

UNIVERSITY HIGH SCHOOL

O F I N D I A N A

Course Guide
2018 – 2019

University High School Four-Year Planning Sheet

Student: _____

This is a document that each student should fill out as part of the registration cycle, in conjunction with discussions with mentor and parents. The idea is not to “set things in stone” but rather to facilitate conversations about academic goals and check that graduation requirements will be met. If the student and his/her mentor keep a copy, the plan can be revised each year during the registration cycle.

<p style="text-align: center;">9th Grade: <i>1st semester / 2nd semester</i></p> <ol style="list-style-type: none"> 1. Two semesters: Language & Literature 2. Two semesters: World History (AP or regular) 3. Two semesters: Biology 4. Math: _____ / _____ 5. World Lang.: _____ / _____ 6. Elective: _____ / _____ 7. Elective: _____ / _____ 	<p style="text-align: center;">10th Grade: <i>1st semester / 2nd semester</i></p> <ol style="list-style-type: none"> 1. Two semesters: Great Books 2. Two semesters: U.S. History (AP or regular) 3. Two semesters: Chemistry 4. Math: _____ / _____ 5. World Lang.: _____ / _____ 6. Elective: _____ / _____ 7. Elective: _____ / _____
<p style="text-align: center;">11th Grade: <i>1st semester / 2nd semester</i></p> <ol style="list-style-type: none"> 1. Adv. Eng: _____ / _____ 2. Social Studies: _____ / _____ <i>(must be U.S. History or AP U.S. History, if not already taken)</i> 3. Elective: _____ / _____ 4. Elective: _____ / _____ 5. Elective: _____ / _____ 6. Elective: _____ / _____ 7. Elective: _____ / _____ 	<p style="text-align: center;">12th Grade: <i>1st semester / 2nd semester</i></p> <ol style="list-style-type: none"> 1. Adv. Eng: _____ / _____ 2. Social Studies: _____ / _____ 3. Elective: _____ / _____ 4. Elective: _____ / _____ 5. Elective: _____ / _____ 6. Elective: _____ / _____ 7. Elective: _____ / _____

Total number of credits (1 semester = 1 credit): _____

Number of credits in each area:

Eng: ____ Soc. St.: ____ Math: ____ Science: ____ World Lang.: ____ Arts: ____ PE/Health: ____

Make sure to refer to the Course Guide for course offerings, University High School graduation requirements, and Indiana Core 40 and Academic Honors requirements. Some students will take six classes in a semester and have the 7th period serve as a study hall. If that is part of your plan, simply write in ‘study hall’ for one of the electives.

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University High School Minimum Graduation Requirements

English	8 credits
	2 credits: Language & Literature; 2 credits: Great Books; 4 credits of advanced coursework in the junior and senior years
Mathematics	6 credits
	A minimum of 6 credits must be taken in Grades 9 – 12. Students must complete at least Algebra I, Geometry, and Algebra II. Most Indiana state universities require 7 or 8 semesters of mathematics.
Science	6 credits
	2 credits: Biology; 2 credits: Chemistry; 2 credits: Additional credits from Biology, Chemistry, Physics, Earth and Space Science or an equally challenging program
World Languages	6 credits
	2 credits: Level 1; 2 credits: Level 2; 2 credits: Level 3 Minimum of 4 credits must be taken at a high school
Social Studies	8 credits
	2 credits: World History (AP or regular); 2 credits: U.S. History (AP or regular); 4 credits: History and/or social studies elective courses
Fine & Performing Arts	4 credits It is highly recommended that at least two of these credits be earned by the end of the 10th grade year and at least one more of these credits be earned by the end of the 11th grade year.
Phys. Ed. & Health	3 credits
	1 credit: Health; 1 credit: Physical Education; 1 credit: 1 additional credit physical education (note: successful participation in a full season on an athletic team can satisfy this third credit). It is highly recommended that at least one of these credits be earned by the end of the 10th grade year and at least one more of these credits be earned by the end of the 11th grade year.
Electives	At least enough to meet the minimum total credit requirement
Total	48 credits

University High School’s educational program is a four-year commitment. All students have to carry at least 6 classes per semester and take one January Term class per year. Courses taken outside of University High School can be used towards the requirements only if approved beforehand. Students and parents should understand that the requirements stated above are *minimum* requirements; the school expects students to push themselves above these requirements.

Indiana Standards for Core 40 and Academic Honors Diplomas:



Effective beginning with students who enter high school in 2012-13 school year (class of 2016).

Course and Credit Requirements	
English/ Language Arts	8 credits Including a balance of literature, composition and speech.
Mathematics	6 credits (in grades 9-12) 2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II <small>Or complete Integrated Math I, II, and III for 6 credits. Students must take a math or quantitative reasoning course each year in high school</small>
Science	6 credits 2 credits: Biology I 2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics 2 credits: any Core 40 science course
Social Studies	6 credits 2 credits: U.S. History 1 credit: U.S. Government 1 credit: Economics 2 credits: World History/Civilization or Geography/History of the World
Directed Electives	5 credits World Languages Fine Arts Career and Technical Education
Physical Education	2 credits
Health and Wellness	1 credit
Electives*	6 credits <small>(College and Career Pathway courses recommended)</small>
40 Total State Credits Required	

Schools may have additional local graduation requirements that apply to all students

* Specifies the number of electives required by the state. High school schedules provide time for many more electives during the high school years. All students are strongly encouraged to complete a College and Career Pathway (selecting electives in a deliberate manner) to take full advantage of career and college exploration and preparation opportunities.

CORE40 with Academic Honors (minimum 47 credits)

For the **Core 40 with Academic Honors** diploma, students must:

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits.
- Earn 6-8 Core 40 world language credits (6 credits in one language or 4 credits each in two languages).
- Earn 2 Core 40 fine arts credits.
- Earn a grade of a "C" or better in courses that will count toward the diploma.
- Have a grade point average of a "B" or better.
- Complete one of the following:
 - A. Earn 4 credits in 2 or more AP courses and take corresponding AP exams
 - B. Earn 6 verifiable transcripted college credits in dual credit courses from priority course list
 - C. Earn two of the following:
 1. A minimum of 3 verifiable transcripted college credits from the priority course list,
 2. 2 credits in AP courses and corresponding AP exams,
 3. 2 credits in IB standard level courses and corresponding IB exams.
 - D. Earn a combined score of 1750 or higher on the SAT critical reading, mathematics and writing sections and a minimum score of 530 on each
 - E. Earn an ACT composite score of 26 or higher and complete written section
 - F. Earn 4 credits in IB courses and take corresponding IB exams.

CORE40 with Technical Honors (minimum 47 credits)

For the **Core 40 with Technical Honors** diploma, students must:

- Complete all requirements for Core 40.
- Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following:
 1. Pathway designated industry-based certification or credential, or
 2. Pathway dual credits from the lists of priority courses resulting in 6 transcripted college credits
- Earn a grade of "C" or better in courses that will count toward the diploma.
- Have a grade point average of a "B" or better.
- Complete one of the following,
 - A. Any one of the options (A - F) of the Core 40 with Academic Honors
 - B. Earn the following scores or higher on WorkKeys: Reading for Information – Level 6, Applied Mathematics – Level 6, and Locating Information-Level 5.
 - C. Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75.
 - D. Earn the following minimum score(s) on Compass: Algebra 66 , Writing 70, Reading 80.

Above document from: <http://www.doe.in.gov/sites/default/files/curriculum/core-40-and-honors-rule-summary-12-7-12.pdf>

College Requirements

Students are reminded to keep in mind the high school course requirements of colleges and universities in which they are interested. It is their responsibility to check on collegiate websites or with college representatives about specific additional requirements for admission.

Standard 9th grade courses

Unless compelling reasons are presented to the student's mentor, each 9th grade student is expected to take Language & Literature, two semesters of World History or AP World History, and Biology.

Standard 10th grade courses

Unless compelling reasons are presented to the student's mentor, each 10th grade student is expected to take Great Books, two semesters of U.S. History (or AP U.S. History), and Chemistry.

Changes for the Social Studies Department (effective for the 2018-2019 school year)

The graduation requirements for the Social Studies Department are changing in 2018-2019 to align with the model used in the English and Science departments. 9th graders are required to take two semesters of World History (AP or regular). 10th graders are required to take two semesters of U.S. History (AP or regular). 11th and 12th graders are required to take two semesters of history or social studies elective courses each year.

Like in the Science and English departments, this creates a common base of knowledge and understanding for students in the first two years and allows for the pursuit of more knowledge and understanding in elective classes.

Specifically, here's what this means for students in the following graduating classes:

Class of 2019: students must take two semesters of history or social studies elective courses in their senior year.

Class of 2020: students must take two semesters of U.S. History (AP or regular) in their junior year and two semesters of history or social studies elective courses in their senior year.

Class of 2021: students must take two semesters of U.S. History (AP or regular) in their sophomore year and two semesters of history or social studies elective courses in each of their junior and senior years.

Calculating Grade Point Averages (GPA)

The following numerical values for grades are used to calculate GPA:

A+	A	A-	B+	B	B-	C+	C	C-	WF / F+ / F
4.3	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	0

The sum of all the grade points divided by the total number of classes taken (excluding those with only a "P" [pass] grade) is the GPA.

The school assigns additional weight to AP courses by adding one (1) grade point to the semester grades earned in these courses (for example, a B+ earned in a semester of an AP course would count as a 4.3, instead of the standard 3.3). Weighted GPA is the official GPA stated on report cards and transcripts. Unweighted GPA is used for determining status for honor roll, high honor roll, and academic probation.

Honor Rolls

University High School has two honor rolls: honor roll and high honor roll. A student earns a place on the honor roll when his or her unweighted semester grade point average is at least 3.30 but lower than 3.70. A student earns a place on the high honor roll when his or her unweighted semester grade point average is 3.70 or higher. All semester classes are included in these computations, except for those with only a “P” [pass] grade. January Term is not included in honor roll considerations, since it does not fall into the first or second semester.

What is an F+?

If a student’s course grade average in the first semester of a year-long course (or a year-long sequence, like U.S. History or two advanced English electives) is at or above 66.5% but below 70%, the grade is recorded as an F+. This counts as an F towards GPA, honor roll, and academic probation. If, at the end of the second semester, the student’s grade in the class is at or above 72.5% (C), then the F+ from the first semester will be changed to a C- (and GPA and credits recalculated). If not, then the F+ is changed to an F.

Reaction to Fs

Any class specifically named in the graduation requirements that the student fails must be retaken – either in summer school or the following school year. Any other class not specifically named in the graduation requirements that the student fails must be accounted for by successfully passing another course – either in summer school or the following school year.

Academic Probation

A student is placed on academic probation if one of the two conditions occurs: (a) the student’s unweighted semester grade point average is below 2.00, or (b) the student earns three or more grades below a C (C-, F+, WF, or F) in a single semester.

If the student’s performance hits any of the above conditions in any subsequent semester, the student is subject to dismissal. Such dismissal will not be automatic, as the school will wish to take extenuating circumstances into account, but it should be understood that it would be rare for a student to remain at University High School if he or she could not maintain an academic performance better than the two conditions stated on a semester-by-semester basis.

A student may also be placed on academic probation for other circumstances at the discretion of the Head of School.

A student entering into academic probation meets with his or her parents, mentor, and a school administrator early in the new semester to make sure that his or her status is understood and, more importantly, to describe a change in behavior that will result in the

student not meeting one of the stated conditions for the rest of his or her University High School career.

Who Should Sign Up for an Advanced Placement (AP) Class?

Grades in the class preceding the AP class*:	Eligible to sign up for AP class?	Should sign up for AP class?
B+ or higher in both semesters	Yes	Should very strongly consider – grades show you’re a strong student up to the challenge
B- or B in both semesters	Yes	Should definitely think about it, but think carefully about the number of AP classes taken at one time
C+ or lower in either semester	No	Shouldn’t think about it; grades show you’re not ready for the AP level yet

* Because the registration for classes is done *before* 2nd semester grades are finalized, this means a student may be denied registration for an AP class if his/her 2nd semester grade in the preceding class is below a B-.

Teachers are often asked about how hard an AP class is; the answer depends on the preparedness and work ethic of a given student. If a student has regularly earned high grades in a given academic discipline, then the AP class is probably the right choice; for them, it’s the next logical step. If a student has earned good, but lower, grades (say, like B or B- grades) then the AP class will be more challenging – which, depending on the student, might be the right step or could be too much.

Expectations about Advanced Placement (AP) Classes

AP classes are designed to give a student a chance to take an advanced, upper-level course. Each student will be doing college-level work throughout the year. In May, a national exam is held to test the student’s knowledge of the subject studied. Students who do well on this exam may be able to earn college credit and/or placement. All students signing up for an AP class are expected to take the AP exam in the spring.

In order to be successful in an AP class, a student must be ready to make a serious commitment to work throughout the year. An AP course is designed as a college-level course. Therefore, the pace, level of thought expected, and grading standards are set accordingly.

Students in an AP course should commit to:

- 50 – 60 minutes of homework for each class period
- 4 – 6 mandatory class sessions during January Term
- Independent work over January Term, winter break, and spring break
- Possible Saturday sessions; these would include laboratory sessions for AP science courses, and exam preparation sessions for all AP classes
- Possible mandatory work over the summer to prepare for the class
- Taking the AP exam in May

Expectations About Other Upper-Level Classes

It is *not advised* for a student to sign up for an upper-level course which is based on sequential knowledge from a preceding class *unless* the student earned a B- or higher in *both* semesters of the preceding class. Each student should carefully consider the demands of the upper-level course and its expectations. The student should realize that if he/she takes the course without grades of B- or higher from the preceding course, it is quite possible the student will be unprepared to succeed in the course and could possibly earn an F in the course.

Preceding Courses for Non-AP Upper Level Sequential Classes

Non-AP Upper Level Courses	Specific Preceding Courses
Precalculus	Algebra II w/ Trigonometry
Organic Chemistry/Biochemistry	Biology & Chemistry
Anatomy & Physiology	Biology
Spanish 4	Spanish 3
French 4	French 3
Portfolio Prep	Studio Art (three semesters)

If a student thinks he/she qualifies for registering for an upper-level sequential class without having taken the preceding class specified above, he/she should speak with the teachers of the given department to seek approval.

Courses Taken Outside of University High School

In general, once a student has enrolled in University High School, only courses taken at University High School count towards graduation. Any course taken by a University High School student outside of University High School for the purpose of grades or credits must be cleared by University High School prior to the course being taken. Only courses through an accredited high school, college, or university will be considered.

The student must submit to the Academic Affairs Committee a written proposal (at least one substantial paragraph) that demonstrates how the desired outside course fits into his or her larger educational plan, as well as details about the curriculum of the course (syllabus, topics covered, etc.). In general, the courses approved are ones that the student is taking to make up an earlier failing grade or that the student is taking to advance further in mathematics or world languages. Outside courses are not approved if the desire is simply to not take a given course at University High School. If the institution is not a local high school (such as Carmel, Zionsville, or North Central), the student should also submit information about the accreditation of the institution. This committee will review the information for the course, consult with the appropriate academic department, and either accept or reject the request. If the course is approved, it is the responsibility of the student to provide the school with the transcript of the class to demonstrate successful completion of the course.

For outside courses offered in summer or fall, a student must present information about the course to the Academic Affairs Committee by April 15. The student will be informed of the final decision by May 15. For outside courses offered in the spring, approval must be sought by October 15, with a decision made by the school by November 15. Exception: Students who need to take a summer school course due to failing a second semester course will not know this before April 15. These students should submit the information specified in the preceding paragraph to the Academic Affairs Committee as soon as possible; the Committee will attempt to expedite the process for these students.

Outside courses that are offered while University High School is in session are subject to more stringent criteria. In general, a student may not take such courses that would cause him or her to miss more than one period of the University High School day or courses that are currently offered by University High School. The only courses that the Academic Affairs Committee will consider in this category are in subject areas in which the student (a) has already taken all the available University High School courses or (b) is taking the course in addition to a University High School course from this same subject area (that is, the outside course is for 'doubling up' in a given area).

A higher threshold also exists for an online course. Only junior or senior students are considered for these courses. A student may only take a maximum of one online course per year for University High School credit. The school takes on no responsibility for overseeing the student in such a course; he/she has to work with the oversight of the other institution. The school will also provide no special technological equipment for such a course; that is the responsibility of the student. Finally, given the independent nature of this type of course, the Academic Affairs Committee will evaluate whether the student is mature enough to handle the course within our school setting.

Approved outside courses may be used to satisfy graduation requirements only if they are passed with a C- or higher.

Middle School Courses

If a student took a high school level mathematics or world language course in middle school (e.g., Algebra I, Geometry, Spanish 1, French 2, etc.), that course can be recorded on the official high school transcript. According to the State of Indiana's Department of Education, "Courses taught for high school credit in middle school must be equivalent to the high school and over the same Academic Standards. In addition, grades and credits for the course must be included on the student's high school transcript and factored into the cumulative GPA."

To meet Core 40 requirements (which are surpassed by the school's requirements), a student must take 6 credits (i.e., three years) of math classes at the level of Algebra I *or higher*. Similar for foreign language -- to earn Indiana Academic Honors, the student has to earn 6 credits in a language at first-year level *or higher* or 4 credits in two different languages at first-year level *or higher*. What this means, for instance, is that Algebra I does not have to be explicitly recorded on the transcript if the student takes Geometry, Algebra II, and Precalculus in high school.

When deciding whether to have the middle school courses placed on the transcript, a student should consider both the requirements (school/Core 40/Indiana Academic Honors) as well as the effect on the cumulative grade point average (GPA). If a middle school course is not needed for the requirements and the grades from the middle school course are lower than what the student expects his/her cumulative GPA to be, it would make sense to not place the middle school course on the transcript.

Dropping / Adding Classes

Any kind of change to a student's schedule will be the result of consensus on the part of the student, parent(s), teacher, and mentor. If a change is suggested by any of these people, the mentor should be notified. The student should discuss the idea with the teacher, parent(s), and mentor. The mentor should direct the student to take the lead in having these discussions, but then should also make a follow-up phone call or have a face-to-face conversation to confirm.

If all parties agree that the change is appropriate, then it will be made. If there is some disagreement, the schedule will not be changed until consensus can be reached. If a problem persists, then either an Assistant Head or the Head of School should be brought into the discussion to help reach a final decision.

Students can make changes to their schedules without penalty by submitting a completed drop/add form to the scheduling coordinator no later than the beginning of the fourth week of the semester. After this point, up to the end of the first day of classes following mid-semester parent-mentor-student conferences, a student who drops a class will have the class recorded on his/her transcript with either a "WP" (withdrew – passing) or "WF" (withdrew – failing). A WP has no effect on the GPA; a WF counts the same as an F in the GPA. After the end of the first day of classes following parent-mentor-student conferences, a student may not make changes to his/her schedule for that semester. Any senior making any changes to his/her schedule must also get the signature of the college counselor.

Learning Support Services

Learning Support Services is for students who have supporting documentation to indicate that they need learning support. The resource is also available for students who are referred by their mentors and upon approval of the Director of Learning Support Services for additional study skills, test-taking skills, time management skills and organizational skills. These students generally meet in Room 110 but also utilize Room 116 and the Director's office for testing.

Research Scholars Program

Students who are accepted for this program will spend considerable time and effort to develop, research, and write an extensive thesis; they will also give an oral presentation of findings. Students will develop the initial idea for the project in the spring of their junior year, work on it over the summer, and continue the work through the first semester of their senior year. They will earn one credit upon its successful completion. Participation in this program will give a student significant experience in managing a complex independent

research project, as well as the satisfaction of pursuing a topic of one's own choosing. It will give a student considerable training for college honors/thesis programs, and it will enhance applications for college admission.

A junior student who is interested in pursuing this program for his or her senior year should speak to the Dean of Academic Affairs for more information.

English

Course: Language & Literature

Prerequisite: None

Length: Year-long class

Special Note: This is the standard 9th grade English course.

This course strengthens the skills of analytical reading and writing. Its key elements (literature, written expression, oral discussion, language, and listening) are integrated with the history curriculum giving the students opportunities to be involved in meaningful activities that help to develop an understanding of systems of knowledge, concepts, and issues that frame the external world. This enables the students to gain a better understanding of how to apply the skills and make greater connections in their learning. Language & Literature explores a variety of genres, which connect and expand the curriculum generated from science, history, or personal interest. Critical-thinking skills such as classification, sequencing, analyzing, and predicting outcomes are reinforced as character development, point of view, plot, and theme are analyzed. A variety of assessments are used to evaluate student application of material, such as vocabulary tests, literature logs, journal responses, essays, creative writing, true/false, multiple choice, sequencing, and predictions. Speech presentations and peer discussion groups are also used. Finally, students must become analysts of their own strengths and weaknesses in order to develop strategies for improvement in reading, writing, and thinking.

Course: Great Books

Prerequisite: Language & Literature or equivalent 9th grade course

Length: Year-long class

Special Note: This is the standard 10th grade English course.

In this course, students will read excerpts of essays, novels, and articles written by some of the greatest writers and thinkers, from antiquity to modern times, in the Western tradition. Utilizing a seminar approach to facilitate discussion, students will explore the meaning, ethics, and motives of these authors, as well as seek to examine the connections between their own personal and cultural knowledge, popular/mass media knowledge, and mainstream academic knowledge, especially in considering the power of texts to transform society. Students will complete three to four formally drafted essays each semester, as well as sit for several exams covering specified units of study. Students will also be expected to submit less formally written pieces focusing on other aspects of class. These pieces will take the form of blogs and written journal responses. Regular vocabulary and grammar lessons will augment the class.

Course: Advanced English: The Family in Literature

Prerequisite: Great Books or equivalent 10th grade course

Length: Semester-long class

Special Note: This satisfies 1 credit of advanced coursework from the graduation requirements.

Famously, Tolstoy once said, “Happy families are all alike; every unhappy family is unhappy in its own way.” Tolstoy might also have noted that unhappy families not only make for riveting literature, but also offer unique windows into specific cultural moments. That is, relational dynamics between spouses, siblings, and between parents and their children reveal a great deal about the specific cultural and historical context in which they appear. Therefore, in this course, we will study some of the more dysfunctional families in literature in order to explore how such dysfunction translates across cultures, time periods, and genres, and, ultimately, to feel a lot better about our own families. Students should expect a number of smaller assignments including weekly blog posts in addition to major essays and a final exam.

Course: Advanced English: Dystopian Literature

Prerequisite: Great Books or equivalent 10th grade course

Length: Semester-long class

Special Note: This satisfies 1 credit of advanced coursework from the graduation requirements.

As the title implies, this course will revolve around works of fiction set in dystopian societies. These works will range from classics, like *1984*, to more contemporary works. Throughout the course we will examine the nature of the societies detailed in the books and the relationships between their structures and ideas of individuality, freedom, and control. Through essays, creative writing projects, and discussions, students will think deeply about the extreme situations depicted in the assigned novels, and, hopefully, extract practical lessons to be learned about our own society and the ways we operate within it. At the very least, this course should provide us an opportunity to explore the possibility of finding hope within hopelessness.

Course: Advanced English: Adaptations

Prerequisite: Great Books or equivalent 10th grade course

Length: Semester-long class

Special Note: This satisfies 1 credit of advanced coursework from the graduation requirements.

This course is about movies and the literature on which they are based. We will focus on the results of converting a book or story to the silver screen. We will discuss what aspects of literature and storytelling translate best and worst to film and why. We will explore the updating or modernization of a classic work of literature, as well as the stylistic and artistic choices of direction, adaptation, reimagining, and casting. Why do comic books and graphic novels so easily lend themselves to film? Why does Hollywood insist on the clichéd “Hollywood ending” when the book doesn’t? What makes a good adaptation?

Students will be expected to write about both the literature we read and the movies we watch. There will be papers and creative projects.

Course: Advanced English: Contemporary American Novels

Prerequisite: Great Books or equivalent 10th grade course

Length: Semester-long class

Special Note: This satisfies 1 credit of advanced coursework from the graduation requirements.

Contemporary American Novels will focus on American novels that explore the idea of the Bildungsroman, or the coming of age in American society. Novels such as *Catcher in The Rye* and John Green's *Looking for Alaska*, among others, will be used to deepen a student's recognition and understanding of the myriad issues that are relevant in adolescents' lives.

Course: Advanced English: Folktales & Legends

Prerequisite: Great Books or equivalent 10th grade course

Length: Semester-long class

Special Note: This satisfies 1 credit of advanced coursework from the graduation requirements.

This class will focus on the study of folktales, fairy tales, and legends. From the Grimm brothers' stories to Icelandic sagas to modern fairy tale adaptations, this class will cover a wide range of texts spanning the world and ages. We will look into the history of the literature and authors, as well as read and analyze the texts themselves through various lenses, such as gender, class, and culture. Through a critical lens, the course will also look at film adaptations and pop culture interpretations of the tales and legends we will study. The goal of this course is to provide students with a historically broad range of texts covering an international perspective. The course also provides students with the groundwork to analyze more modern texts within a historical literary perspective.

Course: Advanced English: Race in America (corequisite of U.S. History: Race in America)

Prerequisite: Great Books or equivalent 10th grade course (and one semester of U.S. History)

Length: Semester-long class offered in the second semester

Special Note: This course will meet for two periods per day during one semester. Students enrolled will earn a credit of Advanced English and a credit of U.S. History. Therefore, this is a student's English class and social studies class for one semester. You must register for both parts of the course and should anticipate the workload reflecting the fact that this is the equivalent of two courses in your schedule. If a student has not yet taken U.S. History, they should enroll in a regular U.S. History course and Advanced English elective for first semester and this course for second semester.

This corequisite course examines the history and literature of the United States through the lens of the African-American experience from World War II to the present. It seeks to provide students a deeper understanding of this experience as it relates to our course themes of identity, consciousness, and social justice. This depth will be achieved through analytical

reading, writing, and discussion of texts, films, and music. While we will begin our study with a brief background on the African-American experience prior to World War II, the majority of the course will dive into the ways African Americans shaped and were shaped by events from the 1940s to the present day. Topics covered will include the Civil Rights Movement and its leaders, the Nation of Islam and Black Nationalism, the Black Panther Party, the Black Lives Matter movement, housing and segregation, systemic racism and mass incarceration, intersection of race and gender/sexuality, the development of hip-hop and other forms of expression, and sports and society, among others.

Course: AP English Language & Composition

Prerequisite: Great Books or equivalent 10th grade course; see ‘Who Should Sign Up for an Advanced Placement Class?’ and ‘Expectations about Advanced Placement Classes’ at start of this guide.

Length: Year-long class

Special Note: This satisfies 2 credits of advanced coursework from the graduation requirements.

AP English Language & Composition is designed to mirror a college-level composition class. Its primary goal is to help students “write effectively and confidently in the college course across the curriculum and in their professional and public lives” (The College Board, *AP English Course Description*, May 2007, May 2008, p. 6). In this course, students will strive to become critical readers, analytical writers, and successful communicators. While the objectives and requirements listed in the *AP English Course Description* guide the organization of this course, multi-week thematic units center on the discussion and analysis of an American cultural myth in order to encourage students to think critically about their beliefs and their world. Selections for each unit are composed of written and visual texts including (but not limited to) essays, political writing, autobiographies, social-science writing, criticism, cartoons, posters and advertisements. Each unit will be anchored by a multi-drafted piece of writing on which students will receive peer and teacher feedback. This writing is evaluated based on effective and appropriate use of a variety of vocabulary and sentence structure, logical organization, development and support of ideas and claims, effective use of rhetoric (including tone, voice and emphasis), and an understanding of purpose and audience (The College Board *AP English Course Description*, May 2007, May 2008. p. 8).

Course: AP English Literature & Composition

Prerequisite: Great Books or equivalent 10th grade course; see ‘Who Should Sign Up for an Advanced Placement Class?’ and ‘Expectations about Advanced Placement Classes’ at start of this guide.

Length: Year-long class

Special Note: This satisfies 2 credits of advanced coursework from the graduation requirements.

In this course, we will read selected works of American and British literature. Beyond exposing ourselves to a number of excellent (and enjoyable) pieces of writing, the focus of this course is to understand how structure and style work to create and enhance meaning. Writing will be a major part of the course, as will be close reading. In-class AP-style essays,

informal personal responses, and take-home essays will be practiced regularly. The primary goal will be to develop the necessary skills and knowledge in order to perform well on the AP exam at the end of the year.

Course: Introduction to Creative Writing

Prerequisite: None

Length: Semester-long class offered in the first semester

Introduction to Creative Writing is an entry-level course designed to help students learn to incorporate writing in their lives and to expose them to a workshop environment. Reading and writing activities will cover the basic elements of the four main genres of creative writing: fiction, poetry, drama, and nonfiction. Students will study the techniques of each genre through handouts, selections in the text, and the creation of their own pieces. There will be a short test and cumulative project at the end of each unit over the specific writings and practices we've covered. In lieu of a final exam, students will create a portfolio containing polished writing samples, a personal writing metaphor, and a self-evaluation. At the end of this semester, students will be familiar with themselves as both writers and critics.

Course: Advanced Creative Writing: Poetry

Prerequisite: Introduction to Creative Writing (or instructor permission)

Length: Semester-long class offered in the second semester

Special Note: This satisfies 1 credit of advanced coursework from the graduation requirements.

Advanced Creative Writing: Poetry is an elective course centered on the workshop environment. It is expected that students in this class already harbor a genuine interest in writing poetry. While we will cover concepts of poetic mechanics (language, sound, form, image, etc.) and major authors in the genre, students will spend the majority of the class establishing personal writing practices and developing their unique sense of poetics. In short, there will be reading, writing, and much discussing of students' own poetry.

Social Studies

Course: World History

Prerequisite: None

Length: Year-long class

Special Note: This (or AP World History) is the standard 9th grade social studies class.

This course is a study of human history covering the period between 8000 B.C.E. and the present. The course will touch on the major developments of human civilization across the globe. Roughly equal attention will be paid to each region and period covered, giving students a wider perspective of the events and peoples that shaped our world. Particular focus will be on the development of historical thinking and writing skills, which will prepare students for future history courses at University and beyond.

Course: AP World History

Prerequisite: See ‘Who Should Sign Up for an Advanced Placement Class?’ and ‘Expectations about Advanced Placement Classes’ at the start of this guide.

Length: Year-long class

Special Note: This (or the regular World History course) is usually taken as a 9th grader. Other students may take this course as an elective.

The AP World History course is a global study of human history covering the period between 8000 B.C.E. and the present. Given such a breadth of time and geography, the course is organized to focus on developing students’ skills of historical analysis using a thematic approach. It is taught at the level of a college survey course, and it follows the guidelines provided by College Board’s Advanced Placement program. As such, the academic expectations, amount of reading and writing, and testing are significantly greater than in the regular World History class.

Course: U.S. History

Prerequisite: World History, AP World History, or equivalent 9th grade course

Length: Year-long class

Special Note: This (or AP U.S. History) is usually taken as a 10th grader. Exception: Class of 2020 students who took European History as sophomores should take this class (or AP U.S. History) as an 11th grader.

If we want to understand our country and ourselves, we need to know the character of the land and why people in this country act as they do. Therefore, this course covers the major political, social, economic, diplomatic, and military events that shaped life in the United States. The class will focus on more modern topics. The first semester will begin with an investigation of some of the foundational ideas of the country (by looking at the Declaration of Independence, Constitution, and the Reconstruction Amendments), then move to the ‘Gilded Age’ following the Civil War and will end with the Second World War. The second semester will begin with the changes in American life in the 1950s and will end with an overview of the U.S. in the early twenty-first century. The focus on more modern topics will allow for two primary goals to be met. First, we’ll see more clearly where the factors directly affecting our lives today came from. Second, there will be room

for more small-group or individual investigation of topics of special interest. The course requires students to learn specific factual material, using primary and secondary sources, then analyze and synthesize that information through taking tests, writing essays, writing papers, and completing projects.

Course: U.S. History: Race in America (corequisite of Advanced English: Race in America)

Prerequisite: Great Books or equivalent 10th grade course (and one semester of U.S. History)

Length: Semester-long class offered in the second semester

Special Note: This course will meet for two periods per day during one semester. Students enrolled will earn a credit of Advanced English and a credit of U.S. History. Therefore, this is a student's English class and social studies class for one semester. You must register for both parts of the course and should anticipate the workload reflecting the fact that this is the equivalent of two courses in your schedule. If a student has not yet taken U.S. History, they should enroll in a regular U.S. History course and Advanced English elective for first semester and this course for second semester.

This corequisite course examines the history and literature of the United States through the lens of the African-American experience from World War II to the present. It seeks to provide students a deeper understanding of this experience as it relates to our course themes of identity, consciousness, and social justice. This depth will be achieved through analytical reading, writing, and discussion of texts, films, and music. While we will begin our study with a brief background on the African-American experience prior to World War II, the majority of the course will dive into the ways African Americans shaped and were shaped by events from the 1940s to the present day. Topics covered will include the Civil Rights Movement and its leaders, the Nation of Islam and Black Nationalism, the Black Panther Party, the Black Lives Matter movement, housing and segregation, systemic racism and mass incarceration, intersection of race and gender/sexuality, the development of hip-hop and other forms of expression, and sports and society, among others.

Course: AP U.S. History

Prerequisite: See 'Who Should Sign Up for an Advanced Placement Class?' and 'Expectations about Advanced Placement Classes' at start of this guide.

Length: Year-long class

Special Note: This (or U.S. History) is usually taken as a 10th grader. Exception: Class of 2020 students who took European History as sophomores should take this class (or U.S. History) as an 11th grader.

The AP U.S. History course covers the historical development of the U.S. from colonial times up to the 21st century. Students have to study and comprehend many specific historical events from this time span, as well as understand and connect them through the seven themes of U.S. history called out by the College Board: identity, work, exchange, and technology, peopling, power and politics, environment and geography, culture, belief and ideas, and America in the world. The AP U.S. History course follows the guidelines and requirements provided by the College Board's Advanced Placement program, and it is taught with the academic expectations and rigor of a college survey course. Consequently,

the amount of reading, testing, and writing is significantly more than the regular U.S. History course.

Course: AP Government & Politics: United States

Prerequisite: See ‘Who Should Sign Up for an Advanced Placement Class?’ and ‘Expectations about Advanced Placement Classes’ at start of this guide.

Length: Semester-long class

Note: This class is an elective and satisfies a credit requirement for the social studies graduation requirement.

This AP Government & Politics: United States course addresses numerous topics including the history and content of the Constitution, the details of the legislative, executive, and judicial branches, and the interaction of all three. It also covers other subjects such as federalism, elections and campaigns, political parties, civil liberties, interest groups, and the relationship between the media and politics. This course follows the guidelines of the College Board’s Advanced Placement program and is consequently taught at an increased pace and with the heightened expectations of a college course.

Course: Economics

Prerequisite: US History, AP US History, or equivalent 10th grade course

Length: Semester-long class

Note: This class is an elective and satisfies a credit requirement for the social studies graduation requirement.

The class is a survey of the basic terms and concepts in microeconomics and macroeconomics. The primary reading is from a formal introductory text. Supplemental reading and studies include primary sources (Adam Smith), articles, and current issues.

Course: AP Psychology

Prerequisite: See ‘Who Should Sign Up for an Advanced Placement Class?’ and ‘Expectations about Advanced Placement Classes’ at the start of this guide.

Length: Year-long class

Note: This class is an elective and satisfies a credit requirement for the social studies graduation requirement.

Psychology is the systematic, scientific study of behaviors and mental processes. In this year-long course, students will be exposed to major thinkers, famous experimental studies, key concepts, and methods related to the field of psychology. This class is meant to simulate the experience of taking an introductory level course in psychology in a college setting and will culminate with the opportunity to take the Advanced Placement exam for psychology.

Course: The World Wars

Prerequisite: US History, AP US History, or equivalent 10th grade course

Length: Semester-long class

Note: This class is an elective and satisfies a credit requirement for the social studies graduation requirement.

This class will address the causes of World War I, the treaties concluding that war, and their role as a cause of World War II and as a source of modern conflict in Eastern Europe and the Middle East. Essential in understanding of the World War I and World War II is their impact on society, the political pressures and consequences, the role of technology, and military campaigns. Focused projects will be considered on the role of propaganda, race, and the arts, as well as areas of particular student interest.

Mathematics

Course: Algebra I

Prerequisite: None

Length: Year-long class

This course will strongly emphasize number sense, working with fractions and decimals daily. Throughout the course, students will increase their ability to work with challenging algebraic equations and to interpret data. They will work with increasingly complex problems and applications of the mathematical ideas they are learning. Students are expected to start building a deeper understanding of the algebraic concepts and to start looking at why problems are set up the way they are, not simply memorizing a single approach to a problem. They will begin to truly see mathematics in the world around them. Different tools, such as graphing calculators and Desmos, allow for exploring mathematical ideas in a way not practical by hand. By the end of the year, students should be more comfortable with their ability to manipulate numbers and solve mathematical equations.

Course: Geometry

Prerequisite: Algebra I

Length: Year-long class (also offered during Summer Sessions 1 & 2)

Special Note: With mentor and teacher approval, this course can be taken concurrently with Algebra II with Trigonometry.

Geometry is the oldest and most studied field of mathematics largely due to its intuitive base. It is about shapes and figures and their relationships to one another. This course builds on the topics discussed in Algebra I and explores in detail the many different geometric figures and the complexity that can be pulled out of these seemingly simple figures. The purpose of this course is to explore these different figures, make conjectures about them, and then experiment with the conjectures using inductive and deductive approaches. This course focuses on hands-on activities in the development and testing of these conjectures. These hands-on activities may make use of different types of technology, ranging from paper and pencil to the graphing calculator, GeoGebra, and Desmos. By the end of this course, students will have an understanding of geometry as a coherent system of interrelated ideas and a thorough sense of how these ideas are developed, tested, and verified. Students who complete Geometry should advance to Algebra II or Algebra II with Trigonometry, based on recommendations from their current math teacher and a discussion with their mentor.

Course: Algebra II

Prerequisite: Geometry

Length: Year-long class

Special Note: This course is intended for students who do not plan on taking an AP Calculus course. This class cannot be taken concurrently with Geometry.

This year-long course builds on the foundation laid in Algebra I and Geometry. Students are expected to think deeply about the foundation of the subject, instead of just memorizing facts. Students will learn about the importance of functions in mathematics and their applications with real-world examples. Students will practice skills in preparation for standardized tests like the SAT and ACT and to ensure success in their future college courses. Topics in the class include:

- Relations and Functions
- Linear and Absolute Value Equations and Inequalities
- Matrices
- Quadratic Equations and Functions
- Polynomials
- Algebraic Fractions
- Logarithmic and Exponential Functions
- Conic Sections (without Transformations)
- Arithmetic and Geometric Sequences
- Counting Principles, Probability, and Statistics

It is strongly recommended that students who complete Algebra II advance to Functions & Trigonometry paired with either Finite Math A, Finite Math B, or Probability & Statistics. If a student has an additional year of high school, they may be eligible to take AP Statistics based on a teacher recommendation.

Course: Algebra II with Trigonometry

Prerequisite: Geometry

Length: Year-long class

Special Note: This course is intended for students who plan on taking an AP Calculus course. If students do not have a B- or higher in their previous mathematics course, they should speak with a mathematics teacher and their mentor to decide if this is the best course for them. With mentor and teacher approval, this course can be taken concurrently with Geometry.

In this year-long course, students will learn about the importance of functions in mathematics and apply them to real-world examples. The course develops advanced algebraic skills such as systems of equations, sequences and series, probability, advanced polynomials, rational functions, complex numbers, quadratics, logarithmic and exponential functions, and conic sections. In addition, students will study trigonometric functions using the Unit Circle, triangle trigonometry, and graphs of sinusoidal functions.

Students are expected to think deeply about the foundation of the subject, instead of just memorizing facts. Technology, in the form of graphing calculators and computer graphing applications, is an integral part of the course. Students are encouraged to purchase a TI-83 or 84 calculator (plus or silver editions). Traditional paper and pencil skills are also taught

to reinforce understanding of concepts and ensure students are not dependent on their calculators. Nearly every exam will include a calculator and a non-calculator portion.

Students who complete Algebra II with Trigonometry are eligible to take Precalculus and/or AP Statistics the following year.

Course: Functions & Trigonometry

Prerequisite: Algebra II

Length: Semester-long class

Special Note: This course is intended for students who do not plan on taking an AP mathematics course. If a student did not score above a B- in Algebra II with Trigonometry and chooses to take this course instead of Precalculus, the student should speak to their mentor and a mathematics teacher.

This course covers topics from algebra and trigonometry at a level and emphasis appropriate for students who are preparing for mathematics courses at the college level. This is the recommended course after students complete Algebra II and is intended for students who are not pursuing AP mathematics courses. Students will practice skills required for solid scores on standardized tests like the SAT and ACT and success in their future college courses. Topics in the class include:

- Parent Functions and Transformations
- Exponential and Logarithmic Functions
- Polynomials
- Triangle Trigonometry
- The Unit Circle
- Basic Trigonometric Curves

Students are expected to think deeply about the foundation of the subject, instead of just memorizing facts. This course will focus on building students' mathematical skills, and students will complete several projects and will understand how mathematics relates to the world around them. They will also use graphing calculators and Desmos frequently. Students are encouraged to purchase a TI-83 or 84 calculator (plus or silver editions).

Course: Finite Mathematics A and Finite Mathematics B

Prerequisite: Algebra II or Algebra II with Trigonometry

Length: These are two semester-long classes. They can be taken individually or taken together as a year-long class.

These two semester-long courses cover a wide variety of real-world problems that can be modeled and solved by quantitative means. The two courses may be taken in either order. In science and industry, mathematical models are the major tools for analyzing and solving problems: What is a cost-efficient route for a garbage truck? How are flights scheduled to maximize profits? How can the future value of a stock be found? How long can renewable resources last? Can game theory provide insight into conflicts between nations? These are only a few of the problems we will learn to solve. By doing mathematics on practical problems, students gain the tools needed to understand and use the power of mathematics

in the modern world. Some topics covered will include finance, game theory, graph theory, election theory, apportionment, fractals, and matrices.

Course: Probability & Statistics

Prerequisite: Algebra II or Algebra II with Trigonometry

Length: Semester-long class offered in the second semester

This semester-long class will cover some of the topics addressed in AP Statistics but will not go as deep as the AP Statistics curriculum does. The class will spend approximately half of the semester working on probability and half learning about descriptive statistics. The probability section will cover basic probability, conditional probability, probability decision trees, and the many ways you use probability in everyday life. The statistics portion of the class will concentrate on how to use statistics to describe large sets of data, interpreting statistics, and understanding and creating visual displays of data. In addition, the class will spend a good deal of time on experimental design and how one correctly and creatively designs surveys and observational studies. Students in this class may, with the recommendation of the teacher, take AP Statistics the following year.

Course: Precalculus

Prerequisite: Algebra II with Trigonometry OR Functions & Trigonometry

Length: Year-long class (also offered during Summer Sessions 1 & 2)

Special note: Teacher approval required if Algebra II with Trigonometry was not taken the year immediately prior to Precalculus

Algebra is the generalization of arithmetic, and calculus is the study of the dynamics of functions. Precalculus bridges the gap between the two, both in terms of content and approach. The course reviews topics from advanced algebra, focusing on graphing and functions. Students also study trigonometric functions, polar functions, and conics – all tools that help to better describe the world in mathematical terms. The course also includes a review of exponential and logarithmic functions. Precalculus is not a required course; students who elect this course should understand that it is demanding. Precalculus goes beyond the ability to deal successfully with equations and formulas. It requires a commitment to understanding and explaining the rationale of the topics covered

Course: AP Calculus AB

Prerequisite: Precalculus; see ‘Who Should Sign Up for an Advanced Placement Class?’ and ‘Expectations about Advanced Placement Classes’ at start of this guide.

Length: Year-long class

AP Calculus AB is a college-level course. The text used is a college-level text, and students are expected to work at a rapid pace. The curriculum followed is the curriculum outlined by the organization that administers the Advanced Placement exam in May. Technology, in the form of graphing calculators, is an integral part of the course. Students are encouraged to purchase a TI-83 or 84 calculator (plus or silver editions). Students are required to think “outside the box” in AP Calculus AB, putting many different ideas together in order to solve a problem.

The course begins with a short review of pertinent material covered in Precalculus. The first semester is used to discover how the derivative of an equation is found and how that derivative is used. There are many applications of the derivative, and the students are exposed to a variety of these situations. In the second semester, students work with integrals. Again, they are expected to use their knowledge to solve a wide range of applications.

The course is a rigorous one, but it is one that, with effort, can be successfully completed. It prepares students for a college-level calculus class, and in many instances, a student can place out of a college class with a good score on the AP exam in May.

The class's major topics include:

- Limits and their properties
- Differential Calculus
- Applications of Derivatives
- Integral Calculus
- Applications of Integration
- Differential Equations

Course: Advanced Calculus

Prerequisite: Any student having completed AP Calculus AB and wanting more advanced mathematics may take this course. A rising senior who has completed Precalculus with an A or A+ average may, with instructor permission, take this course concurrent with AP Calculus AB.

Length: Semester-long class offered in the first semester

This course is intended for students who wish to explore advanced areas of mathematics that fall within the post-analytic geometry realm. It is intended for students who are seriously considering a career or ultimate pursuit of an advanced degree in a technical or mathematical field. The course should prove interesting and enjoyable to students who like both mathematical challenge and mathematical thinking. The course will explore the topics of number theory, historical proofs, complex variables, linear algebra, numerical analysis, differential equations, linear algebra, game theory, and advanced calculus.

Course: AP Calculus BC

Prerequisite: Any student having completed AP Calculus AB and wanting more advanced mathematics may take this course. A rising senior who has completed Precalculus with an A or A+ average may, with instructor permission, take this course concurrent with AP Calculus AB.

Length: Semester-long class offered in the second semester

This course represents a capstone semester for students who have completed AP Calculus AB or, for very strong students, who are taking AP Calculus AB.

All the topics of AP Calculus AB should be considered as review material for this semester. This course has a College Board approved syllabus and should be considered an extension

of AP Calculus AB. This course covers volume of solids of revolution, review of sequences and series, tests for convergence, Taylor & Maclaurin polynomials, power series, Taylor & Maclaurin series, arc length, parametric equations and area, polar graphs and area, and Euler's method. Students should take this course if interested in more mathematics after AP Calculus AB and if interested in exploring advanced mathematics in preparation for a technical or math-heavy degree at the college level.

Course: Multivariate Calculus & Differential Equations

Prerequisite: AP Calculus BC

Length: Year-long class

Multivariate Calculus and Differential Equations will cover a number of other topics beyond the AP Calculus BC curriculum, including calculating volumes by using shells, surfaces of revolution, and centers of mass and centroids. The course also explores topics that are studied in a typical college-level third semester calculus course, including vectors and vector valued functions, differentiation in several variables, optimization in several variables, multiple integration, and line and surface integrals. The course concludes with an introduction to differential equations. Topics include solving exact first-order equations, solving second-order homogeneous and non-homogeneous linear equation, and exploring applications to various scientific fields.

Course: AP Statistics

Prerequisite: Precalculus; others with teacher and mentor approval; see 'Who Should Sign Up for an Advanced Placement Class?' and 'Expectations about Advanced Placement Classes' at start of this guide.

Length: Year-long class

The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The students use computer statistics programs as well as a graphing calculator in this course; technology is an important part of mathematics at this level. The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes:

1. Exploring data: describing patterns and departures from patterns
2. Sampling and experimentation: planning and conducting a study
3. Anticipating patterns: exploring random phenomena using probability and simulation
4. Statistical inference: estimating population parameters and testing hypotheses

This course is a rigorous one, but it is one that can be completed successfully with work.

Science

Course: Biology

Prerequisite: None

Length: Year-long class

Special Note: This is the standard 9th grade science course.

This course serves as an introduction to biology. Students learn about cellular and molecular biology, genetics, evolution, ecology, and some of the systems of the human body. In addition to learning factual information in each of these areas, students are expected to explore the interactions and interrelationships of the different fields. This is accomplished through frequent experiments, paper-and-pencil activities, and in-class discussions. The course emphasizes biology as a dynamic and growing field of study by including in discussions and activities areas where knowledge is changing and expanding. It is important for students to understand that biology is not simply a finished subject found only in a textbook.

Course: Anatomy & Physiology

Prerequisite: Biology

Length: Year-long class

This course explores the anatomy and physiology of the human body. Students study the major structures within the body on both a macro- and micro-scale, learning to identify those major structures using appropriate vocabulary. Students build an understanding of how the various parts are arranged and interconnected. Students also study how the different systems within the body work, in addition to learning what signals are used and what pathways are followed. While studying the structures and functions of the healthy body, students also learn what happens when there is a malfunction or disease. By the end of the course, it is expected that students have an increased appreciation for and be able to discuss the structures and functions of the human body in an informed manner.

Course: Environmental & Spatial Sciences

Prerequisite: Biology, Chemistry, and Algebra II (can be taken concurrently)

Length: Year-long class

Special note: Students in this class should be motivated, independent, and prepared to complete hands-on work. Outdoor laboratory work on campus and at off-site locations will be major components of the course. Students do not need to have prior outdoor knowledge or skills; however, they should be ready to participate under a variety of weather conditions.

This survey course will teach students the principles of ecological systems through the use of our local community and applied technology. Students will learn that the natural world and the human-built world are not stand-alone entities, but rather one interconnected system. Students will also learn the complexity of environmental problems our world is facing today and understand how the integration of scientific and societal data helps us make more informed, sustainable decisions.

Much of learning in this course will occur through applied technology and project-based learning. Students will learn how to use the core technologies used in the field of environmental and spatial sciences such as global integrated system (GIS) mapping tools, hand tools, and data collection probeware.

Course: Zoology: Invertebrates

Prerequisite: Biology

Length: Semester-long class offered in the first semester

Special Note: Students that enroll in this course should be comfortable with dissection and working in the laboratory setting.

Zoology is a laboratory science emphasizing the process of scientific investigation through the study of living things. The course is specifically designed to study the major phyla of the invertebrate animals: Porifera, Cnidaria, Platyhelminthes, Nematoda, Mollusca, Annelida, Arthropoda, and Echinodermata. Invertebrates account for 95% of the animal diversity on our planet. We will explore this amazing degree of diversity through lecture, animal dissections, behavioral labs with living organisms, and guest speakers/field trip. The overall goal of this course is to foster a deeper appreciation for non-vertebrate organisms and to encourage a hands-on approach to science.

Course: Zoology: Vertebrates

Prerequisite: Biology

Length: Semester-long class offered in the second semester

Special Note: Students that enroll in this course should be comfortable with dissection and working in the laboratory setting.

Zoology is a laboratory science emphasizing the process of scientific investigation through the study of living things. The course is specifically designed to study Phylum Chordata and the major classes of vertebrate organisms. We will use the overarching themes of evolution, animal design, and comparative body systems to explore the differences between vertebrate organisms. Lecture, animal dissection, outdoor field days, guest speakers, and field trips will be used. Students will also be required to study and learn local Indiana species identification. The overall goal of this course is to foster a deeper appreciation of vertebrate organisms and the evolution of their specific adaptations.

Course: AP Biology

Prerequisite: Biology and Chemistry; see ‘Who Should Sign Up for an Advanced Placement Class?’ and ‘Expectations about Advanced Placement Classes’ at start of this guide.

Length: Year-long class

Special Note: While not required, taking the Anatomy & Physiology or Zoology classes prior to AP Biology is encouraged.

This course is a college-level course designed to challenge students to extend their knowledge of biological theory and processes. Students will increase their factual knowledge of biology. The course will provide students an understanding of the larger concepts and underlying themes of biology, and in addition present biology as a dynamic

process. The themes covered will include evolution, energy transfer, continuity and change, regulation, interdependence in nature, structure vs. function, science as a process, and science in technology and society. In general, the course content will follow that set by the College Board for an AP Biology course.

Course: Chemistry

Prerequisite: Biology and Algebra I

Length: Year-long class

Special Note: This is the standard 10th grade science course

This is a first-year, laboratory-based course designed to give students an opportunity to explore a variety of topics in general chemistry. Chemistry is the study of matter, its structure, properties, and composition, and the changes that matter undergoes. In this course, students will study the fundamental principles of chemistry, which allows them to study all the major subdivisions of chemistry in greater depth in future courses.

The laboratory portion of this course reinforces concepts and processes discussed in class and provides a hands-on experience that directly connects with the lecture/textbook material. During the lab, students will use LabPro units attached to their computers to collect and analyze various types of numerical data. Students will usually work in pairs during the lab.

Course: Advanced Chemistry: Laboratory Design

Prerequisite: AP Chemistry or teacher approval

Length: Semester-long class offered in the first semester

This course will give students experience in designing and executing independent chemistry laboratory investigations. Students will be responsible for researching and writing protocols to answer a question or solve a problem. Additionally, students will learn how to write clear and concise technical communication including abstracts, protocols, analyses, and conclusions of findings. Topics of investigations will include acid/base chemistry, organic, equilibrium, electrochemistry, and qualitative analysis.

Course: Organic Chemistry

Prerequisite: Chemistry

Length: Semester-long class offered in the first semester

This is an advanced laboratory-based course, designed to give students an opportunity to explore a variety of topics in organic chemistry. The course will focus on the structures, properties, and reactions of organic compounds. During lab, students will use different techniques to investigate, synthesize, and analyze various organic molecules. In addition to performing lab manipulations, students will learn to organize data, calculations, and analyses from investigations and effectively communicate their findings. This course will be taught using college-level texts and laboratory manuals. Students should expect a workload comparable to a first-year collegiate chemistry course.

Course: Introduction to Biochemistry

Prerequisite: Chemistry and Organic Chemistry

Length: Semester-long class offered in the second semester

This is an advanced laboratory-based course, designed to give students an opportunity to explore biochemistry through applications in food science. While the course will build understanding of many chemical, physical, and biological concepts involved in taste, cooking, and other culinary experiences, it is not a cooking class. Students will focus on the four basic food molecules: water, fats, carbohydrates, and proteins. Students will explore the science behind food safety, preparation, and preservation techniques. Students taking this course should expect some of the laboratory work to be done in their home kitchens. This course will be taught using college-level texts and laboratory manuals. Students should expect a workload comparable to a first-year collegiate chemistry course.

Course: Astronomy

Prerequisite: Biology and Chemistry

Length: Year-long class

The course offers a broad survey of modern understanding of the cosmos and how astronomers have built that understanding. It assumes no prior knowledge of astronomy or physics, but it does occasionally use basic algebra. It emphasizes process as well as facts and is a solid introduction to how science is done. Because astronomy is an observational science, the student will use computerized laboratory exercises to collect and analyze data. From ancient views of the solar system to the existence of extra-solar planets, from the birth and death of stars to black holes, from globular clusters to near and ancient galaxies, from familiar cosmic geometries to exotic ones, the course helps students understand their place in the universe.

Course: Physics

Prerequisite: Algebra I, Geometry, Algebra II (Algebra II can be taken concurrently)

Length: Year-long class

This course covers basic Newtonian mechanics during the first semester as well as electricity and magnetism during second semester. The class will also explore optics and thermodynamics as well as some modern physics. A willingness to engage oneself in deeply scientific thought and analytical challenge makes this a rewarding course.

Course: AP Physics C: Mechanics and AP Physics C: Electricity and Magnetism

Prerequisite: Physics; AP Calculus is a co-requisite or prerequisite; see ‘Who Should Sign Up for an Advanced Placement Class?’ and ‘Expectations about Advanced Placement Classes’ at start of this guide.

Length: These are two semester-long classes, offered in sequence as a year-long class.

The goal of this course is to provide an introductory college-level understanding of calculus-based mechanics, electricity, and magnetism. This will be done through student-driven discussions, problem solving, and laboratory experiments.

World Languages

Course: French 1

Prerequisite: None

Length: Year-long class

This is an introductory French language and culture course and is designed for students who have had little or no previous French study. The course includes work in the three modes of communication (interpersonal, interpretive, and presentational) as well as an introduction to French and Francophone cultures. Students will be introduced to the rules of French pronunciation and to the basic structure of the language, including present-tense regular and irregular verbs, gender of nouns and adjective agreement, the use of articles (indefinite, definite, etc.), simple comparisons, basic question forms, and the past and “near future” tenses. Topics of study will include describing people and places, school, food and restaurants, clothing, air and train travel, summer and winter sports, and the weather.

Course: French 2

Prerequisite: French 1 or by placement

Length: Year-long class

French 2 is a language and culture course that is designed for students who have had one year of high school French. The program includes work in the three modes of communication (interpersonal, interpretive, and presentational) as well as a deeper overview of French and Francophone cultures. After a review of first-year content, students will be introduced to new grammatical structures, including reflexive and reciprocal verbs, direct and indirect object pronouns, the two past tenses (passé composé and imparfait), the simple future, the conditional, and relative pronouns. Topics of study will include daily routines, the arts, health and medicine, technology, banking and postal services, cooking, driving and public transportation, the city, and the country.

Course: French 3

Prerequisite: French 2 or by placement

Length: Year-long class

French 3 is a language and culture course that is designed for students who have completed two years of high school French. The program includes a cultural component as well as work in the three modes of communication (interpersonal, interpretive, and presentational) with a special emphasis on reading comprehension and vocabulary acquisition. The class is conducted mostly in French. Students will review previously learned grammar structures and be introduced to more advanced structures, including the subjunctive, demonstrative pronouns, interrogative pronouns, possessive pronouns, indefinite expressions, the past conditional tense, and the past perfect tense. Topics of study will include work, travel, leisure activities, housing, technology, French history, nature, and health.

Course: French 4

Prerequisite: French 3 or by placement

Length: Year-long class

French 4 is a language and culture course that is designed for students who have completed three years of high school French. The program includes a cultural component as well as work in the modes of communication (interpersonal, interpretive, and presentational), with a special emphasis on essay writing and vocabulary acquisition. Students at this level are expected to have already learned the rules of French grammar, including the formation and use of all verb tenses and the proper use of articles, pronouns, prepositions, adjectives, and adverbs. Basic structures will be reviewed as needed, but only the most complex grammatical structures will be taught formally. The course is conducted entirely in French. The main goals of this course are to expand students' vocabulary and ability to read authentic French literary and non-literary texts, refine their use of French grammar, increase their ability to write formally and speak extemporaneously on a variety of topics, and to improve their understanding of spoken French in a variety of contexts.

Course: AP French Language & Culture

Prerequisite: French 4 or consent of instructor; see 'Who Should Sign Up for an Advanced Placement Class?' and 'Expectations about Advanced Placement Classes' at start of this guide.

Length: Year-long class

The AP French Language & Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The course is structured around six themes: beauty and aesthetics, contemporary life, families and communities, global challenges, personal and public identities, and science and technology. Students are expected to engage in spoken and written interpersonal communication; synthesize information from a variety of authentic print and audiovisual resources; and plan, produce, and present spoken and written presentational communications. To best facilitate the acquisition of language, the course is taught entirely in French.

Course: Spanish 1

Prerequisite: None

Length: Year-long class

This is an introductory Spanish language and culture course and is designed for students who have had little or no previous Spanish study. With culture as the foundation, the students will work with the three primary modes of communication: interpretive, interpersonal, and presentational. Within these various modes, students will listen, view, and read a variety of authentic materials from the Hispanic world and will learn to decipher meaning and communicate their thoughts and opinions on a variety of topics. Students will be strongly encouraged to speak and write to communicate to other audiences within and beyond the walls of the classroom. Students will also be encouraged to seek out words and

phrases that are purposeful and interesting as a means to personalize their learning experience.

Course: Spanish 2

Prerequisite: Spanish 1 or by placement

Length: Year-long class

This course is designed for students who have completed one year of Spanish instruction at the high school level or equivalent. Continuing with culture as the foundation, the students will continue their work with the three primary modes of communication: interpretive, interpersonal, and presentational. Students will continue to enrich their vocabulary and utilize it in more complex written and spoken contexts with a variety of audiences. Instruction will primarily occur in Spanish in order to help students acclimate to higher levels of language instruction and further develop their interpretive skills. A wide variety of texts and authentic resources will be utilized as springboards for discussion and interpretation. Students will also be encouraged to seek out words and phrases that are purposeful and interesting as a means to personalize their learning experience.

Course: Spanish 3

Prerequisite: Spanish 2 or by placement

Length: Year-long class

This course is designed for students who have successfully completed two years of Spanish instruction at the high school level or equivalent. Utilizing multiple authentic cultural resources, the students will continue their work with the three primary modes of communication: interpretive, interpersonal, and presentational. Students will continue to enrich their vocabulary and utilize it in more complex written and spoken contexts with a variety of audiences. Instruction will primarily occur in Spanish and student production is expected to occur in the target language as well. A wide variety of texts, media, and audio/video resources will be utilized as springboards for discussion, interpretation, and analysis. Students will also be encouraged to seek out words and phrases that are purposeful and interesting as a means to personalize their learning experience as they explore the Spanish-speaking world and its wonders in more depth.

Course: Spanish 4

Prerequisite: Spanish 3 or by placement

Length: Year-long class

Spanish 4 is a language and culture course that is designed for students who have successfully completed three years of high school Spanish, the equivalent, or who have placed into this level through examination. The program's focus is the continual development of the four skills in language acquisition (listening, speaking, reading, and writing) as well as exploring the cultures of the Hispanic world. Special emphasis is given to the expression of meaningful language in authentic context. Basic grammatical structures will be reviewed as needed, but only the more complex structures will be taught formally. The main goals of this course are to expand students' vocabulary and to refine their skills in reading and understanding authentic Hispanic literary and non-fiction texts,

to increase their formal writing, and to speak on a variety of topics, and to improve their understanding of spoken Spanish. In order for students to be immersed in meaningful language, this course is conducted almost exclusively in Spanish as to provide authentic input.

Course: AP Spanish Language & Culture

Prerequisite: Spanish 4 or permission of instructor; see ‘Who Should Sign Up for an Advanced Placement Class?’ and ‘Expectations about Advanced Placement Classes’ at start of this guide.

Length: Year-long class

The AP Spanish Language & Culture course emphasizes communication (understanding and being understood by others) by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The course is structured around six themes: beauty and aesthetics, contemporary life, families and communities, global challenges, personal and public identities, and science and technology. Students are expected to engage in spoken and written interpersonal communication; synthesize information from a variety of authentic print and audiovisual resources; and plan, produce, and present spoken and written presentational communication. To best facilitate the study of language and culture, the course is taught entirely in Spanish.

Course: AP Spanish Literature & Culture

Prerequisite: AP Spanish Language & Culture or permission of instructor; see ‘Who Should Sign Up for an Advanced Placement Class?’ and ‘Expectations about Advanced Placement Classes’ at start of this guide.

Length: Year-long class

The AP Spanish Literature & Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, testimonies, and essays) from Peninsular and Latin American Spanish as well as Hispanic literature of the United States. The readings span from medieval to modern times, allowing students to examine the universality of literature and make comparisons and connections through historical and contemporary cultural contexts. Students will explore the interdisciplinary connections between literary works and other artistic forms of expression such as music, painting, architecture, and film. Students will focus on mastering and applying the terminology that textual analysis of literature requires and producing the analysis and interpretation of texts in both oral and written expression of academic Spanish. All of the works from the required reading list for the AP Spanish Literature and Culture exam are read in full text form. All instruction, discussion, and writing are in Spanish in order to support the development of students’ language proficiency necessary for success in the AP Spanish Literature & Culture course and exam and beyond.

Course: English as a New Language 1: American Language & Culture

Prerequisite: None

Length: Year-long class

This is an English language course designed for students whose native language is not English. The program includes work in the four traditional areas of language acquisition (listening, speaking, reading, and writing) as well as vocabulary for both everyday life and academics. In addition to daily oral practice, students will complete a variety of writing assignments on topics ranging from life experiences to opinion pieces to research papers. The focus will be on increasing students' ability to understand spoken and written English, particularly in the academic setting, and on developing their ability to express themselves effectively both orally and through writing.

Course: English as a New Language 2: Advanced Academic Language

Prerequisite: None

Length: Year-long class

Special Note: English as a New Language 3: Advanced Academic Language can be taken with students of this course as a third year for students who want additional support.

This course is designed for students who have experience in an American school setting but whose language skills need refinement. The focus will be on vocabulary building, academic writing, and targeted listening and speaking exercises to enhance linguistic accuracy and support student success in an English-speaking academic environment. All students for whom English is not their native language are welcome in this class.

Fine & Performing Arts

Course: Yearbook

Prerequisite: None

Length: Semester-long class offered in the first semester

Yearbook is a semester-long course that focuses on the study and practice of journalistic writing and photojournalism. Students in this class will be responsible for the production, publication, and marketing of the school yearbook. All aspects of yearbook production will be covered including graphic design, copywriting and editing, photographic composition, interviewing techniques, ad sales, and organizational and management skills. Students may take yearbook as a year-long class and will have the opportunity to focus more on digital design during the second semester.

Course: Yearbook / Digital Design

Prerequisite: None

Length: Semester-long class offered in the second semester

This course will study and practice the use of journalistic writing and photojournalism with a focus on the digital design aspect of journalism. Students will be responsible for completing *Elements*, the school yearbook. In addition, students will dive into the collection, creation, and presentation of audio, video, and photographic images. Students will learn the best practice in all three areas of digital media. Projects in this class will include the use of digital video and still cameras as well as photo editing software. The content created by this class will be published as part of the yearbook as well as on the school's website.

Course: Wind Ensemble

Prerequisite: At least two years of prior band experience, or permission of instructor

Length: Year-long class

This course is designed for students in any grade who desire to participate in an instrumental music ensemble. Students must be able to play a wind or percussion instrument and be able to read music. A variety of music styles will be studied and performed, including traditional concert band music, jazz improvisation, chamber music, and symphony orchestra literature through collaboration with the String Orchestra class. Students at all skill levels will improve their music theory, music history, and performance skills through a differentiated curriculum.

Course: Choir

Prerequisite: None

Length: Year-long class

This course is designed for students in any grade who desire to participate in a vocal music ensemble. There is no prerequisite, although the ability to read music is strongly encouraged. Students will study music theory, learn vocal techniques and basic musicianship, sing in different languages, and study the cultural and historical context of

the music. Performances will include traditional choir music as well as small groups (duets, trios, quartets). There are also accompanying opportunities in Choir for students who play guitar and piano. Students interested in this accompanying opportunity should obtain teacher approval and register for Choir.

Course: String Orchestra

Prerequisite: At least two years of string orchestra experience, or permission of instructor

Length: Year-long class

This course is designed for students in any grade who desire to participate in an instrumental music ensemble. Students must be able to play an orchestral string instrument and be able to read music. A variety of music styles will be studied and performed including string orchestra, chamber music, solo, and symphony orchestra literature through collaboration with the Wind Ensemble class. Students at all skill levels will improve their music theory, music history, and performance skills through a differentiated curriculum.

Course: Advanced Musicianship (Wind/Percussion)

Prerequisite: Two years of high school Wind Ensemble and permission of instructor

Length: Year-long class

Advanced Musicianship is a semi-independent study and runs concurrent with Wind Ensemble. This course is designed specifically for students with a high level of musical knowledge, experience, and ambition. Students must be able to play a wind or percussion instrument at an advanced level and also exhibit a high level of motivation. In addition to performance with the Wind Ensemble, students will study important solo literature and research famous composers and performers who were influential in the development or expansion of their instrument. Private lessons are strongly encouraged. Two years of prior high school wind ensemble experience and teacher recommendation are required.

Course: Advanced Musicianship (Strings)

Prerequisite: Two years of high school String Orchestra and permission of instructor

Length: Year-long class

Advanced Musicianship is a semi-independent study and runs concurrent with String Orchestra. This course is designed specifically for students with a high level of musical knowledge, experience, and ambition. Students must be able to play an orchestral string instrument at an advanced level and also exhibit a high level of motivation. In addition to performance with the String Orchestra, students will study important solo literature and research famous composers and performers who were influential in the development or expansion of their instrument. Private lessons are strongly encouraged. Two years of prior high school orchestra experience and teacher recommendation are required.

Course: Advanced Musicianship (Vocal)

Prerequisite: Two years of high school choir and permission of instructor

Length: Year-long class

Advanced Musicianship is a semi-independent study and runs concurrent with Choir. This

course is designed specifically for students with a high level of musical knowledge, experience, and ambition. Students must be able to sing at an advanced level and also exhibit a high level of motivation. In addition to performance with the Choir, students will study important solo literature and research famous composers and performers who were influential in the development or expansion of vocal performance. Private lessons are strongly encouraged. Two years of prior high school choir experience and teacher recommendation are required.

Course: Introduction to Music Technology

Prerequisite: None

Length: Semester-long class offered in the first semester

Introduction to Music Technology is an introductory course in the principles of audio and sound recording. In addition to music theory (through basic chord progressions), students will study sound waves, acoustics and the audio spectrum, console and signal flow, equalization and compression, microphones and their placement, effects, digital audio formats, and MIDI basic concepts through collaborative and individual projects.

Course: Advanced Music Technology

Prerequisite: Introduction to Music Technology

Length: Semester-long class offered in the second semester

Advanced Music Technology is a continuation of the fundamentals learned in the introductory course. Students will go more in depth in the study of sound waves, acoustics and the audio spectrum, console and signal flow, equalization and compression, microphones and their placement, effects, digital audio formats, and MIDI concepts. In addition to these things, students will have an increased focus on recording, mixing and mastering, and copyright law. The projects in this course will be driven by student interest. Students will use these elements to produce studio quality recordings of covers and original music.

Course: Acting for Everybody

Prerequisite: None (no prior theatrical knowledge or experience is needed for this introductory course)

Length: Semester-long class offered in the first semester

This course is an improvisation (improv) acting class, and improv is for everyone. Improv is a method that anyone can learn and practice and is considered to be the core of actor training. Improv teaches one to be present, listen, co-create, trust one's instincts, and develop teamwork. Improvisation also builds self-confidence and self-awareness. This course will be taught through improvisational games and exercises, as well as studying other improv performers. This class is not just for those wanting to be involved in theatre, but for anyone wanting to learn these skills that could benefit any career choice. At the end of the semester, there will be an improv performance.

Course: Theatre Production

Prerequisite: None

Length: Semester-long class offered in the second semester

This course is designed to deepen the understanding and appreciation of the theatre arts as a whole. The primary focus will be on how to produce and mount a theatrical production. Students will develop an understanding of theatre production vocabulary, as well as the many and varied roles required to deliver a quality production, from the design to the marketing that bring a story to life on stage. Students will learn set design, lighting design, sound design, and costuming and make-up skills. In lieu of a final exam, students will pitch a mock production.

Course: Dance Appreciation

Prerequisite: None

Length: Semester-long class offered in the first semester

This course will offer a basic introduction and history of various styles of dance. Students will learn and explore a variety of dance styles including ballet, jazz, hip-hop, tap, lyrical, Hawaiian, folk, musical theatre, and swing dance. There will also be a focus on dance in various cultures and the power behind movement. There is no experience needed to take this course.

Course: Introduction to Art

Prerequisites: None

Length: Semester-long class

This course is an introductory studio art course that develops skills, principles, and techniques in drawing and other 2- and 3-dimensional mediums. Students will develop an understanding of the elements of art, basic vocabulary for describing visual aspects of their work, as well as a general understanding of the roles art has played throughout history and influences of the visual arts and culture. Demonstrations, slide lectures, group and individual critiques will be the primary tools utilized during class time to allow students to fully develop their technical understanding of 2 and 3-D space. This course will also introduce students to color theory and allow them to experiment with a variety of mediums.

Course: Bookbinding I

Prerequisite: Introduction to Art

Length: Semester-long class offered in the first semester

This is a beginning course focusing on the technical aspects of building handmade books. Along with learning several traditional book formats, the students will develop an understanding of the history of the book as a fine art object. Students are instructed on the use of tools and materials. Projects are designed to encourage exploration and experimentation of the book structure.

Course: Bookbinding II (and III)

Prerequisite: Bookbinding I; designed for juniors and seniors

Length: Semester-long class offered in the first semester

Students will further develop their bookbinding skills in this semester-long course. They will not only work on more complex binding techniques, and structures, but will also take a more in-depth look of the book as a form of art. Students of this course will create works that focus on the artistic and creative side of an artist book. Projects are meant to push students' understanding of the 3-D object and also give an introduction to interactive art forms.

Course: Printmaking I

Prerequisite: Introduction to Art

Length: Semester-long class offered in the first semester

This studio course is an introduction to the fundamentals of traditional printmaking. There will be an overview of a wide range of printmaking techniques, with a closer introduction to five different printmaking processes: monoprint, collagraph, linocut, woodcut, and etching/drypoint. The emphasis of the course is learning the principles of design and developing and mastering basic techniques, with attention to composition. This approach includes working from both objective reality and subjective imagination. Demonstrations and slide lectures, as well as group and individual critiques, will be utilized throughout the course.

Course: Printmaking II: Alternative Processes

Prerequisite: Printmaking I

Length: Semester-long class offered in the first semester

The term *alternative process* refers to any non-traditional or non-commercial printing process. In this advanced studio art course, students will take a more in-depth look into the printmaking medium using non-traditional formats. Students will also investigate alternative methods and materials used in printmaking, as well as experiment with a variety of printing surfaces, including making their own paper.

Course: Jewelry I

Prerequisite: Introduction to Art

Length: Semester-long class offered in the second semester

Discover your inner jeweler and explore the basics of metalsmithing and jewelry making while creating one-of-a-kind pieces. This class will teach the fundamentals of basic jewelry making, workshop safety, and tool identification. Explore the basic skills of metalsmithing and fabrication such as how to saw, file, texture, forge, rivet, and solder.

Course: Stained Glass

Prerequisites: Introduction to Art

Length: Semester-long class offered in the second semester

In this semester-long course, students will receive an introduction to the basic techniques of stained glass making, leaded and copper foil methods, as well as three-dimensional construction techniques. Students will practice drafting patterns, cutting glass, painting and staining, etching, grinding, and soldering the glass together. In addition to primarily focusing on stained glass, students will also receive instruction on glass blowing, hot glass shaping, fusing, and slumping techniques. This course will also study the history, iconography and significance contained in stained glass windows. Students will gain a new skill through the creation of their own works of glass art.

Course: Drawing & Painting: Form & Figure

Prerequisites: Introduction to Art

Length: Semester-long class offered in the second semester

This is a studio art course that offers students an in-depth opportunity to develop skills, explore personal expression, and research possibilities in a variety of techniques and media, all while studying the human form. The main focus of this class will be learning the basics of the human form and figure, as well as portraiture. Students will work with line, shape, proportion, volume, shading and composition. They will be able to further develop their skills and techniques in drawing from observation, working toward realism. At the same time, other line styles will be explored through working with a variety of media.

Course: Textiles I

Prerequisite: Introduction to Art

Length: Semester-long class offered in the first semester

This course introduces students to the variety of materials and processes involved in hand produced textiles. Throughout the semester students will explore the methods in which textiles are constructed, make their own textiles, and also learn the basics of how to sew. We will begin with the original fiber, spin it into yarn, weave it, knit it, crochet it, etc. There will also be a component of the course that is dedicated to learning how to use a sewing machine as well as how to hand sew fabric. Students will experiment with surface design on textiles using dyes, embroidery, and other approaches to fabric finishing.

Course: Textiles II

Prerequisite: Textiles I

Length: Semester-long class offered in the first semester

This course will continue to build upon many of the techniques students learned during Textiles I. Students will be encouraged to further develop and hone skills such as spinning yarn, dyeing with natural materials, weaving, knitting, as well as embroidering. Various new dyeing processes will be introduced as well as approaches to manipulating fiber and fabric.

Course: Graphic Design

Prerequisite: Introduction to Art

Length: Semester-long class offered in the first semester

This course is designed to introduce students to a range of approaches in digital design using the Creative Cloud. Using photography, type, color, illustrations, and other imagery students will learn to communicate themes in dynamic and engaging ways. Specific projects will aim at developing students' understanding of how to utilize the software as well as push them to think about how to best visually communicate themes and concepts in their work.

Course: Garment Construction & Embellishment

Prerequisite: Introduction to Art

Length: Semester-long class offered in the second semester

For this course, students will learn how to construct a singular piece of clothing that is tailored to their specific measurements. Students will learn how to measure, draft, and construct their own pattern for this garment. They will also learn all of the basic skills they will need to sew their finished piece. Additionally, during the second half of the semester, students will be introduced to an assortment of embellishing techniques that will allow them to personalize their final garment.

Course: Topics in Art History

Prerequisite: None

Length: Semester-long class offered in the second semester

The purpose of this course is to study the development of art and its relationship with history from past to present day. Students will develop an understanding of how works of art fit into their historical context through the lens of politics, religion, patronage, gender, function, and ethnicity. Equally important is the comparison of Western art with examples of art from other styles and periods outside the European tradition. Coursework will be composed largely of analytical essays as well as a few minor projects.

Course: Introduction to Photography

Prerequisite: None

Length: Semester-long class

This class is an introduction to the fundamentals and principals of black and white photography. Throughout the semester students will learn to process their own film, how to operate a manual SLR camera, and also how to create a well composed and aesthetically pleasing image. The primary focus of the class will be on traditional black and white film, and students will be developing their own film and processing their own prints. Students will be supplied with a camera and film but will be responsible for their own developing.

Course: Advanced Photography: Alternative Processes

Prerequisites: Introduction to Photography

Length: Semester-long class offered in the first semester

In this course we will explore different forms of photography other than traditional digital and 35mm. We will shoot some 4x5 photography, as well as explore sepia and selenium toning, liquid emulsion, and other techniques.

Course: Advanced Photography: Social Media

Prerequisite: Introduction to Photography

Length: Semester-long class offered in the second semester

This course will focus on the use of imagery within the context of social media. Students will be using cell phone cameras and various other multimedia tools. Students will learn the mechanics of constructing images including composition and lighting, and they will equally gain experience with editing apps. Not only will student develop an understanding of the basic technical and aesthetics of online photography, but a strong emphasis will be placed on discussing the responsibilities that students have as photographers and the ethical issues that arise with the publication of their work in the cloud.

Course: Portfolio Prep

Prerequisite: At least 3 prior studio classes; at least a B in prior art class

Length: Semester-long or year-long class

This course is a precursor to the senior year AP Drawing, Photography, or 3-D portfolio. It allows students to gain additional one-on-one attention with an instructor and also develop their skills beyond the introductory and advanced courses offered. Throughout the semester students will be exploring the breadth portion of the final AP portfolio. Journaling will be a major component of the class as well. Goals for the semester are for students to develop understanding and experiment with a variety of materials, techniques, and concepts. Students also will regularly discuss and critique artwork with peers and the instructor.

Course: AP Studio Art: Drawing

Prerequisite: Seniors only; see ‘Who Should Sign Up for an Advanced Placement Class?’ and ‘Expectations about Advanced Placement Classes’ at start of this guide

Length: Year-long class

Throughout the semester students will explore the three primary components of the AP portfolio – quality, concentration, and breadth – and create 24 well-executed works. Each piece should display a broad understanding and mastery of a variety of materials, techniques, and concepts and investigate art in all aspects (historical, cultural, and technical). Students will develop mastery in concept, composition, and execution of 2-D design and be able to discuss artwork through critiques with their peers and instructor. In preparation for the AP exam students will create a body of work that is connected by a central conceptual theme and explore how they can use their pieces to communicate that theme to the viewer.

Course: AP Studio Art: 2-D Design

Prerequisite: Seniors only; see ‘Who Should Sign Up for an Advanced Placement Class?’ and ‘Expectations about Advanced Placement Classes’ at start of this guide

Length: Year-long class

This course is geared primarily for seniors who may possibly be thinking about a career in photography or the graphic arts. Throughout the year students will choose a selected portfolio that is appropriate for their personal goals in the art program. They will explore in depth the three primary components of the AP portfolio (quality, concentration, and breadth), and in April will select 24 of their strongest pieces to submit to the College Board. Students should investigate art in all aspects (historical, cultural, and technical) allowing them to make informed and critical decisions while creating their own works, to develop mastery in concept and composition, and to execute printing and editing digitally. Throughout the year the class will have regular critiques with their peers and instructor to guide them along the process.

Course: AP Studio Art: 3-D Design

Prerequisite: Seniors only; see ‘Who Should Sign Up for an Advanced Placement Class?’ and ‘Expectations about Advanced Placement Classes’ at start of this guide

Length: Year-long class

The AP 3-D goals for students throughout the course of the year are to develop creative and systematic investigations into the formal and conceptual issues in 3-D design. By the end of the year, they should be able to demonstrate versatility with techniques, problem solving, and application of mediums within the development of their work.

Throughout the year, students will be presented with a variety of problems, which they must solve three-dimensionally in creative and thoughtful ways. In addition to this, they will be challenged with a variety of media. Students will also investigate current and past three-dimensional artists and develop an understanding of the place of sculpture within the context of art history.

Course: Film History

Prerequisite: None

Length: Semester-long class (offered only during Summer Session 2)

Special Note: This course satisfies an art credit.

This course will explore the history of cinema. Students will be introduced to the major people, motion pictures, movements, and themes that have created our common language of film. We will center the course around the chronological development of cinematic technologies and methods, which will allow us to contextualize and trace the history of the art form. The social implications and significance of the medium will also be central to our understanding. Assessments will include film journals and formal essays of varying length. Students will also get the chance to apply their understanding as they create short films of their own.

Physical Education & Health

Course: Physical Education

Prerequisite: None

Length: Semester-long class (also offered during Summer Session 1)

Students in this class will learn and develop many important skills, activities, and behaviors that promote physical fitness and wellness. University High School implements a comprehensive physical education program for all students to promote health and fitness by teaching skills in diverse physical activities and educating students in team dynamics, sportsmanship, cooperative effort, and the ability to think strategically. University High School believes it is important to develop a sound body as well as a sound mind.

Course: Advanced Physical Education: Strength & Conditioning

Prerequisite: Physical Education or permission of instructor

Length: Semester-long class offered during the first semester

The course will focus on strength training and power in the weight room, with heavy emphasis on training the body for personal gain and sport-specific needs. The class will require a variety of warm-up exercises used to prepare for training, with focus on various phases of movement: acceleration, speed, and agility. The course will require the use of free weights, agility ladders, hurdles, foam rollers, harnesses, and resistance bands. This is a class for highly motivated students interested in serious advanced strength and conditioning. Participants will demonstrate various lifts and exercises that promote strength, cardiovascular exercise, and core training. Students will be given programs based on personal needs or sport specific programs.

Course: Advanced Physical Education: Impact Cardio

Prerequisite: Physical Education or permission of instructor

Length: Semester-long class offered in the first semester

This course will focus on cardiovascular fitness. The class will explore a variety of cardiovascular programs to build a healthier heart and to get in top physical condition. The course will use video training programs such as P90x, T-25, and Insanity created by Beach Body. Spin/Cycle biking will also be implemented in the course. This course is for highly motivated students who are interested in high volumes of cardiovascular activity. Participants will be given levels to reach and goals to accomplish based on personal needs.

Course: Advanced Physical Education: Yoga & Mindfulness

Prerequisite: Physical Education or permission of instructor

Length: Semester-long class

In this course, students will be introduced to basic anatomy while exploring breathing techniques, yoga postures, and holistic health approaches that nourish the systems of the body, increase mental focus, and restore emotional balance. Students will be encouraged to reflect on personal thought patterns and behaviors that cause stress and how mindfulness tools can inspire healthier thoughts and choices, while connecting to a greater sense of

purpose. Various topics will cover empathy, self-esteem, perfectionism, depression, anger, body image, and social anxiety along with other social and public health epidemics.

Course: Sports Management

Prerequisite: Physical Education or permission of instructor

Length: Semester-long class offered in the second semester

This course will focus on sports management, facility management, and sports operations. This course will use principles and concepts of organization, decision making strategies, communication, personnel management, management of fiscal and physical resources, program evaluation, and legal issues in exercise related professions. This course is for students who are interested in athletics management, sports, and facility management.

Course: Health

Prerequisite: None

Length: Semester-long class (also offered during Summer Session 1)

University High School believes that health awareness is very important for students. There is a direct link between our overall health and wellness and how we perform on a daily basis – in academics and extracurricular activities. This course covers material from the assigned textbook and current event issues in order to improve upon our health and to make better choices and decisions. The course covers a variety of topics – wellness, personal care and body systems, sex education, tobacco, alcohol, and drug education, and nutrition.

Technology Courses

Course: Introduction to Computer Science

Prerequisite: None

Length: Semester-long class offered in second semester

Introduction to Computer Science is designed to introduce students to the breadth of the field of computer science through an exploration of engaging and accessible topics. Rather than focusing the entire course on learning particular software tools or programming languages, the course is designed to focus the conceptual ideas of computing and help students understand why certain tools or languages might be utilized to solve particular problems. The goal of this class is to develop in students the computational thinking practices of algorithm development, problem solving, and programming within the context of problems that are relevant to the lives of today's students. Students will also be introduced to topics such as interface design, limits of computers, and societal and ethical issues.

Course: IT Concepts: Networks, macOS, Hardware & Logic

Prerequisite: None

Length: Semester-long class offered in the first semester

This course will increase students' knowledge and awareness of the technology they use every day. Students will learn about basic networking, macOS basics and troubleshooting, and computer hardware, and they will be introduced to logical structures, laying a foundation for programming. This course will also discuss current and emerging technology topics, breakthroughs, and advances. This course is meant to be introductory in scope and provides information beneficial to anyone using technology on a daily basis.

Course: IT Help Support

Prerequisite: IT Concepts or Apple Help Desk

Length: Semester-long class

Special Note: This class counts as one-half credit.

Students in IT Help Support help the IT department by addressing problems that arise and by providing training to students and staff as necessary. One of the objectives is to give students insight into the life of an IT professional. It is designed to be self-directed with faculty in a supervisory role. As the workload for IT Help Support ebbs and flows, students will have down time to be used as a study hall. Therefore, this course is a 0.5 credit course. This course is offered both semesters and may be taken more than once.

Course: Advanced Computer Science: iOS App Development

Prerequisite: Introduction to Computer Science

Length: Year-long class

Take the next step in bringing your iPhone and iPad applications to life with the latest versions of Swift and xCode. This is a programming class which also focuses on the practical details of real app development. Students will integrate version control with the use of git

while also learning the latest iOS development techniques. They will learn to create an engaging user interface to draw in users, and they will leverage data from networks, APIs, and REST frameworks. At the end of this course, students will have the opportunity to publish their masterpieces to the iOS app store, using the UHS developer license.

Other Courses

Course: Accounting

Prerequisite: None

Length: Semester-long class offered in the first semester

Accounting is the language of business. This course is an interesting and fun introductory look at the world of accounting. We will learn fundamental accounting concepts including analyzing, interpreting, and recording business transactions, commonly known as bookkeeping. We will also learn to prepare and analyze financial statements, bank reconciliations, and payroll transactions. There will also be some basic personal finance topics covered, including check-writing, credit, and budgeting. By the end of the course, the student should have some idea if they have any interest in possibly pursuing accounting and should have gained some knowledge to help them with their personal finances.

Course: Personal Finance

Prerequisite: None

Length: Semester-long class offered in the first semester

Would you like to know how to create a personal budget? Would you like to know what a credit score is and what affects your credit score? Would you like to know how credit and debit cards work? Should you buy or lease a car? Should you rent or buy a house? What do all the items on your auto insurance page mean? What is the purpose of the third fork to the left of your plate at dinner?

If any of these questions interest you or you would like to know more about personal finance, this class is probably for you. This is open to anyone, although it might be more beneficial to juniors and seniors.

Course: Public Speaking

Prerequisite: None

Length: Semester-long class offered in the second semester

This course will strengthen students' communication skills and enhance their ability to articulate their thoughts clearly. Students will learn to design and deliver informative presentations and arguments clearly. Additionally, students will learn to speak confidently with the appropriate rate, projection, movement, and vocal variety. Students will also learn to evaluate and critique speeches insightfully.

Course: Leadership Through Service I

Prerequisite: For sophomores, juniors, and seniors; freshmen need instructor approval

Length: Semester-long class offered in the first semester

Special Note: Students who wish to continue their service leadership may take this again as Leadership through Service II.

This is a semester-long class designed for students who want to explore their community, develop leadership skills, and understand the role of service. The class will use a seminar format and include a blend of academic study and service learning. The teachers of the

class will primarily act as facilitators; the class in large part will be taught by the students themselves. Classes will have a heavy emphasis on participation. Discussion and hands-on activities will be an important part of each class. In addition, the class will invite leaders in the community to share their stories with the students. A primary goal of the class is for students to learn how to become an effective leader in the University High School community and outside of school. In the fall semester, students will lead a group of peers in developing a service project in collaboration with a community partner as a part of Year of Service.

Course: Survey of World Literature & Film

Prerequisite: None

Length: Semester-long class

Literature and film are celebrated, studied, and enjoyed in all cultures around the world. In this class, students will explore and engage in the reading and study of a variety of texts, films, and musical selections representing all corners of the globe. Each month of the course will be dedicated to a particular continent and highlights of its literature, film, and even cuisine. Students will read novels, study and analyze poetry, study short stories, listen to and analyze songs, and even enjoy the cuisine of particular target cultures. While gaining insight into new cultures and their contributions to film and literature, students will also refine and sharpen their writing and analysis skills while gaining a deeper multicultural awareness. Potential countries of study include: France, Spain, Rwanda, Nigeria, Colombia, Argentina, Canada, Mexico, Laos, and Iran.

Course: Research Scholars

Prerequisite: Outstanding performance in a particular academic discipline and approval of the faculty of a given department

Length: Usually semester-long, with an option for year-long

Special Note: Open to senior students

Students who are accepted for this program will spend considerable time and effort to develop, research, and write an extensive thesis; they will also give an oral presentation of findings. Students will develop the initial idea for the project in the spring of their junior year, work on it over the summer, and continue the work through the first semester of their senior year. They will earn one credit upon its successful completion. Participation in this program will give a student significant experience in managing a complex independent research project, as well as the satisfaction of pursuing a topic of one's own choosing. It will give a student considerable training for college honors/thesis programs, and it will enhance applications for college admission.

A junior student who is interested in pursuing this program for his or her senior year should speak to the Dean of Academic Affairs for more information.

January Term 2019 Course Offerings

Course: The Art of Live Performance

Instructor: Callie Hartz

Approximate cost: \$2000

This course will focus on a variety of live performers, from stand-up comics, talk show hosts, street performers, clowning artists, improv artists, and Broadway actors, by analyzing what these performers do and what makes them successful in their individual crafts. This January Term course will end with a trip to New York City to see improv performances, watch street performers, visit circus training centers, tour NBC studios, and see two Broadway shows.

Course: Baking & Bread

Instructors: Kirstin Northenscald

Approximate cost: \$200

In this course, students will learn to make multiple kinds of breads and doughs, from sourdough to pizza to banana bread. Students will learn about the basics of bread baking: reading recipes, calculating baker's percentage, flour types, wheat varieties, basic bread chemistry, shaping techniques, and more. Students will make many varieties of bread, yeasted and not. Students will also visit local bakeries, from Whole Foods to Amelia's, to get an understanding of industrial baking. Students can expect to take home some basic bread baking skills, as well as all of the necessary equipment to bake bread at home.

Course: Baseball & Beyond

Instructors: Justin Blanding, Jamie Owens

Approximate cost: \$800-\$1000

This class will study the history and rules of America's pastime, baseball, from Abner Doubleday's first rules to today's game. From Honus Wagner to Jackie Robinson to Ken Griffey, Jr. to Hunter Greene, we will discuss how the game and the players that play it have changed. We will also look at early predecessors to baseball such as rounders, cricket, and the Egyptian game seker-hamat, and we will discuss the impact of the Negro Leagues. This class will travel to both the Baseball Hall of Fame in Cooperstown, NY, as well as the Cincinnati Reds Hall of Fame in Cincinnati.

Course: Build a Bike

Instructors: Chris Morrison, Wes Priest

Approximate cost: \$125 (or \$700 for students who wish to build their own bike)

In this January Term course, students will learn bike maintenance, how bikes are becoming an important part of urban life, and the history of cycling from the Grand Tours to the history of cycling in Indianapolis.

The bike maintenance piece of the class will be very hands-on. Students will have a choice in this portion of the class. One option will ask students to collect a variety of used bikes,

repair them, fix them up, and eventually donate these bikes to either Free Wheelin' or an organization set up to distribute bikes to those less fortunate. The cost for this option should be no more than \$125. This will cover replacement parts, books, etc.

If a student wishes to build their own bike, they will be responsible for the cost of the materials (we estimate \$650).

Course: The Celtic Nations: Legends, Lochs & Languages

Instructors: Shannon Swann, Meredith Van Rooy

Approximate cost: \$3500

We all know the word "Celtic," but most of us may think first of Ireland when we hear the term. Officially, there are six "Celtic Nations": territories in Europe where a Celtic language and cultural traits survive. Among these are Scotland, Cornwall, Wales, and the province of Brittany in France. The natives of these areas share a fascinating history and have had to work hard to maintain their distinct culture and language despite discrimination and social isolation. In the first two weeks of the class, we will learn about the traditions, beliefs, legends, symbols, music, and languages of these areas. During the third week, we will travel to northwestern France and the British Isles to visit some of the magical places we have studied, hear (and learn a little of) the languages of Breton, Welsh, and Scottish Gaelic, and see for ourselves what these Celtic cultures share and how they are each unique.

Course: Connecting Through Storytelling

Instructors: Kathleen Armato

Approximate cost: <\$100

The power of storytelling is its ability to help us connect with other people. When a story is told well, it humanizes the storyteller and helps the audience to empathize with them. Good storytelling can entertain as well as educate.

In this class, we will study the basics of good storytelling, listen to and analyze other stories and tell stories ourselves. We will watch/listen to storytellers through StoryCorps, Moth Radio Hour, This American Life, and TED talks. We will go to an elementary school and use storytelling as a way to connect with young children. We will also visit an assisted living home and interview residents in order to learn their stories and then tell them. Hopefully we will be able to attend a live storytelling event offered by Storytelling Arts of Indiana and/or have one of their professional storytellers speak to our class.

Course: Crime & Culture

Instructors: Tom FitzGibbon, Derek Thomas

Approximate cost: \$40

America has a fascination with crime. Television shows about crime captivate viewers on a nightly basis. Films about crime such as *The Godfather*, *Scarface*, and *Goodfellas* have captured the attention of generations of movie audiences. Detective novels and spy thrillers regularly appear on bestseller lists. Hip-hop and rock lyrics frequently discuss—and often glorify—criminal acts, while numerous popular video games revolve around murder.

Despite criticism that American culture increases crime rates by making crime appear fun and exciting while numbing Americans to its consequences, the impact of crime on culture only seems to be increasing every year. Students in this class will study films, television shows, literature, music, visual art, and video games and will discuss the effect of each of those on crime and vice versa. Students will also look in detail at some particular types of criminals and crimes that are often portrayed in popular culture such as Mafia organizations, serial killers, drug cartels, racketeering, heists, and kidnapping. While doing that, students will learn about federal and state laws that address those groups and crimes. Students will also study key constitutional rights for criminal defendants and look at how the law attempts to protect civil liberties while still giving federal and local law enforcement the ability to use new technology such as wiretapping and GPS surveillance to fight crime.

Course: Disney 2.0: The Making of an American Icon

Instructors: Meredith Hogan, Brett Kriebel

Approximate cost: \$1500

This course will look at the history of Disney. Class time will cover the biography of Walt Disney, the development of the industry, and its impact on society. Specific topics will include Disney pioneered developments, i.e. Imagineers, and the use of audio-animatronics in theme parks. The impact of Disney on everyday life, as well as its global influence, will be examined. This class will include units on science and engineering behind animatronics, roller coasters, etc., the effects of the acquisition of the Star Wars and Marvel franchises, and a look at the increased competition in the theme park arena due to the success of Universal's Harry Potter World.

Week three will include travel to Walt Disney World in Orlando, Florida where students will have in-park assignments based on classroom learning and will participate in a class offered by Walt Disney World.

Course: Film Art

Instructors: Jake Thurman, Chuck Webster

Approximate cost: <\$50

From the enormous summer blockbusters to the indie arthouse, films continue to captivate viewers and communicate truths unlike any other art form. This class will seek to dissect and understand that communication through an appreciation of the nuances of the language of film. We will spend our time together watching, reading about, and analyzing the different ways films speak to us. Along the way students will come to better understand the way filmmakers play upon our common understanding to evoke emotions and communicate ideas. By the end of the course, students will be more discerning consumers of film. Students will learn to appreciate and enjoy films like never before.

Course: Forensic Science

Instructors: Carolyn Bradley, Stacey Summitt-Mann

Approximate cost: \$150

How do you solve a crime? This class will provide students with an introduction to the field of forensic science. We will start with the basic knowledge necessary to begin a crime scene investigation (blood types, bone structures, DNA, etc...) and proceed to more advanced concepts (blood splatter patterns, wound patterns, crime scene evidence collection, etc.). Forensics involves many areas of science including biology, chemistry, anatomy, physics, and earth science. Students will incorporate the use of technology, communication skills, language arts, and mathematics during the term. There will be a major emphasis on complex reasoning and critical thinking as students work individually and within teams to solve crimes.

Course: Hack Yourself: Science & Skills of Happiness

Instructors: Lade Akande, Nila Nealy

Approximate cost: under \$100

The rates of mental illness and stressed-induced diseases continue to rise at a rapid pace in the U.S. compared to the rest of the world. Americans are unhappy, stressed out, and depressed. It doesn't have to be this way!

This course will direct the focus to counter-movements that equip individuals with the knowledge and skills to increase and sustain happiness and well-being. We'll take a look at the emerging science of positive psychology and The Blue Zone Project, an ongoing research project about specific regions in the world with the highest percentage of people who live the longest and are the happiest and healthiest.

The class will involve reading and writing as well as short field trips and time being active. We will complete common personality and strengths inventories to identify individual interests, values, and strengths, and we'll learn skills of mindfulness and self-compassion to bolster stress resilience. Finally, we'll take what we've learned through science and self-discovery to develop a toolbox of strategies and behaviors to create happier, healthier lives – now and in the future. From making educational and career decisions to being a flourishing member of your communities to experiencing more joy with the ordinary, this January Term course focuses on happiness and living a life of meaning.

Course: History of Rock & Roll

Instructors: Collin Lawrence

Approximate cost: \$400-\$500

This course will study the origin and history of rock and roll music, both globally and within America. We will consider the social impact of rock music. Depending on student interest and skill, we may also perform rock music. The class will culminate in a trip to the Rock & Roll Hall of Fame in Cleveland, OH.

Course: Intelligence Augmentation & Human-Machine Interface

Instructors: Dave Vesper

Approximate cost: <\$100

Artificial intelligence (AI) is approaching practical use and is influencing society. It is also augmenting human intelligence (intelligence augmentation = IA). How it continues to do

so will dramatically impact society. This course will explore practical and developing technologies for the IA, and also use free-ware tools on machine learning to train an AI. Finally, we'll explore IA via science fiction.

Course: The Lure of Everest

Instructors: Chris Bradley, Taylor Newell

Approximate cost: \$1500-\$1800

Mount Everest – the highest mountain in the world! People had tried to climb the mountain for decades before it was first summited in 1953, and now hundreds of people every year travel to the mountain in hopes of standing on the summit. This class will explore many of the topics that surround the world's highest mountain, including the exploration of Mount Everest, the adventurers who have come to the mountain, the society and religion of the people who live near the mountain, the commercialization of the mountain, and the effect of tourism in Nepal.

We will gather our knowledge from many sources, including books, films, lectures, discussions, Internet sources, and guest speakers. The course will include a good deal of writing through short response exercises and one longer paper.

Additionally, we will have several outdoor activities that will put us in the mindset to consider some of the issues raised. We will travel to the White Mountains in New Hampshire. We will take a three-day mountaineering course there, learning the basics of winter hiking with crampons and ice axes. This course will culminate with attempting to climb Mount Washington – the highest mountain in northeastern North America. Mount Washington has an extensive rise above treeline and allows for a true alpine feel to the climb. Climbers use this mountain as a training ground before heading for a larger mountain like Rainier or Aconcagua – very cool! Students who are interested in this course need to be in good physical shape. While climbing mountains can be exhilarating, it's also physically demanding. If spending eight to ten hours out in the cold and hiking the equivalent of 12 miles is your thing, this is the January Term course for you!

An additional variable cost is the possible purchase of some hiking and cold weather gear, if not already owned.

Course: RePlastics

Instructors: Luke Crawley

Approximate cost: \$300 – \$350

Students in this course will take part in the plastics recycling process first-hand by collecting discarded plastics, grinding them up, and using various forming methods to create new products, art, and functional items. Sample projects include carved sculptures, woven sculptures, ceiling lights, table lamps, pots, bowls, woven baskets, and utensils, and students will have the chance to design a unique product or project. This course will also explore aspects of the plastic recycling process including ecological benefits, types of plastics, and participation in recycling programs.

Course: San Francisco: An LGBTQ History
Instructors: Erica Adams, Christopher Hindsley
Approximate cost: \$2000

This class will study the history and culture of the LGBTQ rights movement through the vibrant location of San Francisco. Students will examine the evolution of the movement from its origins in the early twentieth century to today. From marriage equality to trans awareness, San Francisco has played a pivotal role in shaping the LGBTQ legal landscape in America. While exploring San Francisco's role in the LGBTQ movement, we will also learn the history of San Francisco as a city and as a home to many diverse cultures by visiting significant landmarks and areas of the city. Travel in the third week to San Francisco will include a visit the GLBT History Museum, as well as several other iconic neighborhoods and landmarks.

Course: Steak & Salsa
Instructors: Anna Seldner, Jill Woerner
Approximate cost: \$3500

What food represents your country and your hometown? What dance represents American culture? In this course, students will learn about the concept of culture and will investigate how the geography, history, and climate of a country affect the food that is eaten and the dances that represent the people from that region/country. Students will cook/taste some traditional foods from the countries that are studied and will test their dancing skills with a variety of international dances. The class will focus primarily on the Spanish-speaking world, but examples may be used from other countries as well. As a culmination of this class, students will travel to Argentina where they will visit an "estancia," eat a traditional Argentine steak dinner, learn the tango from a local dance instructor, and attend a professional tango performance. This course will help students more deeply understand the nuances of another culture through hands-on experiences, and in doing so students will reflect on their own personal identity and the cultures in which they live. This class will be taught in English and is open to all students; however, students will have some language instruction prior to travel based on their current level of understanding of Spanish. The itinerary includes all above experiences and most meals. Some meals and gratuities will be covered by students while in the country.

Course: Video Game Design
Instructors: Brandon Hogan, Peter Laliberte
Approximate cost: <\$50

Video Game Design will cover several topics that are needed for a budding developer to get started. No coding is required for this January Term course, and all of the tools we will use are free. We will be using Blender to learn industry-standard techniques for both modeling and animation. Blender can handle creating both the organic and architectural models we will need on even low-end specs for a laptop.

The first game engine we will be looking at is Scratch from MIT. Scratch will teach the logical thinking process that goes into application development. With its built-in sprite

editor and sound manager, students can express their creative side. It is super simple to use with its visual scripting and gets a lot of the technical stuff out of the way and just allows people to focus on what they want to create, and the processes needed to code.

Unity is the standard for multiple industries. Create cinematics like you see in Hollywood with the Octane Render. Create physics simulations used by Nasa and Kerbal Space Station. Create architectural and level design that will allow you to explore places in VR without leaving the comfort of your home. For students that want to explore some coding in this January Term course, C# is offered with use of the Unity Game Engine.

Course: Zeus & Aesop: The Stories & Morals of Ancient Greece

Instructors: Maggy Dean

Approximate cost: <\$50

The class will enjoy the basic stories of Greek mythology including the genealogy of the gods and the hero cycles (Hercules, Perseus, Theseus, etc.). Part of this study will be an examination of where the stories came from, how they compare to the Roman gods, and whether or not the Greek gods are really Greek. In addition, the class will read the fables of Aesop. Discussion and inquiry will address the meaning of the stories and how that meaning has changed over three thousand years and how Greek mythology is used in modern stories. Possible and probable themes are the gods in the arts (trips to local museums) and how the gods compare with divinities of other polytheistic beliefs. While reading and research are important, there will also be plenty of opportunity to share ideas and stories and to create graphic examples of discoveries.

Course: Student Internships

Instructors: Maddy MacAllister

Approximate cost: \$0

This offering is available to a junior or senior student who has completed an application to the program that has been accepted by the Academic Affairs Committee and the course instructor. Students should have a passion for or interest in learning more about a particular career, business, or organization. Students spend each day of January Term off campus, working with an individual or an organization.

Students are responsible for making their own arrangements, but they will receive the guidance and support of the director. Students submit a daily electronic journal entry at the end of each day. In addition, each student will articulate his or her personal experience and evaluate his or her work during the internship through a longer written piece and an oral presentation to the school.