

UNIVERSITY  
HIGH SCHOOL  
CELEBRATING **20** YEARS

**Course Guide**  
2020 – 2021



## 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 their mentor keep a copy, the plan can be revised each year during the registration cycle.

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

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 7<sup>th</sup> period serve as a study hall. If that is part of your plan, simply write in ‘study hall’ for one of the electives.

## Contents

### **General Information**

|  |       |
|--|-------|
| University High School Minimum Graduation Requirements     | p. 5  |
| Indiana Standards for Core 40 and Academic Honors Diplomas | p. 6  |
| College Requirements                                       | p. 6  |
| Standard 9 <sup>th</sup> Grade Courses                     | p. 6  |
| Standard 10 <sup>th</sup> Grade Courses                    | p. 7  |
| Calculating Grade Point Averages (GPA)                     | p. 7  |
| Honor Rolls  | p. 7  |
| What is an F+?   | p. 7  |
| Reaction to Fs   | p. 7  |
| Academic Probation   | p. 8  |
| Who Should Sign Up for an Advanced Placement (AP) Class?   | p. 8  |
| Expectations For Advanced Placement (AP) Classes           | p. 9  |
| Courses Taken Outside University High School               | p. 9  |
| Middle School Courses                                      | p. 10 |
| Dropping / Adding Classes                                  | p. 10 |
| Learning Support Services                                  | p. 11 |
| Research Scholars Program                                  | p. 11 |

### **Regular Semester Courses**

|                             |       |
|-----------------------------|-------|
| English                     | p. 12 |
| Social Studies              | p. 17 |
| Mathematics                 | p. 22 |
| Science                     | p. 28 |
| World Languages             | p. 32 |
| Fine & Performing Arts      | p. 37 |
| Physical Education & Health | p. 46 |
| Technology Classes          | p. 48 |
| Other Courses               | p. 50 |

|                                  |       |
|----------------------------------|-------|
| <b>January Term 2021 Courses</b> | p. 52 |
|----------------------------------|-------|

***University High School Minimum Graduation Requirements***

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

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

Schools may have additional local graduation requirements that apply to all students (not required for students with an IEP).

\* 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.

\*\*SAT scores updated September, 2017

\*\*\*WorkKeys assessment titles updated, 2018

### **Core 40 with Academic Honors** *(minimum 47 credits)*

For the **Core 40 with Academic Honors** designation, 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 the approved dual credit list.
  - C. Earn two of the following:
    1. A minimum of 3 verifiable transcripted college credits from the approved dual credit list,
    2. 2 credits in AP courses and corresponding AP exams,
    3. 2 credits in IB standard level courses and corresponding IB exams.
  - D. Earn a composite score of 1250 or higher on the SAT and a minimum of 560 on math and 590 on the evidence based reading and writing section.\*\*
  - E. Earn an ACT composite score of 26 or higher and complete written section
  - F. Earn 4 credits in IB courses and take corresponding IB exams.

### **Core 40 with Technical Honors** *(minimum 47 credits)*

For the **Core 40 with Technical Honors** designation, 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 approved dual credit list 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 minimum scores on WorkKeys: Workplace Documents, Level 6; Applied Math, Level 6; and Graphic Literacy, 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: <https://www.doe.in.gov/sites/default/files/student-assistance/core-40-and-honors-diploma-summary-class-2016-updated-june-2018.pdf>

### College Requirements

Students are reminded to keep in mind the high school course requirements of the 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 9<sup>th</sup> grade courses

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

### ***Standard 10<sup>th</sup> grade courses***

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

### ***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 their 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 their 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?***

| <b>Grades in the class preceding the AP class*:</b> | <b>Eligible to sign up for AP class?</b> | <b>Should sign up for AP class?</b>  |
|---|--|--|
| 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* 2<sup>nd</sup> semester grades are finalized, this means a student may be denied registration for an AP class if his/her 2<sup>nd</sup> 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
- 3 – 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

### ***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. Indiana Online Academy is the preferred venue for outside courses. 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 Indiana Online Academy or 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.

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; they have 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.

### ***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 9<sup>th</sup> grade English course.

This class is required of all freshmen so they can begin to master the skills necessary to become a more critical reader and a better writer. The ultimate goal of the class is to have students understand how these skills can enrich their lives and help them begin to make sense of a complicated world and their place in it. We will read various kinds of works. We will develop your critical thinking, your writing, and your appreciation about and of English literature. We will practice writing formally and informally, academically and non-academically, in class and out of it. We will study argument and correct grammar.

---

**Course:** Great Books

**Prerequisite:** Language & Literature or equivalent 9<sup>th</sup> grade course

**Length:** Year-long class

**Special Note:** This is the standard 10<sup>th</sup> 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: African American Literature

**Prerequisite:** Great Books or equivalent 10<sup>th</sup> grade course

**Length:** Semester-long class

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

In this course, we will explore the legacy of African American literature, a distinct genre that continues to evolve from the Black Experience in the United States. We will examine a diverse array of authors and works rooted in Black culture and oral tradition within the social context of literature—spirituals, slave narratives, folklore, blues, plays, and poetry as well as hip hop. We will look at creative Black expression through a historical lens focusing on enslavement, freedom, identity and community.

Students will read, study, discuss and respond to literary works by various African American authors. Writers may include: Phyllis Wheatley, W.E.B. Du Bois, Richard Wright, Hurston, Brooks, August Wilson, Malcolm X, Alice Walker, Toni Morrison,

Chimamanda Ngozi Adichie as well as writers from the Harlem Renaissance and Black Arts Movement.

---

**Course:** Advanced English: Art of Poetry

**Prerequisite:** Great Books or equivalent 10<sup>th</sup> grade course

**Length:** Semester-long class

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

From Langston Hughes to hip hop, from Walt Whitman to the Beat Generation: poetry represents the most democratic of art forms. In this course, we will explore the art of poetry and, perhaps, develop an appreciation for a vast array of poems by reading, listening and discussing them together. If by chance, we find ourselves inspired to create one of our own—we will welcome the opportunity. As a class, we will take a look at how poets transform poetry from ideas to page to stage. By watching live spoken word performances, we will identify common threads between the lines of a diverse range of poems. What better space to share one's thoughts and ideas than in a class community where risks can be taken, possibilities explored, and mysteries untangled around what poetry is, what it means, and what purpose it can serve when used as an instrument of change, social awareness, historical memory, eyewitness, resistance and provocation?

---

**Course:** Advanced English: The Graphic Novel

**Prerequisite:** Great Books or equivalent 10<sup>th</sup> grade course

**Length:** Semester-long class

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

This course will explore how text and imagery are paired together in graphic novels to effectively communicate themes that are central to the human experience such as class, violence, culture, and ethnic diversity. Students will gain the skills needed to read and understand this deceptively complex medium, as well as create their own narratives that replicate the styles of genre-defining artists such as Art Spiegelman, Lynda Barry, Emil Ferris, Chris Ware, Alison Bechdel, and David Lloyd.

---

**Course:** Advanced English: Planting Seeds: The Impact of Children's Literature on Society

**Prerequisite:** Great Books or equivalent 10<sup>th</sup> grade course

**Length:** Semester-long class in the first semester

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

What larger issues of psychological development and culture can be understood in the stories adults create for children? How do the stories we are told when we are younger impact how we navigate the world today? Who was represented in the stories of your childhood and who was absent? Through firsthand examination of children's literature, interviews with authors, and the work of literary scholars, students will explore these and other questions by reading and discussing various genres and levels of children's literature,

including fairytales, picture books, poetry, and novels. Written assignments will include a reader's journal, a short research paper, a children's story and a final project.

---

**Course:** Advanced English: Power, Narrative, & the Self: Literature & American Identity

**Prerequisite:** Great Books or equivalent 10<sup>th</sup> grade course

**Length:** Semester-long class in the second semester

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

America is comprised of a diverse contemporary literary landscape. In this course, we will read a range of authors whose works explore the many iterations of American identity, with the goal of finding more commonality than disparity. We will tackle questions such as: How does a country impact one's identities? What do those similarities and differences indicate about the authors, their experiences, and America as a whole? Authors studied may include Alvarez, Bechdel, Coates, Danticat, Diaz, Eugenides, Lahiri, Morrison, Ng, Nye, and others based on the interests of both the students and teacher.

---

**Course:** Advanced English: Crime Fiction – Short Stories

**Prerequisite:** Great Books or equivalent 10<sup>th</sup> grade course

**Length:** Semester-long class in the first semester

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

The game is afoot! This course introduces students to early works in the development of the “detective story” (Edgar Allan Poe, Agatha Christie, Sir Arthur Conan Doyle, Chester Himes) and the ways in which those early works help to establish the foundations for a variety of “crime fictions” that have steadily grown in popularity throughout the 20<sup>th</sup> and 21<sup>st</sup> centuries (Sherman Alexie, Walter Mosley, AJ Finn, etc.). Students will learn to appreciate authors working in different times, places, and settings and to explore the criminal mind and those tasked with solving criminal cases and fighting criminal activity, whether amateur detective, private eye or police officer. Along the way, students will try their hand at writing their own pieces of crime fiction and produce short analytical pieces examining the books and films they encounter.

---

**Course:** Advanced English: Crime Fiction – Novels

**Prerequisite:** Great Books or equivalent 10<sup>th</sup> grade course

**Length:** Semester-long class in the second semester

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

The game is afoot! This course introduces students to early works in the development of the “detective story” (Edgar Allan Poe, Agatha Christie, Sir Arthur Conan Doyle, Chester Himes) and the ways in which those early works help to establish the foundations for a variety of “crime fictions” that have steadily grown in popularity throughout the 20<sup>th</sup> and 21<sup>st</sup> centuries (Sherman Alexie, Walter Mosley, AJ Finn, etc.). Students will learn to appreciate authors working in different times, places and settings and to explore the criminal mind and those tasked with solving criminal cases and fighting criminal activity,

whether amateur detective, private eye or police officer. Along the way, students will try their hand at writing their own pieces of crime fiction and produce short analytical pieces examining the books and films they encounter.

---

**Course:** Advanced English: Dystopian Literature

**Prerequisite:** Great Books or equivalent 10<sup>th</sup> grade course

**Length:** Semester-long class

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

As the title implies, this course will revolve around works of fiction set in dystopian societies. These works will range from classics 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 stories, and, hopefully, extract practical lessons 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:** AP English Language & Composition

**Prerequisite:** Great Books or equivalent 10<sup>th</sup> 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 English 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 10<sup>th</sup> 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 English graduation requirements.

In this course, we will read selected works of American, British, and Global 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 (also offered during Summer Session 1)

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: Fiction

**Prerequisite:** Introduction to Creative Writing (or instructor permission)

**Length:** Semester-long class in the second semester

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

Creative Writing: Fiction is an advanced elective course centered around the workshop environment. It is expected that students in this class already harbor a genuine interest in writing fiction. While we will cover concepts of basic story writing (characterization, plot, point of view, etc.) and major authors in the genre, students will spend the majority of the class establishing personal writing practices and developing their unique narrative perspective. In short, there will be reading, writing, and much discussing of students’ own stories.

---

## Social Studies

**Course:** World History

**Prerequisite:** None

**Length:** Year-long class

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

This course is a broad study of human history. It 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: Modern

**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 9<sup>th</sup> grader. Other students may take this course as an elective.

The AP World History: Modern course is a global study of human history, concentrating on the period between 1200 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 9<sup>th</sup> grade course

**Length:** Year-long class

**Special Note:** This (or AP U.S. History) is usually taken as a 10<sup>th</sup> 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:** AP United States 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 10<sup>th</sup> grader.

The AP U.S. History course covers the historical development of the U.S. from colonial times up to the 21<sup>st</sup> 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:** Advanced Social Studies: The Civil War Era

**Prerequisite:** U.S. History, AP U.S. History, or equivalent 10<sup>th</sup> grade course

**Length:** Semester-long class

**Special Note:** This satisfies 1 credit of advanced coursework from the social studies graduation requirements

The American Civil War was one of the most important events in the history of the United States, and it was the heart of an era from 1848 to 1877 that had immediate and long-term military, diplomatic, political, economic, and social effects. The class will investigate the origins of the war, the war itself, and the aftermath of the war (Reconstruction and beyond) from all of these different angles. We will use texts, primary documents, videos, and possibly games to get a better understanding of this war and its effects. This class should be enlightening both for those who already consider themselves Civil War buffs and those new to learning about the conflict.

---

**Course:** Advanced Social Studies: The Human Experience of War

**Prerequisite:** U.S. History, AP U.S. History, or equivalent 10<sup>th</sup> grade course

**Length:** Semester-long class

**Special Note:** This satisfies 1 credit of advanced coursework from the social studies graduation requirements

War is as old as human civilization, and so are stories of war. However, most of war has been taught from the perspective of kings, presidents, and generals. How have the basic soldiers experienced war through the ages? What commonalities can we find among them? How might these help us to explain why wars are fought? This course will use primary and secondary historical texts, as well as literature of war. While this class will look at events from the Trojan War (or earlier) to the Iraq War (or later), it is not a study of all these wars,

but rather a search for an understanding of the human experience of war at the front line and on the home front.

---

**Course:** Advanced Social Studies: Economics

**Prerequisite:** U.S. History, AP U.S. History, or equivalent 10<sup>th</sup> grade course

**Length:** Semester-long class

**Special Note:** This satisfies 1 credit of advanced coursework from the social studies graduation requirements

This course will provide an introduction to both microeconomics and macroeconomics. Students will learn how individuals and businesses make economic decisions as well as how entire countries respond to economic dilemmas. In the process, students will study fundamental topics such as opportunity cost, supply and demand, trade, monopolies, unemployment, inflation, recessions, the banking system, how government policies impact the economy, and many others. Finally, a portion of the course is designed to help students make wise economic choices for themselves when those opportunities arise in the present and in the future.

---

**Course:** AP European 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 satisfies 2 credits of advanced coursework from the social studies graduation requirements

The AP European History course will trace the development of European history from 1450 to the present. Students will study cultural, diplomatic, economic, intellectual, political, and social history while learning about key concepts, facts, and personalities of the time period. 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. Students must be prepared for significantly more reading, writing, and testing than a non-AP history course. Assessments will contain both multiple-choice and essay questions in order to model the actual AP test, which will take place in May.

---

**Course:** Advanced Social Studies: China, Japan, & Korea - From 1800 to the Present Day

**Prerequisite:** U.S. History, AP U.S. History, or equivalent 10<sup>th</sup> grade course

**Length:** Semester-long class

**Special Note:** This satisfies 1 credit of advanced coursework from the Social Studies graduation requirements

This course explores events significant in shaping the history and culture of East Asian societies from 1800 to the present day. Geographically, countries covered include China, Japan, and Korea. The course traces historical relationships among these nations involving cultural diffusion, trade, conquest, and colonialism and how these have impacted Asia. Furthermore, this course will consider how globalization has affected Asia’s relationship with the rest of the world.

---

**Course:** Advanced Social Studies: Art History - The Ancient World

**Prerequisite:** U.S. History, AP U.S. History, or equivalent 10<sup>th</sup> grade course

**Length:** Semester-long class

**Special Note:** This satisfies 1 credit of advanced coursework from the social studies graduation requirements

The purpose of this course is to explore the development of architecture, sculpture, and artworks created from prehistoric times to the medieval period. Throughout this course, students will examine art from areas of Mesopotamia, Egypt, Africa, to China, Greece and Rome, as well as the Islamic world. We will discuss why certain artistic styles developed in these various parts of the world and investigate how these artifacts and structures served their cultures in both functional as well as symbolic ways. This course will allow students to develop an understanding of historical context of these works by examining issues such as politics, religion, patronage, gender, function, and ethnicity.

It's important to note that while this is listed as an Art History course, this class is a history credit. Course content will be composed of discussions and the emphasis will be on writing and analysis, therefore students will not be creating any actual artistic works.

---

**Course:** Advanced Social Studies: Art History - Modern Art

**Prerequisite:** U.S. History, AP U.S. History, or equivalent 10<sup>th</sup> grade course

**Length:** Semester-long class

**Special Note:** This satisfies 1 credit of advanced coursework from the social studies graduation requirements

This course will explore the diverse range of artistic styles that evolved from the period between the mid-18<sup>th</sup> century through the 20<sup>th</sup> century. As the birth of modern art can be traced back to the Industrial Revolution, this is where this course will begin and the semester will end with the avant-garde movements of the 20<sup>th</sup> century such as the Expressionists, Minimalists and Pop artists. Students will learn to identify and discuss the defining features of modernism in its various manifestations, understand the relationship between African art in modernism, see connections between the role of technology and its influence on art, as well as understand the place of critics, galleries, and museums in shaping conceptual discussion around artwork. Ultimately, students will gain the skills that allow them to view these artworks as a lens into the past.

It's important to note that while this is listed as an Art History course, this class is a history credit. Class content will be composed of discussions and the emphasis will be on writing and analysis, therefore students will not be creating any actual artistic works.

---

**Course:** Advanced Social Studies: The 1960s: American Social Justice Movements

**Prerequisite:** U.S. History, AP U.S. History, or equivalent 10<sup>th</sup> grade course

**Length:** Semester-long class

**Special Note:** This satisfies 1 credit of advanced coursework from the social studies graduation requirements

This class will explore the “rights” movements that now define that decade's cultural legacy. We will specifically focus on Civil Rights, Women’s Rights, Gay Rights, and the emergence of Youth Culture. We will examine these 1960s phenomena through the lens of social justice by looking at a vast array of texts including feature films, short stories, visual art, television, novels, documentaries, poetry, music, and more. Students will produce a variety of work including conversation documents, short essays, Harkness Table discussions, a museum exhibition, and a multifaceted final exam.

---

**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

**Special Note:** This satisfies 2 credits of advanced coursework from the social studies graduation requirements

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 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:** AP United States Government & Politics

**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

**Special Note:** This satisfies 1 credit of advanced coursework from the social studies graduation requirements

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.

---

## 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 that is 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 with a grade of B- or higher

**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 the 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. This course is NOT recommended for students who have already taken Precalculus.

This course will focus on building students' mathematical skills. Students are expected to think deeply about the foundation of the subject, instead of just memorizing facts. 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, triangle trigonometry, the Unit Circle, basic trigonometric curves, and law of sines and law of cosines. Students will need a scientific calculator.

---

**Course:** Finite Mathematics

**Prerequisite:** Algebra II or Algebra II with Trigonometry

**Length:** Semester-long class

This course covers a wide variety of real-world problems that can be modeled and solved using quantitative means. 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? 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. Topics covered will include graph theory, election theory, apportionment, and finance. Students will need a scientific calculator.

---

**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 with a grade of B- or higher

**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 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 to take 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 of 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:** AP Calculus BC

**Prerequisite:** Any student having completed AP Calculus AB and wanting more advanced mathematics may take this course.

**Length:** Year-long class

This course will begin with a review of AP Calculus AB material. This course will then cover integration techniques (including partial fractions and integration by parts), improper integrals, Euler's method, volume of solids of revolution, arc length, area of surfaces of revolution, review of sequences and series, tests for convergence, Taylor & Maclaurin polynomials & approximations, power series, Taylor & Maclaurin series, review of parametric equations & polar coordinates, arc length in parametric & polar coordinates, review of polar graphs, area in polar coordinates, logistic functions, review of trigonometric functions & identities, and solving integrals using trigonometric substitutions. This course will also cover in-depth examples and real-world applications of said material. Students will also explore an introduction to additional topics in mathematics including, but not limited to, game theory, differential equations, and linear algebra. Students should take this course if they are interested in more mathematics after AP Calculus AB and if they are 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 may include solving exact first-order equations, solving second-order homogeneous and non-homogeneous linear equations, and exploring applications to various scientific fields.

---

**Course:** AP Statistics

**Prerequisite:** Algebra II with Trigonometry; 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-based 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 9<sup>th</sup> 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 Science

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

**Length:** Year-long course

Environmental Science is an interdisciplinary science course that examines the interactions between the environment and humans. In this course, students will build on their foundational knowledge of biology and chemistry. Students will become versed in systems thinking and gain an understanding of the interconnectedness of our world. Students will study interactions at scale—from a single individual to 7.6 billion people—and at varying levels—from local to global.

The primary objective is for students to be able to evaluate the complexity of environmental problems our world is facing today using scientific evidence. The course will focus broadly on the study of demographics, energy resources and climate change, soil and water resources, and sustainability.

Much of the learning in this course will occur through discussions, collaborative efforts, frequent experiments, and outdoor fieldwork. Outdoor fieldwork on campus and at off-site locations will occur weekly and 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 different weather conditions. Remember, there is no such thing as bad weather, only bad gear!

---

**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 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 with 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 10<sup>th</sup> 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:** Survey of Organic Chemistry & Biochemistry

**Prerequisite:** Chemistry I

**Length:** Year-long class

This is an advanced laboratory-based course, designed to give students an opportunity to explore a variety of topics in organic chemistry and biochemistry. The first semester will focus on the structure, 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.

In the second semester, students will explore biochemistry through applications in food science. While the course will build the 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 collegiate 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 our 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 students 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 topics such as Newtonian mechanics, electricity, magnetism, energy, optics, waves, and selected topics in modern physics. Students will explore these topics both qualitatively and quantitatively through hands-on experiences and class discussion. 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 & 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 curriculum 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 for 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. Utilizing multiple authentic cultural resources, the students will continue their work with the three primary modes of communication: interpretive, interpersonal, and presentational. This course will continue to review the basic grammatical structures and will teach the more complex structures formally. The main goals of this course are to expand students' vocabulary and to refine their skills in reading and understanding in authentic contexts. Students will read Hispanic literary and nonfiction texts, improve their formal writing, speak on a variety of topics, and improve their understanding of spoken Spanish. In order for students to be immersed in meaningful language, this course is conducted almost exclusively in Spanish 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 to 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 expressions 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 is 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:** Academic English  
**Prerequisite:** None  
**Length:** Year-long class

This course is designed for students whose English 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.

---

**Course:** Introduction to Linguistics  
**Prerequisite:** None  
**Length:** Semester-long class offered in the second semester

This is a semester-long class designed for students who want to continue their study of language but with a linguistic twist. Linguistics is the study of language and its functions. In this class, students will study phonetics, phonology, morphology, syntax, semantics, and pragmatics and apply this knowledge to various languages including Spanish and French. Classes will have a large emphasis on participation. Students will have the opportunity to explore the various branches of linguistics and apply it to a language that they know or have an interest in.

---

## 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 and on the school's website.

---

**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:** 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 woodwind or brass 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 and Percussion class. Students at all skill levels will improve their music theory, music history, and performance skills through a differentiated curriculum.

---

**Course:** Advanced Musicianship (Wind Ensemble)

**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 concurrently 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 woodwind or brass 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 is 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:** Percussion Ensemble

**Prerequisite:** At least two years of prior percussion 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 percussion instrument and be able to read music. A variety of music styles will be studied and performed, including traditional percussion ensemble music, jazz improvisation, chamber music, and band and orchestra literature through collaboration with the String Orchestra and Wind Ensemble classes. Students at all skill levels will improve their music theory, music history, and performance skills through a differentiated curriculum.

---

**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 by studying other improv performers. This class is not just for those who want to be involved in theatre, but for anyone who wants to learn these skills that could benefit any career choice. At the end of the semester, there will be an improv performance.

---

**Course:** Film Production

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

**Length:** Semester-long class offered in the first semester

In this course, students will learn the art of filmmaking from start to finish. In this project-driven course, students will learn cinematographic elements, including basic video editing, sound editing, and storytelling, screenwriting, and the creation of short films. Students will learn about all the jobs in front of and behind the camera. This course concludes with a screening of student work at the end of the semester.

---

**Course:** Acting for Camera

**Prerequisite:** None

**Length:** Semester-long class offered in the second semester

This course is for anyone interested in being in front of or behind the camera. Students will learn about the difference of film vs. stage acting, study great film actors, reproduce scenes, and have a student audition reel by the end of the course. This course is also recommended for those interested in broadcasting or directing.

---

**Course:** Introduction to Art

**Prerequisites:** None

**Length:** Semester-long class

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

will also introduce students to color theory and allow them to experiment with a variety of mediums.

---

**Course:** Introduction to Photography

**Prerequisite:** None

**Length:** Semester-long class

This class is an introduction to the fundamentals and principles of photography. Throughout the semester, students will gain a comprehensive knowledge of digital photography and develop a strong understanding of how to create imagery using composition and aesthetics. The primary content of the class will offer students the opportunity to elevate the quality of their imagery and appreciation of photography as an art form through the investigation of color, texture, composition, and lighting. With the addition of Adobe Lightroom and Photoshop, the students will learn to expand and explore their photography to create digital images.

---

**Course:** Animation

**Prerequisite:** Intro to Art or Intro to Photography

**Length:** Semester-long class

In this class, we will explore different types of animation, starting with flip books and then moving toward stop motion. Using animation as a storytelling medium, we will experiment with a variety of visual approaches such as moldable clay, paper, toys, and digital cameras. This class is for anyone that has taken Intro to Art or Intro to Photography.

---

**Course:** Form & Figure

**Prerequisite:** Intro to Art

**Length:** Semester-long class

This is a studio art course that offers students an in-depth opportunity to develop 2-D and drawing 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 basic proportions of the human form and figure, as there will be additional emphasis on portraiture. Students will work with line, shape, proportion, volume, shading and composition. They will further develop their skills and techniques in drawing from observation and explore a variety approaches and mediums throughout the semester.

---

**Course:** Stained Glass

**Prerequisite:** Intro to Art

**Length:** Semester-long class

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:** Installation Art

**Prerequisite:** Intro to Art

**Length:** Semester-long class

Utilizing interests and abilities in a variety of subjects and media, students will study and create conceptually based environments and/or site specific artworks that provide the viewer with a sensory, intellectual, emotional, and/or interactive experience. This class is not media-specific; students will work with materials appropriate to their concepts and projects, which includes utilizing a variety of installation approaches and materials including 2-D and 3-D design and practice, video and audio editing, and found objects. Installation art is a pervasive, varied, global practice for art-making that acts as a gathering place for expression in all media addressing all subjects in a wide range of styles by broad groupings of artists.

---

**Course:** Sculpture

**Prerequisite:** Intro to Art

**Length:** Semester-long class

This course is an investigation of techniques and analysis of sculpture. Students will gain a working knowledge of the principles and elements of design as they apply to three-dimensional design such as form, balance, volume/space, proportion, texture, movement, and composition. Through a variety of projects, students will be able to experiment with several 3-D mediums such as metal, paper, wood, reed, stone, textiles, wire, and clay. Students will learn how to manipulate these materials and use sculpting tools safely. In addition, students will analyze and examine other works of sculpture through reading, discussion, and critique of geometric, abstract, and organic forms.

---

**Course:** Bookbinding I

**Prerequisite:** Intro to Art

**Length:** Semester-long class

Students will gain a working knowledge of the anatomy, form, construction, bindings, and craftsmanship of a book. They will be also be introduced to the extended world of Book Arts such as papermaking, sculptural techniques, and some printmaking. This will allow students to experiment with mixed media and a variety of different mediums as well as help and investigate the principles, techniques, and concepts in historical and modern bookbinding.

---

**Course:** Bookbinding II

**Prerequisite:** Intro to Art

**Length:** Semester-long class

This course is an investigation of the principles, techniques, and concepts in historical and modern bookbinding. Students will be acquainted with some techniques learned in

Bookbinding I, as well as new and more complex ones. They will also learn about the conceptual aspects of shape, texture, movement, and composition. This will allow them to experiment with mixed media and a variety of different mediums as well.

---

**Course:** Textiles I

**Prerequisite:** Intro to Art

**Length:** Semester-long class

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 fabrics, 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. There also will be a significant portion of the class dedicated to the experimentation of surface design on textiles using natural and synthetic dyes.

---

**Course:** Textiles II & III

**Prerequisite:** Textiles I

**Length:** Semester-long class

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, and knitting, as well as embroidering and sewing. Various new dyeing processes will be introduced as well as approaches to manipulating fiber and fabric.

---

**Course:** Advanced Photo – Alternative Processes

**Prerequisite:** Intro to Photo

**Length:** Semester-long class

This class is an investigation into alternative styles and techniques of photography. Over the course of the semester, students will explore and experiment with a variety of ways to print imagery in the darkroom. A large portion of the class will focus on cyanotype photography (a photographic printing process that produces a cyan-blue print) but we will also experiment with other printing techniques such as sepia toning and inkjet printing.

---

**Course:** Graphic Design

**Prerequisite:** Intro to Art or Intro to Photo

**Length:** Semester-long class

This class 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:** Portfolio

**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 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 an understanding and experiment with a variety of materials, techniques, and concepts. Students will also regularly discuss and critique artwork with peers and their 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

For this AP course, students will create a portfolio of work that demonstrates inquiry through art and design and development of materials, processes, and ideas over the course of a year. For the AP Drawing course, students are expected to submit a portfolio of 15 digital images of works of art and process documentation that demonstrates sustained investigation through practice, experimentation, and revision.

The drawing portfolio is designated for work that focuses on the use of mark-making, line, surface space, light and shade, and composition. Students can work with any materials, processes, and ideas. Drawing, painting, printmaking, and mixed media work are among the possibilities for submission. There will also be a heavy emphasis on interpretation, analysis, and conceptual development of both the artists’ work as well as the work of their peers. Students should be prepared to regularly discuss artwork as a class as well as develop narratives and concepts in their own art.

---

**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

For this AP course, students will create a portfolio of work that demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. For the AP 2-D course, students are expected to submit a portfolio of 15 digital images of works of art and process documentation that demonstrates sustained investigation through practice, experimentation and revision.

This portfolio is designated for work that focuses on the use of two-dimensional elements and principles of art and design. Students should consider how materials, processes, and ideas can be used to make work that exists on a flat surface. Students may work with any materials, processes, and ideas. Graphic design, digital imaging, photography, collage,

fabric design, weaving, fashion design, fashion illustration, painting, and printmaking are among the possibilities for submission. There will also be a heavy emphasis on interpretation, analysis, and conceptual development of both the artists' work as well as the work of their peers. Students should be prepared to regularly discuss artwork as a class as well as develop narratives and concepts in their own art.

---

**Course:** AP 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

For this AP course, students will create a portfolio of work that demonstrates inquiry through art and design and development of materials, processes, and ideas over the course of a year. For the AP 3-D Art and Design portfolio, students are expected to submit a portfolio of 10 digital images of works of art and process documentation that demonstrates sustained investigation through practice, experimentation and revision.

This portfolio is designated for work that focuses on the use of three-dimensional elements and principles of art and design. Students should consider how materials, processes and ideas can be used to make work that involves space and form. Students can work with any materials, processes, and ideas. Figurative or nonfigurative sculpture, architectural models, metal work, ceramics, glasswork, installation, performance, assemblage, and 3-D fabric/fiber arts are among the possibilities for submission. There will also be a heavy emphasis on interpretation, analysis, and conceptual development of both the artists' work as well as work of their peers. Students should be prepared to regularly discuss artwork as a class as well as develop narratives and concepts in their own art.

---

## 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 on 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: Dance

**Prerequisite:** None

**Length:** Semester-long class offered in the second semester

This course will be a basic introduction to 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 is no experience needed to take this course and students will be graded on effort and personal growth.

---

**Course:** Advanced Physical Education: Strength & Conditioning

**Prerequisite:** Physical Education or permission of instructor

**Length:** Semester-long class

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 warmup 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: Yoga & Mindfulness

**Prerequisite:** Physical Education or permission of instructor

**Length:** Semester-long class

Students will be introduced to self-care practices that have been proven to nourish the systems of the body, increase mental focus, and restore emotional balance. Through exploring the physical, mental, and emotional benefits of yoga and mindfulness practices, students will be encouraged to reflect on personal thought patterns and behaviors that cause stress and anxiety while learning tools that empower better emotional self-regulation. Various topics covered will aim to help students connect their inner and outer worlds and to become their own advocates for lifelong wellness.

---

**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 the 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 focuses on the conceptual ideas of computing and helps students understand why certain tools or languages might be utilized to solve particular problems. The goal of this class is to develop 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, the 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 that is 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:** Game Development

**Prerequisite:** Some programming knowledge is assumed at the start of this course

**Length:** Year-long class

This class will be taught using the Godot Game Engine, a rapidly rising tool for game development and simulation. After receiving several grants from industry leaders such as Microsoft, Mozilla, Google, and Valve, Godot is poised to be the leading open source game engine of the future. The languages that we will be using in this course are C++, C#, and

gdscript (similar to Python). All programming content will be focused on OOP principles. Some programming knowledge is assumed at the start of this course.

We will be creating both 2-D and 3-D applications. Since the Godot engine is open source, you will create a small plugin and then add it to the source and compile your very own personal version of the engine. We will be creating our own audio and sprites, and 3-D models. You do not need previous experience in those areas.

Software used:

Game Engine: Godot Engine

Code Editor: Visual Studio Code

3-D Modeling: Blender 3-D

Texturing: Krita

Audio: Audacity

---

**Course:** Introduction to Cyber Security

**Prerequisite:** None

**Length:** Semester-long class offered in the first semester

In this class, students will learn the skills needed to fend off attacks that threaten your data, your network, and your devices from today's most popular attacks. Learn to find and fix vulnerabilities and harden your devices security. Keep yourself safe whether you are at home, school or the local coffee shop. Learn the tricks and tools the hackers will use to exploit your systems weaknesses. Learn to spot ransomware, phishing viruses and online scams before they get you. Some of the tools and topics covered in the course are: White Hat Ethics, Kali Linux, Windows 10, command line and the terminal, Metasploit, and social engineering.

---

## 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:** Leadership Through Service

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

**Length:** Semester-long class offered in the first semester

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 teacher of the class will primarily act as facilitator; 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 learn how to lead a group of peers. This may be by developing a service project in collaboration with a community partner as a part of Year of Service or developing a service project/club that does not operate in conjunction with the Year of Service but occurs during the fall semester.

---

**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 2021 Course Offerings

**Course:** Adulting 101: Life Hacks

**Instructors:** Meredith Hogan and Kathleen Armato

**Approximate Cost:** ~\$100

In this class, you will learn the types of things that adults need to know to successfully navigate life. We will cover a large variety of topics beyond graduation including how to manage your finances, buy a house or lease an apartment, buy a car or change a tire, choose the right health insurance for you and your family, interview for your first job, set up a retirement plan, pay your taxes, manage your credit score, pack for a business trip, maintain healthy relationships, cook basic meals, clean the house, wrap gifts, sew, and much more. This course will also include several guest speakers and some interesting local excursions.

---

**Course:** The Art of French Cooking & Baking

**Instructors:** Tasha Barger

**Approximate Cost:** \$500

Throughout this course, students will learn to cook a variety of French foods and pastries as well as develop an understanding of the history and culture of food in France. We will explore why certain approaches to cooking and baking emerged in the regions that they did in France. We will discuss the primary methods and approaches that French chefs utilize in their kitchens and also explore the different ways French and American cooks entertain. By the end of the course, students will be able to cook a variety of French dishes using traditional French techniques, bake a variety of pastries and breads in the French tradition, and be able to identify what areas of France these particular dishes developed in and why. The majority of the course will be spent in the kitchen learning cooking and baking techniques and, of course, sampling our hard work. Additionally, there will be several experiences planned outside the classroom, from eating at local French restaurants to possibly taking a course on specific French culinary techniques and also potentially having a guest pastry chef give us a lesson in French pastry.

---

**Course:** Basketball & Beyond

**Instructors:** Justin Blanding and Jamie Owens

**Approximate Cost:** \$200

Students in this course will study the origins of basketball and its development from a recreational activity to an internationally appreciated sport. The class will examine styles of play, the business of basketball, and differences between high school, college and professional organizations. Women's and men's teams will also be discussed in all aspects of the sport to give a full picture of the game and its impact on society. Also covered will be the rise of high school basketball in the state of Indiana. Over the course of the entire J-Term class, we will be visiting various historic gyms and arenas throughout the state. The class will also attend high school, college, and/or NBA games.

---

**Course:** Broadway  
**Instructors:** Callie Hartz  
**Approximate Cost:** \$1,800

This course will follow the timeline of Broadway from how it was created, through its ups and downs, to why it is still sustainable today. The class will learn the process of producing a show and gain an appreciation for productions through observing and analyzing performances through written critiques. Students will make a mini mock production before traveling to New York City in the third week to see Broadway up close with the goal of seeing 10 Broadway (through off-Broadway) shows.

---

**Course:** Ceramics  
**Instructor:** Meredith Van Rooy and Luke Crawley  
**Approximate Cost:** \$350

This studio course is an introduction to the basic principles of ceramics with emphasis on the understanding of its formal language and the fundamentals of artistic expression within the clay medium. The students will learn the basic techniques of wheel throwing, as well as hand building techniques and other design concepts of ceramics. Specifically, we will focus on the basic structural aspects of working with clay and discuss methods such as scoring, slipping, and both additive and subtractive methods. Students will also focus on developing the skills of using a potter's wheel as a tool for making shapes, trimming pottery, making handles, sets, and spouts, decoration with slips and glazes, and glaze application and firing. In addition to studio work, students will participate in demos and discussions on surface embellishments and firing processes and learn how both affect the function and aesthetics of the ceramic object.

---

**Course:** Developing Leadership Through Wilderness Exploration  
**Instructors:** Jamie MacDougall  
**Approximate Cost:** \$50 with no travel, \$500 with camping, \$1,800 with Outward Bound

“Wilderness to the people of America is a spiritual necessity, an antidote to the high pressure of modern life, a means of regaining serenity and equilibrium.” Sigrid Olson

Over the course of J-Term, we will enter the wilderness to seek refuge in ourselves, learning how nature can serve as a catalyst to knowing one's self with a deeper, more holistic understanding. From leadership surveys to wilderness observation and survival skills, this course will help you garner a deeper understanding of yourself and how to respond to and lead the world around you. A significant portion of this class will take place outside hiking, observing nature and ourselves in nature, and building survival techniques. Warm winter gear and the willingness to be both physically active and solitarily still outside in cold winter weather will be essential. Explorers will build up to spending a significant portion of our day hiking and camping out in the beauty that is winter. While this class may run without travel, we are also considering the possibility of a camping trip with the class or enrollment in Outward Bound.

---

**Course:** Epidemiology: Outbreaks to Pandemics  
**Instructors:** Carolyn Bradley  
**Approximate Cost:** under \$100

COVID-19, Ebola, SARS, MERS, HIV are all relatively new diseases that were unknown 50 years ago. Where do they come from? How do they spread? What happens when an outbreak of a new disease occurs? This class will explore the world of epidemiology. We will study the biology of viruses: how they spread, how they mutate, and how they make you sick. We will learn about how diseases are tracked and studied, and why contact tracing is important. We will examine the social and cultural aspects of a disease outbreak, including the moral and ethical choices that occur. There will also be time to share our own experiences and thoughts on the current pandemic. This class will include guest speakers, videos, labs, and potentially some local field trips.

---

**Course:** Exploring Korean Culture & K-pop  
**Instructors:** Jannie Kim  
**Approximate Cost:** \$2500 - \$3500

This class will examine the changing face of Korea and how current modernization has impacted Korean culture, language, and traditions. The Korean value system will also be explored through the lens of its oral and written language. We will also look into the assimilation patterns of Korean immigrants and compare and contrast the widening gap between Korean-American and native-Korean culture. The appeal and the widespread popularity of Korean dramas and K-pop among global youth will also be explored, along with Korean food and how it has evolved over time and location. This class will include travel to South Korea for further exploration and witnessing firsthand the topics covered in class.

---

**Course:** Heroes & Villains: Conflating Good & Evil in American Popular Culture  
**Instructors:** Franklin Oliver  
**Approximate Cost:** under \$50

Is Batman a hero or just a cool villain? This J-Term course will ask us to consider the core morality of an astonishing variety of American icons. Our exploration will include comic book characters, serial killers, founding fathers, figure skaters, Mafia dons, revolutionaries, captains of industry, pro wrestlers, folk heroes, and fairytale princes(ses). We will use these figures to explore what and who Americans love, resent, and value. We'll also try to discern where to draw the sometimes faint line between heroism and villainy.

---

**Course:** The History of Independent Film in America  
**Instructors:** Jake Thurman  
**Approximate Cost:** \$1,200 - \$1,500

This course will explore the evolution of independent cinema in the United States from the New Hollywood period of the late 1960s up to the present. Students will come to understand the basics of film art and the ways in which independent filmmakers have driven the form forward in innovative ways that caused important changes in the film industry as a whole. The course will require students to trace this history through the work

of important directors, the viewing of seminal films, and the exploration of the growth of film festivals and independent cinemas in the United States. Our work will culminate with the class traveling to Park City, Utah to see the next wave of independent darlings premier to the world at the 2021 Sundance Film Festival.

---

**Course:** New Orleans: The One & Only

**Instructors:** Shannon Swann

**Approximate Cost:** \$900-\$1,000

In this class, we will study the city of New Orleans -- its history, its people, and its many contributions to American culture. In its 300-year history, New Orleans has seen successive waves of newcomers, each bringing something new to the city and its culture. Whether it is jazz or Mardi Gras or gumbo, everyone knows something about New Orleans. With this J-Term, you will come to know the whole story behind what makes New Orleans unique, read literature inspired by the city, study the forms music associated with New Orleans, and learn about Creole and Cajun cuisine. During the final week of the class, we will head to New Orleans to experience the city for ourselves, visit local historical sites, hear live music, and taste authentic local cuisine.

---

**Course:** Paranormal: The Truth Is Out There

**Instructors:** Brett Kriebel

**Approximate Cost:** \$125 - \$200

Surveys show that many of us believe in the supernatural and that we have a historical fascination with the paranormal. This class, open to both skeptics and believers, will explore various aspects of the paranormal realm. Topics may include, but are not limited to, telepathy, psychic mediums and tarot, reiki, hauntings and possessions as well as UFOs. The class will explore these topics through in-class research, guest speakers, and field trips (including at least one ghost hunting outing). We will learn to look critically at both the phenomena and attempts to explain them through critical thinking and the understanding of psychological concepts that may support paranormal beliefs. Students are encouraged to form their own opinions on class topics.

---

**Course:** The Physics & Metaphysics of Star Wars

**Instructors:** Mike Spiegel

**Approximate Cost:** under \$100

A long time ago, in a galaxy far, far away... From Jabba the Hut to Baby Yoda, Star Wars remains one of the most beloved franchises in popular culture. For over forty years, it has captured the imagination of the young and old alike. The answer to why this is easy: because it's awesome. But Star Wars is more than just an awesome film series/cartoon/book/live-action TV show, etc. In addition to its awesomeness, what continues to draw academics and hardcore fans alike to the franchise is the way in which it challenges our preconceptions about the world around us. Students in The Physics and Metaphysics of Star Wars will encounter a different film each day and analyze it through the lens of physics and metaphysics. Students will be forced to contemplate the viability of

hyperspace while deliberating on the nature of evil. In addition, students will consider those historical, religious, and cultural contexts that inform these questions.

---

**Course:** Rwanda: A Study of Reconciliation & Reconstruction

**Instructor:** Christopher Hindsley and Lade Akande

**Approximate Cost:** \$3,800 - \$4,200

Peace and forgiveness begin within. How do you forgive, especially after experiencing a horrific tragedy? In 1994, an unbelievable calamity occurred within Rwanda when more than 800,000 people, mainly ethnic Tutsis, were slaughtered during a violent genocide, yet the nation has managed to reconcile and rebuild itself successfully. In this course, we will examine the idea of forgiveness as well as reconstruction with a focus on Rwanda. Through in-class activities, guided readings, film viewings, guest speakers, and focused class discussion, we will explore the tools and mindset necessary for forgiveness. The third week of this course will entail travel to the Rwandan capital of Kigali and other cities to visit historically and culturally important sites, interact with the local population, and explore the diverse landscapes of this remarkable nation. Emotional maturity is required as genocide and other challenging topics will be discussed during this course.

---

**Course:** Tennis: A Sport for Everyone

**Instructor:** Brandon Hogan

**Approximate Cost:** under \$500

In this course, students will study many topics associated with the sport of tennis. These include, but are not limited to, the history of tennis, important individuals and their impact on the game, and ultimately, how the game is played. We will look at the differences between doubles and singles, study the different court types that are used around the globe, and look at how the equipment associated with the sport has changed over time. We are also going to take some time out of the day to work on tennis fundamentals so that the students can really immerse themselves in the sport. During the third week, we will potentially attend a tennis tournament in the local area.

---

**Course:** Vienna: The Capital of Culture

**Instructor:** Nila Nealy

**Approximate Cost:** \$2,500 - \$3,000

In this class, we'll look at Vienna's history, beginning with its first-century roots in the Roman Empire, then its establishment as the seat of the Habsburg dynasty in medieval times, and, finally, the rapid change from the late 19th century forward as a framework to understand larger themes about Vienna's culture. We'll examine how art, architecture, and design relate to broader culture, and how they reflect political and scientific developments. We'll explore a Gothic cathedral, baroque and rococo palaces, and artistic works of Vienna's early 1900s and the later 20th century. This study will allow us to transfer respect for Vienna's history and culture to other places that are not "big brand names," including Indianapolis. Culture is not something that just happens; it is actively created. Join us as we examine the melding of time, form, function, and life of this imperial city!

This class will involve reading, writing papers, some German language instruction, and daily assignments and blog entries. We intend for there to be a trip to Vienna at the end of the course. The trip will include, among other things, museums, monuments, and simply getting a feel for the city. We will take public transit, meet and converse with *Österreichers* (Austrians), drink *Kaffee mit Schlag* (coffee with cream), eat *Wiener Schnitzel*, and generally do as those from *Wien* (Vienna) do. Even if the pandemic situation does not allow us to travel to Vienna, we can use the city of Indianapolis as an area of exploration of the concepts of culture and development of art, architecture, and design.

---

**Course:** What Moves Us: An Exploration of Dance

**Instructor:** Anna Sédner

**Approximate Cost:** \$100 - \$200

Why do we dance? Why can our bodies express that our words cannot? In what ways does dance reflect our collective history? These are some of the questions we will attempt to answer in our exploration of the origin of dance and its socio-historical significance.

This course will be divided into three sections: (1) The origin/history of major dances around the world; (2) The performance of (some) of the dances studied; and (3) The mental, physical and emotional benefits of dance.

Global history of dance will be presented in a variety of learning contexts and via the use of various media. Discussion and presentation of dance styles and genres will include, but will not be limited to the following: early tribal dance, early Greek/Roman dance, courtly dance, contra dance, Kathak, Middle Eastern dance, classical ballet, jazz, modern dance, tap, flamenco dance, capoeira, salsa, merengue, tango, street dancing, breakdancing, hip hop, reggaeton, and Zumba.

A portion of the class will entail learning and performing a variety of dances. Guest instructors will be a part of this course and will introduce and teach several genres of dance both on and off campus. In addition, we will learn how dancing has mental, physical, and intellectual benefits that have the power to maintain or enhance the following: physical fitness, mind/body coordination, social engagement, memory, mental health, accessibility to diversity, and artistic self-expression.

So, put on your dancing shoes and make the mind-body connection!

---

**Course:** The Worst of American History

**Instructor:** Tom FitzGibbon

**Approximate Cost:** ~\$50

Are you infatuated with serial killers, dumb criminals, ridiculous laws, and political scandals? Do you love terribly acted movies, awful pop music, and overly dramatic television shows? This class will study, analyze, and often make fun of the worst that America has had to offer during its nearly 250 years in existence. That will include the worst scandals, crime sprees, politicians, spies, laws, court decisions, economic and foreign policy decisions, riots, and natural disasters in American history. We will also enjoy getting to know the worst of American popular culture, including the worst films, television shows,

plays, books, and music that Americans have created. We will study the factual background and historical context of all of these examples, examine why American popular culture embraces so many horrible works, and analyze ways in which Americans have or have not progressed over time. In addition, students will consult with their inner worst selves to devise their own scandals and crime sprees and create their own intentionally terrible works of art, such as short films that any self-respecting critic would despise and yet could still become popular in America today.

---

**Course:** Student Internships

**Instructor:** Maddy MacAllister

**Approximate Cost:** Variable (student needs to transport self and have appropriate clothing)

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.

---