

UNIVERSITY HIGH SCHOOL

Course Guide
2022 – 2023

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

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

Number of credits in each area:

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

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

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University High School Minimum Graduation Requirements

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

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

Indiana Standards for Core 40 and Academic Honors Diplomas:



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

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

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

CORE40 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.

CORE40 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 9th grade courses

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

Standard 10th grade courses

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

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?

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

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

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

Expectations about Advanced Placement (AP) Classes

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

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

Students in an AP course should commit to:

- 50 – 60 minutes of homework for each class period
- 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 9th 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 9th grade course

Length: Year-long class

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

In this course, students will read excerpts of essays, novels, and articles written by a diverse array of great writers throughout the history of literature. 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 exams covering specified units of study. Students will also be expected to submit less formally written pieces focusing on other aspects of class.

Course: Introduction to Creative Writing

Prerequisite: None

Length: Semester-long class offered in the first semester

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

Course: Advanced Creative Writing: Poetry

Prerequisite: Introduction to Creative Writing (or instructor permission)

Length: Semester-long class offered in the second semester

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

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

Course: Advanced English: Power, Narrative, and The Self

Prerequisite: Great Books or equivalent 10th grade course

Length: Semester-long class

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

Contemporary literature is a diverse landscape. In this course, we will read a range of authors whose works (essays, poetry, novels, and other forms) explore the many iterations of identity, with the goal of finding more commonality than disparity. These essential questions will afford a focal lens for our study: What comprises an identity? What do those similarities and differences indicate about the authors, their experiences, and contemporary times as a whole? Authors explored may include Alvarez, Bechdel, Coates, Danticat, Diaz, King, Lahiri, Morrison, Ng, Nye, Orange, Vuong, and others based on the interests of both the students and teacher.

Course: Advanced English: Graphic Novels

Prerequisite: Great Books or equivalent 10th 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 such as class, violence, culture, and ethnic diversity that are central to the human experience. 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: Short Works

Prerequisite: Great Books or equivalent 10th grade course

Length: Semester-long class

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

500-page novels aren't your thing? Mine either. This course will instead survey great short works. From heavy hitters like Ernest Hemingway and James Joyce to a less traditional assortment of comic writing, creative nonfiction, and flash fiction, our reading selection will remain broad in an attempt to represent a multiplicity of perspectives and sub-genres. Our goals will be to get a better sense of how short works are crafted, to pursue meaning where we can, and to understand how a collection of short works functions as a whole. Major assignments will include two papers, a project, and a final exam.

Course: Advanced English: African American Literature

Prerequisite: Great Books or equivalent 10th grade course

Length: Semester-long class offered in the second semester

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 'Black Experience' in the United States. We will examine a diverse array of authors and works rooted in Black culture and oral tradition—spirituals, slave narratives, folklore, blues, plays, poetry as well as hip hop, which we will examine within the social context of literature. 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, Walker, Morrison, Adichie as well as writers from the Harlem Renaissance and Black Arts Movement.

Course: Advanced English: Short Stories: Windows to Other Worlds

Prerequisite: Great Books or equivalent 10th grade course

Length: Semester-long class

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

Neil Gorman stated: "Short stories are tiny windows into other worlds and other minds and other dreams." In this course, students will explore the short story genre in a full and comprehensive way. What makes this genre so enticing and pleasing for readers? What are "the ingredients" of an ideal short story? What is the proper way to read and analyze a short story? Through reading short stories from a wide array of world cultures, students will dig deeply into this literary genre. Students will learn how to analyze short stories, look for literary devices in short stories, and make connections and comparisons between the short stories we read. Students will also interact with the authors of some of the short stories we read, view films that connect with the short stories we study, and even write short stories themselves. Students will come away from this course with a more profound understanding

of the short story and its literary power. As George Saunders wrote: "When you read a short story, you come out a little more aware and a little more in love with the world around you."

Course: Script to Screen: Advanced Film Production and Screenwriting

Prerequisite: Film Production class or Broadcasting class or approval from instructors
(Callie Hartz & Henry Johnston)

Length: Semester-long class

Special Note: This course will meet for two periods per day. Students enrolled will earn an Advanced English credit and an arts credit. Therefore, this is a student's English class and arts class for one semester. You must register for both parts of the course and should anticipate the workload reflecting the fact that this is the equivalent of two courses in your schedule.

This course provides a unique opportunity to create a film from the ground up. Students will enhance their creative writing skills, learn to adapt stories to screen, and use proper script formatting. They will learn to use advanced editing software and gain experience in every position on a professional film set. The course will culminate with the creation of a feature film.

Course: Advanced English: Adaptations

Prerequisite: Great Books or equivalent 10th grade course

Length: Semester-long class

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

This course will study the relationship between works of literature and their adaptations across various mediums (films, television, theatre, etc.). We will analyze and discuss what is altered, gained, or lost in translation. How does literature influence film and television? Can adapting, updating, and reimagining these works into films shape/influence our understanding of literature? We will also break down the different elements of plot and structure between different mediums. Throughout the semester, students will study the elements of literary and film criticism and are expected to complete multiple pieces of writing. The readings/viewings will span genre and time periods, from classic works of literature to popular fiction, comics, and more!

Course: AP English Language & Composition

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

Length: Year-long class

Special Note: This satisfies 2 credits of advanced coursework from the 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 10th grade course; see ‘Who Should Sign Up for an Advanced Placement Class?’ and ‘Expectations about Advanced Placement Classes’ at start of this guide.

Length: Year-long class

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

Social Studies & History

Course: World History

Prerequisite: None

Length: Year-long class

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

This course is a 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 9th 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 9th grade course

Length: Year-long class

Special Note: This (or AP U.S. History) is usually taken as a 10th 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 21st 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 10th grader.

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

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

Course: 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: The Human Experience of War

Prerequisite: U.S. History, AP U.S. History, or equivalent 10th 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 the information about war has been taught from the perspective of kings, presidents, and generals. How have 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 10th 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.

Course: Advanced Social Studies: Afrofuturism

Prerequisite: U.S. History, AP U.S. History, or equivalent 10th grade course

Length: Semester-long class

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

Afrofuturism is a deeply valuable conceptual framework for approaching the world. This inherently interdisciplinary paradigm uses science, literature, theory, music, spiritual practices, fashion, daily practice (and more!) as tools for discussing issues such as race, identity, power, imperialism, progress, intersectionality, modernity, and the relationships between history, science, humanity, and technology.

“Afrofuturism” as a specific term was introduced by Mark Dery in the 1990s and remains a polymorphous label. The increasing cultural presence of the tropes, ideas, and themes of Afrofuturism make this a perfect time to introduce this course to University High School. Afrofuturism is a deliberately inclusive term; while it focuses on themes surrounding Blackness, at its core Afrofuturism aims to connect the future to the ancestral African past and, of course, all humanity is rooted in that African past.

The class will use a radically interdisciplinary approach to provide context for the historical roots of Afrofuturism in speculative fiction while also examining contemporary debates and artistic contributions from a diverse set of cultural producers. Texts to be studied include primary and secondary sources as well as student-generated Afrofuturistic content.

Course: Advanced Social Studies: The Journey: Why Do We Roam?

Prerequisite: U.S. History, AP U.S. History, or equivalent 10th grade course

Length: Semester-long class

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

People are fundamentally nomadic; tens of thousands of years ago, our ancestors first roamed the planet. Since then, people have embarked on journeys for many reasons: for adventure, exploration, connection, pilgrimage, self-discovery. This class will examine this theme as a way of coming to better understand the nature of being human. The class will use a variety of sources, from non-fiction to fiction (Kerouac’s *On the Road* to Paul Salopek’s reporting), from historical to modern-day (Ibn Buttuta’s travelogue to recent travel writing), from Western and non-Western sources (Bill Bryson and Nims Purja). Major assignments will include several papers and projects.

Course: Advanced Social Studies: The Legacy of Empire

Prerequisite: U.S. History, AP U.S. History, or equivalent 10th grade course

Length: Semester-long class

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

In this semester-long elective, we will learn about how today's world carries within it the legacy of the age of empires. We will explore the ways that past relationships with colonial powers or former empires continue to have an impact today in many countries in terms of

language, culture, political/social/economic institutions, demographics, immigration patterns, and geopolitical alliances. By exploring the links between past and present, students will gain a deeper understanding of the modern world order and the challenges faced by many countries in developing their national identities and finding their place in a post-colonial world.

Course: Advanced Social Studies: Media Studies

Prerequisite: U.S. History, AP U.S. History, or equivalent 10th grade course

Length: Semester-long class

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

Students in this class will analyze how the practices and content of mass media — which include radio, TV, film, newspapers, magazines, books, popular music, digital gaming, the internet, and social media — shape our perspectives of the world around us. The class will help students identify and understand the objectives and methods of various media and its far-reaching effects on our cultures, communities, and democracy. Student will also learn techniques to evaluate the credibility of sources and how to identify misinformation.

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, and 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, and differential equations.

Course: AP Calculus BC

Prerequisite: AP Calculus AB; 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

AP Calculus BC is a college-level course that follows the guidelines and requirements provided by the College Board’s Advanced Placement program. This course is equivalent to a first-year Calculus II course, and it will be taught with the academic expectations and rigor of a college-level course. This course will prepare students for advanced college-level math classes, and with a good score on the AP exam, a student can place out of the equivalent college class.

The topics covered include integration using partial fractions, integration by parts, improper integrals, Euler’s method, a review of volume of solids of revolution, arc length, area of surfaces of revolution, review of sequences and series, tests for convergence, Taylor and Maclaurin polynomials and approximations, power series, Taylor and Maclaurin series, review of parametric equations and polar coordinates, tangent lines with parametric equations, arc length in parametric and polar coordinates, review of polar graphs, area and tangent lines in polar coordinates, and logistic functions.

Students will also use class time to practice AP-style questions to prepare for the AP exam in May. If time allows, we will also cover additional topics in calculus, including in-depth examples and real-world applications.

Course: Multivariate Calculus & Differential Equations

Prerequisite: AP Calculus AB

Length: Year-long class

Multivariate Calculus & Differential Equations investigates calculus with different coordinate systems and multiple variables, following a discussion-based format covering both analog and digital methods. The course explores topics that are studied in a typical college-level third semester calculus course, including vectors and vector-valued functions, non-Cartesian coordinate systems, differentiation in several variables, optimization in several variables, multiple variable 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 fields.

Course: Advanced Topics in Mathematics

Prerequisite: AP Calculus AB

Length: Semester-long class

This course will create a bridge from calculus-based courses that involve mathematical calculations to theoretical upper-level mathematics courses where students will work to prove theorems and grapple with mathematical abstractions. Topics can include but are not limited to proof and logic for coding and data science, higher-level probabilities, financial math, graph theory, number theory, and math history. Other topics may also include game theory, differential equations, 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 math-heavy degree at the college level.

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 9th grade science course.

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

Course: Anatomy & Physiology

Prerequisite: Biology

Length: Year-long class

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

Course: Environmental 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 10th grade science course

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

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

Course: 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 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.

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.

Juniors and seniors may request **Advanced Musicianship: Choir** which is offered concurrent with 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.

Juniors and seniors may request **Advanced Musicianship: String Orchestra** which is offered concurrent with String Orchestra.

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.

Juniors and seniors may request **Advanced Musicianship: Wind Ensemble** which is offered concurrent with Wind Ensemble.

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: Advanced Musicianship

Prerequisite: Two years of high school music ensemble experience and permission of instructor

Length: Year-long class

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

Course: Introduction to Music Technology

Prerequisite: None

Length: Semester-long class offered in the second semester

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

Course: Advanced Music Technology

Prerequisite: Introduction to Music Technology

Length: Semester-long class offered in the second semester

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

Course: Acting for Everybody

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

Length: Semester-long class

This course is an improvisation (improv) acting class, and improv is for anyone. 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. Acting for Everybody is not just for those who want to be an actor, 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

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, storytelling, screenwriting, and create short films. Students will learn about and do all the jobs in front of and behind the camera, solo and in groups. 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

This course will enhance students' on-camera acting skills and understanding of actors in film and television. Students will learn about the difference of film vs. stage acting, study great film actors, reproduce scenes, and be the actors for the advanced film production students. Course will culminate in a feature film made with advanced film production.

Course: Script to Screen: Advanced Film Production and Screenwriting

Prerequisite: Film Production class or Broadcasting class or approval from instructors (Callie Hartz & Henry Johnston)

Length: Semester-long class

Special Note: This course will meet for two periods per day. Students enrolled will earn an Advanced English credit and an arts credit. Therefore, this is a student's English class and arts class for one semester. You must register for both parts of the course and should anticipate the workload reflecting the fact that this is the equivalent of two courses in your schedule.

This course provides a unique opportunity to create a film from the ground up. Students will enhance their creative writing skills, learn to adapt stories to screen, and use proper script formatting. They will learn to use advanced editing software and gain experience in every position on a professional film set. The course will culminate with the creation of a feature film.

Course: Introduction to Art

Prerequisites: None

Length: Semester-long class

This course is an introductory studio art course that develops one's studio skills, as well as knowledge and techniques in drawing and other 2-dimensional mediums. Students will develop an understanding of the principles and elements of art and the basic vocabulary for describing visual aspects of their work. They will also acquire a general understanding of

the roles art has played throughout history and the influences of the visual arts on culture. Demonstrations, slide lectures, group and individual critiques will be the primary tools utilized during class time to allow students to fully develop their technical understanding of 2-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, with an emphasis on digital photography. Through hands-on projects and research into historical and current-day practices, students will gain knowledge of how to take photographs and an appreciation of photography as an art form. Students will explore how to create imagery using composition and aesthetics, practicing time-honored methods to elevate the quality of their imagery through an investigation of color, texture, contrast, pattern, and lighting. With the addition of Adobe Lightroom and Photoshop, students will expand and explore their digital images and become proficient at saving and sharing high-quality files.

Course: Advanced Photography: Film & Darkroom Techniques

Prerequisite: Introduction to Art or Introduction to Photo

Length: Semester-long class

This class is an opportunity for students to explore film photography. Students will gain an understanding of how to use manual SLR cameras to take black and white pictures and how to safely and effectively employ darkroom equipment to develop their film and print their photos. Projects will enable students to work on improving the exposure, composition, and storytelling within their photographs. Through research, readings, and a variety of classroom discussions, students will expand their knowledge of photographic history and techniques. They will practice speaking about their artwork and that of their classmates to better understand and improve their work. Students who have previous experience with film photography will explore how to use the medium to express their unique viewpoint and elevate their work through principles of design including unity, movement, contrast, and different forms of creative lighting.

Course: Stained Glass

Prerequisite: Introduction 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 glass together.

Course: Printmaking I

Prerequisite: Introduction to Art

Length: Semester-long class

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

Course: Bookbinding I

Prerequisite: Introduction to Art

Length: Semester-long class

Students will gain a working knowledge of the anatomy of the book, including the form, construction, bindings, and craftsmanship of a book. They will 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 investigate the principles, techniques, and concepts in historical and modern bookbinding.

Course: Bookbinding II

Prerequisite: Introduction to Art

Length: Semester-long class

This course is an investigation of the principles, techniques, and concepts in historical and modern bookbinding. Students will also gain a working knowledge of anatomy of the book, form, construction, bindings, and craftsmanship of a book. They will also learn about the conceptual aspects of shape, texture, movement, and composition. This course will also introduce students to the extended world of Book Arts, such as papermaking, sculptural techniques and some printmaking. This will allow them to experiment with mixed-media and a variety of different mediums as well.

Course: Sculpture

Prerequisite: Introduction to Photo or Introduction to Art

Length: Semester-long class

Students will explore elements and principles of art and design through creating and appreciating 3-D objects. This course will provide an opportunity to experiment with a wide range of media such as paper, clay, wire, found objects, cardboard, wood, plastic, and other durable materials. Students will learn how to manipulate these materials and safely use sculpting tools. We will explore how viewers experience 3-D objects and how artists use principles of design such as form, texture, space, unity, proportion, and balance to create a successful 3-D experience.

Course: Textiles I

Prerequisite: Introduction 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 textiles, and learn the basics of sewing. We will begin with original fiber, spin it into yarn, then weave it, knit it, crochet it, etc. There will also be a component of the course that is dedicated to learning how to use a sewing machine as well as how to hand sew fabric. Students will experiment with surface design on textiles using dyes, embroidery, and other approaches to fabric finishing.

Course: Textiles II

Prerequisite: Textiles I

Length: Semester-long class

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

Course: Graphic Design

Prerequisite: Introduction to Photo or Introduction to Art

Length: Semester-long class

This class is designed to introduce students to a range of approaches in digital design using Creative Cloud. Using photography, type, color, illustrations, and other imagery, students will learn to communicate themes in dynamic and engaging ways. 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. The class will explore both print and online outlets for the work of a modern-day graphic designer.

Course: Painting I

Prerequisite: Introduction to Art

Length: Semester-long

This course is designed for students with an interest in developing skills in color mixing and expanding their understanding of how to represent three-dimensional space and forms on a two-dimensional surface. Throughout the semester, students will be building on the basic fundamentals of composition, focusing specifically on line, value, form, gesture, and color theory. Emphasis will be on understanding and applying these principles through a variety of projects, including but not limited to still life, landscape, portraits, and organic abstraction. Multiple mediums will be explored, such as oil paint, watercolor, gouache, and acrylic.

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 demonstrate 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 work of their peers. Students should be prepared to regularly discuss artwork as a class as well as develop narrative and concept 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 demonstrate 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 work of their peers. Students should be prepared to regularly discuss artwork as a class as well as develop narrative and concept in their own art.

Course: AP Studio Art: 3-D Design

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

Length: Year-long class

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 demonstrate 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 non-figurative 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 narrative and concept in their own art.

Course: Senior Seminar in Art

Prerequisite: Seniors only; approval from a UHS art instructor

Length: Year-long class

This is a year-long course for seniors who would like to further explore a specific medium but may not be interested in an AP course. This will be a culminating experience for seniors who are interested in developing both the personal voice of their work as well as developing technique in their chosen medium. Throughout the year, students will create a body of work (8-12 pieces) which will then be exhibited at the Senior Art Show. Any medium is allowed. This course is fairly self-directed; therefore, students will need to have approval from a UHS art instructor before signing up. Students should be prepared for regular critiques and discussions around their artwork and be open to giving and receiving feedback.

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: 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: Sports Management

Prerequisite: Physical Education or permission of instructor

Length: Semester-long class offered in the second semester

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

Course: 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: Introduction to Cyber Security

Prerequisite: None

Length: Semester-long class

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 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.

Course: Web Design & Web Services

Prerequisite: None

Length: Year-long class

There is no previously needed experience to take this course. You will learn how to create simple websites with just HTML and CSS. After that, you can then take it to the next level where you can turn your websites into web applications and services while you learn JavaScript. Store data in a SQL database so your visitors can have a customized experience made just for them. We will be using the latest versions of HTML5 and CSS3 for this course. In lieu of a final exam, students will create a portfolio containing their best works and a self-evaluation.

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.

Course: The Afro-Hispanic World

Prerequisite: none

Length: Semester-long class

Hispanic identity is a combination of Amerindian, African, and European cultures, yet the African influence on Hispanic culture has been by and large underrepresented and even ignored. Race identity issues exist in the Hispanic community today, both within Hispanic countries as well as in Afro-Hispanic communities in the United States. In this course we will explore Afro-Hispanic identity by learning about customs, religion, food, art, music, and dance of African origin that are an integral, yet often hidden, part of Hispanic culture. We will also read texts from a growing body of Afro-centric literature and poetry that is helping make more visible the African facets of Hispanic culture. In this course students will be asked to read texts, write reflections, and participate in group discussions. This class will be taught in English.

January Term 2023 Course Offerings

Course: Antiracism 101

Instructors: Franklin Oliver

Approximate Cost: under \$250

Antiracism 101 is a student-initiated January Term class that will also be student-driven. At its core, our course will focus on exploring ways we can move beyond our basic expectation of not being actively racist. Students participating in this course will delve into the structural challenges that animate the United States and its predominantly white institutions, like UHS, with a focus on living out our core values.

We will spend part of our January Term connecting with a wide variety of human resources including UHS alumni, college professors, and antiracist activists. Our exploration will be grounded in recent scholarship as well as lived experiences. We are likely to take multiple day trips to connect directly with antiracist work happening in our communities. There will be an emphasis on American culture as a vital engine for (anti)racism, so we will also spend time interrogating TikTok, advertising, and other sites of cultural power.

Antiracism is a simple idea that provokes deep, daily challenges. Consistently meeting those challenges is a lifelong process, which is why this J-Term course, Antiracism 101, will be just the beginning of this vital work.

Course: Cake Decorating

Instructors: Meredith Hogan, Jannie Kim

Approximate Cost: \$700

This class will cover the basics of baking cakes, cookies, cupcakes, and making cake pops. Students will investigate various recipes, textures, densities, and flavor profiles. This class will also discuss how to decorate cakes, cookies, cupcakes, and cake pops. Students will learn how to make a variety of frostings, including royal icing, buttercream (American, Italian, French, Swiss), ganache, cream cheese, whipped cream, glazed, gum paste (flower paste), and fondant (rolled and poured). They will learn decoration techniques and how to work with a variety of tools to create decorations such as flowers, patterns, or other unique designs. By the end of this course, students will be able to design, bake, and decorate cakes, cookies, cupcakes, and cake pops.

Course: Crime & Culture

Instructors: Tom FitzGibbon

Approximate Cost: under \$100

America has a fascination with crime. Television shows about crime captivate viewers on a nightly basis. Films about crime such as *The Godfather*, *Scarface*, and *Goodfellas* have captured the attention of generations of movie audiences. Detective novels and spy thrillers regularly appear on best-seller lists. Hip-hop and rock lyrics frequently discuss – and often glorify – criminal acts, while numerous popular video games revolve around murder. Despite criticism that American culture increases crime rates by making crime appear fun and exciting while numbing Americans to its consequences, the impact of crime on culture

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

Course: Data-Driven Narratives

Instructors: Peter Laliberte

Approximate Cost: under \$100

Learn how to create compelling visualization with gathered data. Learn about the history of data visualization from old maps to Google maps. Students will learn to analyze data from different points of view. No programming experience is needed, but there is a track that will use JavaScript and D3 to create web applications that can add life to your visualization.

Course: Dinosaur Evolution

Instructors: Stacey Summitt-Mann, Carolyn Bradley

Approximate Cost: \$500 – \$750

Whether your inspiration is *Land Before Time*, stuffed animals, digging in the dirt, or *Jurassic Park*, who hasn't been fascinated by dinosaurs at some point in their childhood? This class will look at the evolution of life on Earth during the Mesozoic Era, specifically focusing on the three primary geologic periods – Triassic, Jurassic, and Cretaceous – in which dinosaurs existed. Key questions will include: What is a dinosaur? What was alive when? What can fossils tell us really? What happened during and after the great extinctions? How has our knowledge of dinosaurs changed with new technological advances and new discoveries? What makes a good museum exhibit? In addition to the science of dinosaurs, we will also explore how these fascinating creatures are depicted in modern literature and cinema and how these artistic renderings have also changed over time. The course will culminate in an overnight trip to Chicago during the last week of January Term.

Course: The Game of Golf

Instructors: Taylor Newell, Mike Syrek, Tasha Barger

Approximate Cost: \$2,500 – \$3,000

From professionals to first-timers, golf has become an obsession for millions of people around the globe. Why is it so popular? In this course we will take a broad stroke at the game of golf to better understand this question. We will take deeper dives in certain areas: examining the history of the game, its ongoing cultural evolution (especially efforts in diversity and accessibility), golf course architecture, swing physics, and the increasing

popularity of men's and women's professional golf. We will spend part of each day practicing golf ourselves, both on campus and at local golf training facilities. The class will culminate with a trip to the PGA Village in Port St. Lucie, FL to meet with leaders of today's game and play a few rounds at one of the nation's most sought-after golf destinations. No golf experience is required, but you will need to provide your own golf clubs (we can help with this, if needed).

Course: Investigative Journalism & True Crime Reporting

Instructors: Erica Posthuma, Jamie MacDougall

Approximate Cost: under \$500

This class will explore different aspects of true crime in America. From podcasts to prosecutions, the landscape of crime solving has changed in the last decade. Civilians now have access to databases of information and digital sleuthing resources, which allow armchair detectives to easily collaborate and piece together information like never before. We will explore how investigative journalism, social media, and advances in science have changed the way crimes are solved. This class has three major themes: the history of crime in America (including famous cases of murder and kidnapping and the methods used in solving the cases); the role that journalists and the media play in crime-solving (including how race, gender, and socioeconomic status influence how resources are allocated); and the scientific methods used in crime-solving and how they have evolved throughout history. This class will inherently deal with sensitive and disturbing topics. Students should keep this in mind when considering this course.

Course: Literature of the American Landscape

Instructors: Alicia LaMagdeleine, Nancy Webster

Approximate Cost: \$2,500 – \$2,800

America is a pretty expansive place. Under the guise of Manifest Destiny, we've sought to cover it, conquer it, claim it as our own. For many Americans, the lure of what lay over the next ridge, in the next town, past the next horizon, fueled trips that crisscrossed the States in intimate ways. From Lewis and Clark, to Steinbeck, to Kerouac and Didion, American writers have chronicled their trips across this country. The wanderlust of exploration and escapism pushed them out across the land and broadened many of their definitions of self, country, and home. This class will focus on the writing of several American travelers. The first two weeks will be spent in discussion and study of various books, poems, essays and such, and the final week will be spent traveling America from the ground-level aboard Amtrak trains. Class will continue in the lounge car as we take in the wide-open spaces of Big Sky country, majesty of the Cascade Mountains, and the awe of the Golden Gate Bridge. The ever-changing American landscape will be our teacher as we chart and record our own journey. Reading, journaling, and a final project will be requirements of the class.

Course: The Lure of Everest

Instructors: Chris Bradley, Luke Crawley

Approximate cost: \$1,700 – \$2,000

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

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

Additionally, we will travel to the White Mountains in New Hampshire. We will take a three-day mountaineering course there, learning the basics of winter hiking with crampons and ice axes. This course will culminate with an attempt to climb Mount Washington or one of its subsidiary peaks; these mountains have an extensive rise above treeline and allow for a true alpine feel. Students who are interested in this course need to be in good physical shape. While climbing mountains can be exhilarating, it’s also physically demanding. If spending eight to ten hours out in the cold and hiking the equivalent of 12 miles is your thing, this is the January Term course for you!

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

Course: Marvel: From Nerdom to Global Phenomenon

Instructors: Mike Spiegel, Henry Johnston

Approximate Cost: under \$100

In this course, we will trace the evolution of Marvel from the pages of comic books to the Marvel Cinematic Universe, analyzing how and why a niche hobby among those considered social outsiders became the most successful cultural creation in global history. In addition, we will investigate (and maybe replicate) the creative process involved in producing a comic, discuss the way in which such comics wrestle with larger social issues under the guise of fantasy, explore how Marvel navigated the translation from page to screen, and attempt to understand why superheroes and supervillains are so appealing to people all over the world. This class will give you knowledge. Knowledge is power. And with great power comes great responsibility.

Course: Math Oddities

Instructors: Kathleen Armato, Ally Domke

Approximate cost: \$100 – \$200

Math Oddities is a class for people who enjoy thinking logically and solving challenging problems. Students will have the opportunity to explore math topics which are not generally covered in a traditional high school math curriculum. Topics will include fractals, finite differences, spirolaterals, star polygons, mobius strips, modular arithmetic, different levels of infinity, and math-based magic tricks. The course is activity-based rather than lecture-based so that students will be able to discover math ideas and solve math problems for themselves.

The class will include a trip to the Museum of Science and Industry in Chicago to experience the exhibit Numbers in Nature, which includes an 1,800-square-foot elaborate mirror maze. Local field trips will include a trip to an escape room to practice problem-solving skills and to local businesses which use math in their everyday jobs, such as scientists, land surveyors, and actuaries.

Course: Mexico in the Midwest: An Exploration of Chicago's Mexican-American Heritage

Instructors: Anna Seldner, Shannon Swann

Approximate Cost: \$500 – \$700

We all know that Mexico is our neighbor and that it is a popular vacation destination for many Americans. But we don't actually need to travel outside the U.S. in order to meet Mexican people or experience Mexican culture. In this J-Term, we will learn about the Mexican community that calls the Midwest home. We will study the history of this community and the many ways they enrich their chosen communities through art, music, and cuisine. We will find out when and why they chose to settle in cities in the Midwest and how they have created a sort of hybrid culture that honors their Mexican traditions while participating fully in American culture as well. This class is for those who are curious to know more about Mexican history and culture, the relationship between Mexico and the U.S., and the generations of Mexican-Americans that live in our communities and the influence they have on Indianapolis, Chicago, and other Midwestern cities. This class will include a four-day-long stay in Chicago as well as day trips to other Midwestern cities where Mexican-American communities are thriving.

Course: Musicals

Instructors: Callie Hartz, Daniel Knox

Approximate Cost: \$500

This course is for anyone interested in musical theatre, with a focus on performance. Previous experience is welcome, but not required. Students will travel locally to see as many musicals as possible, including an overnight trip to Chicago to see two shows. The class will focus on bringing together the disciplines of singing, acting, and dancing, and it will culminate in an evening performance showcase.

Course: Philadelphia: Preserving the Past & Forming the Future
Instructors: Christopher Hindsley, Melissa Caraher
Approximate Cost: \$1,500

Known as the “City of Brotherly Love,” Philadelphia is a city steeped in historical and cultural richness. From Independence Hall to the Liberty Bell, from the Philly cheesesteak to water ice, from Benjamin Franklin to Rocky Balboa, Philly is a city worth considerable exploration. Once the first capital of the Union, now home to countless museums and diverse communities, this East Coast city has garnered both nationwide and worldwide fame. In this interactive course, students will engage with the question of how a community or city modernizes yet maintains its roots from the past, using Philadelphia as an example. Students will also learn how to study a city in depth, from its history to its culture to its communities. Guest speakers, interactive projects, readings, films, food tastings, and more will comprise this course. A trip to Philadelphia will occur during the last week of the course during which students will see and engage with what they have learned in the classroom, including visits to Independence Hall, the Philadelphia Museum of Art, the Liberty Bell, and more to fully experience the “spirit of Philly.”

Course: San Francisco: From the Summer of Love to the Silicon Valley
Instructors: Brett Kriebel, Wes Priest
Approximate Cost: \$2,000 – \$2,900

San Francisco is a city with a rich and vibrant history and culture. To choose one period of time is difficult, but this class will focus on major events occurring from 1967 to the present. We will begin with the significant impact of the 1960s counterculture movement, specifically, the 1967 Summer of Love, which brought more than 100,000 young people to the historic Haight-Ashbury neighborhood, forever changing the course of the city. From there, we will highlight major events that impacted the city and created an atmosphere that would allow San Francisco’s rise as a technology and social media epicenter. In class and on site in San Francisco, we will explore the stories and history (cultural, artistic, demographic) that have fostered, created, and elicited some of the most exciting, groundbreaking, and progressive thinking, artwork, and technology in the world.

Course: The Science of Theme Parks & Rollercoasters
Instructors: Brandon Hogan
Approximate Cost: \$500 – \$1,000

This course will examine how many of the different rides use science and art to get a desired response. We will specifically look at roller coasters, but we will also look at other rides that one may find at a theme park or county fair. We will examine the different launching methods and examine how different quantities (such as size, shape, and mass) impact the motion of the ride. We will also explore the different thematic choices that were made in designing each of the many different types of rides. All in all, the end goal is to gain an appreciation for all the work that goes into designing an enjoyable theme park ride.

Course: Southwest Native American History & Culture

Instructors: Andra Edgell, Meredith Van Rooy

Approximate Cost: \$1,500 – \$1,800

Native Americans played a significant role in our country's history. As Hoosiers, we are familiar with some of the local tribes. However, different areas of the country are home to different native peoples. Come explore the Native Americans indigenous to the Southwest quadrant of the U.S. – the Navajo, Hopi, and Pueblo (Anasazi). This course will spend two weeks learning about history, culture, art, and current events in the lives of the Sinagua, Pueblo (Anasazi), Navajo, and Hopi tribes. Then, we will travel to Arizona and/or New Mexico to visit artifacts, museums, and the current reservations themselves.

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.

Course: The World of Auto Racing

Instructors: Nila Nealy, Mercedes Muñiz-Peredo

Approximate Cost: \$1,200 – \$1,500

Auto racing is far more than driving fast in a circle. In this course, we'll look at the many aspects of auto racing, including its origins, history, and growth, as well as different kinds of auto racing, from open-wheel favorites IndyCar and Formula 1 to NASCAR, IMSA, rally racing, and more. Students will be exposed to the sport's contributions in engineering, automobile safety, medicine, and marketing. Further, we'll examine movements and inclusivity in the sport, including gender, LGBTQ+, age, race, socioeconomic, and physical abilities.

Not to be missed in our course is the importance of Indianapolis to auto racing. We'll look into the contributions of the Indianapolis Motor Speedway, Indianapolis 500, IndyCar racing, and more to the sport and our community. We'll meet with engineers, crew members, drivers, officials, and other individuals involved in auto racing locally, nationally, and internationally. Students will experience simulated racing, kart racing, and

attend the Rolex 24 At Daytona, a 24-hour sports car endurance race at the Daytona International Speedway in Florida.

Course: Walking & Drawing

Instructors: Alyssa Wei

Approximate Cost: ~\$200

People who are good at drawing are people who have learned how to *see*. Drawing is a language, a way to share information. Moving around the world (walking) gives us more to see. Drawing a lot of things (practice) gives us more to share. If we walk to new places, see what interests us there, and then draw about it, we will learn a lot about ourselves and have a way to remember and share what we learned. This class will give us time and opportunities to fill personal sketchbooks, see interesting places around Indianapolis, explore how to tell stories visually, and then share our work with the school.

Course: World Cinema

Instructors: Jake Thurman

Approximate Cost: under \$100

How has the art of film been used around the globe, and what similarities and differences emerged? What were some of the major significant film movements across the world and how did they impact one another? In what ways does cinema provide an ability for humans to connect across cultures or languages? This course will survey global cinema in hopes of answering those questions. We'll pay particular attention to how movements within various regions inspired change in other places, including the film industry here in America. The course will involve watching films from 6 continents (sorry, Antarctica!), with particular focus on films from Europe and East Asia. We'll discuss pre-WWII film movements a bit, but the majority of the course will focus on film movements after 1945. In case it isn't clear, the films we watch together will not be in English, so if you are in this course, you should be comfortable watching films with subtitles. Our time together will be spent watching, reading and writing about, analyzing, and discussing important films. We will make trips to local theaters to watch current films, but costs will be minimal and certainly less than \$100.
