For students beginning high school in 2012 and after
(Graduating Class of 2016 and beyond)

All students entering the ninth grade should work toward completing the Indiana Core 40. Students completing Core 40 at Burris shall have completed a minimum of 45 credits.

Students should complete the Core 40 to be considered for admission to Indiana’s four-year colleges. The same courses are strongly suggested for admission to a two-year public college or entry into the workforce. Complete the Core 40 by:

1. **Taking 28 to 30 credits.**

   - **Language Arts:** 8 credits including a balance of literature, composition, and speech
   - **Mathematics**:* 6-8 credits in Algebra I, Geometry, Algebra II, and beyond
     *All students must take a math or quantitative reasoning course each year in high school*
   - **Science:** 6 credits in laboratory science from the following:
     - 2 Biology
     - 2 Physics or Chemistry or Integrated Chemistry/Physics
     - and 2 additional credits from any Core 40 science course

   - **Social Studies:** 6 credits distributed as follows:
     - 2 U.S. History
     - 1 U.S. Government
     - 1 Economics
     - 2 World History and Civilization

   - **Physical Education:** 2 credits (two semesters)
   - **Health and Wellness:** 1 credit (one semester)

2. **Choosing 8 credits in courses from the list above or the list below.**

   - **Foreign Languages:** Chinese, French, German, Japanese, Latin, Russian, or Spanish
   - **Arts:** Art, Music or Drama
   - **Computers:** Computer Applications
   - **Career Area:** At least 6 credits in a logical sequence from a technical career area.

3. **Choosing 2 to 4 more credits from any courses at your school.**

   It is the responsibility of the student to see that the requirements for graduation are met.

All high school students are required to enroll in six credits per semester. To maintain enrollment at Burris, students must take all course work at Burris Laboratory School, Indiana Academy, or Ball State University. It is the responsibility of each student to complete and submit the proper paperwork for taking independent studies and Ball State University courses.

May term is a graduation requirement for all Burris High School students. Students who do not earn May term credits will be assigned community service hours as an alternative.

Students considering athletics in college are strongly urged to be familiar with the NCAA Approved Course list and plan their academic courses accordingly. The list can be found on [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net).
CORE 40 with ACADEMIC HONORS For students beginning high school in 2012 and after

In order for a Burris graduate to be eligible for a Core 40 with Academic Honors Diploma, the student must complete a minimum of forty-seven (47) high school semester credits earned during enrollment in grades 9-12. The following areas and courses are required:

(1) English Language Arts  8 credits  
(2) Social Studies   6 credits  
(3) Mathematics              8 credits  
(4) Science                6 credits  
(5) Foreign Language      6 or 8 credits  
(6) Fine Arts              2 credits  
(7) Health and Wellness     1 credit  
(8) Physical Education    2 credits

In addition to the minimum course requirements, courses counting toward a Core 40 with Indiana Academic Honors Diploma are subject to the following requirements:

(1) Language arts credits must include speech, literature, and composition  
(2) Social studies credits must include one semester of economics, one semester of government, two semesters of U.S. History, and two semesters of World History and Civilization.  
(3) Mathematics credits must include algebra II and another upper level mathematics course. If a student has completed algebra I in middle school, that student must earn only six (6) high school mathematics credits.  
(4) Science credits must include:  
   (A) 2 credits in Biology  
   (B) 2 credits in Chemistry or Physics or Integrated Chemistry/Physics  
   (C) 2 additional credits from any Core 40 science course  
(5) Foreign language credits must include:  
   (A) 6 credits in one language; or  
   (B) 4 credits in one language and 4 credits in another language.  
(6) To meet the fine arts requirement, credit will be awarded for all fine arts and music classes including those that have a major emphasis on art or music history. Credit may be given in art media if the course emphasis is on production of creative products rather than technical aspects of the area.

Only courses in which a student has earned a grade of "C" or above may count toward a Core 40 with Academic Honors Diploma. To be eligible for a Core 40 with Academic Honors Diploma, a student must have a grade point average of "B"/3.0 or above. The overall average must be calculated by counting all courses taken. Thus, if a student retakes a course, the previous course grade or credit(s) cannot be dropped from the calculation of the grade point average. The number of attempted credits recorded on the student’s transcript is used in calculating the overall grade point average. Independent studies and internships may not be used to complete the required courses credits for a Core 40 with Academic Honors Diploma, but can count towards the total of 47 credits as elective credits.

Also, complete one of the following:  
- Earn 4 credits in 2 or more Advanced Placement courses and take corresponding AP exams  
- Earn 6 verifiable transcripted college credits in dual credit courses from the priority course list (usually 2 classes)  
- Earn BOTH a minimum of 3 transcripted college credits and 2 credits in AP classes and corresponding exams  
- Score 1750 or higher on the combined SAT critical reading, math, and writing sections and a minimum score of 530 on each section  
- Score a 26 composite ACT and complete written section  
- Earn 4 credits International Baccalaureate classes and corresponding exams (not currently offered at Burris)

It is the responsibility of the student to see that the requirements for graduation are met. All high school students are required to enroll in six credits per semester. To maintain enrollment at Burris, students must take all course work at Burris Laboratory School, Indiana Academy, or Ball State University. It is the responsibility of each student to complete and submit the proper paperwork for taking independent studies and Ball State University courses.

May term is a graduation requirement for all Burris High School students. Students should earn 6 May term credits per year. Letter grades are earned for May Term classes, but they are not calculated into the student’s grade point averages.

Students considering athletics in college are strongly urged to be familiar with the NCAA Approved Course list and plan their academic courses accordingly. The list can be found on www.ncaaclearinghouse.net.
CORE 40 with TECHNICAL HONORS
For students beginning high school in 2012 and after

In order for a Burris graduate to be eligible for a Core 40 with Technical Honors Diploma, the student must complete a minimum of forty-seven (47) high school semester credits earned during enrollment in grades 9-12. Students should complete the Core 40 to be considered for admission to Indiana's four-year colleges. The same courses are strongly suggested for admission to a two-year public college or entry into the workforce. The following areas and courses are required:

1. **Taking 29 to 31 credits.**
   - **Language Arts:** 8 credits in literature, composition, and speech
   - **Mathematics:** 6-8 credits in Algebra I, Geometry, Algebra II, and beyond
   - **Science:** 6 credits in laboratory science from the following:
     - 2 Biology
     - 2 Physics or Chemistry or Integrated Chemistry/Physics
     - and 2 additional credits from any Core 40 science course
   - **Social Studies:** 6 credits distributed as follows:
     - 2 U.S. History
     - 1 U.S. Government
     - 1 Economics
     - 2 World History and Civilization
   - **Physical Education:** 2 credits (two semesters)
   - **Health and Wellness:** 1 credit (one semester)

2. **Choosing 8 credits in courses from the list above or the list below.**
   - **Foreign Languages:** Chinese, French, German, Japanese, Latin, Russian, or Spanish
   - **Arts:** Art, Music or Drama
   - **Computers:** Computer Applications
   - **Career Area:** At least 6 credits in a logical sequence from a technical career area.

In addition to meeting all requirements for Core 40, Technical Honors Diploma track students must:

- Earn 6 credits in the college and career preparation courses in a state-approved College and Career Pathway and one of the following:
  - Pathway designated industry-based certification or credential, OR
  - Pathway dual credits from the lists of priority courses resulting in 6 transcripted college credits
- And complete one of the following:
  - Any one of the options of the Core 40 with Academic Honors (see prior page)
  - Earn the following scores on WorkKeys; Reading for Information-Level 6, Applied Math-Level 6, and Locating Information-Level 5
  - Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, and Math 75
  - Earn the following minimum score(s) on Compass; Algebra 66, Writing 70, and Reading 80

Only courses in which a student has earned a grade of "C" or above may count toward a Core 40 with Technical Honors Diploma. To be eligible for a Core 40 with Technical Honors Diploma, a student must have a grade point average of "B"/3.0 or above. The overall average must be calculated by counting all courses taken. Thus, if a student retakes a course, the previous course grade or credit(s) cannot be dropped from the calculation of the grade point average. The number of attempted credits recorded on the student’s transcript is used in calculating the overall grade point average. Independent studies and internships may not be used to complete the required courses credits for a Core 40 with Technical Honors Diploma, but can count towards the total of 47 credits.

It is the responsibility of the student to see that the requirements for graduation are met.

All high school students are required to enroll in six credits per semester. To maintain enrollment at Burris, students must take all course work at Burris Laboratory School, Indiana Academy, or Ball State University. It is the responsibility of each student to complete and submit the proper paperwork for taking independent studies and Ball State University courses.

May term is a graduation requirement for all Burris High School students. Students who do not earn May term credits will be assigned community service hours as an alternative.

Students considering athletics in college are strongly urged to be familiar with the NCAA Approved Course list and plan their academic courses accordingly. The list can be found on [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net).
CORE 40
For students graduating in 2014 and 2016

All students entering the ninth grade should work toward completing the Indiana Core 40. Students completing Core 40 at Burris shall have completed a minimum of 45 credits.

Students should complete the Core 40 to be considered for admission to Indiana’s four-year colleges. The same courses are strongly suggested for admission to a two-year public college or entry into the workforce. Complete the Core 40 by:

1. **Taking 28 to 30 credits.**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>Language Arts</td>
<td>8</td>
</tr>
<tr>
<td>Mathematics</td>
<td>6-8</td>
</tr>
<tr>
<td>Science</td>
<td>6</td>
</tr>
<tr>
<td>Social Studies</td>
<td>6</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>Health and Wellness</td>
<td>1</td>
</tr>
</tbody>
</table>

   - Language Arts: 8 credits in literature, composition, and speech
   - Mathematics: 6-8 credits in Algebra I, Geometry, Algebra II, and beyond
   - Science: 6 credits in laboratory science from the following:
     - 2 Biology
     - 2 Physics or Chemistry or Integrated Chemistry/Physics
     - and 2 additional credits from Chemistry, Physics, Earth/Space Science, Environmental Science, Physical Science, or other advanced science courses
   - Social Studies: 6 credits distributed as follows:
     - 2 U.S. History
     - 1 U.S. Government
     - 1 Economics
     - 2 World History and Civilization
   - Physical Education: 2 credits (two semesters)
   - Health and Wellness: 1 credit (one semester)

2. **Choosing 8 credits in courses from the list above or the list below.**

<table>
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<td>Chinese, French, German, Japanese, Latin, Russian, or Spanish</td>
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<tr>
<td>Arts</td>
<td>Art, Music or Drama</td>
</tr>
<tr>
<td>Computers</td>
<td>Computer Applications</td>
</tr>
</tbody>
</table>
   | Career Area           | At least 6 credits in a logical sequence from a technical career area.

3. **Choosing 2 to 4 more credits from any courses at your school.**

   It is the responsibility of the student to see that the requirements for graduation are met.

All high school students are required to enroll in six credits per semester. To maintain enrollment at Burris, students must take all course work at Burris Laboratory School, Indiana Academy, or Ball State University. It is the responsibility of each student to complete and submit the proper paperwork for taking independent studies and Ball State University courses.

May term is a graduation requirement for all Burris High School students. Students who do not earn May term credits will be assigned community service hours as an alternative.

Students considering athletics in college are strongly urged to be familiar with the NCAA Approved Course list and plan their academic courses accordingly. The list can be found on [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net).
In order for a Burris graduate to be eligible for a Core 40 with Academic Honors Diploma, the student must complete a minimum of forty-seven (47) high school semester credits earned during enrollment in grades 9-12. The following areas and courses are required:

1. English Language Arts  8 credits
2. Social Studies   6 credits
3. Mathematics              8 credits
4. Science              6 credits
5. Foreign Language      6 or 8 credits
6. Fine Arts              2 credits
7. Health and Wellness     1 credit
8. Physical Education    2 credits

In addition to the minimum course requirements, courses counting toward a Core 40 with Indiana Academic Honors Diploma are subject to the following requirements:

1. Language arts credits must include speech, literature, and composition
2. Social studies credits must include one semester of economics, one semester of government, two semesters of U.S. History, and two semesters of World History and Civilization.
3. Mathematics credits must include algebra II and another upper level mathematics course. If a student has completed algebra I in middle school, that student must earn only six (6) high school mathematics credits.
4. Science credits must include:
   (A) 2 credits in biology
   (B) 2 credits in chemistry or physics or Integrated Chemistry/Physics
   (C) 2 additional credits from any other Core 40 science course
5. Foreign language credits must include:
   (A) 6 credits in one language; or
   (B) 4 credits in one language and 4 credits in another language.
6. To meet the fine arts requirement, credit will be awarded for all fine arts and music classes including those that have a major emphasis on art or music history. Credit may be given in art media if the course emphasis is on production of creative products rather than technical aspects of the area.

Only courses in which a student has earned a grade of "C" or above may count toward a Core 40 with Academic Honors Diploma. To be eligible for a Core 40 with Academic Honors Diploma, a student must have a grade point average of "B"/3.0 or above. The overall average must be calculated by counting all courses taken. Thus, if a student retakes a course, the previous course grade or credit(s) cannot be dropped from the calculation of the grade point average. The number of attempted credits recorded on the student’s transcript is used in calculating the overall grade point average. Independent studies and internships may not be used to complete the required courses credits for a Core 40 with Academic Honors Diploma, but can count towards the total of 47 credits as elective credits.

Also, complete one of the following:
- Two Advanced Placement courses (4 credits) and corresponding AP exams
- Dual credit high school/college credit courses (6 transferable college credits)
- A combination of AP course (two credits) and corresponding AP exams and dual high school/college credit course(s) (3 transferable college credits)
- Score 1200 or higher on the combined SAT critical reading and math
- Score a 26 composite ACT
- An International Baccalaureate Diploma (not currently offered at Burris)

It is the responsibility of the student to see that the requirements for graduation are met.
All high school students are required to enroll in six credits per semester. To maintain enrollment at Burris, students must take all course work at Burris Laboratory School, Indiana Academy, or Ball State University. It is the responsibility of each student to complete and submit the proper paperwork for taking independent studies and Ball State University courses.

May term is a graduation requirement for all Burris High School students. Students who do not earn May term credits will be assigned community service hours as an alternative.

Students considering athletics in college are strongly urged to be familiar with the NCAA Approved Course list and plan their academic courses accordingly. The list can be found on www.ncaaclearinghouse.net.
CORE 40 with TECHNICAL HONORS
For students graduating in 2014 and 2015

In order for a Burris graduate to be eligible for a Core 40 with Technical Honors Diploma, the student must complete a minimum of forty-seven (47) high school semester credits earned during enrollment in grades 9-12. Students should complete the Core 40 to be considered for admission to Indiana's four-year colleges. The same courses are strongly suggested for admission to a two-year public college or entry into the workforce. The following areas and courses are required:

1. **Taking 29 to 31 credits.**
   - Language Arts: 8 credits in literature, composition, and speech
   - Mathematics: 6-8 credits in Algebra I, Geometry, Algebra II, and beyond
   - Science: 6 credits in laboratory science from the following:
     - 2 Biology
     - 2 Physics or Chemistry or Integrated Chemistry/Physics
     - and 2 additional credits from Chemistry, Physics, Earth/Space Science, Environmental Science, Physical Science, or other advanced science courses
   - Social Studies: 6 credits distributed as follows:
     - 2 U.S. History
     - 1 U.S. Government
     - 1 Economics
     - 2 World History and Civilization
   - Physical Education: 2 credits (two semesters)
   - Health and Wellness: 1 credit (one semester)

2. **Choosing 8 credits in courses from the list above or the list below.**
   - Foreign Languages: Chinese, French, German, Japanese, Latin, Russian, or Spanish
   - Arts: Art, Music or Drama
   - Computers: Computer Applications
   - Career Area: At least 6 credits in a logical sequence from a technical career area.

3. Students must complete a career-technical program resulting in 8 or more related credits
4. It is recommended that students earn 2 additional credits in mathematics and 4-8 credits in World Languages for four year college admission.

Also, complete **two** of the following, one must be A or B:
A. Score at or above the following levels on WorkKeys: Reading for Information—Level 6; Applied Mathematics Level 6; Locating Information—Level 5
B. Complete dual high school/college credit courses in a technical area (6 college credits)
C. Complete a Professional Career Internship course or Cooperative Education course (2 credits)
D. Complete an industry-based work experience as part of two-year technical education program (minimum 140 hours)
E. Earn a state-approved, industry recognized certification

Only courses in which a student has earned a grade of "C" or above may count toward a Core 40 with Technical Honors Diploma. To be eligible for a Core 40 with Technical Honors Diploma, a student must have a grade point average of "B"/3.0 or above. The overall average must be calculated by counting all courses taken. Thus, if a student retakes a course, the previous course grade or credit(s) cannot be dropped from the calculation of the grade point average. The number of attempted credits recorded on the student's transcript is used in calculating the overall grade point average. Independent studies and internships may not be used to complete the required courses credits for a Core 40 with Technical Honors Diploma, but can count towards the total of 47 credits.

It is the responsibility of the student to see that the requirements for graduation are met.

All high school students are required to enroll in six credits per semester. To maintain enrollment at Burris, students must take all course work at Burris Laboratory School, Indiana Academy, or Ball State University. It is the responsibility of each student to complete and submit the proper paperwork for taking independent studies and Ball State University courses.

May term is a graduation requirement for all Burris High School students. Students who do not earn May term credits will be assigned community service hours as an alternative.

Students considering athletics in college are strongly urged to be familiar with the NCAA Approved Course list and plan their academic courses accordingly. The list can be found on www.ncaaclearinghouse.net.
Academy Classes - Burris students may enroll in classes at the Indiana Academy when appropriate and if class space is available. Advanced placement, distance learning, and optional foreign languages are open to Burris students. Enrollment is by permission only and placement testing may be required. Academy classes taken by Burris students will appear on the official transcript. Students interested in enrolling in an Academy class should discuss this option with the guidance counselor at Burris. Freshmen and sophomores wishing to enroll in Academy classes must obtain two teacher recommendations; forms and instructions are available in the Counseling Center. Academy classes will, in most cases, count toward the Indiana Academic Honors Diploma and meet the requirements set by the NCAA for students wishing to participate in NCAA athletics. Students should check with the guidance counselor before enrolling to make certain that courses meet all requirements for the Indiana Academic Honors Diploma and the NCAA, where applicable.

Advanced Placement Courses - Upon successful completion of an Advanced Placement course, students are expected to take the corresponding Advanced Placement Exam if the exam can be administered to the student free of charge.

Ball State University Classes - Burris juniors and seniors who have mastered the appropriate courses may investigate taking a course or courses at Ball State University. (Younger students who have not met junior status but who have an interest in a special Ball State offering must seek special permission from the principal). Burris requires that students have a minimum cumulative GPA of 3.0 or above to enroll in college classes. Students receiving a grade lower than a “C” in a college class will be required to take a full load of classes in Burris during the next term. No more than one college class may be taken each semester during the junior year and no more than two college classes may be taken each semester during the senior year unless special permission is granted by the principal. Students interested in taking Ball State courses should first consult with their parents and then discuss their interests with the guidance counselor. The appropriateness of said courses will be checked and each student will be informed of the necessary steps to register for a Ball State University course. Please note that a three credit hour course at Ball State University equals one Burris credit. A one or two credit hour course at Ball State University cannot be taken in place of one Burris class unless special permission is granted by the principal. Courses requested by a student are identified, and the guidance counselor will check to see if the desired course/courses will fit into the student’s schedule and meet specific academic needs. If so, pink forms with specific instructions will be prepared by student and submitted to the guidance counselor. Letters to the appropriate Ball State department chairs will be prepared so the student can acquire departmental permission to take the university courses, and the Burris principal will review and approve or deny the student’s request. When a student returns to the Counseling Center in room 112 to pick up the letter which goes to a department chair for a signature of approval, the student will be given a complete packet of materials which clearly defines the process to be completed before registration in a college class is official. A student will be officially enrolled in a Ball State class only if the student has completed all of the designated steps and paid the assigned university fees. Any student not appearing as a registered student in the Ball State University computer system cannot count the class as one of their six classes. Students and their parents are responsible for fees associated with university courses. Some students take courses for high school credit only (audit fee). Other students choose to take courses for both high school and college credit (full fees). In such cases, university fees for specific hours apply. The student and parents should make a determination of the type of credit that a student earns. Any questions concerning these options may be addressed to the guidance counselor at 285-2341. All courses taken at the university become part of the student’s official schedule, appear on the official high school transcript, and count toward the Indiana Academic Honors Diploma requirements, if applicable.

Credit by Demonstration of Proficiency - Students are allowed the pursuit of course credit by demonstrating that they have mastered the standards of the course and are proficient in course content. Interested students should discuss this option first with the teacher of a specific course and also obtain permission of the principal to pursue this option.

Dual Credit - Some Burris high school courses will be eligible for Dual Credit with Ball State University or Ivy Tech Community College. Students are responsible for the enrollment fee and tuition (varies per course) and will receive a college transcript for courses that are successfully completed. Tuition fees for dual credit courses are lower than regular college tuition rates for the same course. The college transcript should allow the transfer of credits to other colleges within Indiana. Check for course acceptance when transferring credits to out of state colleges. A list of eligible Burris high school courses will be available to students in May 2013.

Early Graduation - Students may opt to petition the principal to graduate at the completion of all graduation requirements regardless of number of semesters completed.

Effort Grade (E) - Faculty members at Burris Laboratory School have the option of issuing an E grade. This grade is granted when a student has worked to his/her highest potential in a class but was unable to master the assigned work at the passing level identified by the individual teaching the class. An E grade is a credit-bearing grade; however, it has no impact on the GPA. Only A, B, C, D, and NC grades are included in a student’s GPA. An E grade in a course does count toward graduation requirements. When a faculty member is considering an E grade, consultation with the counselor, resource room personnel, section 504 coordinator, or other personnel working with the student's academic program is appropriate and recommended.
High School Credit Below Grade - High school credit will be given for high school classes taken during middle school at Burris. Transfer students will receive credit if the previous school awarded high school credit. Students wishing to earn high school credit before entering the ninth grade must work with a guidance counselor and may need to seek approval from the principal. Approval must be sought before the course is taken. Each request will be considered on an individual basis.

INC (Incomplete) - Should unusual circumstances arise, such as an illness or family emergency, that prevent the student from completing course work at mid-term or the end of the semester by the deadlines for grades to be issued, a teacher may issue an “I” (Incomplete) grade. To request a grade of “I”, the teacher must request a form that is available in from the Systems Administrator in room 129A. This form must be submitted according to the deadlines for the submission of all other mid-term or final grades (8:00 a.m. on the third school day following the end of the mid-term or the semester, unless otherwise noted). Instructions for completing the form are included on the form. A deadline for completing assignments must be indicated on the form. To change the grade from “I”, the teacher must complete an official grade change form no later than the end of the second school day following the above deadline. If the above requirements are not met and the grade change form is not filed, the “I” grade will automatically become a “NC” (no credit) on the third school day following the above deadline. Grades of “I” earn no credit, do not affect the GPA, and are not considered passing when determining athletic eligibility for a student. However, when the “I” grade is changed according to the above deadlines, the new grade will be used to determine athletic eligibility. All requests for use of “I” require completion of the form and approval of the principal.

Independent Study - Independent study is an option for juniors and seniors only with a cumulative GPA of 3.0 or above. This program provides students with an opportunity to extend their education beyond the courses that are on the schedule for the academic year (No course that appears on the schedule is to be taken as an independent study). Independent studies may not be used to meet the required credits for an Indiana Academic Honors Diploma, but can count towards the total of 47 credits. The NCAA Clearinghouse does not recognize Independent studies. Students who are planning to participate in NCAA athletics should not take independent study courses unless they are above and beyond regular graduation requirements. A student wishing to consider an independent study should discuss the appropriateness of the option with parents and the guidance counselor. The student must develop the program for the independent study with the assistance of a faculty advisor. Each student may include only one independent study as part of the required six classes each semester. Seniors may not take an independent study if enrolled in an internship. A student wishing to pursue an independent study must prepare the necessary forms that are available in the Burris Counseling Center. An Independent Study Proposal must be filled out appropriately, turned in by the established deadline, and signed by the student, parent, and advisor. The Proposal Approval Committee’s approval is required for each completed proposal to be valid. Failure to complete the proposal by the established deadline may result in the denial of the proposal and the placement of the student in a course from the Burris schedule. Grades for independent study are issued at mid-term and at the end of the semester. Time logs are to be maintained. Each independent study is worth one credit, and 90 hours of study must be documented. A final project, determined by the student and advisor of each independent study, is required. Each student will share the final project with peers and faculty personnel in an appropriate setting. Independent studies are part of a student’s regular schedule and appear on the official transcript.

Internships - Internships are an option for juniors and seniors only and must be career oriented. Students must have a minimum cumulative GPA of 3.0 or above. This program would extend their education beyond the courses that are on the schedule for the academic year. Only elective credit will be given for a completed internship. Students will not be permitted to take an internship and an independent study during the same semester. Internships require a documented log of 90 hours per semester credit. A student wishing to consider an internship should discuss the appropriateness of this option with parents and the guidance counselor. A proposal for an internship must be completed, turned in by the established deadline, and signed by the student, parent, and supervisor of the internship. The Proposal Approval Committee’s approval is required for each internship. Internships are part of a student’s regular schedule and appear on the official transcript. Failure to complete the proposal by the established deadline may result in the denial of the proposal and the placement of the student in a course from the Burris schedule.

NC Grade - The indicator NC (No Credit) identifies a failing grade and is factored into the grade point average. NC is used when the student has not satisfactorily completed work assigned with a passing grade; the classroom teacher is responsible for determining the assignment of an NC.

Retaking Courses - Students wishing to repeat a course taken during the Fall Semester should take the course over during the Fall Semester, unless the class is a single-semester course also offered in the spring. Similarly, students wishing to repeat a course taken during the Spring Semester should take the course over during the Spring Semester. The student’s overall grade point average must be calculated by counting all attempted course credits and grades. Thus, if a student retakes a course, the previous course grade and credit(s) cannot be dropped from the calculation of the grade point average. No record of courses is dropped from the transcript. If a student retakes a class which was previously passed in an attempt to earn a higher grade, both grades will remain on the transcript, but the student will earn a credit for only the second course taken. If a student retakes a course previously passed and fails the second attempt, the credit from the first course remains and both grades are listed on the transcript. If a student has a question about retaking a class, the student should clear it through the guidance counselor. For athletic eligibility, students must pass 5 full credit courses (A BSU course must be a 3 hour course to count as 1) for which the
student has not received prior credit. Example: A student retaking a course for an improved grade when the original grade was a D- or better is not allowed to count that course toward athletic eligibility. Consult the athletic director or guidance counselor for any clarification of this IHSAA rule.

**ART**

**Art History, Advanced Placement: Offered Fall 2014.** *HS1500 Fall/HS2500 Spring* AP Art History is a course based on the content established by the College Board. Art History is designed to provide the same benefits to secondary school students as those provided by an introductory college course in art history: an understanding and knowledge of architecture, sculpture, painting, and other art forms within diverse historical and cultural contexts. Students examine major forms of artistic expression from the past and the present from a variety of cultures. They learn to look at works of art critically, with intelligence and sensitivity, and to analyze what they see. This course incorporates research, extensive reading, and analytical writing. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:


- Recommended Grade Level: 10, 11, or 12
- Prerequisite: Art History
- Credits: a 2-semester course, 1 credit per semester
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

All courses are for one semester credit, except for Advanced Placement Studio Art (Drawing, 2D and 3D Portfolio) and Advanced Placement Art History.

**ART HISTORY: Not currently offered.** *HS3187* Art History is a course based on the Indiana Academic Standards for Visual Art. Students taking Art History engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production. Students study works of art and artifacts from world cultures, engage in historically relevant studio activities; utilize research skills to discover social, political, economic, technological, environmental, and historical trends and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

- Recommended Grade Level: 9, 10, 11, or 12
- Credits: a 1-semester course for 1 credit
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- No prerequisite required for this class
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence or Flex Credit course

**CERAMICS: Offered Fall 2014.** *HS3180* The ceramics students are introduced to different hand-building methods of pottery, such as coil, slab, pinch, drape, plus the opportunity to throw on the potter's wheel. Students are engage in sequential learning experiences that encompass art history, art criticism, aesthetics and production and lead the creation of portfolio quality works.

- Art history, students search for meaning, significance, and direction in their work through an in-depth analysis of historical and contemporary ceramics from a variety of cultural groups identifying relationships between context, form and function.
- Art criticism, students search for meaning, significance and direction in their work by critically examining the relationships between context, form, function, and meaning in their own work and in historical and contemporary ceramic works;
- Aesthetics, students search for meaning, significance, and direction in their work by; (1) formulating evaluations of historic and contemporary ceramic works, (2) responding to personal questions about the nature of art, (3) reflecting on their changing definitions of art, and (4) assessing their ideas in relation to the art community; and
- Production, students search for meaning, significance, and direction in their work by choosing and evaluating subject matter, symbols, and ideas that communicate intended meaning in their artwork. They also use organizational principles and functions to solve specific visual problems, and they apply media, techniques, and processes with sufficient skill to communicate intended meaning.

Students will reflect on multicultural ceramics and historical connections, (2) write about the process and self-assessment, (3) make presentations and (4) work individually and in groups and (5) explore career opportunities. Trips to museums, galleries, studios and community resources are utilized.
• A Core 40, AHD and THD course
• Pre-requisite: Completion of Introduction to Two-Dimensional Art or Drawing

DRAWING: Offered Fall 2014. HS3179

The drawing students are introduced to different processes such as sketching, rendering, contour, gesture, and perspective drawing. Students are engage in sequential learning experiences that encompass art history, art criticism, aesthetics and production and lead the creation of portfolio quality works.

- Art history, students search for meaning, significance, and direction in their work through an in-depth analysis of historical and contemporary drawings from a variety of cultural groups identifying relationships between context, form and function.
- Art criticism, students search for meaning, significance and direction in their work by critically examining the relationships between context, form, function, and meaning in their own work and in historical and contemporary drawings;
- Aesthetics, students search for meaning, significance, and direction in their work by; (1) formulating evaluations of historic and contemporary drawings, (2) responding to personal questions about the nature of art, (3) reflecting on their changing definitions of art, and (4) assessing their ideas in relation to the art community; and
- Production, students search for meaning, significance, and direction in their work by choosing and evaluating subject matter, symbols, and ideas that communicate intended meaning in their artwork. They also use organizational principles and functions to solve specific visual problems, and they apply media, techniques, and processes with sufficient skill to communicate intended meaning.

Students will reflect on multicultural and other disciplines and historical connections, (2) write about the process and self-assessment (3) makes presentations and (4) work individually and in groups and (5) explore career opportunities. Trips to museums, galleries, studios and community resources are utilized.

• A Core 40, AHD, and THD course.
• Pre-requisite: Completion of Introduction to Two-Dimensional Art or permission from instructor
• Completion of Drawing course can be a prerequisite for future studio classes if Intro to 2D art cannot be scheduled. Permission from instructor required.

FIBER ARTS: Offered Spring 2015. HS3186

Students create fiber art works utilizing processes such as loom and off-loom construction, dyeing/tying fabric, stitchery, and batik. Students additionally: (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 correlation to other disciplines, and (7) explore career options related to jewelry design. Art museums, galleries, studios and community resources are utilized.

• A Core 40 and AHD course.
• Pre-requisite: Completion of Introduction to Two-Dimensional Art or Drawing

INTRODUCTION TO TWO-DIMENSIONAL ART: Offered each semester. HS3177A Fall/HS3177 Spring

Students taking Introduction to Two-Dimensional Art will be using a variety of different projects utilizing the different media that will be used to demonstrate the importance of proper use of the elements and principles of design. The students are engaged in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works.

*Art History - Students are introduced to a variety of cultures, styles and art movements and famous artists that relate to each of the learning experiences to provide background information that will help students search for meaning, significance, and direction in two dimensional works of art.

*Art Criticism - The students are engaged in critically examining current works and artistic trends, 2) the importance of the art critic in society, and (3) art criticism related their own work to identify strength and weaknesses.

*Aesthetics - The students search for meaning, significance, and direction in two-dimensional works of art and artifacts by (1) attempting to respond to their personal questions about the nature of art, (2) reflecting on their own changing definitions of art, and (3) assessing their ideas and definitions in relation to the art community in general.

Students create works of art, analyze their experiences, learn about historical and interdisciplinary connections, write critical assessments, make presentations that require them to use the art vocabulary, and explore career options in visual art. Students will also learn to use technology to develop ideas, gather information, and use for presentations.

• A Core 40, AHD and THD course
• A one credit course
• Prerequisite for ALL studio classes
• Completion of Drawing course can be a perquisite for future studio classes if Intro to 2D art cannot be scheduled.

JEWELRY: Not currently offered. HS3185
Students create works of jewelry design and fabrication techniques including, sawing, piercing, filing, soldering, bead making, macramé, papier-mâché, wire and bead, copper enameling and ceramics. Students additionally: (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 correlation to other disciplines, and (7) explore career options related to jewelry design. Art museums, galleries, studios and community resources are utilized.
• A Core 40, AHD and THD course.
• Pre-requisite: Completion of Introduction to Two-Dimensional Art or Drawing

PAINTING: Offered Fall 2014. HS3178
The painting students are introduced to different methods of painting, such as oil, acrylic, watercolor, oil pastels and mixed media. They will engage in sequential learning experiences that encompass art history, art criticism, aesthetics and production and lead the creation of portfolio quality works.

- Art history, students search for meaning, significance, and direction in their work through an in-depth analysis of historical and contemporary paintings from a variety of cultural groups identifying relationships between context, form and function.
- Art criticism, students search for meaning, significance and direction in their work by critically examining the relationships between context, form, function, and meaning in their own work and in historical and contemporary painting;
- Aesthetics, students search for meaning, significance, and direction in their work by; (1) formulating judgments of historic and contemporary painting, (2) responding to personal questions about the nature of art, (3) reflecting on their changing definitions of art, and (4) assessing their ideas in relation to the art community; and
- Production, students search for meaning, significance, and direction in their work by choosing and evaluating subject matter, symbols, and ideas that communicate intended meaning in their artwork. They also use organizational principles and functions to solve specific visual problems, and they apply media, techniques, and processes with sufficient skill to communicate intended meaning.

Students will reflect on historical connections, (2) write about the process and self-assessment (3) make presentations and (4) work individually and in groups and (5) explore career opportunities as they create abstract and realistic paintings. Trips to museums, galleries, studios and community resources are utilized.
• Prerequisite: Completion of Introduction to Two-Dimensional Art or Drawing.
• A Core 40, AHD and THD course
• The nature of this course allows for successive semesters of instruction at an advanced level provided that defined standards are utilized.

PRINTMAKING: Offered Spring 2015. HS3182
The students are introduced to different printing methods such as relief, woodcut, etchings, silkscreen, calligraphy, and embossment. Students are engaged in sequential learning experiences that encompass art history, art criticism, aesthetics and production and lead the creation of portfolio quality works.

- Art history, students search for meaning, significance, and direction in their work through an in-depth analysis of historical and contemporary prints from a variety of cultural groups identifying relationships between context, form and function.
- Art criticism, students search for meaning, significance and direction in their work by critically examining the relationships between context, form, function, and meaning in their own work and in historical and contemporary prints;
- Aesthetics, students search for meaning, significance, and direction in their work by; (1) formulating judgments of historic and contemporary prints (2) responding to personal questions about the nature of art, (3) reflecting on their changing definitions of art, and (4) assessing their ideas in relation to the art community; and
- Production, student’s search for meaning, significance, and direction in their work by choosing and evaluating subject matter, symbols, and ideas that communicate intended meaning in their artwork. They also use organizational principles and functions to solve specific visual problems, and they apply media, techniques, and processes with sufficient skill to communicate intended meaning.

Students will reflect on multicultural prints and historical connections, (2) write about the process and self-assessment (3) make presentations and (4) work individually and in groups and (5) explore career opportunities. Trips to museums, galleries, studios and community resources are utilized.
• Prerequisite: Completion of Introduction to Two-Dimensional Art or Drawing.
• A Core 40, AHD and THD course

SCULPTURE: Offered Spring 2015. HS3184
The sculpture students are introduced to different sculptural techniques, such as, construction, assemblage, carving, modeling and casting. Students are engaged in sequential learning experiences that encompass art history, art criticism, aesthetics and production and lead the creation of portfolio quality works.
Art history, students search for meaning, significance, and direction in their work through an in-depth analysis of historical and contemporary sculptures from a variety of cultural groups identifying relationships between context, form and function.

Art criticism, students search for meaning, significance and direction in their work by critically examining the relationships between context, form, function, and meaning in their own work and in historical and contemporary sculpture works;

Aesthetics, students search for meaning, significance, and direction in their work by; (1) formulating evaluations of historic and contemporary sculptures, (2) responding to personal questions about the nature of art, (3) reflecting on their changing definitions of art, and (4) assessing their ideas in relation to the art community; and

Production, students search for meaning, significance, and direction in their work by choosing and evaluating subject matter, symbols, and ideas that communicate intended meaning in their artwork. They also use organizational principles and functions to solve specific visual problems, and they apply media, techniques, and processes with sufficient skill to communicate intended meaning.

Students will reflect on multicultural sculpture and historical connections, (2) write about the process and self-assessment (3) make presentations and (4) work individually and in groups and (5) explore career opportunities. Trips to museums, galleries, studios and community resources are utilized.

- A Core 40, AHD and THD course
- Pre-requisite: Completion of Introduction to Two-Dimensional Art or Drawing

ADVANCED PLACEMENT STUDIO ART: Not currently offered HS4023 Fall/HS4024 Spring

The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. AP Studio Art is not based on a written exam; instead, students submit portfolios for evaluation at the end of the school year. The AP Studio Art Program consists of three portfolios: 2-D Design, 3-D Design and Drawing — corresponding to the most common college foundation courses.

The portfolios share a basic, three-section structure, which requires the student to show a fundamental competence and range of understanding in visual concerns (and methods). Each of the portfolios asks the student to demonstrate a depth of investigation and process of discovery through the Concentration section (Section II). In the Breadth section (Section III), the student is asked to demonstrate a serious grounding in visual principles and material techniques. The Quality section (Section I) permits the student to select the works that best exhibit a synthesis of form, technique, and content.

The table below summarizes the section requirements for each of the three portfolios.

<table>
<thead>
<tr>
<th></th>
<th>Drawing</th>
<th>2-D Design</th>
<th>3-D Design</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section I: Quality</strong></td>
<td>Five actual drawings; maximum size is 18&quot; x 24&quot;</td>
<td>Five actual works; maximum size is 18&quot; x 24&quot;</td>
<td>Five works; two images of each one are submitted</td>
</tr>
<tr>
<td><strong>Section II: Concentration</strong></td>
<td>12 images; some may be details</td>
<td>12 images; some may be details</td>
<td>12 images; some may be second views</td>
</tr>
<tr>
<td><strong>Section III: Breadth</strong></td>
<td>12 works; one image of each is submitted</td>
<td>12 works; one image of each is submitted</td>
<td>Eight works; two images of each are submitted</td>
</tr>
</tbody>
</table>

All three sections are required and carry equal weight, but students are not necessarily expected to perform at the same level in each section to receive a qualifying grade for advanced placement. The order in which the three sections are presented is in no way meant to suggest a curricular sequence. The works presented for evaluation may have been produced in art classes or on the student's own time and may cover a period of time longer than a single school year.

Studio Art, Advanced Placement – Drawing Portfolio is designed to address a very broad interpretation of drawing issues and media. Light and shade, line quality, rendering of form, composition, surface manipulation, and illusion of depth are drawing issues that can be addressed through a variety of means, which could include painting, printmaking, mixed media, etc. Abstract, observational, and inventive works may demonstrate drawing competence. Any work that makes use of (appropriate) 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: http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

- Permission from course instructor.
- Required Prerequisites: Successful completion of 2 studio visual arts courses: Intro 2D Art, Drawing, Printmaking, Ceramics, Jewelry or Sculpture
- Recommended Grade Level: 11 or 12
Studio Art, Advanced Placement – 2D Design Portfolio
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 (unity/variety, balance, emphasis, contrast, rhythm, repetition, proportion/scale, figure/ground relationships) can be articulated through the visual elements (line, shape, color, value, texture, space). They help guide artists in making decisions about how to organize an image on a picture plane in order to communicate content. Effective design is possible whether one uses representational or abstract approaches to art. For this portfolio, students are asked to demonstrate mastery of 2-D design through any two-dimensional medium or process, including, but not limited to, graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, fashion illustration, painting and printmaking. Video clips, DVDs, CDs and three-dimensional works may not be submitted. However, still images from videos or films are accepted. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: 

- Permission from course instructor.
- Required Prerequisites: Successful completion of 2 studio visual arts courses: Intro 2D Art, Drawing, Printmaking, Ceramics, Jewelry or Sculpture
- Recommended Grade Level: 11 or 12
- Recommended for students that must complete art portfolio requirements for collage applications.
- This course requires commitment from students to work outside of class and complete assignments before course begins. Failure to complete pre-course assignment will result in non-participation in the course.
- Continuation of second semester dependent on teacher recommendation
- Credits: a 2-semester course, 1 credit per semester
- Fulfills requirement for 2 Fine Arts credits for the Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

Studio Art, Advanced Placement – 3D Design Portfolio
This portfolio is intended to address sculptural issues. Design involves purposeful decision-making about using the elements and principles of art in an integrative way. In the 3-D Design Portfolio, students are asked to demonstrate their understanding of design principles as they relate to the integration of depth and space, volume and surface. The principles of design (unity/variety, balance, emphasis, contrast, rhythm, repetition, proportion/scale, and occupied/unoccupied space) can be articulated through the visual elements (mass, volume, color/light, form, plane, line, texture). For this portfolio, students are asked to demonstrate mastery of 3-D design through any three-dimensional approach, including, but not limited to, figurative or nonfigurative sculpture, architectural models, metal work, ceramics, glass work, installation, assemblage and 3-D fabric/fiber arts. There is no preferred (or unacceptable) style or content. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: 

- Permission from course instructor.
- Required Prerequisites: Successful completion of 2 studio visual arts courses: Intro 2D Art, Drawing, Printmaking, Ceramics, Jewelry or Sculpture
- Recommended Grade Level: 11 or 12
- Recommended for students that must complete art portfolio requirements for collage applications.
- This course requires commitment from students to work outside of class and complete assignments before course begins. Failure to complete pre-course assignment will result in non-participation in the course.
- Continuation of second semester dependent on teacher recommendation
- Credits: a 2-semester course, 1 credit per semester
- Fulfills requirement for 2 Fine Arts credits for the Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
ENGLISH

Each course is worth one English credit based on Indiana’s Academic Standards for English. All English courses listed below are approved for Core 40, AHD and THD. Course descriptions are derived and adapted from Indiana State Approved Course Guide.

BIOGRAPHIES: Not currently offered. HS4050
Biographies is a semester long study of outstanding examples of biographical literature from different historical periods, different cultures, and different authors (both men and women). Students examine autobiography, legendary narratives of historical figures, and hagiography (venerated persons). Students analyze works written for different purposes, such as moralistic, inspirational, entertainment, and cautionary. Students analyze the assumptions of the author and relationship between the author and the subject of the biography in order to determine reliability and validity of the work.

- Enrollment in this course is open to juniors and seniors, or by permission of the instructor.

CONTEMPORARY LITERATURE: Offered Fall 2014. HS4007
Contemporary Literature focuses on literature since the 1950s. The course emphasizes how contemporary issues from around the world are explored in literature. Students will read from multiple genres and to develop a sense of how particular genres are used today to represent ideas and events. As a part of this study, students also learn to use different theories and methods of textual criticism, especially theories popular during this period, for example, the American New Criticism. Source texts are taken from around the world, including North America, Europe, post-colonial countries in Africa and Asia, and other world literature. In addition to the reading, students explore issues of interpretation, genre, and theme through creative and analytical writing, group discussion, and oral presentations.

- Enrollment in this course is open to juniors and seniors, or by permission of the instructor.

DEBATE: Offered Fall 2014. HS4021
Debate is the study and application of the basic principles of debate involving support for the basic types of arguments (induction, deduction, causation) and debate strategies (affirmative or negative argument construction and extension, case development, refutation or rebuttal of argument claims and evidence, and persuasive speaking). Students will complete a project, such as a mock debate or trial, participation in a forum, competition, or tournament, or an argument supporting or opposing different sides of a major issue, which demonstrates knowledge, application, and presentation progress in the Debate course content. Tournament participation is an expectation of the course; students unable to participate in extracurricular events will be offered alternative assignments.

- Enrollment in this course is open to juniors and seniors, or by permission of the instructor.

DRAMATIC LITERATURE: Offered Fall 2014. HS3110
Dramatic Literature provides a study of plays and literary art, with particular focus on dramatic conventions that differentiate drama from other literary genres. Drama is an oral medium meant to be seen and heard but not read; the course reflects this by providing students with ample opportunities to see live and televised productions of plays and by providing opportunities for students to stage scenes from plays. By watching these productions, and also through an extensive oral component in the classroom, students see and practice how staging a drama alters interpretation from the silent texts. Several subcategories of genre are considered, especially tragedy and comedy. The history of drama as entertainment is also considered, including: (1) representative works of important playwrights, (2) dramatic and literary movements, and (3) developments in stagecraft and acting that alter the means of stage production and hence alter the way we interpret plays. Students are also given opportunities to express their knowledge of course content through creative, analytical, and expository writing.

- Enrollment in this course is open to juniors and seniors, or by permission of the instructor.

ENGLISH 9: Offered 2014-2015. HS1101 Fall/HS2101 Spring
English 9, an integrated English course based on Indiana’s Academic Standards for English/Language Arts in Grade 9, is a study of language, literature, composition, and oral communication with a focus on exploring a wide-variety of genres and their elements. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 9 in classic and contemporary British Literature balanced with nonfiction. Students write responses to literature, expository and persuasive compositions, research reports, business letters, and technical documents. Students deliver appropriate oral presentations access, analyze, and evaluate online information. This course is required for all freshmen.

ENGLISH 10: Offered 2014-2015. HS1107 Fall/HS2107 Spring
English 10, an integrated English course based on Indiana’s Academic Standards for English/Language Arts in Grade 10, is a study of language, literature, composition, and oral communication with a focus on exploring universal themes across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to
representative works of historical or cultural significance appropriate for Grade 10 in classic and contemporary American Literature balanced with nonfiction. Students write short stories, responses to literature, expository and persuasive compositions, research reports, business letters, and technical documents. Students deliver grade-appropriate oral presentations and access, analyze, and evaluate online information. This course is required for all sophomores.

**ENGLISH LANGUAGE AND COMPOSITION ADVANCED PLACEMENT:** Not currently offered. **HS4025 Fall/HS4026 Spring**
This two-semester course, offered every other year, is based on the content established by the College Board. Students enrolled in English Language and Composition grow skilled in the analysis and application of the rhetorical structures of nonfiction prose. Organized thematically, the course examines how rhetorical and stylistic choices define the message of any given piece of prose; students experience this from the perspective of readers, listeners, and writers of nonfiction. As this class requires the mandatory summer work be completed upon the first day of school, please refer to the packet provided by the course instructor.
- Prerequisites: English 9, English 10, and approval of the instructor.
- Open to juniors and seniors only.

**ENGLISH LITERATURE AND COMPOSITION ADVANCED PLACEMENT:** Offered 2014-2015. **HS1105 Fall/HS1106 Spring**
This two-semester course is based on the content established by the College Board. Students enrolled in English Literature and Composition will critically analyze the structure, style, and themes of a representative literature from various genres and periods. Students will also describe the use of elements of language such as figurative language, imagery, symbolism and tone. Students will write well-developed and organized essays that are clear, coherent and persuasive in nature. As this class requires the mandatory summer work be completed upon the first day of school, please refer to the packet provided by the course instructor.
- Prerequisites: English 9, English 10, and approval of the instructor.
- Open to juniors and seniors only.

**ETHNIC LITERATURE:** Not currently offered. **HS 4001**
Ethnic Literature is a semester long study of literature focusing on specific multicultural issues produced by writers representing various ethnic cultures. Students examine works exploring ethnic experiences and ideas as well as the contributions of authors to multicultural themes. Students analyze the expressions of cultural identities within ethnic literature and how problems or issues of interest to a given group relate or interconnect with national issues and history.
- Enrollment in this course is open to juniors and seniors, or by permission of the instructor.

**ETYMOLOGY:** Offered Spring 2015. **HS4042**
This one semester course is the study and application of the derivation of English words and word families from their roots in ancient and modern languages (Latin, Greek, Germanic, and Romance Languages). Students analyze meanings of English words by examining roots, prefixes, and suffixes. Students analyze the connotative and denotative meaning of words in a variety of contexts and the reasons for language change. Students write about word history and semantics in texts that require etymological sensitivity, such as Renaissance poetry or works in translation.
- English 9 is a prerequisite to the course.
- Students enrolled in English 10 may enroll in this course concurrently.

**FILM LITERATURE:** Offered Fall 2014 and Spring 2015. **HS3108A Fall/HS3108 Spring**
Film Literature is a study of how literature is adapted for film or media. Students will read about the history of film, the reflection or influence of film on the culture, and study film techniques including but not limited to the technology of film, the language of film, cinematography, mise en scene, lighting, set direction, art direction and editing. Students will compare and contrast the literature to its film counterpart. They will also independently read works that have been adapted to the screen and write an analysis of the adaptation based on the criteria established in class discussion. If time allows, the students will complete a project, such as doing an historical timeline and bibliography on the development of film or the creation of a short subject film using iMovie, which demonstrates knowledge, application, and progress in the Film Literature course content.

**GROUP DISCUSSION: RHETORIC** Offered Spring 2015. **HS4014**
Group Discussion is a study and application of the basic principles and techniques of effective group discussion. Students formulate questions that are appropriate in group settings, connect ideas and concepts, and practice critical and active listening. A chronological examination of theory / rhetoric from its beginnings (Plato, Aristotle, Horace, etc.) to the modern age provides the anchor for group discussions. Students participate in debates, small and large group discussions, lesson instruction, seminar, and formal conference panel presentations. With each, emphasis is placed on effectively incorporating evidence in oral argumentation, though written work is required to prepare for oral demonstrations.
- Enrollment in this course is open to juniors and seniors, or by permission of the instructor.

**NOVELS:** Offered Spring 2015. **HS1504**
This one semester course is a study of the distinct features of the novel, such as narrative and fictional elements of setting, conflict, climax, and resolution, and may be organized by historical periods, themes, or authors. Students examine novels of a given period and what distinguishes novels from short stories, epics, romances, biographies, etc. Students analyze novels by
various important authors in the past and present or sets of novels in a given time period or across time periods, covering particular theme.

- Enrollment in this course is open to juniors and seniors, or by permission of the instructor.

**SPEECH: Offered Fall 2014. HS3107**
Speech is the study and application of the basic principles and techniques of effective oral communication. Students deliver focused and coherent speeches that convey clear messages using gestures, tone, and vocabulary appropriate to the audience and purpose. Students deliver different types of oral and multimedia presentations including viewpoint, instructional, demonstration, informative, persuasive and impromptu.

- Enrollment in this course is open to students in 9 – 12 grade.
- Students in 9th or 10th grade, taking this course, must take it in conjunction with English 9 or English 10.

**TECHNICAL WRITING: Offered Fall 2014. HS3224**
Technical Writing is the study and application of the processes and conventions needed for effective technical writing-communication. Using the writing process, students demonstrate a command of vocabulary, English language conventions, research and organizational skills, an awareness of audience, the purpose for writing and style. TECHNICAL WRITING PROJECT: Students complete a project such as a multi-media advertising campaign for a generic product or idea or a multi-media proposal of an action plan to implement a project or service, which demonstrates knowledge, application, and writing progress in the Technical Communication course content.

- Enrollment in this course is open to juniors and seniors, or by permission of the instructor.

**WOMEN IN LITERATURE: Not currently offered. HS3998**
Women in Literature focuses on women as characters within novels, short stories, poetry, etc., as well as those writings by women, even though there may be masculine, main characters. This course also explores feminist theory and how the lens of feminism can be used to interpret literature.

- Enrollment in this course is open to juniors and seniors, or by permission of the instructor.

**WORLD LITERATURE: Offered Spring 2015. HS3105**
World Literature is a study of ancient and modern representative works by major authors from six continents: Africa, Asia, Australia, Europe, North America, and South America. Students examine a wide variety of literary genres and themes. Students analyze how the ideas and concepts presented in the works are both interconnected and reflective of the cultures and historical periods of the countries represented by the authors.

- Enrollment in this course is open to juniors and seniors, or by permission of the instructor.

**WRITING ACROSS GENRES: Offered Fall 2015. HS4046**
This semester course is a study and application of effective writing strategies for creative nonfiction, poetry, and fiction. Using the writing process, students will demonstrate a command of vocabulary, the nuances of language and vocabulary, English language conventions, an awareness of the audience, the purposes for writing, and the style of their own writing. The course is intended to be an unfolding of the writer’s abilities; attention is given to ideation, to brainstorming, somewhat to sequencing and development, but the emphasis is on finding one’s voice. Students will be expected to read several creative and critical texts, including writing theory, throughout the semester.

- Enrollment in this course is open to juniors and seniors, or by permission of the instructor.

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**HEALTH AND PHYSICAL EDUCATION**

All courses are for one semester credit unless otherwise noted.

**ELECTIVE PHYSICAL EDUCATION: HS3173 Fall/ HS3175 Spring**
Elective Physical Education promotes lifetime sport and recreational activities and provides an opportunity for an in-depth study in specific areas. A minimum of two of the following activities will be included: (1) health-related fitness activities (cardio respiratory endurance, muscular strength and endurance, flexibility and body composition), (2) team sports, (3) individual or dual sports, (4) outdoor pursuits. It includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. Students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness. Ongoing assessments include both written and performance-based skill evaluations.

- Prerequisites: Physical Education I and II
- This course does NOT meet requirements for the PE credits required for graduation. It is an elective credit only.
HEALTH EDUCATION: HS3176 Fall/HS3176A Spring
This course provides the basis for continued methods of developing knowledge, concepts, skills, behaviors and attitudes related to student health and wellbeing. This course includes the major content areas in a planned, sequential, comprehensive health education curriculum as expressed in the Indiana Health Education Standards Guide: (1) Growth and Development; (2) Mental and Emotional Health; (3) Community and Environmental Health; (4) Nutrition; (5) Family Life; (6) Consumer Health; (7) Personal health; (8) Alcohol, Tobacco, and other Drugs; (9) Intentional and Unintentional Injury; and (10) Health Promotion and Disease Prevention.
- Required Course
- A one semester class

PHYSICAL EDUCATION I: HS1171 Fall/HS1171A Spring
This course emphasizes health-related fitness and development of those skills and habits necessary for a lifetime of activity. The class stresses skill development and the application of rules and strategies in health-related fitness activities (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition), aerobic exercise, team sports, individual and dual sports, and recreational activities. Ongoing assessment includes both written and performance-based skill evaluations.
- Required Course (Both Physical Education I and II are required)
- A one semester class

PHYSICAL EDUCATION II: HS2173A Fall/HS2173 Spring
This course emphasizes a personal commitment to lifelong activity and fitness for enjoyment, challenge, self-expression, and social interaction. This course provides students with opportunities to achieve and maintain a health-enhancing level of physical fitness, and increases their knowledge of fitness concepts through health-related body composition, cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition, team sports, individual dual sports gymnastics, outdoor pursuits, dance, and recreational activities.
- Required Course (Both Physical Education I and II are required)
- A one semester class

MATHEMATICS
All courses are for one semester credit each semester.

ALGEBRA I: HS1150 Fall/HS2150 Spring
This two-semester sequence 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.
- A Core 40, AHD and THD course
- Credits: A two credit course

ALGEBRA II: HS1154 Fall/HS2154 Spring
This two-semester course 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; and (7) counting principles and probability.
- Prerequisite: Algebra I
- A Core 40 and AHD course
- Credits: A two credit course

CALCULUS, Advanced Placement AB: HS1152 Fall/HS2152 Spring
A two-semester course sequence, which provides students with the content established by the College Board. Topics include: (1) functions, graphs, and limits, (2) derivatives, and (3) integrals. The use of graphing technology is required.
- Prerequisite: Pre-Calculus
- A Core 40, AHD and THD course
- Credits: A two credit course

FINITE MATHEMATICS: HS1501 Fall/HS2501 Spring
This two-semester course is an umbrella of mathematical topics. It is a course designed for students who will undertake high-level mathematics in college that may not include calculus. Topics include: (1) counting techniques, (2) matrices, (3) recursion, (4) graph theory, (5) social choice, (6) linear programming, and (7) game theory. Technology, such as computers and graphing calculators, should be used frequently.
Prerequisite: Algebra II
• A Core 40, AHD and THD course
• Credits: A two credit course

**GEOMETRY: HS1152 Fall/HS2152 Spring**
In this two-semester sequence, 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. Use of graphing calculators and computer drawing programs is included.

- Prerequisite: Algebra I
- A Core 40, AHD and THD course
- Credits: A two credit course

**MATH LAB: HS1131 Fall/HS3331 Spring**
Mathematics Lab provides students with individualized instruction designed to support success in completing mathematics coursework aligned with *Indiana’s Academic Standards for Mathematics*.

- This course does not meet mathematics credit requirements for graduation.
- This course may be offered for one to eight elective mathematics credits.
- You must have a math teacher recommendation to register for math lab.

**PRE-CALCULUS/TRIGONOMETRY: HS1156 Fall/HS2156 Spring**
This is a two-semester course sequence that blends the concepts and skills that must be mastered before enrollment in a college-level calculus course. The course includes the study of (1) relations and functions, (2) exponential and logarithmic functions, (3) trigonometry in triangles, (4) trigonometric functions, (5) trigonometric identities and equations, (6) polar coordinates and complex numbers, (7) sequences and series and (8) data analysis.

- Prerequisites: Algebra II and Geometry
- A Core 40, AHD and THD course
- Credits: A two credit course

**STATISTICS, Advanced Placement: HS3334 Fall/HS3335 Spring**
This two-semester course focuses on the different methods of gathering and evaluating statistical data. Students utilize the tools acquired and apply them to real life situations. Graphing calculators, spreadsheets, and statistical software to analyze data are used throughout the course. This course examines both descriptive statistics and inferential statistics. Different methods of simulation are used to simplify real life situations so students may more easily explore them. Additionally, experiment design and sampling methods will be studied with an emphasis on the importance of randomization.

- Prerequisite: Algebra II
- A Core 40, AHD and THD course
- Credits: A two credit course

**MEDIA**
All courses are for one semester elective credit unless otherwise noted.

**TV BROADCASTING: HS3200 Fall/HS3200A Spring**
Emphasis will be placed on career opportunities, production, programming, announcing, broadcast equipment operation, news, broadcast regulations and laws, station organization, technical, and oral and written communication, and listening skills. Students will learn how to produce video projects. Students will produce a weekly program called “NEWS IN A FLASH” done in a news format and a monthly program called “15 MINUTE MAGAZINE” which is done in a more relaxed variety show style and a monthly program called “PARENTAL NEWS” which is done in a news magazine type format. Some work will need to be done outside of regular class time (i.e. setting up interviews, taping sporting events, editing of projects.) Our cable access channel 61 and the in-building video system will air productions.

**MUSIC**
All courses are for one semester fine arts credit unless otherwise noted.

**ADVANCED BAND: HS3188 Fall/HS3188A Spring**
Advanced Band is designed to offer the opportunity for woodwind, brass, and percussion students to continue studying instrumental music. Students will work to further develop their performance skills as individuals and as members of the ensemble. Literature will span classical transcriptions, band classics, and modern, popular music. Participation in all scheduled concerts and performances is mandatory. Opportunities exist for those who desire to participate in ISSMA Solo and Ensemble Festival and Large Group Concert Festival. For those who wish to study Jazz or participate in Pep Band, these groups rehearse
as extracurricular ensembles after school throughout the school year and are available to students in good standing academically. Students enrolled in Advanced Band will be required to rehearse outside of school hours and are encouraged to take private lessons.

**ADVANCED CHOIR:** HS4008 Fall/HS4009 Spring
The purpose of the high school choir is to provide students with the opportunity to sing vocally in a group and to improve their singing ability. Emphasis is placed on correct singing techniques, vocal blend, and learning to read music. National standards are incorporated into the course to develop comprehensive musicianship. The choir performs all styles of music, from classical music to jazz, and has three or four performances a year. Students are required to participate in all concerts and performances. Full year enrollment is required for those students wishing to participate in ISSMA or other state music events.

**ADVANCED ORCHESTRA (Strings Only):** HS3190 Fall/HS3190A Spring
Advanced Orchestra is offered as a continuation for students with previous orchestral experience. Educational emphasis is placed on the advancement of instrumental technique, further development of music reading and comprehension skills, independent musicianship, style, and a deeper understanding of small group ensemble music, and orchestral literature. Literature will contain both Classical and Popular music. Students perform both in small group ensemble projects and as a large group. Participation in all scheduled concerts and performances is mandatory. Full year enrollment is required for those students wishing to participate in ISSMA events, All-State Orchestra, and youth orchestras. Students will be required to spend time outside the normal school day and on weekends to fulfill the requirements for credit for this class. Students are encouraged to take private lessons and participate in outside performing groups.

- Prerequisite: Middle School Orchestra or an interview/audition with the instructor.

**MUSIC THEORY:** HS5001 Fall/HS5002 Spring
Music Theory examines the various parts, or elements, of music - melody, harmony, rhythm and timbre, texture, form, and the ways in which these individual elements combine and interact to create a piece of music. This first semester is an introductory course in the fundamentals of music that involves learning major and minor scales, key signatures, intervals, and triads. It also includes the study of time signatures, various rhythms, and note values through rhythmic and melodic dictations. Semester two begins the study of harmony includes study in melodic writing, chord constructions, chord successions, harmonic analysis, and part writing. This involves writing four-part harmony, composition and orchestration, along with advanced rhythmic, melodic, and harmonic dictation. Designed as a one-year course. Semester one = Basic Music Theory; Semester Two = Harmony and Orchestration.

- Prerequisites: This course is open to students in Grades 9, 10, 11, and 12 with prior musical experience.

**PUBLICATIONS**
All courses are for one semester credit. **English credit is not given for any publication course.**

**JOURNALISM:** Offered Spring Semester HS3218
ELECTIVE CREDIT. This one-semester course includes the processes involved in the art of journalism and the profession of journalists. Topics covered include, but are not limited to, (1) news gathering, (2) reporting and writing news stories, (3) the legal and social responsibilities involved in newspaper publications, and (4) the ethics of accurate and fair reporting. Advertising design and sales, page layout and design and yearbook techniques will also be covered. Students will use computers and current desktop publishing software to produce journalistic products. Students enrolling must have solid English language skills.

**PHOTOGRAPHY:** Offered Fall semester. FINE ARTS CREDIT. HS4003
This is a one-semester course where students create works utilizing a *digital camera* and computer graphics software to combine photography and graphic arts principles to create products for publication. In addition, students will reflect on their work, explore historical connections, write about the process and make presentations of their work. Students work individually and in groups to find direct correlations to other disciplines and explore career options related to the media arts. Students will be required to have their own 3-megapixel digital camera. Those taking the class are expected to photograph events beyond the regular school day.

- This is a fine arts credit.

**STUDENT PUBLICATIONS – YEARBOOK:** ELECTIVE CREDIT. HS3222 Fall/HS3222A
This is a **one-year class and students must plan to take both semesters.** This course provides practice in gathering and analyzing information, interviewing and note-taking for the purpose of writing, editing and publishing; the gathering, editing and preparation of digital images; and the design and preparation of page layouts for the high school yearbook. Advertising design and sales are also required. The publication will conform to the Associated Press Style book and Libel Manual. The concept of responsible journalism is also discussed. Students must have their own 3-megapixel camera.

- Pre-requisite: Journalism, Photography or permission of the instructor.
STUDENT PUBLICATIONS - NEWSPAPER: ELECTIVE CREDIT.  HS3220 Fall/HS3220A
A one-semester class offered each semester.  This course provides the study of a practice in gathering and analyzing information, interviewing and note taking for the purpose of: (1) writing, (2) editing, (3) publishing for the high school newspaper. This course includes instruction and practice in effective journalistic writing forms and techniques as well as layout, design and typography. Representative examples of amateur and professional journalism are studied. The concept of reasonable journalism also is discussed. The publication will conform to the Associated Press Style book and Libel Manual. Computers and current desktop publishing software is used to produce the on-line newspaper,
• Pre-requisite: Journalism, Photography or permission of the instructor.

SCIENCE

Anatomy & Physiology: Offered 2014-2015. HS1502 Fall/ HS2502 Spring
The course is for those interested in science-related fields. Anatomy and physiology is a discussion and laboratory based study of the human body. The study will range from molecules, cells, body systems, and processes. Dissection will compliment course work. This course is designed for college preparation, especially for biology and health career majors. Prerequisites: Grades of “C” or better in Biology I and Chemistry I are required.
• Recommended Grade Level:  11-12
• Credits: A two credit course
• Counts as a Science Course for Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

BIOLOGY I (L): Offered 2014-2015. HS1163 Fall/HS2163 Spring
Biology I is a course based on laboratory investigations that include a study of the structures and functions of living organisms and their interactions with the environment. At a minimum, students enrolled in Biology explore the structure and function of cells, cellular processes, and the interdependencies of organisms within populations, communities, ecosystems, and the biosphere. Students work with concepts, principles, and theories of the living environment. In addition, students enrolled in this course are expected to: (1) gain 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.
• Recommended Grade Level:  9-10
• Credits: A two credit course
• Fulfills the Biology requirement for Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
• A Career Academic Sequence or Flex Credit course

BIOLOGY, ADVANCED PLACEMENT (L): Not currently offered. HS1180 Fall/HS2180 Spring
Biology, Advanced Placement is a course based on the content established by the College Board. Topics include: (1) molecules and cells: chemistry of life, cells, cellular energetics; (2) heredity and evolution: heredity, molecular genetics, evolutionary biology; and (3) organisms and populations: diversity of organisms, structure and function of plants and animals, ecology. The major themes of the course include: science as a process, evolution, energy transfer, continuity and change, relationship of structure to function, regulation, interdependence in nature and science, technology, and society. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

Recommended Grade Level:  11-12
• Recommended Prerequisite: Successful (>C) completion in Biology I and Chemistry I, or with permission from the Science and Counseling Departments
• Credits: A two credit course
• Counts as a Science Course for Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
• A Career Academic Sequence or Flex Credit course

CHEMISTRY I (L): Offered 2014-2015. HS1165/HS2165
Chemistry I is a course based on 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. In addition, students enrolled in this course are expected to: (1) gain an understanding of the history of chemistry, (2) explore the uses of chemistry in various careers, (3) investigate chemical questions and problems related to personal needs and societal issues, and (4) learn and practice laboratory safety.
• Recommended Grade Level:  10-12
• Prerequisite: Prerequisites: A grade of “C” or better in Algebra I and a passing score on the Algebra ECA.
• Credits: A two credit course
• Fulfills a Chemistry I requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors
• A Career Academic Sequence or Flex Credit course
CHEMISTRY, ADVANCED PLACEMENT (L): Offered 2014-2015. HS4010 Fall/HS4011 Spring
Chemistry, Advanced Placement is a course based on the content established by the College Board. The content includes: (1) structure of matter: atomic theory and structure, chemical bonding, molecular models, nuclear chemistry; (2) states of matter: gases, liquids and solids, solutions; and (3) reactions: reaction types, stoichiometry, equilibrium, kinetics and thermodynamics. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html
• Recommended Grade Level: 11 and 12
• Prerequisite: Successful (>C) completion in Chemistry I, Algebra II, Precalculus/Trigonometry or with permission by the Science and Counseling Departments
• Credits: A two credit course
• Counts as a Science Course for Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
• A Career Academic Sequence or Flex Credit course

EARTH AND SPACE SCIENCE I (L): Offered 2014-2015. HS1162 Fall/HS2162 Spring
Earth and Space Science I is a course focusing on the study of the earth’s layers, atmosphere, hydrosphere, and the structure and scale of the Universe. Students analyze and describe Earth’s interconnected systems and examine how Earth’s materials, landforms, and continents are modified across geological time. Through laboratory and field investigations, students understand the history and development of the Earth and space sciences, explore the uses of Earth and space science in various careers, and investigate Earth and space science problems concerning personal needs and community issues related to science.
• Recommended Grade Level: 9-12
• Credits: A two credit course offered every other year
• Counts as a Science Course for Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
• A Career Academic Sequence or Flex Credit course

ENVIRONMENTAL SCIENCE ADVANCED (L): Offered 2014-2015. HS1170 Fall/HS2170 Spring
Environmental Science, Advanced, is an interdisciplinary course that integrates biology, Earth science, chemistry, and other disciplines. Students enrolled in this course conduct in-depth scientific studies of ecosystems, population dynamics, resource management, and environmental consequences of natural and anthropogenic processes. Students formulate, design, and carry out laboratory and field investigations as an essential course component. Students completing Environmental Science, Advanced acquire the essential tools for understanding the complexities of national and global environmental systems. Students interested in AP credit may take AP Test.
• Recommended Grade Level: 11-12
• Recommended Prerequisite: Two credits in Core 40 and AHD science coursework
• Credits: A two credit course offered every other year
• Counts as a Science Course for Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
• A Career Academic Sequence or Flex Credit course

Integrated Chemistry-Physics (L): Offered 2014-2015. HS4027 Fall/HS4028 Spring
Integrated Chemistry-Physics explores the basic principles of chemistry and physics including the historical perspectives. Students investigate the following: various laws of motion, forces, interactions of matter and energy, the concept of work, and the mathematical concepts associated with each topic. Students will also conceptualize the structure of the atom and the roles played by its main structures in determining the properties of materials in chemical reactions. Investigations designed to explore the physical and chemical changes in matter will be incorporated in class as well as projects designed to give students a working knowledge of the basic principles of chemistry.
• Recommended Grade Level: 10
• Can be taken concurrently with Algebra I
• Credits: A two credit course
• Counts as a Science Course for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
• A Career Academic Sequence or Flex Credit course
• Enrollment by permission of the Science department only. If interested, talk to your math and science teachers to find out if this class is right for you.

PHYSICS I (L): Offered 2014-2015. HS1168/HS2168
Physics I is a laboratory-based course in which students synthesize the fundamental concepts and principles related to matter and energy, including mechanics, wave motion, heat, light, electricity, magnetism, atomic and subatomic physics. Through regular laboratory study using such quantities as velocity, acceleration, force, energy, momentum, and charge, students (1) examine the nature and scope of physics, including its relationship to other sciences and its ability to describe phenomena using physical laws, (2) describe the history of physics and its role in the birth of technology, (3) explore the uses of its models, theories, and laws in various careers, and (4) investigate physics questions and problems related to personal needs and societal issues.
• Recommended Grade Level: 11-12
• Recommended Co-requisite: Successful Completion of Algebra II and currently enrolled in Pre-Calculus
PHYSICS B, ADVANCED PLACEMENT (L): Not currently offered. HS1181 Fall/HS2181 Spring
Physics B, Advanced Placement is a course based on content established by the College Board that is the equivalent of a terminal, one year college physics course. AP Physics B should provide instruction in each of the content areas: (1) Newtonian Mechanics (35%); (2) Fluid Mechanics and Thermal Physics (15%); (3) Electricity and Magnetism (25%); (4) Waves and Optics (15%); and (5) Atomic and Nuclear Physics (10%). A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

SPECIAL STUDIES

SOCIAL STUDIES

All courses are for one semester credit unless otherwise noted.

CURRENT PROBLEMS, ISSUES AND EVENTS: Offered Spring 2015. HS3122A
Current Problems, Issues and Events provide opportunities to apply techniques of investigation and inquiry to the study of significant problems or issues. Students 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 should have contemporary historical significance and should be studied from the viewpoint of the social science disciplines. Community service programs, such as internships or other service experiences within the community, might be included.

ECONOMICS: HS3117 Fall/HS3117A
Economics is the social studies course that examines the allocation of scarce resources and their alternative uses for satisfying human wants. This course analyzes the economic reasoning used as consumers, producers, savers, investors, workers, voters, and government agencies make decisions. Key elements of the course include a study of scarcity and economic reasoning, supply and demand, market structures, the role of government, national income determination, money and the role of financial institutions, economic stabilization, and trade. Students will explain that because resources are limited, people must make choices in all aspects of daily life and demonstrate understanding of the role that supply, demand, prices, and profits play in a market economy. Students will examine the functions of government in a market economy and study market structures, including the organization and role of businesses. Students will understand the role of economic performance, money, stabilization policies, and trade of the United States. While the economic way of thinking involves scientific tools and techniques, economics remains a social science, which endeavors to systematically study the behavior of people, institutions, and societies.

LAW EDUCATION: Offered Fall 2014. HS1503
Law Education provides an understanding of the American legal system and its basis in the United States Constitution. The course is designed to promote an understanding of society and its system of laws by indicating how citizens may effectively function within the law. Ways of dealing with interpersonal conflict in order to secure constructive change are included, along with the development of critical thinking and problem solving skills. Case studies, field trips, simulations, and mock trials will be used in this course whenever feasible.

This course is an elective course that may be taken by students in grades 9-12.

One semester class

A Core 40, AHD and THD course
MACROECONOMICS: Advanced Placement: Not currently offered. HS3115
Macroeconomics, Advanced Placement is a course that provides students with the content established by the College Board. Topics include: (1) Basic economic concepts, (2) measurement of economic performance, (3) national income and price determination, (4) economic growth, and (5) international finance, exchange rates, and balance of payments.

Upon successful completion of the course, students are expected to take the Macroeconomics Advanced Placement Exam if the exam can be administered to the student free of charge.
- Recommended for Juniors/Seniors.
- A Core 40 and AHD course

TOPICS IN HISTORY: 20th CENTURY: Offered Fall 2015. HS3120
Topics in History provide students with studies of specific historical eras, events, or concepts in 20th Century. 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 the United States. Examples might include such topics as: (1) twentieth-century conflict, (2) the American West, (3) the history of the United States Constitution, and (4) democracy in history.
- This course is an elective course that may be taken by students in grades 9-12.
- One semester class
- A Core 40, AHD and THD course

UNITED STATES GOVERNMENT: HS3116 Fall/HS3116A Spring
United States Government provides a framework for understanding the purposes, principles, and practices of constitutional representative democracy in the United States of America. Responsible and effective participation by citizens is stressed. Students will understand the nature of citizenship, politics, and government when they understand their rights and responsibilities as citizens and be able to explain how those rights and responsibilities as citizens are part of local, state, and national government in the United States today. Students examine how the United States Constitution protects individual rights and provides the structures and functions for the various levels of government affecting their lives. Students will also analyze how the United States government interacts with other nations and evaluate the United States’ role in world affairs. Students inquire about American government through primary and secondary sources and articulate, evaluate, and defend positions on political issues with sound reasoning and evidence. As a result, students can explain the roles of citizens in the United States and the participation of individuals and groups in government, politics, and civic activities, recognize the need for civic and political engagement of citizens, and exercise rights and responsibilities in order to preserve and improve their civil society and constitutional government.
- Recommended for Juniors/Seniors
- A Core 40, AHD and THD course
- One semester required for graduation

UNITED STATES HISTORY: HS1114 Fall/HS2114 Spring
United States History is a two-semester course, which builds upon concepts developed in previous studies of American history. Students in this course are expected to identify and review significant events, persons, and movements in the early development of the nation. After providing such a review, the course gives major emphasis to the interaction of key events, persons, and groups with political, economic, social, and cultural influences on state and national development in the late nineteenth, twentieth, and early twenty-first centuries. Students are expected to trace and analyze chronological periods and examine the relationship of significant themes and concepts in Indiana and United States history. They are expected to develop skills and processes of historical thinking and inquiry that involve chronological thinking, comprehension, analysis and interpretation, and research that uses primary and secondary sources found at local and state historic sites, museums, libraries, and archival collections, including electronic sources. Opportunities are given to develop inquiry skills by gathering and organizing information from primary source material and a variety of historical and contemporary sources, accounts, and documents that provide diverse perspectives. Investigation of themes and issues includes cultural pluralism and diversity of opinion in American society. Students should exercise their skills as citizens in a democratic society by engaging in problem solving and civic decision-making in the classroom, school, and community setting.
- Recommended for the sophomore year
- Recommended: take World Geography the freshman year to prepare for United States History and World History.
- A Core 40, AHD and THD course
- Standards written for a typical, two-semester course
- Two semesters required for graduation

UNITED STATES HISTORY, ADVANCED PLACEMENT: HS4029 Fall/HS4030 Spring
United States History, Advanced Placement is a course based on the content established by the College Board. The course has a chronological frame from 1492 to the present and focuses on multiple causation and change in United States history over time. A variety of historical themes are examined in order to place the history of the United States into larger analytical contexts.
Students are expected to analyze and interpret primary sources and develop awareness of multiple interpretations of historical issues in secondary sources. Historical events and issues in U.S. history are to be examined from multiple perspectives. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

Advanced Placement (AP) courses are intended to be the equivalent to the comparable college level course. Most AP courses require instructional time equivalent to two traditional semesters, or one academic year in order to adequately address the course content and prepare students for the associated exam. Upon successful completion of the course, students are expected to take the United States History Advanced Placement Exam if the exam can be administered to the student free of charge.

• Recommended Grade Level: Grade 10. Open to students in Grades 11 and 12 as space permits
• Recommended Prerequisites: Cumulative GPA of 3.4 or above, and English 9 teacher recommendation, if in 10th grade; cumulative GPA of 3.4 or higher if in 11th or 12th grade. Instructor permission required if recommended without meeting GPA requirement.
• Credits: A 2 semester course, 1 credit per semester
• Fulfills the US History requirement for Core 40, AHD and THD diplomas or counts as an Elective for any diploma

WORLD GEOGRAPHY: HS1112 Fall/HS2112 Spring
World Geography is a two-semester course that provides an opportunity to study the interaction of humans and their environments in a world setting. Students study global patterns of physical (natural) and cultural (human) characteristics, including earth/sun relationships, atmospheric and oceanic circulation, landforms, climate, vegetation, population, economic activity, political structures, culture, cultural diffusion, and international and interregional links. They use maps, graphs, and technology, such as geographic information systems (GIS) to establish spatial relationships: the interaction of two or more physical and cultural characteristics within a designated place, area, or region. Historical trends and events provide a context for understanding cultural change. Countries and regions selected for study include examples from each continent. Students are expected to apply knowledge of geographic concepts to research, inquiry, and participatory processes. Geographic concepts that guide the course follow the Five Themes of Geography and the Six Basic Elements of the National Geography Standards. The Five Themes of Geography are Location, the Characteristics of Place, Human/Environment Interaction, Movement between Places and Regions. The Six Elements of the National Geography Standards are: (1) The World in Spatial Terms, (2) Places and Regions, (3) Physical Systems, (4) Human Systems, (5) Environment and Society, and (6) The Uses of Geography.
• This course is an elective course that may be taken by students in grades 9-12 for one or two semesters.
• Highly recommended for freshmen to prepare for future social studies courses
• A Core 40, AHD and THD course

WORLD HISTORY AND CIVILIZATION: HS1111 Fall/HS2111 Spring
World History is a two-semester course. It emphasizes events and developments in the past that greatly affected large numbers of people across broad areas of the earth and that significantly influenced peoples and places in subsequent eras. Some key events and developments pertain primarily to particular people and place; others, by contrast, involve transcultural interactions and exchanges between various peoples and places in different parts of the world. Students are expected to practice skills and processes of historical thinking and inquiry that involve chronological thinking, comprehension, analysis and interpretation, research, issues-analysis, and decision-making. They are expected to compare and contrast events and developments involving diverse peoples and civilizations in different regions of the world. Students are expected to examine examples of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present. Finally, students are expected to apply content knowledge to the practice of thinking and inquiry skills and processes. There should be continuous and pervasive interactions of processes and content, skills and substance, in the teaching and learning of history.
• This is a required course.
• Recommended for juniors.
• A Core 40, AHD and THD course
• Standards are written for a typical, two-semester course

WORLD HISTORY, ADVANCED PLACEMENT: HS4031 Fall/HS4032 Spring
World History, Advanced Placement is a course that provides students with the content established by the College Board. The course will have a chronological frame from the periods 8000 B.C.E. to the present. AP World History focuses on five overarching themes: Interaction Between Humans and the Environment, Development and Interaction of Cultures, State-Building, Expansion, and Conflict, Creation, Expansion, and Interaction of Economic Systems, Development and Transformation of Social Structures. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

Upon successful completion of the course, students are expected to take the World History Advanced Placement Exam if the exam can be administered to the student free of charge.
• Recommended Grade Level: Junior or Senior
• Credits: 2 semester course
• Fulfills a Social Studies requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective for any diploma.

WORLD LANGUAGE

All world language courses are full year sequences and are for one semester credit each semester.

SPANISH I: HS1130 Fall/HS2130 Spring
This course begins at a novice level but moves rapidly into a low to mid-level intermediate curriculum. The course is structured to introduce and then quickly expand the students’ Spanish language speaking, listening, reading, writing and thinking skills, while introducing and deepening their understanding of grammatical structures, verb tenses and grade-level vocabulary. The student is expected to acquire and retain a vast amount of Spanish nouns divided into specific vocabulary themed categories. Furthermore, the course provides authentic opportunities to negotiate and polish the language in appropriate social situations. Therefore, students are expected to continuously make attempts to express basic classroom statements using the target language, especially when speaking to the instructor, unless the instructor has given the students permission to use the native language. The course also introduces a variety of Spanish literary works and cinema in order to acquire a better understanding of cultural and social practices of the Spanish language. The course is conducted primarily in Spanish.

Within this context, the course provides students with opportunities to:
- respond to and give oral directions and commands and 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 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; and
- write familiar words and phrases in appropriate contexts and respond in writing to various stimuli;
- learn about nonverbal communication, such as gestures and body language;
  • learn about awareness of current events in the cultures;
  • study the major holidays and geographical features of the countries being studied;
  • learn greeting and leave taking behaviors in a variety of social situations;
  • learn the appropriate way to respond to introductions and use courtesy behaviors; and
  • the appropriate etiquette in a variety of social settings;
  • express likes and dislikes in regards to a variety of topics; and
  • discuss what they and other people do using the present tense;

• Prerequisite: None
• A Core 40, AHD and THD course
• A two credit course based on Indiana’s Academic Standards for Level I World Languages
• Enrollment in second semester is contingent upon the successful completion of the previous semester, or by instructor permission.

SPANISH II: HS1132 Fall/HS2132 Spring
This is a mid to high-level intermediate course that focuses heavily on the construction of complex grammatical structures. This course is structured to continue developing the students’ Spanish language speaking, listening, reading, writing and thinking skills, while expanding their understanding of grammatical structures, verb tenses and grade-level vocabulary. Along with the memorization of Spanish nouns divided into themed vocabulary categories, students are also expected to acquire and retain a vast number of Spanish verbs and the structures of their conjugations in four specific tenses. Furthermore, the course provides authentic opportunities to negotiate and polish the language in appropriate social situations. Therefore, students are expected to continuously make attempts to express basic classroom statements using the target language, especially when speaking to the instructor, unless the instructor has given the students permission to use the native language. The course also examines contemporary Spanish literary works and cinema in order to acquire a better understanding of cultural and social practices of the Spanish language. The course is conducted primarily in Spanish.

Within this context, the course provides students with opportunities to:
- ask and answer 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;
read aloud with appropriate intonation and pronunciation;
write briefly in response to given situations, for example postcards, personal notes, phone messages, and directions, as well as write letters using culturally appropriate format and style, and short personal essays;
become familiar with major geographical features, historical events, and political structures of the country or countries being studied; and
become familiar with different aspects of the culture, including the visual arts, architecture, literature and music, using the world language where appropriate.

- Prerequisite: Successful completion of Spanish I
- A Core 40, AHD and THD course
- A two credit course based on Indiana’s Academic Standards for Level II World Languages
- Enrollment in second semester is contingent upon the successful completion of the previous semester, or by instructor permission.

SPANISH III: HS1134 Fall/HS2134 Spring
This is an advanced level course designed for students who have a strong desire to enhance and strengthen their Spanish language communicative skills (speaking, listening, reading and writing) as well as to extend their cultural knowledge. Along with the memorization of Spanish nouns divided into themed vocabulary categories, students are also expected to acquire and retain a vast number of Spanish verbs and the structures of their conjugations in seven specific tenses. Further, Spanish Level III uses a multi-media approach, which includes but is not limited to authentic films, internet, pod casts, classic and modern works of literature, telenovelas in the target language w/out subtitles, magazines, CD’s, downloads from iTunes, and DVD’s. The course comprises of a comprehensive review of grammatical structures and concepts, introduction of new grammatical structures and concepts, the study and practice of essay writing and the translation, and the analysis and discussion of authentic language text/materials. Spanish is the exclusive language of the classroom, and therefore students are expected to continuously make attempts to express themselves using the target language, especially when speaking to the instructor, unless the instructor has given the students permission to use the native language.

The goal of this course is for students to attain a high level of proficiency in the four linguistic skills (speaking, listening, reading and writing). By the end of this course students should be able to communicate in all communicative modes (interpersonal, interpretive and presentational) at or near a proficient level. All four-language skills are practiced every day through the context of the themes and functions evident in the daily classroom conversation, daily journal entries, Spanish grammar book, Advanced Spanish Reader, various literary works, authentic texts and film, and other supplemental texts and authentic materials. This course is conducted primarily in Spanish during introductory grammar lessons and exclusively in Spanish during all other forms of classroom discussions and interactions.

Within this context, the course provides students with opportunities to:
- respond to factual and interpretive questions and interact in a variety of social situations, such as expressing regrets, condolences, and complaints, and using more than rote memory formula phrases;
- read for comprehension from a variety of authentic materials, such as advertisements in newspapers and magazines, and cartoons and personal correspondence;
- read short literary selections of poetry, plays, and short stories;
- complete authentic forms and documents and take notes that require familiar vocabulary and structures;
- write paraphrases, summaries, and brief compositions; and
- describe different aspects of the culture, using the world language where appropriate, including: (1) major historical events, (2) political structures, (3) value systems, (4) visual arts, (5) architecture, (6) literature, and (7) music

- Prerequisites: Successful completion of Spanish I and Spanish II
- A Core 40, AHD and THD course
- A two credit course based on Indiana’s Academic Standards for Level III World Languages
- Enrollment in second semester is contingent upon the successful completion of the previous semester, or by instructor permission.

SPANISH LANGUAGE, Advanced Placement: HS4019 Fall/HS4020 Spring
This a superior level course that is designed for students who have a strong desire to maximize their Spanish language communicative skills (speaking, listening, reading and writing), deepen their cultural knowledge, successfully complete the Spanish Language Advanced Placement Examination and ultimately reach bilingualism. Advanced Placement Spanish uses a multi-media approach, which includes but is not limited to authentic films, internet, pod casts, classic and modern works of literature, telenovelas in the target language w/out subtitles, magazines, CD’s, downloads from iTunes, and DVD’s. The course comprises of a comprehensive review of grammatical structures and concepts,
conversation tables, the study and practice of essay writing and the translation, analysis and discussion of authentic language text/materials in order to enable students to succeed in attaining a high level of language competency/proficiency on the Spanish Language Advanced Placement Exam. Spanish is the exclusive language of the classroom, and therefore students are always expected to express themselves using the target language to all members of the class and especially when speaking to the instructor, unless the instructor has given the students permission to use the native language.

The goal of this course is for students to attain a high level of proficiency in the four linguistic skills (speaking, listening, reading and writing), succeed on the Spanish Language Advanced Placement Exam and ultimately become bilingual. By the end of this course students should be able to communicate in all communicative modes (interpersonal, interpretive and presentational) at the level of a proficient student enrolled in a 3rd-year Spanish language college course. All four-language skills are practiced every day through the context of the themes and functions evident in the daily classroom Spanish conversation and discussion, daily journal entries, authentic materials presented by students, various Spanish textbooks, Spanish AP Text, Advanced Spanish Reader, various literary works, authentic texts and films, Spanish AP practice tests and studies, and other supplemental texts and materials. This course is conducted exclusively in Spanish.

**Upon successful completion of the course, students are expected to take the Spanish Language Advanced Placement Exam if the exam can be administered to the student free of charge.**

Within this context, the course provides students with opportunities to:
- partake in informal discussions;
- present information to a group of students, and teach parts of class;
- interview others;
- converse and debate;
- give professional reports;
- participate in literature discussions;
- listen to a variety of authentic spoken language;
- listen for certain vocabulary words and grammatical structures and concepts;
- listen to a variety of native speakers from different countries (understanding different accents);
- interpret spoken script from Spanish to English and English to Spanish;
- partake in both discussions and conversations that require both listening and speaking;
- complete a variety of writings;
- respond to factual and interpretive questions, interact in complex social situations, and express opinions and make judgments;
- give presentations on cultural topics including: (1) traditions, (2) historical and contemporary events, and (3) major historical and artistic figures;
- paraphrase or restate what someone else has said;
- read for comprehension from a variety of longer authentic materials, such as newspapers and magazine articles, novels, and essays, as well as make judgments about what is read;
- write well-organized compositions on a given topic;
- be aware of the relationship between various art forms in at least one major historical period;
- be aware of the major literary, musical, and artistic periods and genres of at least one of the cultures in which Spanish is spoken; and
- be able to adjust speech appropriate to the situation and audience

- **Prerequisites:** Successful completion of Spanish I, Spanish II, and Spanish III
- A Core 40, AHD, and THD course
- A two credit course based on Indiana’s Academic Standards for AP® World Languages
- Enrollment in second semester is contingent upon the successful completion of the previous semester, or by instructor permission.