Advanced Musical Theatre</td>
<td>1</td>
<td>Musical Theatre</td>
</tr>
<tr>
<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: 4186F – 4186S 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 cultural settings derived from the African American gospel tradition.
- Students are to enhance the skills that are specifically germane to vocal gospel music production.
- A variety of repertoire and styles are chosen at the conductor’s discretion, commensurate with the group’s ability to meet the objectives of the course.
- In addition, performance opportunities are incorporated to assist students in reaching a comprehensive and interactive aesthetic experience.

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

ADVANCED MUSICAL THEATRE

Recommended Prerequisite: Musical Theatre
Course Number: 0518S 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: 4242F or 4542S 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.

Note: It is extremely important for students to understand both the performance and technical side to theatre.

ADVANCED THEATRE ARTS

Recommended Prerequisite: Theatre Arts; Audition and teacher approval required
Course Number: 4240F – 4240S Grades 10 – 12
TWO SEMESTERS 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*

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Grades</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>4248F – 4248S</td>
<td>11 – 12</td>
<td>2</td>
<td>Fulfills AHD fine arts requirement</td>
</tr>
</tbody>
</table>

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.
• 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.

DANCE PERFORMANCE – Advanced: Color Guard
Recommended Prerequisite: Previous dance experience is beneficial, but not required; Audition/Director recommendation required
Course Number: 4146GF – 4146GS Grades 11 – 12
TWO SEMESTERS 2 Credits
Fulfills AHD fine arts requirement
Fulfills an elective or directed elective credit for all diplomas

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.

• During the fall semester, students enrolled in this course are required, to participate in the Marching Pride of Lawrence Township
Marching Band; this is a competitive ensemble made up of students from both Lawrence North and Lawrence Central High Schools that meets daily during the first twelve weeks of the semester.

  o Note: Students participating in Marching Band/Color Guard 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 once committed to this ensemble. A tentative calendar of rehearsals and performances will be handed out in the preceding fall.

• By committing to Lawrence Township Winter Guard, parents and students understand that they are responsible for additional fees as described in the Lawrence Central Performing Arts Participation Fees Chart.

• During the spring semester, students enrolled in this course are required, to participate in the Lawrence Township Winter Guard; this is a competitive ensemble made up of students from both Lawrence North and Lawrence Central High Schools that meets before, during and after school from the end of November through much of spring semester

  o Note: Students participating in Marching Band/Color Guard 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 once committed to this ensemble. A tentative calendar of rehearsals and performances will be handed out in the preceding fall.

Activities utilize a wide variety of materials and experiences and are designed to develop techniques appropriate for this level of dance, 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.
# Performing Arts (Music Theory & Piano)

## Junior & Senior Level Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Recommended Prerequisite</th>
</tr>
</thead>
<tbody>
<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>
<td>1</td>
<td>Piano &amp; Electronic Keyboard III</td>
</tr>
<tr>
<td>Piano &amp; Electronic Keyboard III</td>
<td>1</td>
<td>Piano &amp; Electronic Keyboard II</td>
</tr>
<tr>
<td>Piano &amp; Electronic Keyboard II</td>
<td>1</td>
<td>Piano &amp; Electronic Keyboard I</td>
</tr>
<tr>
<td>Piano &amp; Electronic Keyboard I</td>
<td>1</td>
<td>None</td>
</tr>
</tbody>
</table>

## Sophomore Level Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Recommended Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Piano &amp; Electronic Keyboard IV</td>
<td>1</td>
<td>Piano &amp; Electronic Keyboard III or teacher approval</td>
</tr>
<tr>
<td>Piano &amp; Electronic Keyboard III</td>
<td>1</td>
<td>Piano &amp; Electronic Keyboard II or teacher approval</td>
</tr>
<tr>
<td>Piano &amp; Electronic Keyboard II</td>
<td>1</td>
<td>Piano &amp; Electronic Keyboard I or teacher approval</td>
</tr>
<tr>
<td>Piano &amp; Electronic Keyboard I</td>
<td>1</td>
<td>None</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>
</tbody>
</table>

## Freshman Level Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Recommended Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Piano &amp; Electronic Keyboard II</td>
<td>1</td>
<td>Piano &amp; Electronic Keyboard I or teacher approval</td>
</tr>
<tr>
<td>Piano &amp; Electronic Keyboard I</td>
<td>1</td>
<td>None</td>
</tr>
</tbody>
</table>
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

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 and Electronic Keyboard is based on the Indiana Academic Standards for High School Music Technology and Instrumental Music.

• Students taking this course develop skills in piano keyboard and musicianship.

• Instruction is designed so students are able to play beginning and intermediate piano keyboard music.

• Students perform with proper posture, hand position, fingering, rhythm, and articulation; compose and improvise melodic and harmonic material; create and perform simple accompaniments; listen to, analyze, sight-read, and study a variety of keyboard literature; study the elements of music as exemplified in a variety of styles; and make interpretive decisions.

MUSIC THEORY & COMPOSITION
Recommended Prerequisite: Successful participation in a music ensemble or passing score on proficiency exam
Course Numbers: 4208F – 4208S Grades 10 – 12
TWO SEMESTERS 2 Credits
Fulfills AHD fine arts requirement
Fulfills an elective or directed elective credit for all diplomas

• 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.

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.
<table>
<thead>
<tr>
<th>JUNIOR &amp; SENIOR LEVEL COURSES</th>
<th>CREDITS</th>
<th>RECOMMENDED PREREQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>IB Environmental Systems &amp; Societies SL</td>
<td>2</td>
<td>Chemistry I; Geometry</td>
</tr>
<tr>
<td>IB Chemistry SL</td>
<td>2</td>
<td>Pre-Calculus/Trigonometry (or concurrent enrollment); Chemistry I Honors</td>
</tr>
<tr>
<td>IB Biology HL</td>
<td>2</td>
<td>Biology I (&quot;A&quot; or higher); Chemistry I (&quot;B&quot; or higher)</td>
</tr>
<tr>
<td>IB Biology SL</td>
<td>2</td>
<td>Biology I (&quot;A&quot; or higher); Chemistry I (&quot;B&quot; or higher)</td>
</tr>
<tr>
<td>AP Physics 1: Algebra-Based</td>
<td>2</td>
<td>Algebra II; Chemistry I (&quot;C&quot; or higher); Algebra I (&quot;B&quot; or higher)</td>
</tr>
<tr>
<td>AP Environmental Science</td>
<td>2</td>
<td>Chemistry I; Geometry</td>
</tr>
<tr>
<td>AP Chemistry</td>
<td>2</td>
<td>Pre-Calculus/Trigonometry (or concurrent enrollment); Chemistry I Honors</td>
</tr>
<tr>
<td>IB Chemistry SL</td>
<td>2</td>
<td>Pre-Calculus/Trigonometry (or concurrent enrollment); Chemistry I Honors</td>
</tr>
<tr>
<td>AdvSciCC: Biology/BIOLL100 (IU)</td>
<td>2</td>
<td>Biology I (&quot;A&quot; or higher); Chemistry I (&quot;B&quot; or higher); 2.7 cumulative GPA</td>
</tr>
<tr>
<td>Anatomy and Physiology</td>
<td>2</td>
<td>Biology I; Chemistry I</td>
</tr>
<tr>
<td>Physics I</td>
<td>2</td>
<td>Algebra II (or concurrent enrollment); Biology I</td>
</tr>
<tr>
<td>AdvSciCC: Chemistry I/CHEMC101-C121 (IU)</td>
<td>2</td>
<td>Algebra II (or concurrent enrollment); 2.7 cumulative GPA</td>
</tr>
<tr>
<td>Chemistry I Honors</td>
<td>2</td>
<td>3rd year Core 40 Math (or concurrent enrollment); Biology I Honors</td>
</tr>
<tr>
<td>Chemistry I</td>
<td>2</td>
<td>Algebra II (or concurrent enrollment); Biology I</td>
</tr>
<tr>
<td>Integrated Chemistry-Physics</td>
<td>2</td>
<td>Algebra I; Biology I</td>
</tr>
<tr>
<td>Biology II: Botany</td>
<td>1</td>
<td>Biology I</td>
</tr>
<tr>
<td>Biology II: Zoology</td>
<td>1</td>
<td>Biology I</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>2</td>
<td>Biology I</td>
</tr>
<tr>
<td>Biology I</td>
<td>2</td>
<td>None</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SOPHOMORE LEVEL COURSES</th>
<th>CREDITS</th>
<th>RECOMMENDED PREREQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics I</td>
<td>2</td>
<td>Algebra II (or concurrent enrollment); Biology I</td>
</tr>
<tr>
<td>AdvSciCC: Chemistry I/CHEMC101-C121 (IU)</td>
<td>2</td>
<td>Algebra II (or concurrent enrollment); 2.7 cumulative GPA</td>
</tr>
<tr>
<td>Chemistry I Honors</td>
<td>2</td>
<td>3rd year Core 40 Math (or concurrent enrollment); Biology I Honors</td>
</tr>
<tr>
<td>Chemistry I</td>
<td>2</td>
<td>Algebra II (or concurrent enrollment); Biology I</td>
</tr>
<tr>
<td>Integrated Chemistry-Physics</td>
<td>2</td>
<td>Biology I; Biology I</td>
</tr>
<tr>
<td>Biology II: Botany</td>
<td>1</td>
<td>Biology I</td>
</tr>
<tr>
<td>Biology II: Zoology</td>
<td>1</td>
<td>Biology I</td>
</tr>
<tr>
<td>Biology I</td>
<td>2</td>
<td>None</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FRESHMAN LEVEL COURSES</th>
<th>CREDITS</th>
<th>RECOMMENDED PREREQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>AdvSciCC: Chemistry I/CHEMC101-C121 (IU)</td>
<td>2</td>
<td>Algebra II (or concurrent enrollment); 2.7 cumulative GPA</td>
</tr>
<tr>
<td>Chemistry I Honors</td>
<td>2</td>
<td>Biology I Honors (&quot;B&quot; or higher); Algebra II (&quot;B&quot; or higher)</td>
</tr>
<tr>
<td>Chemistry I</td>
<td>2</td>
<td>Biology I Honors (&quot;C&quot; or higher); Algebra I (&quot;C&quot; or higher)</td>
</tr>
<tr>
<td>Biology II: Botany</td>
<td>1</td>
<td>Biology I Honors; Pre-Algebra (&quot;C&quot; or higher)</td>
</tr>
<tr>
<td>Biology II: Zoology</td>
<td>1</td>
<td>Biology I Honors; Pre-Algebra (&quot;C&quot; or higher)</td>
</tr>
<tr>
<td>Earth and Space Science I</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td>Biology I Honors</td>
<td>2</td>
<td>Teacher recommendation/placement</td>
</tr>
<tr>
<td>Biology I</td>
<td>2</td>
<td>None</td>
</tr>
</tbody>
</table>
**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: 3044F9 – 3044S9  
Grade 9  
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 com-munity issues related to science.

**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
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), Algebra I (“B” or higher); For Grades 10 -12 – 3rd year of Core 40 Math (or concurrent enrollment), Biology I Honors
Course Numbers: 3064HF – 3064HS Grades 9 – 12
TWO SEMESTERS 2 Credits
Fulfills a science requirement for all diplomas
Quantitative Reasoning course
• Chemistry I is a course based on the following core topics: properties and states of matter; atomic structure; bonding; chemical reactions; solution chemistry; behavior of gases, and organic chemistry.
• Students enrolled in Chemistry I compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions.
• Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

Note: Chemistry I Honors is a partial grade-weighted (.5) course.

ADV SCI CC: CHEMISTRY/CHEMC101-C121 (IU)

Recommended Prerequisite: Algebra II (or concurrent enrollment); Cumulative GPA of 2.7 or higher
Course Numbers: 3090CF – 3090CS Grades 9 – 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.
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.

ADV SCI CC: BIOLOGY/BIOI L100 (IU)
Recommended Prerequisite: Biology I (“A” or higher); Chemistry I (“B” or higher); Cumulative GPA of 2.7 or higher
Course Numbers: 30908F – 3090BS Grades 11 – 12 TWO SEMESTERS 2 Credits
Fulfills a science requirement for all diplomas
• Principles of biological organization, from molecules through cells and organisms to populations will be studied
• An emphasis on processes common to all organisms, with special reference to humans, will be studied
• 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.
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 BIOI L100.

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 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.

PHYSICS I

Recommended Prerequisite: Algebra II (or concurrent enrollment); Biology I
Course Numbers: 3084F – 3084S Grades 10 – 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.
AP PHYSICS 1: ALGEBRA-BASED

Recommended Prerequisite: Algebra II; Chemistry I Honors (“C” or higher); Algebra I (“B” or higher)
Course Numbers: 3080F – 3080S  Grades 11 – 12
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.

IB BIOLOGY SL

Recommended Prerequisite: Biology I (“A” or higher); Chemistry I (“B” or higher)
Course Numbers: 3034F – 3034S  Grades 11 – 12
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  Grades 11 – 12
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  Grades 11 – 12
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

Recommended Prerequisite: Biology I; Chemistry I
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.
### SENIOR LEVEL COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Recommended Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>IB History HL: 20th Century America</td>
<td>2</td>
<td>AP US History</td>
</tr>
<tr>
<td>IB Psychology HL</td>
<td>2</td>
<td>AP Psychology</td>
</tr>
<tr>
<td>AP Psychology</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td>Psychology</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>Sociology</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>Ethnic Studies</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>Indiana Studies</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>AP Macroeconomics</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>AP Microeconomics</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>AP Government and Politics</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>Economics</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>US Government Honors – Constitutional Law</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>US Government</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>Current Problems, Issues and Events</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>AP US History</td>
<td>2</td>
<td>Geography and History of the World Honors</td>
</tr>
<tr>
<td>AP World History Modern</td>
<td>2</td>
<td>Geography and History of the World Honors</td>
</tr>
</tbody>
</table>

### JUNIOR LEVEL COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Recommended Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>IB History HL: 20th Century America</td>
<td>2</td>
<td>AP US History</td>
</tr>
<tr>
<td>AP Microeconomics</td>
<td>1</td>
<td>Teacher recommendation</td>
</tr>
<tr>
<td>AP Macroeconomics</td>
<td>1</td>
<td>Teacher recommendation</td>
</tr>
<tr>
<td>AP US Government &amp; Politics</td>
<td>1</td>
<td>Teacher recommendation</td>
</tr>
<tr>
<td>AP Psychology</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td>Psychology</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>Sociology</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>Ethnic Studies</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>Indiana Studies</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>AP US History – Interdisciplinary</td>
<td>2</td>
<td>English 10 Honors (“B” or higher)</td>
</tr>
<tr>
<td>AP US History</td>
<td>2</td>
<td>Geography and History of the World Honors</td>
</tr>
<tr>
<td>US History</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td>AP World History Modern</td>
<td>2</td>
<td>Geography and History of the World Honors</td>
</tr>
</tbody>
</table>

### SOPHOMORE LEVEL COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Recommended Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnic Studies</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>Indiana Studies</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>AP US History</td>
<td>2</td>
<td>Teacher recommendation</td>
</tr>
<tr>
<td>AP World History Modern</td>
<td>2</td>
<td>Geography and History of the World Honors</td>
</tr>
<tr>
<td>Geography and History of the World</td>
<td>2</td>
<td>None</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>Geography and History of the World Lyceum</td>
<td>2</td>
<td>Teacher recommendation/placement</td>
</tr>
<tr>
<td>Geography and History of the World Honors</td>
<td>2</td>
<td>Teacher recommendation/placement</td>
</tr>
<tr>
<td>Geography and History of the World</td>
<td>2</td>
<td>None</td>
</tr>
</tbody>
</table>
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.

US HISTORY
Course Numbers: 1542F – 1542S  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 or 1540S  Grade 10
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.

ECONOMICS
Course Numbers: 1514F or 1514S  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.
**SOCIAL STUDIES**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Grade Level(s)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1534F/S</td>
<td>Grades 11–12</td>
<td>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.</td>
</tr>
<tr>
<td>1512F or 1512S</td>
<td>Grade 12</td>
<td>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.</td>
</tr>
<tr>
<td>1516</td>
<td>Grades 10–12</td>
<td>Ethnics 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.</td>
</tr>
<tr>
<td>1518F or 1518S</td>
<td>Grades 10–12</td>
<td>Indiana Studies is an integrated course that compares and contrasts state and national developments in the areas of politics, economics, history, and culture. The course uses Indiana history as a basis for understanding current policies, practices, and state legislative procedures. It also includes the study of state and national constitutions from a historical perspective and as a current foundation of government. Examination of individual leaders and their roles in a democratic society will be included and student will examine the participation of citizens in the political process. Selections from Indiana arts and literature may also be analyzed for insights into historical events and cultural expressions.</td>
</tr>
<tr>
<td>1612F – 1612S</td>
<td>Grades 10–12</td>
<td>AP World History Modern is designed to be the equivalent of a two-semester introductory college or university world history course. According to the College Board AP World History Modern students “investigate significant events, individuals, developments, and processes in historical periods from approximately 1200 CE to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; making historical comparisons; utilizing reasoning about contextualization, causation, and continuity and change over time; and developing historical arguments. The course provides five themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures.</td>
</tr>
</tbody>
</table>

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

---

**ETHNIC STUDIES**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Grade Levels</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1516EF or 1516ES</td>
<td>Grades 10–12</td>
<td>Fulfills an elective credit for all diplomas. Ethnics 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Grade Levels</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1512F or 1512S</td>
<td>Grade 12</td>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Grade Levels</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1516</td>
<td>Grades 10–12</td>
<td>Fulfills an elective credit for all diplomas. Ethnics 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Grade Levels</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1518F or 1518S</td>
<td>Grades 10–12</td>
<td>Fulfills an elective credit for all diplomas. Indiana Studies is an integrated course that compares and contrasts state and national developments in the areas of politics, economics, history, and culture. The course uses Indiana history as a basis for understanding current policies, practices, and state legislative procedures. It also includes the study of state and national constitutions from a historical perspective and as a current foundation of government. Examination of individual leaders and their roles in a democratic society will be included and student will examine the participation of citizens in the political process. Selections from Indiana arts and literature may also be analyzed for insights into historical events and cultural expressions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Grade Levels</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1532F/S</td>
<td>Grades 11–12</td>
<td>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.</td>
</tr>
</tbody>
</table>
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 US HISTORY (Interdisciplinary)

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

Course Numbers: 1562IF – 1562IS Grade 11
TWO SEMESTERS 2 Credits

Fulfills the US History 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.
- 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 PSYCHOLOGY

Course Numbers: 1558F – 1558S Grades 11 – 12
TWO SEMESTERS 2 Credits

Fulfills an elective credit for all diplomas

- Advanced Placement Psychology is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals.
- Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology.
- They also learn about the methods psychologists use in their science and practice.

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 Macroeconomics is a course based on the content established and copyrighted by the College Board.
- AP Macroeconomics is an introductory college-level course that focuses on the principles that apply to an economic system as a whole.
- The course places particular emphasis on the study of national income and price-level determination; it also develops students’ familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics.
- Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.
- 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  
Grades 11 – 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.
### SENIOR LEVEL COURSES

| Language for Heritage Speakers III – Spanish | 2 | Language for Heritage Speakers II – Spanish; Teacher recommendation/ placement |
| Language for Heritage Speakers II – Spanish | 2 | Language for Heritage Speakers I – Spanish; Teacher recommendation/ placement |
| Language for Heritage Speakers I – Spanish | 2 | Teacher recommendation/ placement |
| AP Spanish Literature & Culture | 2 | Spanish III |
| AP Spanish Language & Culture | 2 | Spanish IV ("C" or higher) |
| Spanish IV/HISPS250 IU (ACP) | 2 | Spanish IV ("C" or higher); Cumulative GPA of 2.7 or higher |
| Spanish IV/HISPS200 IU (ACP) | 2 | Spanish III ("C" or higher); Cumulative GPA of 2.7 or higher |
| Spanish IV | 2 | Spanish III ("C" or higher) |
| Spanish III | 2 | Spanish II ("C" or higher) |
| Spanish II | 2 | Spanish I ("C" or higher) |
| Spanish I | 2 | None |
| AP German Language and Culture | 2 | German IV ("C" or higher) |
| German IV | 2 | German III ("C" or higher) |
| German III | 2 | German II ("C" or higher) |
| German II | 2 | German I ("C" or higher) |
| German I | 2 | None |
| AP French Language & Culture | 2 | French IV ("C" or higher) |
| French IV | 2 | French III ("C" or higher) |
| French III | 2 | French II ("C" or higher) |
| French II | 2 | French I ("C" or higher) |
| French I | 2 | None |

### JUNIOR LEVEL COURSES

| American Sign Language I | 2 | None |
| Language for Heritage Speakers III – Spanish | 2 | Language for Heritage Speakers II – Spanish; Teacher recommendation/ placement |
| Language for Heritage Speakers II – Spanish | 2 | Language for Heritage Speakers I – Spanish; Teacher recommendation/ placement |
| Language for Heritage Speakers I – Spanish | 2 | Teacher recommendation/ placement |
| AP Spanish Literature & Culture | 2 | Spanish III |
| AP Spanish Language & Culture | 2 | Spanish IV ("C" or higher) |
| Spanish IV/HISPS200 IU (ACP) | 2 | Spanish III ("C" or higher); Cumulative GPA of 2.7 or higher |
| Spanish IV | 2 | Spanish III ("C" or higher) |
| Spanish III | 2 | Spanish II ("C" or higher) |
| Spanish II | 2 | Spanish I ("C" or higher) |
| Spanish I | 2 | None |
| AP German Language and Culture | 2 | German IV ("C" or higher) |
| German IV | 2 | German III ("C" or higher) |
| German III | 2 | German II ("C" or higher) |
| German II | 2 | German I ("C" or higher) |
| German I | 2 | None |
| AP French Language & Culture | 2 | French IV ("C" or higher) |
| French IV | 2 | French III ("C" or higher) |
| French III | 2 | French II ("C" or higher) |
| French II | 2 | French I ("C" or higher) |
| French I | 2 | None |

### SOPHOMORE LEVEL COURSES

| American Sign Language I | 2 | None |
| Language for Heritage Speakers III – Spanish | 2 | Language for Heritage Speakers II – Spanish; Teacher recommendation/ placement |
| Language for Heritage Speakers II – Spanish | 2 | Language for Heritage Speakers I – Spanish; Teacher recommendation/ placement |
| Language for Heritage Speakers I – Spanish | 2 | Teacher recommendation/ placement |
| Spanish III | 2 | Spanish II ("C" or higher) |
| Spanish II | 2 | Spanish I ("C" or higher) |
| Spanish I | 2 | None |
| German II | 2 | German I ("C" or higher) |
| German I | 2 | None |
| French III | 2 | French II ("C" or higher) |
| French II | 2 | French I ("C" or higher) |
| French I | 2 | None |

### FRESHMAN LEVEL COURSES

| American Sign Language I | 2 | None |
| Language for Heritage Speakers II – Spanish | 2 | Language for Heritage Speakers I – Spanish; Teacher recommendation/ placement |
| Language for Heritage Speakers I – Spanish | 2 | Teacher recommendation/ placement |
| Spanish II | 2 | Spanish I ("C" or higher) |
| Spanish I | 2 | None |
| German II | 2 | None |
| French II | 2 | French I ("C" or higher) |
| French I | 2 | None |

Department Chair: Jill Hilgemeier
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.

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 leave 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.
- Additionally, students become familiar with major geographical features of the French-speaking world.
- Daily homework completion and content memorization is required.

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 – 2040S 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 contextual clues to guess meaning and comprehending longer written or oral directions.
Additionally, students:
- will present prepared material on a variety of topics, as well as read aloud to practice appropriate pronunciation and intonation.
- 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.
- 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 Grade 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:
  o speaking and writing;
  o providing opportunities to make and respond to basic requests and questions;
  o understanding and using appropriate greetings and forms of address;
  o participating in brief guided conversations on familiar topics;
  o writing short passages with guidance;
  o developing reading and listening comprehension skills, such as reading isolated words and phrases in a situational context;
  o comprehending brief written or oral directions;
  o making connections across content areas;
  o 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:
  o asking questions regarding routine activities;
  o participating in conversations on a variety of topics;
  o relating a simple narrative about a personal experience or event;
  o 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;
  o understanding main ideas and facts from simple texts over familiar topics;
  o 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 to:
  o initiate, sustain, and close conversations;
  o exchange detailed information in oral and written form;
  o write cohesive information with greater detail;
  o use cognates, synonyms and antonyms to derive meaning from written and oral information;
  o comprehend detailed written or oral directions;
  o present student-created material on a variety of topics;
  o read aloud to practice appropriate pronunciation and intonation;
  o develop understanding of Spanish-speaking culture through recognition of the interrelations among the practices, products and perspectives of the target culture;
  o discuss significant events in the target culture;
  o investigate elements that shape cultural identity in the target culture;
  o make connections across content areas;
  o apply the understanding of Spanish language and culture outside of the classroom.
• Daily homework completion and content memorization is required.

**Note: This is a partial grade-weighted (.5) course**
SPANISH IV
Recommended Prerequisite: Spanish III ("C" 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 IV/HISP200 (IU)
Recommended Prerequisite: Spanish III ("C" or higher);
Cumulative GPA of 2.7 or higher
Course Numbers: 2126CF – 2126CS 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:
  - respond to factual and interpretive questions, interact in complex social situations, and express opinions and make judgments;
  - paraphrase or restate what someone else has said or written;
  - 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;
  - read a longer dramatic work;
  - view and comment on Spanish and Latin American paintings;
  - adjust speech and writing based on context and register;
  - begin to use the language creatively by writing expository prose;
  - use only Spanish for all classroom interactions.

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

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:
  - The ability to comprehend formal and informal spoken Spanish
  - 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
  - The ability to compose expository prose
  - The ability to express ideas orally with accuracy and fluency;
  - 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 I – SPANISH
Recommended Prerequisite: Language for Heritage Speakers I – Spanish; Teacher recommendation/placement
Course Numbers: 2190F – 2190S Grades 9 – 12
TWO SEMESTERS 2 Credits
Fulfills a World Language requirement for AHD
Fulfills an elective or directed elective credit for all diplomas
- 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 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 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 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 biliteracy 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

AMERICAN SIGN LANGUAGE I
Course Numbers: 2156F – 2156S Grades 9 – 11
TWO SEMESTERS 2 Credits
Fulfills a World Language requirement for AHD
Fulfills an elective or directed elective credit for all diplomas
- American Sign Language I is a course that introduces students to American Sign Language (ASL) and the deaf community.
- The course focuses on frequently used signs through a functional-notional approach, and discusses cultural features of the deaf community.
- Emphasis is placed on development of receptive and expressive language skills.
- Through this course, students are given the opportunity to develop visual acuity; follow brief verbal instructions; understand short statements, questions, and dialogues; develop short descriptions with guidance; begin to understand the current GLOSSING system used to write ASL; and examine other methods developed to write ASL, including Sign Writing.
- Students also learn to recognize the difference between the pathological and psychological definitions of deafness, recognize the widespread use of ASL throughout the United States, and develop an understanding of the relationship between languages and cultures as a whole.
MCIT COURSES

Available to students from LN and LC, the McKenzie Center for Innovation and Technology houses state-of-the-art equipment and materials in the classrooms and labs. The Center embraces postsecondary-ready competencies though rigorous academic programs and diverse technological courses. McKenzie prepare students for college and career opportunities 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 student.

“M” indicates the course is taught at the McKenzie Center for Innovation and Technology (MCIT).

BUSINESS EDUCATION PATHWAY

INTRODUCTION

Business and industry surveys indicate that economic survival in the 21st century will demand that students know and understand both fundamental and technical concepts of business as well as possess the ability to execute these concepts in nearly any setting. All persons regardless of age, gender, and career aspirations, can benefit from participating in business, marketing, and information technology education. These programs provide a foundation for success for all students.

Looking to the future, adjusting, and adapting as innovations emerge, the business, marketing and information technology education curriculum has changed dramatically over the years and now parallels the practices being implemented in business/industry both at home and abroad. As the explosion of technology began impacting businesses in an unprecedented manner, business, marketing, and information technology education quickly adjusted the curriculum to follow suit. When American businesses began to expand their frontiers to include global transactions, business, marketing, and information technology education began incorporating international content into the curriculum. Business, marketing, and information technology education has never been a static, stationary discipline; rather, it is an emerging, expanding, and challenging field.

The mission of Business, Marketing, and Information Technology Education in Indiana is to work cooperatively with business/industry to prepare all individuals to live and work as productive citizens in a changing global society by providing essential business, marketing, and information technology experiences, education, and training. These experiences should actively engage students using instructional strategies that rely on the use of technology and practices that reflect current and emerging business/industry procedures.

PREPARING FOR COLLEGE & CAREERS 5394MF

Fall Semester only - paired with Intro to Business 4518MS Spring Only

Preparing for College and Careers addresses the knowledge, skills, and behaviors all students need to be prepared for success in college, career, and life. The focus of the course is the impact of today’s choices on tomorrow’s possibilities. Topics to be addressed include twenty-first century life and career skills; higher order thinking, communication, leadership, and management processes; exploration of personal aptitudes, interests, values, and goals; examining multiple life roles and responsibilities as individuals and family members; planning and building employability skills; transferring school skills to life and work; and managing personal resources. This course includes reviewing the 16 national career clusters and Indiana's College and Career Pathways, in-depth investigation of one or more pathways, reviewing graduation plans, developing career plans, and developing personal and career portfolios. A project based approach, including computer and technology applications, cooperative ventures between school and community, simulations, and real life experiences, is recommended.

- Recommended Grade Level: Grade 9
- Recommended Prerequisites: None
- Credits: 1 credit; Semester: 1 Fall Only Paired w/ Intro to Business 4518MS
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors Diplomas

INTRODUCTION TO BUSINESS 4518MS

Spring Semester only - paired with Preparing for College & Careers 5394MF

Introduction to the business world including local, national and International. This course will cover business management, entrepreneurship, marketing fundamentals, and business ethics and law. This course develops business vocabulary and provides an overview of business and the role that business plays in economic, social and political environments.

- Recommended Grade Level: Grade 9
- Recommended Prerequisites: None
- Credits: 1 credit; Semester: 1 Spring Only Paired w/ Preparing For College & Careers 5394MF
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors Diplomas

2019-2020 LCHS Curriculum Handbook Back to Table of Contents 81
PRINCIPLES OF MARKETING/MKTG 101 (IT) **  5914MF – 5914MS

*Principles of Marketing* provides a basic introduction to the scope and importance of marketing in the global economy. Emphasis is placed on oral and written communications, mathematical applications, problem solving, and critical thinking skills as they relate to sport event industries, their economic impact and products; advertising/promotion/selling, distribution, financing, marketing-information management, pricing, and product/service management.

- Recommended Grade level: Grade 10-12
- Recommended Prerequisites: None
- Credits: 2 semester course, 1 credit each semester, total of 2 credits
- Weighted Course (1.0)
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Course Aligned with postsecondary courses for Dual Credit through Ivy Tech

PRINCIPLES OF BUSINESS MANAGEMENT/BUSN 101 (IT) **  4562MF – 4562MS

*Principles of Business Management* focuses on the roles and responsibilities of managers as well as opportunities and challenges of ethically managing a business in the free-enterprise system. Students will attain an understanding of management, team building, leadership, problem-solving steps and processes that contribute to the achievement of organizational goals. The management of human and financial resources is emphasized.

- Recommended Grade Level: Grade 10 – 12
- Credits: 2 semester course, 1 credit each semester, total of 2 credits
- Weighted Course (1.0)
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Course Aligned with postsecondary courses for Dual Credit through Ivy Tech

PRINCIPLES OF BUSINESS MANAGEMENT/Bus X100 (IU) **  4562KF – 4562KS

Business administration from the standpoint of the manager of a business firm operating in the contemporary economic, political, and social environment. ACP Bus X100 Business Administration: Introduction

- Recommended Grade Level: Grade 10 – 12
- Credits: 2 semester course, 1 credit each semester, total of 2 credits
- Weighted Course (1.0)
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors Diplomas
- Course Aligned with postsecondary courses for Dual Credit through IU Kelly School of Business

MERCHANDISING: ADV BUS CC/TAM-155 (ISU) **  4564MF – 4564MS

Fashion Merchandising is a specialized marketing course providing instruction of marketing practices that support the sale of products to retail consumers. Emphasis is placed on oral and written communications, problem solving and critical thinking skills as they relate to product design, selling, pricing, distribution, retail promotion, visual merchandising, retail cycles, retail theories, and career opportunities in the retail industry. This course focuses on Fashion Merchandising, sporting goods, or electronics.

- Recommended Grade Level: 10-12
- Recommended Prerequisite: At least one prior business course
- Credits: 1 credit per semester, 2 semester course
- Weighted Course (1.0)
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Course Aligned with postsecondary courses for Dual Credit through Indiana State University

INTRODUCTION TO ACCOUNTING  4524MF – 4524MS

Accounting introduces the language of business using Generally Accepted Accounting Principles (GAAP) and procedures for proprietorships and partnerships using double-entry accounting. Emphasis is placed on accounting principles as they relate to both manual and automated financial systems. This course involves understanding, analyzing, and recording business transactions and preparing, analyzing, and interpreting financial reports as a basis for decision making.

- Recommended Grade Level: 10-12
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
ADVANCED ACCOUNTING I: ADV BUS CC/ACCT 100 (VU)** 4564AF – 4564AS
Accounting introduces the language of business using Generally Accepted Accounting Principles (GAAP) and procedures for proprietorships and partnerships using double-entry accounting. Emphasis is placed on accounting principles as they relate to both manual and automated financial systems. This course involves understanding, analyzing, and recording business transactions and preparing, analyzing, and interpreting financial reports as a basis for decision making.
- Recommended Grade Level: 10-12
- Required Prerequisite: Successfully complete Introduction to Accounting
- Credits: 1 credit per semester, 2 semester course
- Weighted Course (1.0)
- Counts as a Directed Elective or Elective for all diplomas
- Course Aligned with postsecondary courses for Dual Credit through Vincennes University

ENTREPRENEURSHIP & NEW VENTURES/ENTR 101 (IT)** 5966MF – 5966MS
Entrepreneurship is the process of starting and managing your own business. This class is specifically designed for students who hope to open their own business in the future. Each student will complete a business plan – an actual proposal that describes every part of a new business. This plan is used to obtain financing as well as guide the opening and management of a business. The development of the plan includes self-directed research. Topics covered will include free enterprise, marketing, financing, tax laws, human resource management, and purchasing. Students will have the opportunity to compete in regional, state, and international competitions to earn recognition and scholarships through DECA – an association of marketing students. Successful completion of Entrepreneurship prepares students to continue to Advanced Marketing and Co-op during their senior year where students can learn and earn through a paid internship.
- Recommended Grade Level: 12
- Recommended Prerequisite: At least one other business Course
- Credits: 1 credit per semester, 2 semesters course
- Weighted Course (1.0)
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Course Aligned with postsecondary courses for Dual Credit through Ivy Tech

MARKETING IN HOSPITALITY AND TOURISM 5982MF – 5982MS
This course is a specialized marketing course that develops students understanding of marketing in the hospitality, travel, and tourism industry. Students gain experience marketing-information management, pricing, product/service management, promotion, and selling in the hospitality, travel and tourism industry.
- Recommended Grade Level: Grade 10-12
- Credits: 1 credit per semester, 2 semesters course
- Weighted Course (1.0)
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

SPORTS AND ENTERTAINMENT MARKETING 5984MF – 5984MS
This marketing class develops students understanding of the sport/event industries, their economic impact, and product distribution systems and strategies; pricing considerations; product/service management, and promotion. Students acquire an understanding and appreciation for planning. This course is at Lawrence North
- Recommended Grade Level: Grade 11-12
- Credits: 1 credit per semester, 2 semesters course
- Weighted Course (1.0)
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

BANKING AND INVESTMENT (CAPSTONE) 5258MF – 5258MS
Banking and Investment Capstone addresses the need of schools in areas that have workforce demand in the finance industry. Students learn banking, investments, and other finance fundamentals and applications related to financial institutions, business and personal financial services, investment and securities, risk management products, and corporate finance.
- Recommended Grade Level: Grade 12
- Recommended Prerequisites: Successfully complete Intro to Accounting & Advanced Accounting
- Credits: 1 credit per semester, 2 semesters course
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
ADMINISTRATIVE LEADERSHIP MANAGEMENT** 5268MF – 5268MS
Administrative and Office Management prepares students to plan, organize, direct, and control the functions and processes of a firm or organization and to perform business-related functions. Students are provided opportunities to develop attitudes and apply skills and knowledge in the areas of business administration, management, and finance. Individual experiences will be based upon the student’s career and educational goals.

- Recommended Grade Level: Grade 12
- Recommended Prerequisites: At least one prior business course
- Credits: 1 credit per semester, 2 semesters course
- Weighted Course (1.0)
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

STRATEGIC MARKETING/MKTG 230 (IT) ** 5918MF – 5918MS: Must be paired with Work Based Learning
Strategic Marketing builds upon the foundations of marketing and applies the functions of marketing at an advanced level. Students will study the basic principles of consumer behavior and examine the application of theories from psychology, social psychology and economics. The relationship between consumer behavior and marketing activities will be reviewed. This program combines related classroom instruction with paid on-the-job training, internships or volunteer positions. The course is designed for the student who is interested in earning credit for working a part-time job while finishing their final year of academic courses. Students attend classes in the morning and are given early release or to their worksite each day. The work placement will be secured through efforts of the program coordinator, student, and community partners. Students enrolled in the program will receive credit for the related class, and for the work experience. In the related class, students will have the opportunity to study: job seeking skills, ethics, safety, career exploration, finance, budgeting, insurance, credit, taxes and labor laws.

- Grade Level: 12
- Credits: 1 per semester; 2 semester course; total of 2 credits
- Weighted Course (1.0)
- Required Prerequisites: Preparing for College and Careers; a minimum of 4 credits of introductory and advanced courses related to a student’s pathway and to the work site placement
- Recommended Preparation: Employment and transportation
- Counts as a Directed Elective or Elective for all diplomas
- Course Aligned with postsecondary courses for Dual Credit through Ivy Tech

WORK BASE LEARNING (WBL) 5974MF – 5974MS: Must be paired with Strategic Marketing
WBL is designed to give the student work experience as part of his/her total learning experience. Each student will study specific Business/Industry skills and responsibilities. The student will then be released to their work placement. The placement will be secured through efforts of the program coordinator, student, and community partners. Students enrolled in the program will receive credit for the related class, and for the work experience. The student must provide his/her own transportation to and from job situations and be willing to work a minimum of fifteen hours per week.

- Grade Level: 12
- Credits: 1 - 3 credits per semester; 2 semester course; maximum of 6 credits
  - 5974MA (1 Block)
  - 5974MB (2 Blocks)
  - 5974MC (3 blocks)

AUTO SERVICE TECHNOLOGY PATHWAY
Students taking the automotive program will learn and practice skills needed to enter in to the automotive field. Students that successfully complete the first year and who meet the criteria outlined by AYES and the AYES Business & Industry Council of the automotive program may qualify for a summer internship. In the second year the student who successfully completes the summer internship will return to school in the fall to three weeks of classroom/lab instruction. Then they will return to the automotive facility that the student interned at for three more weeks of on-the-job training for the last two blocks of each day. This continues the entire second year. This prepares students for entry-level service technicians, parts personnel and service advisors. Students meeting the qualifications set by the colleges (IVY Tech Community College, Vincennes University and other private post-secondary schools) we partner with may receive dual college credit.

INTRODUCTION TO TRANSPORTATION 4798MF – 4798MS
This course will help students learn fundamental principles in modes of land, sea, air, and space transportation including basic mechanical skills and processes involved in transportation of people, cargo and goods. Student will gain and apply knowledge and skills in the safe application, design, production, and assessment of products, services and systems as it relates to the transportation industries. Content of this course includes student study of how transportation impacts individuals, society, and environment. This course allows students to reinforce, apply and transfer their academic knowledge and skills to a variety of interesting and relevant transportation related activities, problems and settings.

- Grade Level: 10
- Credits: 1 credit per semester, 2 semester course, total of 2 credits
- Counts as a Directed Elective or Elective for all diplomas
AUTO SERVICE TECHNOLOGY I/AUTI 100 & 141 (IT) **
- Recommended Grade Level: 10-11
- Credits: 2-block class—2 credits per semester; 2 semester course; total of 4 credits
- Weighted Course (1.0)
- Recommended Prerequisites: Successful completion of Algebra I and English 9
- REQUIREMENTS: Each student should have coveralls and safety shoes for lab work
- Counts as a Directed Elective or Elective for all diplomas
- Course Aligned with postsecondary courses for Dual Credit through Ivy Tech

AUTO SERVICE TECHNOLOGY II/AUTI 111 (IT) **
- Recommended Grade Level: 11-12
- Credits: 2-block class—2 credits per semester; 2 semester course; total of 4 credits
- Weighted Course (1.0)
- Recommended Prerequisites: Successful completion of Auto Service Technology I
- REQUIREMENTS: Each student should have coveralls and safety shoes for lab work
- Counts as a Directed Elective or Elective for all diplomas
- Course Aligned with postsecondary courses for Dual Credit through Ivy Tech

COLLISION REPAIR TECHNOLOGY PATHWAY
Over the course of 4 semesters:
First semester: Safety, metal repair power tools, and fillers.
Second semester: MIG welding, non-structural analyst.
Third semester: Computerized estimating, paint surface prep, and single stage topcoats.
Fourth semester: Introduction to custom painting and airbrushing, frame pulling, measuring and structural analysis, and senior projects. This prepares students for entry-level collision repair technicians, parts personnel, and service advisors. Students must meet the qualifications set by the colleges. Tours of the facility or student shadowing experiences are available and encouraged upon request. Skilled collision repair technicians are highly paid and in demand. This experience can lead to shop ownership, management of an independent shop or a new car dealership. Students meeting the qualifications set by the colleges (IVY Tech Community College, Vincennes University and other private post-secondary schools) we partner with may receive dual college credit.

INTRODUCTION TO TRANSPORTATION
This course will help students learn fundamental principles in modes of land, sea, air, and space transportation including basic mechanical skills and processes involved in transportation of people, cargo, and goods. Students will gain and apply knowledge and skills in the safe application, design, production, and assessment of products, services, and systems as it relates to the transportation industries. Content of this course includes study of how transportation impacts individuals, society, and environment. This course allows students to reinforce, apply and transfer their academic knowledge and skills to a variety of interesting and relevant transportation related activities, problems, and settings.
- Grade Level: 10
- Credits: 1 credit per semester, 2 semester course, total of 2 credits
- Counts as a Directed Elective or Elective for all diplomas

AUTO COLLISION REPAIR I/AUTO 105 BODY 100 & 100L (VU) **
- Recommended Grade Level: 10-11
- Credits: 2-block class—2 credits per semester; 2 semester course; total of 4 credits
- Weighted Course (1.0)
- Recommended Prerequisites: Successful completion of Algebra I
- REQUIREMENTS: Each student should have coveralls and safety shoes for lab work
- Counts as a Directed Elective or Elective for all diplomas
- Course Aligned with postsecondary courses for Dual Credit through Vincennes University

AUTO COLLISION REPAIR II/BODY 150, 150L, 290 & WELD 185 (VU) **
- Recommended Grade Level: 11-12
- Credits: 3-block class—3 credits per semester; 2 semester course; total of 6 credits
- Weighted Course (1.0)
- Recommended Prerequisites: Successful completion of Auto Service Technology I
- REQUIREMENTS: Each student should have coveralls and safety shoes for lab work
- Counts as a Directed Elective or Elective for all diplomas
- Course Aligned with postsecondary courses for Dual Credit through Vincennes University
CONSTRUCTION TECHNOLOGY PATHWAY

INTRODUCTION TO CONSTRUCTION 4792MF – 4792MS
This course will offer hands-on activities related to the skills essential in residential, commercial and civil building construction. Students will study the history and traditions of construction trades. They will learn to apply knowledge of the care and safe use of hand and power tools, reading blueprints, applied math, basic tools and equipment safety. Students will study construction technology topics and investigate topics related to the purchasing and maintenance of structures, special purpose facilities, green construction and construction careers.

- Recommended Grade Level: 10
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits total
- Counts as a Directed Elective or Elective for all diplomas

CONSTRUCTION TRADES I/BCTI 100 (IT) ** 5580MF – 5580MS
Focuses on classroom and laboratory experiences involving the formation, installation, maintenance, and repair of buildings, homes, and other structures. A history of construction, with an emphasis on future trends and career options will also be covered. This course provides instruction in reading technical drawings and transforming those drawings into physical structures. The relationship of views and details, interpretation of dimension, transposing scale, tolerance, electrical symbols, sections, materials list, architectural plans, geometric construction, three dimensional drawing techniques, and sketching will be presented as well as elementary aspects of residential design and site work. Areas of emphasis will include print reading and drawing, room schedules and plot plans. Students will examine the design and construction of floor and wall systems and develop layout and floor construction skills. Blueprints and other professional planning documents will also be covered. Instruction will be given in the following areas, administrative requirements, definitions, building planning, foundations, wall coverings, roof/ceiling construction, and roof assemblies. Students will develop an understanding and interpretation of the Indiana Residential Code for one and two-family dwellings and safety practices including Occupational Safety and Health Administration’s Safety & Health Standards for the construction industry, NCCER Certification available and dual credit.

- Recommended Grade Level: 11 (10th by Instructors approval)
- Credits: 2-Block course; 2 semesters; 4 total credits
- Weighted Course (1.0)
- Recommended Prerequisites: Introduction to Construction
- Counts as a Directed Elective or Elective for all diplomas
- Course Aligned with postsecondary courses for Dual Credit through Ivy Tech

CONSTRUCTION TRADES II/BCTI 101 & 102 (IT) ** 5578MF – 5578MS
Builds on the formation, installation, maintenance, and repair skills learned in Construction Technology I. Information on materials, occupations, and professional organizations within the industry will be covered. Students will develop basic knowledge, skills, and awareness of interior trim and the installation of drywall, moldings, interior doors, kitchen cabinets, and baseboard moldings. Students will also develop exterior finishing competencies. The course includes instruction on the installation of cornices, windows, doors and various types of sidings currently used in industry. Studies will also focus on the design and construction of roof systems and the use of framing squares for traditional rafter and truss roofing.

- Recommended Grade Level: 12
- Credits: 2-Block course; 2 semesters; 4 total credits
- Weighted Course (1.0)
- Recommended Prerequisites: Successful completion of Construction Trades 1
- Counts as a Directed Elective or Elective for all diplomas
- Course Aligned with postsecondary courses for Dual Credit through Ivy Tech

COSMETOLOGY/BARBERING PATHWAY

COSMETOLOGY
A two-year course designed to prepare students to meet the requirements to take the Indiana State Cosmetology Board for professional licensing. This includes 1500 clock hours of combined theory and hands on instruction. First-year students will learn the basic fundamentals skills of haircutting, styling, skin care, make-up and basic nail care. Second—year students will learn advance techniques. They will explore the latest trends and techniques in haircutting, coloring, chemical texturizing. They will also learn the professional skills necessary to be success in a salon setting.

COSMETOLOGY I/COSM 100 & 150 (VU) ** 5802MF – 5802MS

- Grade Level: 11
- Recommended Prerequisites: Commitment to the 2-year program
- Credits: 4-block class—3 credits per semester; 2 semester course; total of 6 credits
- Weighted Course (1.0)
- REQUIREMENT: $200 non-refundable equipment fee
- Counts as Directed Elective or Elective for all diplomas
- Course Aligned with postsecondary courses for Dual Credit through Vincennes University
COSMETOLOGY II/COSM 200 & 250 (VU) ** 5806MF – 5802MS
- Grade Level: 12
- Recommended Prerequisites: Successful completion of Cosmetology 1
- Credits: 4-block class—3 credits per semester; 2 semester course; total of 6 credits
- Weighted Course (1.0)
- Requirement: $265 non-refundable equipment fee
- Counts as Directed Elective or Elective for all diplomas
- Course Aligned with postsecondary courses for Dual Credit through Vincennes University

BARBERING
A two-year course designed for students to complete 1,500 hours of combined theory and intensive laboratory applications required for the State of Indiana Barbering License. This course provides an introduction to the barbering profession with an emphasis on basic practical skills and theories including the history of barbering, life skills, professional image, basics of chemistry and electricity, business skills, and the practice of barbering. When students successfully follow the prescribed curriculum and complete laboratory hours, they may take the State of Indiana board exam for Barbering and obtain a license to work in a shop. Additional fees are required for the purchase of a barbering kit and smock. All students must wear black shoes. The cost of the required student fee is $325 for 1st year and $70 for 2nd year Non-refundable.

BARBERING I 5802BF – 5802BS
- Grade Level: Grade 11
- Recommended Prerequisite: Staff Recommendation, Parent Meeting with MCIT Administration & Barbering Instructor
- Credits: Credits: 3-block class—3 credits per semester; 2 semester course; total of 6 credits
- Counts as Directed Elective or Elective for all diplomas

BARBERING II 5806BF – 5806BS
- Grade Level: Grade 12
- Recommended Prerequisites: Successful completion of Barbering I
- Credits: 3-block class—3 credits per semester; 2 semester course; total of 6 credits
- Counts as Directed Elective or Elective for all diplomas

CRIMINAL JUSTICE PATHWAY

CRIMINAL JUSTICE I 5822MF – 5822MS
Introduces specialized classroom and practical experiences related to public safety occupations such as law enforcement, loss prevention services, and homeland security. This course provides an introduction to the purposes, functions, and history of the three primary parts of the criminal justice system as well as an introduction to the investigative process. Oral and written communication skills should be reinforced through activities that model public relations and crime prevention efforts as well as preparation of public reports.
- Recommended Grade Level: 11-12
- Recommended Prerequisites: None
- Credits: 2-block class—2 credits per semester; 2 semester course; total of 4 credits
- Counts as a Directed Elective or Elective for all diplomas

CRIMINAL JUSTICE II 5824MF – 5824MS
Criminal Justice II introduces students to concepts and practices in controlling traffic as well as forensic investigation at crime scenes. Students will have opportunities to use mathematical skills in crash reconstruction and analysis activities requiring measurements and performance of speed/acceleration calculations. Additional activities simulating criminal investigations will be used to teach scientific knowledge related to anatomy, biology, and chemistry as well as collection of evidence, developing and questioning suspects, and protecting the integrity of physical evidence found at the scene and while in transit to a forensic science laboratory. Procedures for the use and control of informants, inquiries keyed to basic leads, and other information gathering activity and chain of custody procedures will also be reviewed.
- Recommended Grade Level: 12
- Recommended Prerequisites: Successful completion of Criminal Justice I
- Credits: 2-block class—2 credits per semester; 2 semester course; total of 4 credits
- Counts as a Directed Elective or Elective for all diplomas

CULINARY ARTS & HOSPITALITY PATHWAY

INTRODUCTION TO CULINARY ARTS & HOSPITALITY 5438MF – 5438MS
This introduction class will allow students opportunity to build a basic culinary arts and hospitality knowledge. This class is especially appropriate for students with an interest in careers related to Hospitality, Tourism, and Culinary Arts. Topics include basic culinary skills in the foodservice industry, safety and sanitation, nutrition, customer relations and career investigation. Students are able to explore this industry and examine their own career goals in light of their findings.
- Recommended Grade Level: 10
- Credits: 1-2 semester course, 1 credit per semester, 2 credits total
- Weighted Course (1.0)
- Recommended Prerequisites: Nutrition and Wellness, Advanced Nutrition and Wellness
- Counts as a Directed Elective or Elective for all diplomas
CULINARY ARTS & HOSPITALITY I/REST 100, 120 & 155 (VU) ** 54401F – 54401S
This class is for students who have an interest in culinary arts and the hospitality industry. It is designed, through instruction and laboratory experiences, to introduce students to the fundamentals of cooking and food preparation. Other topics include culinary math, food safety and sanitation. Skills in customer service and catering are also addressed. The National Restaurant Association’s ProStart Certification is offered to all students enrolled in the program. Students can earn up to 9 hours of college credit.
- Recommended Grade Level: 10-11
- Credits: 2-block class—2 credits per semester; 2 semester course; total of 4 credits
- Weighted Course (1.0)
- Recommended Prerequisites: Nutrition & Wellness and successful completion of Algebra I
- Counts as a Directed Elective or Elective for all diplomas
- Course Aligned with postsecondary courses for Dual Credit through Vincennes University

CULINARY ARTS AND HOSPITALITY II/CULN 110 (VU) ** 5346MF – 5346MS
The student will participate in the management and operation of Bernie’s Place restaurant. Through this experience, the student will develop skills in table service, baking, salad preparation, quantity food productions, breakfast, cleaning and sanitation, menu planning and more. Practical experience will be gained in the use of commercial restaurant equipment and dealing with the public. By maintaining a “B” in the ProStart curriculum, the students may earn 5 hours of college credit.
- Recommended Grade Level: 11-12
- Credits: 3-block class, 3 credits per semester; 2 semester course; total of 6 credits
- Weighted Course (1.0)
- Recommended Prerequisites: Successful completion of Culinary Arts 1
- Counts as a Directed Elective or Elective for all diplomas
- Course Aligned with postsecondary courses for Dual Credit through Vincennes University

EARLY CHILDHOOD PATHWAY

ADVANCED CHILD DEVELOPMENT 5360MF – 5360MS
Advanced Child Development is for those students interested in life foundations, academic enrichment, and/or careers related to knowledge of children, child development, and nurturing of children. This course addresses issues of child development from age 4 through age 8 (grade 3). It builds on the Child Development course, which is a prerequisite. Advanced Child Development includes the study of professional and ethical issues in child development; child growth and development; child development theories, research, and best practices; child health and wellness; teaching and guiding children; special conditions affecting children; and career exploration in child development and nurturing. A project-based approach that utilizes higher order thinking, communication, leadership, management, and fundamentals to college and career success is recommended in order to integrate these topics into the study of child development. Direct, concrete mathematics and language arts proficiencies will be applied. Service learning, introductory laboratory/field experiences with children in preschool and early elementary school settings, and other authentic applications are strongly recommended. This course provides a foundation for continuing and post-secondary education in all career areas related to children, child development, and nurturing of children.
- Recommended Grade Level: 10-12
- Recommended Prerequisites: Child Development
- Credits: 1 or 2 semester course, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

EARLY CHILDHOOD EDUCATION I 5412MF – 5412MS
Early Childhood Education prepares students for employment in early childhood education and related careers that involve working with children from birth to 8 years (3rd grade) and provides the foundations for study in higher education that leads to early childhood education and other child-related careers. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate the study of suggested topics. Major course topics include: career paths in early childhood education; promoting child development and learning; building family and community relationships; observing, documenting, and assessing to support young children and families; using developmentally effective approaches; using content knowledge to build meaningful curriculum, and becoming an early childhood education professional. The course provides an overview of the history, theory, and foundations of early childhood education as well as exposure to types of programs, curricula, and services available to young children. Students examine basic principles of child development, importance of family, licensing, and elements of quality care of young children. The course addresses planning and guiding developmentally appropriate activities for young children in various childcare settings; developmentally appropriate practices of guidance and discipline; application of basic health, safety, and nutrition principles when working with children; overview of management and operation of licensed child care facilities or educational settings; child care regulations and licensing requirements; and employability skills. Intensive experiences in one or more early childhood settings, resumes, and career portfolios are required components. A standards-based plan for each student guides the laboratory/field experiences. Students are monitored in their laboratory/field experiences by the Early Childhood Education teacher. Student laboratory/field experiences may be either school based or “on-the-job” in community-based early childhood education centers or in a combination of the two. Dual credit agreements with post-secondary programs are encouraged.
- Recommended Grade Level: 11, 12
- Required Prerequisite: Advanced Child Development
- Credits: 2 semester course, 2 blocks per semester, 2 semesters required, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
PC NETWORKING & SUPPORT PATHWAY

INFO TECH SUPPORT/CMET 140 (VU) ** 5230MF – 5230MS
This course is designed to prepare students to become computer service technicians by passing two nationally recognized exams. (CompTIA A+ Certification) The course will cover all the system components of a computer. (Peripheral devices, storage, networking, printing, mobile devices, operating systems and security) The students will have an opportunity to research and build their own computer, troubleshoot different operating systems and secure their computers from viruses. Students completing this program may head into Computer Engineering or Computer Technology programs at the post-secondary level.

• Recommended Grade Level: 10-12
• Credits: 2-Block course; 2 semesters; total of 4 credits
• Weighted Course (1.0)
• Recommended Prerequisites: College-level reading comprehension (SRI scores>1000); successfully complete Algebra I
• This is course qualifies for the academic honors diploma
• Course Aligned with postsecondary courses for Dual Credit through Vincennes University

NETWORKING I/CPNS 170 (VU)** 5234MF – 5234MS
This class is designed to prepare students to achieve CompTIA Network+ Certification and is the perfect follow-up to the A+ Certification course. Students will learn the transmission capabilities of various cables as well as networking topologies. This comprehensive skills-based course includes hands-on exercises that simulate real-world applications to help introduce students to local and wide area networks, home networking, networking standards using the IEEE/OSI Model, network protocols, transmission media and network architecture/topologies. Security and data integrity will be introduced and emphasized throughout this course, which offers students the critical information needed to successfully move into a role as an IT professional supporting networked computers. Concepts covered will include TCP/IP client administration, planning a network topology, configuring the TCP/IP protocol, managing network clients, configuring routers and switches as well as creating a wireless LAN.

• Recommended Grade Level: 11-12
• Credits: 2-Block course; 2 semesters; total of 6 credits
• Weighted Course (1.0)
• Recommended Prerequisites: Successful completion of Computer Tech Support (CompTIA A+ Cert.)
• This is course qualifies for the academic honors diploma
• Course Aligned with postsecondary courses for Dual Credit through Vincennes University

NETWORKING II: INFRASTRUCTURE SYSTEMS/CPNS 101 & 102 (VU) ** 4588MF – 4588MS
This class is designed to prepare students to achieve the Cisco CCENT Certification and is the follow-up to the Networking I course. Students will focus on learning the architecture, components, and operations of Cisco routers and switches in a small network. A more in-depth study will focus on configuration of Cisco Routers and switches in the following areas: VLANs, Inter-VLAN Routing, Static Routing, routing Dynamically, Single-Area OSPF, Access Control List, DHCP and NAT. Monitoring tools and network management protocols will be introduced to troubleshoot data networks on small to medium sized business networks.

• Recommended Grade Level: 12
• Credits: 1 Block course 2 semester; 2 credits; total of 2 credits
• Weighted Course (1.0)
• Recommended Prerequisites: CompTIA Networking I (CompTIA Network Cert.)
• This is course qualifies for the academic honors diploma
• Course Aligned with postsecondary courses for Dual Credit through Vincennes University

NETWORKING II: SERVERS AND SECURITY** 5257MF – 5257MS
Networking II: Servers focuses on the software skills needed to manage a network. Students will learn and practice the skills necessary to perform in the role of a network administrator. They will be able to accomplish fundamental network management tasks on a server such as set up of computer network services, create users and appropriate login scripts, develop groups, set the server remotely, set up security, backup/restore the server and setup/maintain clients.

• Recommended Grade Level: 12
• Credits: 1 credit per semester; 2 semesters; total of 2 credits
• Weighted Course (1.0)
• Prerequisites: A+ and NET+ Certification
INTERACTIVE MEDIA PATHWAY

GRAPHIC DESIGN & LAYOUT/VISC 102 (IT)  
5550MF – 550MS
This exciting, hands-on course gets students creating computer graphics, 3D animation, audio, gaming, and video. Beginning with the fundamentals of computers and the computer as a design tool, students will progress to master these areas. First we begin with an in-depth look at media-what sells, who the buyers are, and which careers power the visual communications industry. The graphics curriculum includes graphic design fundamentals, scanning, digital photography, and mastery of Adobe Photoshop. Digital Media’s audio component includes basic physics of audio, hands-on mixing experience, mastery of looping and editing software, direct-to-disk recording, and audio for video. In our video component students will learn to shoot, edit, and manipulate high quality DV video footage using Final Cut Pro. Film, lighting, and DVD authoring are also studied. 3D animation is a growing field for the digital multimedia specialist, and we explore and create compelling content. We take an introductory look at video game creation with Unity 3D, make websites, and discuss emerging technology. In all areas of media, we strive for excellence, professionalism and fun. Workstations are up-to-date and allow for high speed work in a cutting edge area. All our work will be created using industry-standard software, Adobe’s Creative Suite. If you are interested in careers in video games, video production, graphic design- this could be the class for you. Our first year students earn 6 credits at Ivy Tech Community College and may take a national certification exam for Adobe Photoshop CC. Counts toward Academic Honors Diploma.

- Recommended Grade Level: 10-11
- Credits: 2-Block course; 2 semesters; total of 4 credits
- Weighted Course (1.0)
- Recommended Prerequisites: College level reading comprehension (SRI > 1000)
- Course Aligned with postsecondary courses for Dual Credit through Ivy Tech

INTERACTIVE MEDIA/VISC 105 & 115 (IT)  **  
5232MF – 5232MS
This dynamic course allows students to further pursue the areas of 3D, graphics, audio, and video. While continuing to work in all these areas of media, we will focus on learning 3D video games, 2D interactive experiences, and visual concepts. IM workstations are up-to-date and allow for high speed work in a cutting edge area. Advanced Photoshop work is studied and video post-production is also more in-depth with Adobe’s After Effects software. Students compete in state and local competitions, create video projects for local businesses, and learn software as a class. In addition, we look deeper into Unity 3D and create a working video game. In all four areas we strive for professionalism and creativity. Students earn 3 credits at Ivy Tech Community College and may take the national certification exam for Adobe Premiere Pro CC. Counts toward Academic Honors Diploma.

- Recommended Grade Level: 11-12
- Credits: 2-Block course; 2 semesters; total of 4 credits
- Weighted Course (1.0)
- Recommended Prerequisites: Successful completion of Graphic Design & Layout
- Course Aligned with postsecondary courses for Dual Credit through Ivy Tech

JOBS FOR AMERICA’S GRADUATES (JAG)

JAG I  0522JF – 0522JS
JAG is a state-based, national non-profit organization dedicated to helping high school students of promise who have experienced challenging or traumatic life experiences achieve success through graduation. JAG is a resiliency-building workforce preparation program that helps students learn in-demand employability skills and provides a bridge to post-secondary education and career advancement opportunities.

- Grade Level: 11
- Recommended Prerequisites: None
- Credits: 1 credit per semester, 2 semester course

JAG II  0532JF – 0532JS
Designed to help students of promise graduate from high school and make a successful transition to postsecondary education and/or meaningful employment.

- Grade Level: 12
- Recommended Prerequisites: Successful completion of JAG I
- Credits: 1 credit per semester, 2 semester course

COMPUTER SCIENCE PATHWAY

COMPUTER SCIENCE I  
4801MF – 4801MS
Computer Science I introduces the structured techniques necessary for efficient solution of business-related computer programming logic problems and coding solutions into a high-level language. The fundamental concepts of programming are provided through explanations and effects of commands and hands-on utilization of lab equipment to produce correct and accurate outputs. Topics include program flowcharting, pseudo coding, and hierarchy charts as a means of solving problems. The course covers creating file layouts, print charts, program narratives, user documentation and system flowcharts for business problems; algorithm development and review, flowcharting, input/output techniques, looping, modules, selection structures, file handling, and control breaks and offers students an opportunity to apply skills in a laboratory environment.

- Recommended Grade Level: 9-12
- Credits: 1 credit per semester; 2 semesters
COMPUTER SCIENCE II: PROGRAMMING  5236MF – 5236MS
Computer Science II course introduces students to the fundamental topics of computer science that include problem solving, design strategies/methodologies, data structures, algorithms and ethical computing. Students will learn to develop in Java and create solutions that can scale up from small, simple problems to large, complex problems. The project based curriculum helps students learn teamwork and time management skills as well as keeping the students engaged by always having a fun creative project that enforces the fundamental computer science topics.

- Recommended Grade Level: 11, 12
- Credits: 1 credit per semester; 2 semesters
- Weighted Course (1.0)
- Required Prerequisites: Computer Science I

COMPUTER SCIENCE II: VIDEO GAMING APPS  5252MF – 5252MS
Video Gaming and Apps is MCIT’s cutting edge course which will allow students to create fully developed video games. Using Unity 3D, we will make two video games over the course of the year. Students will work to develop a storyline, create the 3D models and textures, and program the levels before publishing our games. Team taught, students will have the time and resources to design and create assets and code games. FPS, 3rd person, 2D, RPG, all game types will be explored.

- Recommended Grade Level: 12
- Credits: 2-Block course; 2 semesters; 4 total credits
- Weighted Course (1.0)
- Required Prerequisites: Computer Science I

PLTW CYBERSECURITY  5261MF – 5261MS
PLTW Cybersecurity is a full-year course. The design of the course exposes high school students to the ever growing and far reaching field of cybersecurity. Students accomplish this through problem based learning, where students role-play as cybersecurity experts and train as cybersecurity experts do. PLTW Cybersecurity gives students a broad exposure to the many aspects of digital and information security, while encouraging socially responsible choices and ethical behavior. It inspires algorithmic thinking, computational thinking, and especially, “outside-the-box” thinking. Students explore the many educational and career paths available to cybersecurity experts, as well as other careers that comprise the field of information security. The course contains the following units of study: Personal Security, System Security, Network Security, and Applied Cybersecurity.

- Recommended Grade Level: 10-12
- Required Prerequisites: Computer Science I
- Recommended Prerequisites: Computer Science II
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

HEALTH SCIENCES PATHWAY
All students interested in allied health, veterinary science, medical research, and biomedical engineering are encouraged to take the first level of the Biomedical Sciences. Juniors who seek the opportunity to directly interact with patients then take the Health Sciences program, while those who wish to continue to explore options in medical science, technology, and research continue in the Biomedical Sciences program.

INTRODUCTION OF HEALTH SCIENCE CAREERS  5272MF – 5272MS
This course is an exploratory course in which student investigate all aspects of the health science industry, examine pathways in health science, and begin to narrow the areas within health science that they want to pursue.

- Recommended Grade Level: 10
- Credits: 1 credit per semester; 2 semesters
- Recommended Prerequisites: None

HEALTH SCIENCE ED I/HLHS 100 (IT) **  5282MF – 5282MS
This course is designed to help the student gain an understanding of the health field, career options, wellness, and disease concepts through the use of project based learning. This course is highly recommended for any student who thinks he/she is interested in a Health Career or a biomedical profession. The curriculum includes CPR-First Aid certification.

- Recommended Grade Level: 11
- Credits: 2-Block course; 2 semesters; 4 total credits
- Weighted Course (1.0)
- Recommended Prerequisites: Biology I AND Algebra I OR Teacher Permission
- Course Aligned with postsecondary courses for Dual Credit through Ivy Tech
**BIOMEDICAL SCIENCES PATHWAY- PROJECT LEAD THE WAY (PLTW)**

**PLTW: PRINCIPLES OF BIOMEDICAL SCIENCES (PBS)  5218MF – 5218MS**

This honors-level course provides an introduction to the biomedical sciences through exciting “hands-on” projects and problems. Student work involves the study of human medicine, research processes, biomedical technology, and an introduction to a wide variety of careers. Students investigate the human body systems and various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. The course is designed to provide an overview of all the courses in the Biomedical Sciences program. Dual credit with post-secondary education is available.  This is a Core 40 science course, but it does not replace Biology I.

- **Recommended Grade Level:** 9
- **Credits:** 1 credit per semester, 2 semester course
- **Weighted Course (.5)**
- **RECOMMENDED PREPARATION:** Successful completion or concurrent enrollment in Biology I

**PLTW: HUMAN BODY SYSTEMS (HBS)  5216MF – 5216MS**

This honors-level course will engage students in the study of basic human physiology, especially in relationship to human health. Students will use a variety of electronic sensors to examine body systems (respiratory, circulatory, and nervous) at rest and under stress, and observe the interactions between the various body systems. Students will gain communication skills through modeling, writing, and presenting, and technical skills through computer software.

- **Recommended Grade level:** 10-12
- **Credits:** 1 credit per semester, 2 Semester course
- **Weighted Course (.5)**
- **RECOMMENDED PREPARATION:** Successful completion of (PBS) Principles of Biomedical Sciences; sophomores and juniors earning a C+ or better in Biology may begin the Biomedical Pathway with HBS.

**PLTW: MEDICAL INTERVENTIONS (MI)  5217MF – 5217MS**

This advanced laboratory course, focuses on complex microbiology and biotechnology lab techniques while exploring the design and development of various medical technologies. In addition, students learn about infectious disease, genetic disease, cancer and organ transplantation, and stay updated on cutting-edge developments via current scientific literature. Dual credit with post-secondary education is available.  This is a Core 40 science course.

- **Recommended Grade Level:** 11-12
- **Credits:** 1 credit per semester, 2 Semester course
- **Weighted Course (1.0)**
- **RECOMMENDED PREPARATION:** Successful completion of (HBS) Human Body Systems and (PBS) Principles of Biomedical Sciences or teacher approval.

**PLTW: BIOMEDICAL INNOVATIONS/BIOT 107 & BIOL 105 (IT) **  5219MF – 5219MS**

In this capstone course students will design and conduct experiments related to the diagnosis, treatment, and prevention of disease. They will apply their knowledge and skills to solve problems in the biomedical sciences. Students will be expected to do original, independent research and present the results of their work to the community. Second semester and extended field experience allows students to engage with professionals in the biomedical field. Dual credit with post-secondary education is available.

- **Recommended Grade Level:** 12
- **Credits:** 1 credit per semester, 2 Semester course
- **Weighted Course (1.0)**
- **RECOMMENDED PREPARATION:** Successful completion of (PBS) Principles of Biomedical Sciences, (HBS) Human Body Systems and (MI) Medical Interventions
- **Course Aligned with postsecondary courses for Dual Credit through Ivy Tech**
ENGINEERING PATHWAY - PROJECT LEAD THE WAY (PLTW)

Project Lead the Way (PLTW)'s curriculum makes math and science relevant for students. By engaging in hands-on, real-world projects, students understand how the skills they are learning in the classroom can be applied in everyday life. This approach is called activities-based learning, project-based learning, and problem-based learning.

PROGRESSION OF PLTW COURSES

9th Grade – IED or POE by Placement and 8th Grade PLTW Teacher recommendation
10th Grade – IED, POE, (DE, CIMS or CEA) by Teacher Recommendation
11th Grade – POE, DE, CIMS, CEA, AE, ES or EDD
12th Grade – POE, DE, CIMS, CEA, AE, ES or EDD

PLTW: INTRODUCTION TO ENGINEERING DESIGN/DESIGN 101 (IT) ** 4812MF – 4812MS
This introductory course that develops student problem solving skills with emphasis placed on project based activities, and the development of three-dimensional solid models. Students will work from sketching simple geometric shapes to applying a solid modeling computer software package. Students will experience a problem-solving design process and how it is used in industry to manufacture a product. Computer Aided Design (CAD) will also be used to analyze and evaluate the product design. The equipment used and the techniques learned is state-of-the-art, and is currently being used by engineers in the industry.
- Recommended Grade Level: 9-10
- Credits: 1 credit per semester, 2 Semester course
- Weighted Course (.5)
- PREREQUISITE: Enrollment in Algebra I
- Course Aligned with postsecondary courses for Dual Credit through Ivy Tech

PLTW: PRINCIPLES OF ENGINEERING/DESIGN 104 (IT) ** 4814MF – 4814MS
The course exposes students to major concepts they’ll encounter in a post-secondary engineering course of study. Topics include mechanisms, energy, statics, materials, and kinematics. Students develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, document their work and communicate solutions. Sem. 2 Credits.
- Recommended Grade Level: 10-12
- Credits: 1 credit per semester, 2 Semester course
- Weighted Course (1.0)
- PREREQUISITE: Successful completion of Algebra I and Introduction to Engineering Design (IED) or Principles of Engineering (POE) Placement Requirements

PLTW: COMPUTER INTEGRATED MANUFACTURING/ADMF 116 (IT) ** 4810MF – 4810MS
This course simulates the use of the computer in the manufacturing environment. We use nine different software packages and eight different machines to produce programs which allow these machines to operate individually and to communicate with each other. Real parts are designed and produced in this course. Starting with the design of a part and employing the "cell" concept of manufacturing, robots will load blank material into a CNC operated mill to produce a part and then palletize the finished parts simulating the manufacturing process. Students utilize computers applications to communicate with these machines and write programs which control the simulations.
- Recommended Grade Level: 11-12; 10th grade by Instructor Approval 2 Sem. 2
- Credits 1 credit per semester, 2 Semester course
- Weighted Course (1.0)
- PREREQUISITES: Successful completion of Algebra I, Introduction to Engineering Design (IED) and/or Principles of Engineering (POE), or with Instructor Approval
- Course Aligned with postsecondary courses for Dual Credit through Ivy Tech

ADVANCED MANUFACTURING I 5608MF – 5608MS
Advanced Manufacturing I is a course that includes classroom and laboratory experiences in two broad areas: Industrial Technology/Software Controls and Manufacturing Trends. Domains include safety and impact, electricity, manufacturing essentials, fluid power principals, mechanical principals, lean manufacturing, and careers in advanced manufacturing. Hands-on projects and team activities will allow students to apply learning on the latest industry technologies. Students take this course with the goal of being a skilled machine operator, repair technician, or working in management at any company that produces goods and services using advanced manufacturing techniques. Work based learning experiences and industry partnerships are highly encouraged for an authentic industry experience.
- Recommended Grade Level: 11-12
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits total
- Required Prerequisites: Successful completion of Computer Integrated Manufacturing
- Qualifies as a quantitative reasoning course
PLTW: CIVIL ENGINEERING AND ARCHITECTURE/DESIGN 10S (IT) ** 4820MF – 4820MS
This course places its emphasis on civil and architectural engineering. Students will take part in project based learning and solving real-world problems as they relate to civil and architectural engineering. Units will include project and site planning and building design. Students will work in teams and learn the skills required for jobs and postsecondary education.
- Recommended Grade Level: 11-12; 10th grade by Instructor Approval
- Credits 1 credit per semester, 2 Semester course
- Weighted Course (1.0)
- PREREQUISITES: Concurrent enrollment in Algebra II and successful completion of Introduction to Engineering Design (IED) and Principles of Engineering (POE), or with Instructor Approval
- Course Aligned with postsecondary courses for Dual Credit through Ivy Tech

PLTW: DIGITAL ELECTRONICS/ELECTRIC 112 (IT)** 4826MF – 4826MS
Digital Electronics is a course of study in applied digital logic. This course is patterned after the first semester course in Digital Electronics taught in two and four year colleges. Students will study the application of Boolean logic to the solution of problems. Such circuits are found in watches, calculators, video games, computers, and thousands of other devices. The use of smart circuits is present in virtually all aspects of our lives, and its use is increasing rapidly, making digital electronics an important course of study for a student exploring a career in engineering/technology. Using MultiSIM, the industry standard, students will test and analyze simple and complex digital circuitry. Students will design circuits using MultiSIM, export their designs to a printed circuit auto-routing program that generates printed circuit boards, and construct the design using chips and other components.
- Recommended Grade Level: 11-12; 10th grade by Instructor Approval
- Credits 1 credit per semester, 2 Semester course
- Weighted Course (1.0)
- PREREQUISITES: Successful completion of Introduction to Engineering Design (IED) and Principles of Engineering (POE), or with Instructor Approval
- Course Aligned with postsecondary courses for Dual Credit through Ivy Tech

PLTW: AEROSPACE ENGINEERING (AE) ** 4816MF – 4816MS
Aerospace Engineering is a “one of a kind” partnership between Rolls-Royce Aerospace Engineering and McKenzie Center for Innovation and Technology. This course engages students in engineering design problems related to aerospace information systems, astronautics, rocketry, propulsion, the physics of space science, biomedical sciences, material sciences, space life sciences, the biology of space science, principles of aeronautics, structures and materials, and systems engineering. Using 3-D design software, students work in teams utilizing hands-on activities, projects and problems and are exposed to various situations encountered by aerospace engineers. Rolls-Royce engineers will partner with the instructor to add relevant problems encountered by those in the field. Students will also be exposed to the world of defense contracts and the requirements and standards that companies must uphold to employ those who work on defense contract projects.
- Recommended Grade Level: 11-12
- Credits 1 credit per semester, 2 Semester course
- Weighted Course (1.0)
- RECOMMENDED PREPARATION: Successful completion of Introduction to Engineering Design (IED) and Principles of Engineering (POE)

ENVIRONMENTAL SUSTAINABILITY (ES) 4818MF – 4818MS
Environmental Sustainability (ES) is an advanced-level engineering course that investigates technical solutions to the world's environmental problems: clean drinking water, a stable food supply, and renewable energy. Students solve open-ended projects and design challenges like building water testing and filtration systems, creating biofuel out of plants, genetic engineering of plants & bacteria, and using natural systems to clean polluted water. This project-based course prepares students for college and STEM careers, with a focus on designing experiments, conducting research, executing biotechnology & engineering skills, and documenting design solutions.
- Recommended Grade Level: 11-12
- Credits 1 credit per semester, 2 Semester course
- Weighted Course (1.0)
- RECOMMENDED PREPARATION: Introduction to Engineering Design, Principles of Engineering, and Biology

PLTW: ENGINEERING DESIGN AND DEVELOPMENT (EDD) 4828MF – 4828MS
This course helps students apply what they have learned in academic and pre-engineering courses as they complete challenging, self-directed projects. Students work in teams to design and build solutions to authentic engineering problems. Students keep journals of notes, sketches, mathematical calculations, and scientific research. Student teams make progress reports to their peers, mentor, and instructor, and exchange constructive criticism and consultation. At the end of the course, teams present their research paper and defend their projects to a panel of engineers, business leaders and engineering college educators for professional review and feedback. This course equips students with the independent study skills they will need in postsecondary education.
- Recommended Grade Level: 11-12
- Credits 1 credit per semester, 2 Semester course
- Weighted Course (1.0)
- RECOMMENDED PREPARATION: Students must have completed at least two years of the pre-engineering course or who have been actively involved with the FIRST Robotics team for two or more years. An application must be submitted
CTE PILOT COURSE: FOUNDATIONS OF TECHNOLOGY (FOT)  5239MF – 5239MS
Prepares students to understand and apply technological concepts and processes in manufacturing, construction, transportation, communication, and engineering. Emphasis is placed on using modern technologies and developing skills for pathways and careers related to manufacturing, transportation, construction, precision machining, industrial maintenance, engineering technology, and robotics. Group and individual activities engage students in hands-on projects.
• Recommended Grade Level: 9 -10
• Recommended Prerequisites: None
• Credits: 1 credit per semester, 2 semester course

COMPUTERS IN DESIGN AND PRODUCTION  4800MF – 4800MS
Computers in Design and Production is a course that specializes in using modern technological processes, computers, design, and production systems in the production of products and structures through the use of automated production systems. Emphasis is placed on using modern technologies and on developing career related skills for electronics, manufacturing, precision machining, welding, and architecture career pathways. Students apply ingenuity using tools, materials, processes, and resources to create solutions as it applies in the electronics, manufacturing, precision machining, welding, and architecture. The content and activities should be developed locally in accordance with available advanced technologies in the school. Course content should address major technological content related to topics such as: Architectural drawing and print design, design documentation using CAD systems; assignments involving the interface of CAD, CNC, CAM, and CIM technologies; computer simulation of products and systems; publishing of various media; animation and related multimedia applications; 3-D modeling of products or structures; digital creation and editing of graphics and audio files; control technologies; and automation in the modern workplace.
• Recommended Grade Level: 10-11
• Recommended Prerequisites: Successful completion of Foundations of Technology or PLTW course
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
• Counts as a Directed Elective or Elective for all diplomas

JUNIOR RESERVE OFFICER TRAINING CORPS (J-ROTC)

JR ROTC: CIVIL AIR PATROL (CAP)  0516MF – 0516MS
CAP is the official civilian voluntary auxiliary of the United States Air Force. This course is designed to develop: (1) citizenship and patriotism, (2) self-discipline, (3) physical fitness, (4) self-reliance and leadership, (5) STEM, Aviation, and Flying, and (6) the skills used in decision making, communications, and problem-solving. The course content and experiences enable the students to understand the role of the military in support of national objectives and to become familiar with basic military knowledge, gender equity issues, benefits, and requirements. Topics to be included in the course are: military history, avoiding substance abuse, navigation and map reading, military drill, field activities, reserve components, search and rescue, and first aid and hygiene. Opportunities are provided to explore the qualities and traits of courage, self-sacrifice, and integrity.
• Recommended Grade Level: 10-12
• Recommended Prerequisites: None
• Credits: 1 credit per semester, 2 semester course

ADDITIONAL INFORMATION ON MCIT CLUBS AND PROGRAMS
Most clubs meet on Wednesday nights 4-6 PM

ROBOTICS — F.I.R.S.T Robotics and VEX Robotics
https://www.firstinspires.org/robotics/frc
Grades 9-12, local and national competitions

CAP — Civil Air Patrol
https://www.gocivilairpatrol.com/
Aerospace Education, CADET programs, Emergency Services, Civilian Air Force Cadets

FBLA – Future Business Leaders of America
https://www.fbla-pbl.org/
Local and national competitions

HOSA - Future Health Professionals
http://www.hosa.org/
Biomedical Sciences and Health Sciences students. HOSA is a national student organization whose mission is to promote career opportunities in the health care industry.
DECA - Distributive Education Clubs of America (Marketing and Business)
   www.deca.org/
   Provides members and advisors with development activities through local and national competitions

ACE Mentoring - Architecture, Construction and Engineering
   https://acementor.org/
   Engage, excite and enlighten high school students to pursue careers in architecture, engineering and construction through mentoring.

NTHS - National Technical Honor Society
   https://nths.org/
   Encourages higher scholastic achievement, cultivates a desire for personal excellence, and helps top students find success in the workplace.

Skills USA - All Career and Technical students compete locally and nationally in skills and leadership.
   https://www.skillsusa.org/

JAG - Jobs for Americas Graduates
   http://www.jag.org/

Women in Technology - Female interested in technology are mentored by IUPUI women in engineering students.

Car Club - Auto Service and Collision Repair students integrating into some automotive projects