

# UNIVERSITY HIGH SCHOOL

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O F I N D I A N A

## **Course Guide**

2023 – 2024

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

Total number of credits (1 semester = 1 credit): \_\_\_\_\_

Number of credits in each area:

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

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

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**University High School Minimum Graduation Requirements**

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

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

## Indiana Standards for Core 40 and Academic Honors Diplomas:



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

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

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

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

\*\*SAT scores updated September, 2017

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

### 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 9<sup>th</sup> grade courses

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

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

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

### **Calculating Grade Point Averages (GPA)**

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

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

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

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

### **Honor Rolls**

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

### **What is an F+?**

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

### **Reaction to Fs**

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

### **Academic Probation**

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

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

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

A student entering into academic probation meets with his or her parents, mentor, and a school administrator early in the new semester to make sure that his or her status is understood and, more importantly, to describe a change in behavior that will result in the student not meeting one of the stated conditions for the rest of his or her University High School career.

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

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

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

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



### **Expectations about Advanced Placement (AP) Classes**

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

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

Students in an AP course should commit to:

- 50 – 60 minutes of homework for each class period
- 3 – 6 mandatory class sessions during January Term
- Independent work over January Term, winter break, and spring break
- Possible Saturday sessions; these would include laboratory sessions for AP science courses, and exam preparation sessions for all AP classes
- Possible mandatory work over the summer to prepare for the class
- Taking the AP exam in May

### **Courses Taken Outside of University High School**

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

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

Outside courses that are offered while University High School is in session are subject to more stringent criteria. In general, a student may not take such courses that would cause him or her to miss more than one period of the University High School day or courses that

are currently offered by University High School. The only courses that the Academic Affairs Committee will consider in this category are in subject areas in which the student (a) has already taken all the available University High School courses or (b) is taking the course in addition to a University High School course from this same subject area (that is, the outside course is for ‘doubling up’ in a given area).

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

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

### **Middle School Courses**

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

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

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

### **Dropping / Adding Classes**

Any kind of change to a student’s schedule will be the result of consensus on the part of the student, parent(s), teacher, and mentor. If a change is suggested by any of these people, the mentor should be notified. The student should discuss the idea with the teacher,

parent(s), and mentor. The mentor should direct the student to take the lead in having these discussions, but then should also make a follow-up phone call or have a face-to-face conversation to confirm.

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

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

### **Learning Support Services**

Learning Support Services is for students who have supporting documentation to indicate that they need learning support. The resource is also available for students who are referred by their mentors and upon approval of the Director of Learning Support Services for additional study skills, test-taking skills, time management skills and organizational skills.

### **Research Scholars Program**

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

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

## English

**Course:** Language & Literature

**Prerequisite:** None

**Length:** Year-long class

**Special Note:** This is the standard 9<sup>th</sup> grade English course.

This course 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 course 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 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. Each semester, students will have 3-5 major writing assessments.

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**Course:** Great Books

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

**Length:** Year-long class

**Special Note:** This is the standard 10<sup>th</sup> grade English course.

In this course, students will read excerpts of essays, novels, and articles written by 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 3-4 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.

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**Course:** Advanced English: Composition & Rhetoric

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

**Note:** This course is required for any student earning a C or lower in Great Books. This satisfies 1 credit of advanced coursework from the English graduation requirements

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

A good portion of our lives are spent trying to convince people that what we believe is right, be it philosophical, cultural, political, or trivial. Composition & Rhetoric will focus on how to convince and persuade people effectively using the fundamentals of argumentation. We will look at language as the building blocks of discourse and how these building blocks can be manipulated and arranged to suit a variety of purposes. Through writing assignments related to both fiction and nonfiction readings, you will begin to master the reading, writing, and critical skills necessary to excel in college and beyond.

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**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.

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**Course:** Advanced Creative Writing: Fiction

**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: Fiction is an advanced elective course centered on the workshop environment. It is expected that students in this class already harbor a genuine interest in writing fiction. While we will cover concepts of basic story writing (characterization, plot, point of view, etc.) and major authors in the genre, students will spend the majority of the class establishing personal writing practices and developing their unique narrative perspective. Students should expect to write 3-5 pages per week and complete an analytic project. In short, there will be reading, writing and much discussing of students' own stories.

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**Course:** Advanced English: Literature & The Environment

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

**Length:** Semester-long class

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

*From the beginning American writing has concerned itself with the story of people and the natural world. 'Environmental writing' takes as its subject the collision between people and the rest of the world, and asks searching questions: Is it necessary? What are its effects? Might there be a better way?" — Bill McKibben*

This advanced English elective will explore the history of American environmental writing from the 19th century to contemporary times. By reading and discussing works from writers such as Ralph Waldo Emerson, Henry David Thoreau, Emily Dickinson, John Muir, Teddy Roosevelt, Aldo Leopold, Gary Snyder, Leslie Silko, Rachel Carlson, Annie Dillard, Sigurd Olson, and Bill McKibben, students will gain an appreciation for the role environmental literature has played in shaping our nation's environmental and ecological conscience. While we will be reading some awesome literature, we will also be getting

outside often to hike, meditate, journal, and reflect on the role nature and green spaces have in our lives.

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**Course:** Advanced English: Speculative Fiction

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

**Length:** Semester-long class

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

Speculative fiction is writing that deals with the genres known as science fiction and fantasy. Speculative fiction certainly sounds academic, but at its heart, it's all about the impossible, the improbable, and the magical. Science fiction author Robert Sawyer argues that science fiction deals with things that might possibly happen (or, in the case of the sub-genre of science fiction known as alternate history, things that possibly could have happened); fantasy deals with things that never could happen. In either case, both of these genres allow for the human condition to be explored in powerful and wonderful ways.

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**Course:** Advanced English: Postmodern Literature

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

**Length:** Semester-long class

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

This course will study the literary movement of Postmodernism, which emerged in the 1960s as a rejection of the traditional literary conventions of modern literature of the late nineteenth and early twentieth century. Students will immerse themselves in the experimental techniques of the movement, such as metafiction, intertextuality, non-linear narratives, and the ways its authors often blurred boundaries between fact and fiction. This course will also analyze the cultural and social changes through which Postmodernism emerged and explore the subsequent impact the movement had on other art forms. The texts of the class will include novels, short stories, and poetry, along with the visual arts that Postmodernism inspired.

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**Course:** Advanced English: Crime Fiction

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

**Length:** Semester-long class

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

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

whether amateur detective, private eye, or police officer. Along the way, students will try their hand at writing their own pieces of crime fiction.

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

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

**Length:** Semester-long class

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

What larger issues of psychological development and culture can be understood in the stories adults create for children? How do the stories we are told when we are younger impact how we navigate the world today? Who was represented in the stories of your childhood and who was absent? Through first-hand examination of children's literature, interviews with authors, and the work of literary scholars, students will explore these and other questions by reading and discussing various genres and levels of children's literature, including fairy tales, picture books, poetry, and novels. Written assignments will include a reader's journal, a short research paper, a children's story, and a final project.

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**Course:** AP English Language & Composition

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

**Length:** Year-long class

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

AP English Language & Composition is designed to mirror a college-level composition class. Its primary goal is to help students "write effectively and confidently in the college course across the curriculum and in their professional and public lives" (The College Board, *AP English Course Description*, May 2007, May 2008, p. 6). In this course, students will strive to become critical readers, analytical writers, and successful communicators.

While the objectives and requirements listed in the *AP English Course Description* guide the organization of this course, multi-week thematic units center on the discussion and analysis of an American cultural myth in order to encourage students to think critically about their beliefs and their world. Selections for each unit are composed of written and visual texts including (but not limited to) essays, political writing, autobiographies, social-science writing, criticism, cartoons, posters, and advertisements. Each unit will be anchored by a multi-drafted piece of writing on which students will receive peer and teacher feedback. This writing is evaluated based on effective and appropriate use of a variety of vocabulary and sentence structure, logical organization, development and support of ideas and claims, effective use of rhetoric (including tone, voice and emphasis), and an understanding of purpose and audience (The College Board *AP English Course Description*, May 2007, May 2008. p. 8).

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**Course:** AP English Literature & Composition

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

**Length:** Year-long class

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

In this course, we will read selected works of American, British, and global literature. Beyond exposing ourselves to a number of excellent (and enjoyable) pieces of writing, the focus of this course is to understand how structure and style work to create and enhance meaning. Writing will be a major part of the course as will be close reading. In-class AP style essays, informal personal responses, and take-home essays will be practiced regularly. The primary goal will be to further develop writing, analytical, and critical skills in order to better understand, interpret, and appreciate works of literature.

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**Course:** Post-AP English Seminar

**Prerequisite or Corequisite:** AP English Language & Composition and AP English Literature (or current enrollment in an AP English course)

**Length:** Year-long class

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

This course is designed for students who have completed AP English Language & Composition and AP English Literature & Composition, or for those who will also be enrolled in an AP English course next year.

Students interested in this course will discuss content options and class requirements with the instructor before the end of the current school year. Content considerations might include texts that receive a second reading, literary criticism, literary theory, topics in linguistics, film, issues around the standing of the humanities in colleges and universities, articles from *The New Yorker*, and other noteworthy texts.



## Social Studies & History

**Course:** World History

**Prerequisite:** None

**Length:** Year-long class

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

This course is a broad study of human history. It will touch on the major developments of human civilization across the globe. Roughly equal attention will be paid to each region and period covered, giving students a wider perspective of the events and people 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.

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**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 World History) is usually taken as a 9<sup>th</sup> grader. Other students may take this course as an elective.

The AP World History: Modern course is a global study of human history, concentrating on the period between 1200 C.E. and the present. Given such a breadth of time and geography, the course is organized to focus on developing students’ skills of historical analysis using a thematic approach. It is taught at the level of a college survey course, and it follows the guidelines provided by College Board’s Advanced Placement program. As such, the academic expectations, amount of reading and writing, and testing are significantly greater than in the regular World History class.

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**Course:** U.S. History

**Prerequisite:** World History, AP World History: Modern, or equivalent 9<sup>th</sup> grade course

**Length:** Year-long class

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

If we want to understand our country and ourselves, we need to know the character of the land and why people in this country act as they do. Therefore, this course covers the major political, social, economic, diplomatic, and military events that shaped life in the United States. The class will focus on more modern topics. The first semester will begin with an investigation of some of the foundational ideas of the country (by looking at the Declaration of Independence, Constitution, and the Reconstruction Amendments), then move to the ‘Gilded Age’ following the Civil War and will end with the Second World War. The second semester will begin with the changes in American life in the 1950s and will end with an overview of the U.S. in the early 21<sup>st</sup> 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.

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**Course:** AP U.S. History

**Prerequisite:** World History, AP World History: Modern, or equivalent 9<sup>th</sup> grade course.

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

**Length:** Year-long class

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

The AP U.S. History course covers the historical development of the U.S. from colonial times to the 21<sup>st</sup> century. Students must 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.

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**Course:** AP Psychology

**Prerequisite:** U.S. History, AP U.S. History, or equivalent 10<sup>th</sup> grade course. See ‘Who Should Sign Up for an Advanced Placement Class?’ and ‘Expectations about Advanced Placement Classes’ at 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.

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**Course:** AP U.S. Government & Politics

**Prerequisite:** U.S. History, AP U.S. History, or equivalent 10<sup>th</sup> grade course. See ‘Who Should Sign Up for an Advanced Placement Class?’ and ‘Expectations about Advanced Placement Classes’ at start of this guide.

**Length:** 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 increased expectations of a college course.

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**Course:** Advanced Social Studies: U.S. Government

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

**Length:** Semester-long class

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

The purpose of this course is to achieve a basic understanding of how the U.S. government was devised and how it functions, with particular emphasis on the three branches of government – legislative, executive, and judicial – as well as the role of the federal bureaucracy and the press. The class focuses on the Constitution – what it says, what it means, how it has developed, and how it is applied. To that end, the text of the document itself will be thoroughly examined, augmented by other formative primary documents and cases, and analyzed by various secondary sources. A major emphasis of this course will also be current events and civic responsibility.

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**Course:** Advanced Social Studies: Sociology

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

**Length:** Semester-long class

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

This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Understanding sociology helps discover and explain social patterns and see how such patterns change over time and in different settings.

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**Course:** Advanced Social Studies: Economics

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

**Length:** Semester-long class

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

This course will provide an introduction to both microeconomics and macroeconomics. Students will learn how individuals and businesses make economic decisions as well as how entire countries respond to economic dilemmas. In the process, students will study fundamental topics such as opportunity cost, supply and demand, trade, monopolies, poverty, unemployment, inflation, recessions, the banking system, investing, how government policies impact the economy, and many others.

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**Course:** Advanced Social Studies: Law in America

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

**Length:** Semester-long class

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

This semester-long course will introduce students to numerous topics within the American legal system, including constitutional law, criminal law and procedure, tort law, and contracts law. Students will read challenging cases and articles in order to develop a better understanding of how the American legal system seeks to balance different interests in an effort to maximize fairness and justice. In doing so, students will be able to form their own opinions about the effectiveness of the justice system and consider possible legal reforms to help meet the justice system's goals. Students will also write a research paper and perform an oral argument during the course of the semester.

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**Course:** Advanced Social Studies: Film History

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

**Length:** Semester-long class

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

This course will explore the history of cinema from the 19th century to the present. Particular focus will be on the United States, but global cinema will play an important role in the course as well. Students will be introduced to the major people, motion pictures, movements, and themes that have created our common language of film. We will center the course around the chronological development of cinematic technologies and methods, along with the social implications and significance of the medium over time. This will allow us to contextualize and trace the history of the art form alongside history more generally. There will be nightly readings and weekly film viewings. Assessments will include film journal entries, tests/quizzes, projects, and formal essays of varying length.

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**Course:** Advanced Social Studies: The American West

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

**Length:** Semester-long class

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

Twentieth-century American author Wallace Stegner once wrote that the American West “has a chance to create a society to match its scenery.” This region has long held the imagination of other writers, thinkers, filmmakers, and musicians, too. Their often-romantic vision of the place has become etched in our collective consciousness as a hodgepodge of rugged individualism, untamed wildernesses, and movie cowboys. This course will acknowledge those tropes but aims to seek the “truth” about the American West and the processes by which it arrived at its present conditions. As the course is a history course, we will derive the truths we settle on from the analysis of primary sources and the consideration of secondary arguments about the West. Our studies will bring us greater understanding of the indigenous populations and immigrant populations that have called the American West home. While we’ll build context from pre-Spanish colonization to the

present, the bulk of the course will focus on the period from around 1850 to the decades just following World War II. We will explore social, political, cultural, economic, and environmental histories of the region, giving us an opportunity to hone many historical thinking skills. Through this work together, we'll evaluate whether The West is living up to the hopes Stegner laid out above.

Assignments for this course will consist of daily readings, frequent written responses/assessments, a significant paper, and a major project.

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## Mathematics

**Course:** Algebra I

**Prerequisite:** None

**Length:** Year-long class

The primary goal in this year-long course is for the students to actively engage themselves in a positive learning experience where they will solve problems and grow as learners and participants in our classroom community. The subjects covered will include solving and graphing linear equations, systems of equations, and quadratics; accurately applying mathematical properties (including exponent rules and means of simplifying radicals) to various operations with polynomials; and describing and visually representing basic statistics. The students will use various tools, such as Desmos, and strategies to understand and master these topics.

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**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 understand 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.

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**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, quadratic equations and functions, polynomials, algebraic fractions, logarithmic and exponential functions, arithmetic and geometric sequences, counting principles, probability, and statistics.

Students who complete Algebra II advance to Finite Math and/or Probability & Statistics or Precalculus. They may be also eligible to take AP Statistics based on a teacher recommendation.

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**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, advanced polynomials, complex numbers, quadratics, logarithmic and exponential functions, and conic sections. In addition, students will study trigonometric functions using the unit circle and right triangle trigonometry.

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.

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

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**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. What is a cost-efficient route for a garbage truck? What is the most efficient route for delivering several packages? How can the future value of an investment be found? What constitutes a fair voting method? If a state is entitled to 3.2 representatives, how do we decide if they get 3 representatives or 4? In considering these questions, students will have the opportunity to problem solve and think critically while furthering their understanding of how math can be used to analyze a large variety of types of problems. Topics covered will include graph theory, election theory, apportionment and finance.

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**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 focus on descriptive statistics and how to use statistics to describe large sets of data, interpreting statistics (including margins of error and confidence intervals), and understanding and creating visual displays of data. We will also cover basic and conditional probability, as well as the applications of probability.

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**Course:** Precalculus

**Prerequisite:** Algebra II

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

**Special note:** Students enrolled in Precalculus are not eligible to go straight into AP Calculus.

Algebra is the generalization of arithmetic, and calculus is the study of the dynamics of functions. Precalculus builds on Algebra II and bridges the gap between the two, both in terms of content and approach. This course reviews topics from advanced algebra, focusing on graphing and functions. Students also study functions, limits, and function analysis. The course also includes a review of exponential and logarithmic functions as well as an in-depth study of trigonometry.

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**Course:** AP Precalculus

**Prerequisite:** Algebra II with Trigonometry; 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 course is intended for students who plan on taking an AP Calculus course or calculus in college. If students do not have a B or higher in Algebra II with Trigonometry, they should speak with a mathematics teacher and their mentor to decide if this is the best course for them.

AP Precalculus will bridge the gap between algebra and calculus by covering four major units. The first three units will cover content that colleges and universities typically expect students to be proficient in, in order to qualify for college credit and/or placement. Units one through three are a required part of this course and will be assessed on the AP Exam in May. Topics covered in units one through three include 1) Polynomial and Rational Functions, 2) Exponential and Logarithmic Functions, and 3) Trigonometric and Polar Functions. The fourth unit consists of additional topics that extend and deepen the function concepts developed in units one through three. These additional topics are excluded from the AP Exam and include parametric equations, vectors, and matrices.

Precalculus is not a required course for graduation from University High School; students who elect this course should understand that it is demanding. Precalculus goes beyond the ability to deal successfully with equations and formulas. It requires a commitment to exploring, understanding, and explaining the rationale of the topics covered.

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**Course:** AP Calculus AB

**Prerequisite:** AP 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 curriculum is outlined by the College Board which administers the Advanced Placement exam in May. This is a rigorous course and students are expected to work at a rapid pace and to put in a significant amount of study time outside of class. Students need to work to understand the material conceptually as they will be expected to apply the concepts in novel ways to unique problems. The class also includes a focus on learning how to properly justify mathematical statements.

Both differential and integral calculus are covered. Students will learn the processes of finding a derivative and integrating as well as the conceptual underpinnings of both. Several applications will also be taught. Topics covered will include limits and their properties; finding derivatives of polynomials, trig functions, log functions and exponential functions; definite and indefinite integrals; area between curves; accumulation functions; particle motion; volumes of solids; and differential equations.

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**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 collegiate 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.

This course will continue to expand upon the three big ideas covered in AP Calculus AB. Topics include integration techniques, convergence, infinite sequence and series, parametric equations, polar coordinates, vector-valued functions, and logistic functions. Students will also use class time to practice AP style questions to prepare for the AP exam in May.

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**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.

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**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.

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**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:

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

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

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## Science

**Course:** Biology

**Prerequisite:** None

**Length:** Year-long class

**Special Note:** This is the standard 9<sup>th</sup> grade science course.

This course serves as an introduction to biology. Students learn about cellular and molecular biology, genetics, evolution, and ecology. 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.

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**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.

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**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 over 8 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!

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**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 lectures, dissections, behavioral labs, guest speakers, and field outings. 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.

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**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 taxonomy, evolution, comparative body systems, and ecology to explore the differences between vertebrate organisms. Lectures, dissection, outdoor field days, guest speakers, and field trips will be used. Students will also be required to learn and identify local Indiana species. The overall goal of this course is to foster a deeper appreciation of vertebrate organisms and the evolution of their specific adaptations.

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**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.

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**Course:** Chemistry

**Prerequisite:** Biology and Algebra I

**Length:** Year-long class

**Special Note:** This is the standard 10<sup>th</sup> grade science course

Chemistry is the study of matter, its structure, properties, and composition, and the changes that matter undergoes. This is a first-year, laboratory-based course designed to allow students to explore various topics in general chemistry. This course is designed to provide instruction while students are immersed in the process of *doing* science. The laboratory portion of this course reinforces concepts and processes discussed in class and provides a hands-on experience that directly connects with the class material. Students collaborate in planning and conducting experiments. They conduct the investigations and then present and justify their conclusions in oral and/or written form. During the lab, students will use basic chemistry laboratory apparatus and probe ware to collect and analyze various types of data. Students will work in groups during the lab.

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**Course:** AP Chemistry

**Prerequisite:** Chemistry; Algebra II is a pre- or corequisite; 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 Chemistry is a rigorous and academically challenging course that moves through the material at an accelerated pace. This course is equivalent to a first-year college general chemistry course. It will build on the chemistry principles studied in a first-year chemistry course and explore new topics. The following topics will be covered: atomic, molecular, and ionic structure and properties, intermolecular forces, chemical reactions, kinetics, thermodynamics, equilibrium, and acids and bases. There will be greater emphasis on the mathematical formulations associated with these chemical principles than in a first-year Chemistry course. Students will conduct and analyze more detailed experiments and develop scientific writing skills.

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**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.

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**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.

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**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.

AP Physics C is designed to parallel an introductory college physics course designed for engineers and scientists that covers topics in mechanics and electromagnetism. This course has a heavy focus on mathematics, and students should be comfortable with algebra, trigonometry, and calculus. The mechanics portion of the course will cover topics involving kinematics, force, energy, momentum, rotation, gravity, and simple harmonic motion. The E&M portion of the course will cover topics such as electrostatics, electrodynamics, circuit analysis, magnetism, and electro-magnetic induction. Students should leave the course with a basic understanding of physics concepts and the ability to approach and solve a myriad of different problems with their understanding of material that we cover in this course.

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## World Languages

**Course:** French 1

**Prerequisite:** None

**Length:** Year-long class

French 1 is an introductory French language and culture course 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 and definite), basic question forms, and the past and near future tenses. Topics of study will include describing people and places, school, food and restaurants, clothing, travel, summer and winter sports, and the weather.

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**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 verbs, foundational verb tenses, the comparative, the superlative, and the relative pronouns “qui” and “que.” Topics of study will include daily routines, the arts and cinema, health and medicine, banking and postal services, cooking, public transportation, the city, and the country.

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**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 oral and written communication, listening and reading comprehension, and vocabulary acquisition. The class is conducted mostly in French. Students will review the present and past tenses and be introduced to the future, the conditional, and the subjunctive and other advanced grammatical structures. Topics of study will include such things as the home, daily habits and routines, health and safety, technology, the city, the workplace, the arts, and nature.

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**Course:** French 4

**Prerequisite:** French 3 or by placement

**Length:** Year-long class

French 4 is a language and culture course designed for students who have completed three years of high school French. The program is organized around cultural themes and includes work in the three modes of communication (interpersonal, interpretive, and presentational), with a strong emphasis on vocabulary acquisition. The focus at this level is on developing students' ability to understand authentic language and use their individual language resources to communicate effectively. Students are expected to already have a basic understanding of French grammar, so grammatical structures are only taught/reviewed as necessary. The program has been designed so that students will increase their understanding of the francophone world, expand their vocabulary, develop their ability to speak spontaneously and write formally and informally on a variety of topics, improve their understanding of authentic spoken French and written texts, and refine their use of French grammar. To facilitate language acquisition, the course is conducted entirely in French.

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**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 conducted entirely in French.

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**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.

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**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.

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**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.

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**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.

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**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.

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**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.

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**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. This class may be used (for multiple years) by students for whom English is not their native language to satisfy their world language graduation requirement.

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## 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.

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**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.

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**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.

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**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.

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**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.

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**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.

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**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 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.

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**Course:** Introduction to Music Technology

**Prerequisite:** None

**Length:** Semester-long class

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.

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**Course:** Introduction to Percussion

**Prerequisite:** None

**Length:** Semester-long class

This class is designed for students who wish to learn how to read and play music or who would like to enhance their skills as musicians. The class will gain its knowledge of music with the aid of pitched and non-pitched percussion instruments. This is truly a beginning/early intermediate class. Students who have two or more years of experience as a percussionist should enroll in Percussion Ensemble. Students who excel in Intro to Percussion may register for Percussion Ensemble in subsequent semesters with teacher approval.

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**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 Everyone 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.

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**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 in solo and group. This course concludes with a screening of student work at the end of the semester.

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**Course:** Advanced Acting

**Prerequisite:** Acting for Everyone or Acting for Camera (or permission from instructor)

**Length:** Semester-long class

This course is for those interested in growing their performance skills to a deeper level through scripted work. Students will learn script analysis and the basics of several acting methods through rehearsal and critique. Students will learn and memorize various monologues and scenes and perform them in class and for an invited audience.

---

**Course:** Theatre Production

**Prerequisite:** None

**Length:** Semester-long class

This course is designed to deepen the understanding of all the elements that make up a theatrical production. Students will learn theatre production vocabulary, as well as the many varied roles required to deliver a quality production by learning set design, how to operate a sound and light board, costuming/basic sewing, make-up design, and puppet making. In lieu of a final exam, students will pitch a mock production.

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**Course:** Introduction to Art

**Prerequisites:** None

**Length:** Semester-long class

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

---

**Course:** 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 learn how to take photographs with a professional-grade digital camera and gain an appreciation of photography as an art form. Students will explore how to create images using composition and aesthetic ideals by employing the elements and principles of design. Photographers will learn the basics of editing and basic page design in Adobe Photoshop, to expand and explore their digital images and become proficient at saving and sharing high-quality files. Cameras will be supplied for all students for the semester, or students may use their own teacher-approved digital cameras.

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**Course:** Advanced Photography: Film & Darkroom Techniques

**Prerequisite:** Introduction to Art or Introduction to Photography

**Length:** Semester-long class

This class is an opportunity for students to explore black and white film photography. Students will use three types of cameras. They will create their own pinhole cameras and learn how to take photographs using methods that date back to the 1800's. They will also experiment with Holga "toy" cameras while learning about how to develop film. Finally, they will gain a basic understanding of how to use a SLR camera with manual setting to take focused, well-exposed pictures. Hands-on projects will allow students to practice how to safely and effectively employ darkroom equipment to develop their film and print their photos and how to improve the exposure, composition, and contrast in their photographs. Through research, readings, and 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, tell stories, and elevate their work through principles of design including unity, movement, contrast, and different forms of creative lighting.

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**Course:** Advanced Photography: Digital Techniques

**Prerequisite:** Introduction to Photography

**Length:** Semester-long class

Students who have taken Introduction to Photography can continue to explore the power of digital cameras and photographic artistic expression in this class. Students will work towards greater confidence with the technical use of lighting techniques and the complex controls that DSLR or mirrorless cameras provide, including improved success when manually adjusting settings. Projects will continue to focus on thoughtful use of the elements and principles of design, proper photographic exposure, and maintaining quality printable files. The artistic goal of this class is to provide photographic opportunities for students to explore personal expression and/or storytelling. Students will also plan and execute individual ways to share their work with their peers and the community. Digital cameras will be provided for the semester, or students may use their own teacher-approved digital cameras.

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**Course:** Digital Illustration

**Prerequisite:** Introduction to Photography or Introduction to Art

**Length:** Semester-long class

This class is designed to introduce students to a range of approaches in digital image-making using a tablet and Adobe professional software. Students will explore the fundamentals of composition and gain an understanding of how to translate a visual idea into a digital sketch through the use of line, space, contrast and color. Specific projects will aim to teach students the basic technical understanding of this digital platform as well as further develop their drawing skills. Each student will be provided with a tablet that they will then get to keep.

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**Course:** Wearable Design

**Prerequisite:** Introduction to Photo or Introduction to Art

**Length:** Semester-long class

This course is designed for students who are interested in combining design and construction skills to create functional forms. The course consists of three keystone projects, where students will start with an original idea and learn how to bring their designs to life. Throughout the semester, students will use software tools such as Adobe Illustrator and Photoshop to develop their designs. They will then apply these skills to create functional and wearable objects. Specifically, they will learn to screen-print a unique design onto clothing, design their own fabric, sew a bag with their fabric, and create a pair of leather sneakers for themselves.

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**Course:** Sculpture I / II

**Prerequisite:** Introduction to Photography or Introduction to Art

**Length:** Semester-long class

In this course, students will explore elements and principles of art and design through creating and appreciating 3-dimensional objects. Throughout the semester students will be provided with 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 use sculpting tools safely. 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. Sculpture II builds on this work.

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**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 how to sew. We will begin with original raw wool fiber, spin it into yarn, weave it, knit it, crochet it, etc. There will also be a component of the course that is dedicated to learning how to use a

sewing machine as well as how to hand sew fabric. Students will experiment with surface design on textiles using dyes, embroidery, and other approaches to fabric finishing.

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**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.

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**Course:** Jewelry

**Prerequisite:** Introduction to Art

**Length:** Semester-long

In this course, students will have the opportunity to discover their inner jeweler and explore the basics of metalsmithing and jewelry making while creating one-of-a-kind pieces. This class will teach the fundamentals of basic jewelry making, workshop safety, and tool identification. We will explore the basic skills of metalsmithing and fabrication such as how to saw, file, texture, forge, and rivet.

---

**Course:** Bookbinding I

**Prerequisite:** Introduction to Art

**Length:** Semester-long class

Throughout the semester, students will gain a working knowledge of the anatomy, 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 help and investigate the principles, techniques, and concepts in historical and modern bookbinding.

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**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 the anatomy, 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.

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**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.

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**Course:** Painting II

**Prerequisite:** Introduction to Art or Painting I

**Length:** Semester-long

This course is designed for students with further interest in developing their skills in painting. Specific focus throughout the semester will be on building expertise in drawing and painting skills, while also paying close attention to light and color. Emphasis will be on understanding and applying the principles and elements of design through a variety of projects including, but not limited to, still life, landscape, portraiture, and abstraction. The primary medium throughout this course will be oil paint.

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**Course:** Advanced Drawing: Form & Figure

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

**Length:** Semester-long

This course is an introduction to figure drawing and portraiture. Students will begin the semester gesture drawing figures and then will progress to a more anatomical survey of the figure as the class progresses. Additionally, the latter portion of the class will work towards proportions of the facial features and portraiture. Specific focuses throughout the semester will be on line, shape, proportion, volume, shading, composition and form. A variety of mediums will be used throughout this class including, but not limited to, charcoal, pastels, pen, graphite, watercolor, and ink.

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**Course:** Mixed Media

**Prerequisite:** Introduction to Art or Introduction to Photography

**Length:** Semester-long

In this class, students will be experimenting with mixed media and collage mediums. Throughout the semester, we will explore a variety of ways to represent and integrate realistic and abstract imagery into our artistic works. We will be working with a variety of mediums such as paints, collage, pastel, fiber, etc. A primary focus will be on using the elements and principles of design as cornerstones for exploring color, different mark making, layering and application of techniques.

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**Course:** AP Studio Art: Drawing

**Prerequisite:** Three Art Courses; 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.

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**Course:** AP Studio Art: 2-D Design

**Prerequisite:** Three Art Courses; 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 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.

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**Course:** AP Studio Art: 3-D Design

**Prerequisite:** Three Art Courses; 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 nonfigurative sculpture, architectural models, metal work, ceramics, glasswork, installation, performance, assemblage, and 3-D fabric/fiber arts are among the possibilities for submission. There will also be a heavy emphasis on interpretation, analysis, and conceptual development of both the artists' work as well as work of their peers. Students should be prepared to regularly discuss artwork as a class as well as develop narrative and concept in their own art.

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**Course:** Senior Seminar in Art

**Prerequisite:** Two Art Courses (and approval from a UHS art instructor). This course is for seniors only.

**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 the 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 in May. Any medium is allowed. This course is fairly self-directed; therefore, students will need to have approval from an 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.

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## Wellness

**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.

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**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.

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**Course:** Advanced Physical Education: Yoga & Mindfulness

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

**Length:** Semester-long class

Students will be introduced to the history, philosophy, and science of yoga and mindfulness, as well as 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 self-empowerment tools for emotional regulation. Various topics covered will aim to help students connect their inner and outer worlds and to become their own best advocates for lifelong wellness.

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**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.

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## Technology Courses

**Course:** Introduction to Computer Science

**Prerequisite:** None

**Length:** Semester-long class

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.

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**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, home network security, encryption, password best practices, computer hardware basics, and fundamental skills in macOS. 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.

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**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 working on some day-to-day tasks and helping with problems that arise. When the opportunity presents itself, the students may be involved in 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.

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**Course:** 3-D Modeling & Animation

**Prerequisite:** None

**Length:** Semester-long class

3-D Modeling & Animation will introduce students to a vast array of the industry standard techniques used to create digital media in the art and science industries today. Topics



covered in this course are modeling, sculpting, texturing, rigging, kinematics/inverse kinematics, animation, camera/lighting setup, and rendering. Students will learn a variety of modeling techniques during this course. Some of them include assembly modeling, freeform modeling, box modeling, environment modeling, and character modeling. The goal of this course is to develop the technical skills needed to create digital media to express one's ideas. Students will create a short, animated film at the end.

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**Course:** AP Computer Science A

**Prerequisite:** Algebra II; 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:** Basic computer proficiency and literacy are needed.

AP Computer Science A is an introductory course in computer science. Because the development of computer programs to solve problems is a skill fundamental to the study of computer science, a large part of the course is built around the development of computer programs or parts of programs that correctly solve a given problem. A major objective of the class will be for students to be able to code fluently in an object-oriented paradigm using the programming language Java.

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**Course:** Machine Learning

**Prerequisite:** Permission from the technology department

**Length:** Year-long class

**Special Note:** This online, asynchronous class is taught by external staff and facilitated by a UHS teacher. It is a pass/fail class.

Introduction to Machine Learning is a two-semester, for-credit, introductory-level course designed to be accessible for high school students grades 9-12. It is sponsored by the Department of Defense, dedicated to making artificial intelligence and machine learning more accessible. The course is taught by professors and teaching assistants in machine learning fields at leading universities. The course consists of weekly lectures, labs, and homework assignments, requiring approximately 3-5 hours of work per week.

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**Course:** Quantum Computing

**Prerequisite:** Geometry, and permission from the technology department

**Length:** Year-long class

**Special Note:** This online, asynchronous class is taught by external staff and facilitated by a UHS teacher. It is a pass/fail class.

Qubit by Qubit’s “Introduction to Quantum Computing” is an introductory-level quantum computing course designed to be accessible for high school students. The course is taught by MIT-trained PhDs, and teaching assistants are graduate and undergraduate students in quantum-related fields at leading universities. The course consists of weekly lectures, labs, and homework assignments, requiring approximately 3-5 hours of work per week. Students who are concurrently enrolled in Geometry may also be considered. Students are not required to have a background in computer science.

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## 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 introductory look at the world of accounting and is very similar to a first semester college class in accounting. You will learn fundamental accounting concepts including analyzing, interpreting, and recording business transactions – commonly known as bookkeeping – preparing and analyzing financial statements, completing bank reconciliations, understanding payroll transactions, and calculating depreciation. By the end of the semester, the student should have some idea if they have any interest in possibly pursuing a career in accounting. There will be a \$25 cost for access to the simulation software we use in the class.

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**Course:** Personal Finance

**Prerequisite:** None

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

Do you know how to create and follow a budget? Do you know what a credit score is and how it affects many different aspects of your financial life? Would you like to know how debit and credit cards work? Do I want to buy or lease a car? Should I rent or own a house? What is the purpose of the third fork to the left of my plate at dinner? What is the difference between a bond and a stock?

These and many more questions will be answered in this course. This class is open to anyone, although it may be more relevant to juniors and seniors since they are close to being on their own at college. There will be a \$25 cost for access to the simulation software we use in the class.

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**Course:** Leadership Through Service

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

**Length:** Semester-long class

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.

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**Course:** Introduction to Linguistics

**Prerequisite:** None

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

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

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**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.

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## January Term 2024 Courses

**Course:** Adulting: A Study of Practical Life Skills

**Approximate Cost:** <\$100

Do you have a few things left to learn before you start your adult life? This class will cover a large variety of things that are good to know before you leave the comfort and care of your parents' home. We'll answer questions such as: How do you make and live on a budget? How do retirement plans work? How do you buy a house? What basic car maintenance do you need to have done? How do you sew on a button? How do you plan a week's worth of meals and cook basic foods? What is basic etiquette for when you are taken to lunch for a job interview? How does health insurance work? How do you get and use a credit card? How do you have a good credit score? How do you manage stress and look for life balance? We will have lots of guest speakers in this class and some interesting local excursions as well.

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**Course:** The Art & Science of Relationships

**Approximate Cost:** <\$100

This class will investigate the joys, challenges, heartaches, controversies, and popular culture portrayals of relationships with family members, friends, and romantic partners. It will enable students to have numerous opportunities to think, write, and talk about their own experiences and consider how they can try to make their relationships as positive and rewarding as possible in the future. We will spend approximately one week each focusing on family, friends, and dating. We will read books and articles and watch films and television shows relating to each type of relationship, and we will discuss how accurately those forms of media portray how we all interact with each other and how those portrayals might impact our own expectations for relationships. We will talk about challenging topics such as divorce, illness, grief, betrayal, and abuse as well as more uplifting topics such as the process of making friends, interviewing for a job, dating as a teenager and as an adult, falling in love, being a child, and figuring out how to be a parent. We will also look at legal questions such as those relating to gay marriage, polygamy, child custody, and relationship-related crimes. Finally, we will look at how relationship topics vary across cultures, including issues such as arranged marriage, courting practices, and arrangements toward care of the elderly.

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**Course:** Artificial Intelligence & Intelligence Augmentation

**Approximate Cost:** <\$100

Artificial intelligence (AI) now has practical use and is influencing society. It is also augmenting human intelligence (intelligence augmentation = IA). How it continues to do so will dramatically impact society. This course will explore the definition of life, practical and developing technologies for IA, ethical frameworks for thinking about IA and AI, and it will use freeware tools on machine learning to program and train AIs. No programming experience is needed. Finally, we'll explore future AIs and IA via science fiction.

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**Course:** Caves: Science & Spelunking  
**Approximate Cost:** \$500-\$750

Caves have been an important part of human history for thousands of years. Caves have been places of shelter, mining, religion, mystery, fear, and adventure. This class will explore the world of caves from a variety of perspectives. We will explore cave geology and topography. How do different types of caves form, and where can they be found around the world? We will explore cave ecology. What animals and plants call caves home? What unique adaptations do they have for surviving in darkness? We will explore cave lore and the history of caving and spelunking. What are some of the human uses for caves? How are caves explored? We will learn about some well-known and lesser-known stories of exploration, rescue, and disaster. Finally, we will travel and explore some of our own local caves. We are hoping to take a couple of day trips within Indiana and a two-to-three day trip to Mammoth Caves National Park.

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**Course:** The Challenges & Charms of Charleston  
**Approximate Cost:** \$1,500-\$2,000

Exquisite coastlines, colonial and Georgian architecture, savory she crab soup, vibrant marine life, and the warm "southern hospitality" of the "Low Country" make Charleston, South Carolina a city worth considerable exploration. From pink sunsets in the evening skies to pelicans flying high above, Charleston is a city filled with unparalleled beauty, rich history, and a dynamic way of life. Referred to as "the kingdom by the sea" by Edgar Allan Poe, Charleston has many charms, yet it also has faced and continues to face social challenges. In this course, we will devote time to learning about Charleston as a historically and culturally significant U.S. city. We will explore the city through films, readings, guest speakers, and engaging activities while studying history, environmental science, art, music, cuisine, and literature. From its earliest settlements to its role as one of the major arrival ports for slaves in North America, Charleston has a complex past. A significant city in the Revolutionary War and the Civil War, it has endured triumphs and struggles. As with any city, country, culture, or community, Charleston reckons with its past and anticipates its future. During the final week of the course, students will travel to Charleston in order to experience the sites, sounds, and tastes of this magical coastal city.

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**Course:** Chocolate: From Bean to Bon-Bon  
**Approximate Cost:** \$2,500-\$3,000

The history of chocolate can be traced back more than 3,000 years to the inhabitants of what is today considered Mexico. Using the fruit from the cocoa bean, these inhabitants prepared a beverage that was considered the drink of the gods. This course will explore the historical and cultural journey of chocolate across the globe, from cultivation to consumption. Together we will investigate and more deeply understand how chocolate makes the world go round and is connected with other aspects of life, including health, literature, film, environment, and business. During the final week of the course, students will travel to the Yucatan Peninsula in Mexico in order to experience the wonders of this magical bean. While traveling, we will explore the place where chocolate culture originated. Of course, this class experience will also entail hands-on activities that will heighten one's senses while understanding why "chocolate is happiness that you can eat."

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**Course:** Dance: What Moves Us  
**Approximate Cost:** \$250-300

Why do we dance? Why can our bodies express what our words can't convey? In what ways does dance reflect our collective history? These are some of the questions we will attempt to answer in our exploration of the origin of dance and its socio-historical significance. We will learn about a variety of dances as well as learn and participate in some of the dances themselves.

Dancing has mental, physical, and intellectual benefits that have the power to enhance our daily lives. We will explore how dancing helps maintain and enhance physical fitness, mind/body coordination, social engagement, memory, accessibility to diversity, artistic self-expression, and mental health.

This class will be divided into two portions that will complement each other and equally enhance a student's learning and understanding of dance. The origin and global history of dance will be presented in a variety of learning contexts and via the use of various media, texts, and live performances. The physical/movement portion of the class will be learning dance styles and genres that include, but are not be limited to, early tribal dance, early Greek/Roman dance, pre-ballet courtly dance, Middle Eastern dance, classical ballet, jazz, modern, tap, flamenco, capoeira, salsa/merengue, tango, break dancing, hip-hop, reggaeton, and Zumba.

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**Course:** Disney: Inside the Magic  
**Approximate Cost:** \$1,800 - \$2,200

Mickey Mouse is one of the world's most beloved characters. From Iowa to Istanbul, everyone knows Mickey! How did this happen? How has the Disney Corporation become one of the largest in the world, when it "all started with a mouse"? If you love all things Disney and want to learn more about how it began, then this class is for you!

We will focus on the early history of the Disney Company, the development of Disney parks, Imagineers and theming, film history, controversies, "The Disney Way," and much more. The class will culminate in seeing first-hand what we have learned by traveling to Walt Disney World in Orlando, Florida during the 100th Anniversary Celebration of the Walt Disney Corporation.

**\*\*Note:** Walt Disney World is not a theme park known for extreme rides. If you're not someone willing to feel the Disney "magic," this class is not for you.

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**Course:** Global Pro Wrestling: Wrestle Kingdom to Royal Rumble  
**Approximate Cost:** <\$100

Professional wrestling has historic roots in the same circus culture that gave us trapeze artists, freak shows, and sawing women in boxes for fun. It's also rooted in the oldest sport on earth. So how did we get here? Modern pro wrestling is a multibillion dollar business with practitioners ranging from wild kids in their backyards to the biggest box office star

in the world. We'll explore wrestling from top to bottom and everywhere in between, tying it into our broader cultural universe.

That's the academic part of this J-Term. The other element is diving into the smash, fly, smacktalk, ouch, is-that-blood action. We'll immerse ourselves in both parts – from a safe distance. So watch out for flying chairs, ridiculous hair, and gaudy costumes, all coming to UHS in January 2024!

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**Course:** Greece: Mythology & Performance

**Approximate cost:** \$3,000-\$3,500

From Percy Jackson novels and Neoclassical architecture to modern theatre and, well, the entirety of Western civilization itself, the world of Ancient Greece remains with us. Greece: Mythology & Performance will explore Greek mythology and the way this mythos was expressed artistically and theatrically in Ancient Greece. We will pursue how the relationship between a shared mythos and performance serves as a foundation for community. At the same time, we will discuss and even recreate those artifacts fundamental to Ancient Greek theater in order to envision that specific communal ideal. To get an even better sense of this vision, we will be traveling to Greece to explore the very ground, art, and space that bore such a community, watching contemporary adaptations of classical performances. Ultimately, we will strive to consider whether the loss of a shared mythos and a turn away from shared performance has deteriorated our sense of community today.

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**Course:** Hallyu: Riding the Korean Wave

**Approximate Cost:** \$100-\$300

Hallyu, "The Korean Wave," refers to the dramatic rise in the global popularity of Korean culture. This class will take an in-depth look into the appeal and the widespread popularity of Korean dramas, K-pop, and Korean food amongst global youth. We will cover the history of K-pop including its origins, evolution, and current trends and its impact on global culture. We will also explore the changing face of Korea and how current modernization has impacted Korean culture, language, and traditions. The Korean value system will also be explored through the lens of its oral and written language. We will also get a chance to discover and taste how Korean food has evolved over time and location.

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**Course:** The History of 'The Beautiful Game'

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

Whether you call it soccer, football, or fútbol, "the beautiful game" is the only truly global team sport. This class will explore how and why that came to happen. Along the way, it will trace key developments in the game such as the formation of clubs, governing bodies, international tournaments, the development of stadiums, fan culture, media coverage, formations, styles of play, gambling, corruption, the working conditions of players and hooliganism. The point of the class is to locate these changes in broader historical processes – political, economic, social and cultural - that have transformed the game and made it a global commodity. Broadly speaking, the class follows how since the middle of the 19th century the game was shaped by the history of capitalism and its alternatives, as well as by the formation of nation states, empires, internationalism, regionalism, and globalization.

Throughout, the way the game was played and watched remained inseparable from our understanding of gender, class, ethnicity, race, and religion. The course will culminate with travel to London to visit stadia and museums, observe training, and attend men's and women's professional matches across multiple levels.

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**Course:** Iron Chef Japan: Exploring Culture Through Food  
**Approximate Cost:** \$300-\$500

This course will focus on the show Iron Chef: Japan and its spinoffs. We will look at the history of the show and how it evolved before its tenure ended and how the effects of the show can still be seen to this day. During this course, we will learn about essential cooking skills and techniques. Eventually, we plan to have some timed cooking events that focus on the different styles of cooking that are associated with the show and may even try to recreate some of the dishes that the Iron Chefs have made. We will also examine the similarities and differences between the different types of cuisines that are represented by the different Iron Chefs. Ultimately, this is a course about cooking, cuisine, and culture.

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**Course:** JaNoWriMo  
**Approximate Cost:** \$750-\$1,000

In the spirit of NaNoWriMo (National Novel Writing Month), we are moving our focused writing efforts to January, thus creating JaNoWriMo -- a whole month dedicated to ONE piece of writing! This is the perfect time to start or craft that novel, memoir, or collection of short stories you have been dreaming of writing. The planning will begin in our first semester meetings, and our writing will begin in earnest on January 1! This course will be a safe space to explore ideas, workshop pieces, and write, write, write! During the final week of the class, we will travel to a scenic location for an extended Writer's Retreat, free from all distractions and left to nothing but our imaginations!

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**Course:** Landscape Art  
**Approximate Cost:** \$500-\$750

Students in Landscape Art will learn to perceive and capture the beauty of our surrounding environments through the use of a variety of mediums including drawing, watercolor, acrylic, sound, oil, and photography. Students will also study the history and process of plein air painting along with some of the practice's most influential artists. A significant portion of this class will involve creating art outdoors in the natural light in and amongst the subject matter. Students will also hear from practicing professional landscape/plein air artists from Indianapolis. There is potential for day trips as well as overnight travel to a state park, nature preserve, or other appropriate venue in a warmer climate.

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**Course:** Musical Instrument Building  
**Approximate Cost:** \$500-\$700

This course will offer an introduction to musical instrument building. This is a project-based class where students will make musical instruments. Categories of instruments explored will include: strings, brass, woodwinds, percussion, and electronic instruments.



Work will range from small projects like building drums to larger projects where we will assemble guitars and ukuleles. Students will also learn history and the basic physics behind some of their favorite instruments.

Trips and visits from instrument manufacturers, repair technicians, and luthiers will enhance student learning and expand vision for career options in musical instrument building and maintenance.

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**Course:** Nature Through the Senses

**Approximate Cost:** \$100-\$300

This class will explore our personal relationship with nature. We will go outdoors, use our senses to feel, hear, see, and smell our natural world, then respond to these experiences through our own unique projects. We will learn how human senses work and how they inform our view of nature. Local animals, plants, and fungi are our beautiful and important neighbors. Their lives impact ours, and they have unique ways of interacting with each other. How do other life forms “see” the world, and what can we learn from them? Students will look closely at our Midwestern ecosystem through readings, field trips, and guest speakers, learning how artists and scientists investigate and reflect on nature. Students will identify personal areas of interest and design ways to respond and share the wonder and awe of their experiences. We will travel within the Midwest for an overnight trip to explore the great outdoors.

How do humans experience sight, sound, smell, and touch? How do animals, plants, and fungi experience the world differently from us? How can our understanding of natural systems influence our first-hand experiences in the outdoors? How have artists explored the natural world and shared their perspectives?

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**Course:** Roman France

**Approximate Cost:** \$3,250-\$3,750

France in Roman times was known as “Gaul,” and the south of France was the first Gallic region to become part of the Roman Empire. Although France today is a modern, advanced society, its Roman and Celtic past is still visible if you know where to look. In this course, we will learn about the lifestyles, religions, art, architecture, and languages of the Celtic tribes and their Roman occupiers, and the ways in which these two cultures -- along with the Germanic tribes that eventually displaced the Romans -- blended to form the foundations of modern French culture. We will also learn about how the region that the Romans found so alluring became a sought-after destination for artists of all kinds in more modern times. At the end of two weeks of study, we will travel to France to immerse ourselves in the places we have studied, visiting local museums that showcase the artistic treasures of the region, touring some of the sites depicted by artists such as Cézanne and Van Gogh, and get an up-close look at the famed Pont du Gard aqueduct as well as the Roman amphitheaters, temples, and triumphal arches found in cities such as Nîmes, Arles, Orange – and even Paris!

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**Course:** Internships

**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 internship coordinator. 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 their personal experience and evaluate their work during the internship through a longer written piece and an oral presentation to the school.

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**Course:** Volcanoes: A Study in Geology

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

Volcanoes are one of the most destructive forces of nature on Earth. In this class, we will investigate many topics within geology to get a better understanding of the processes that lead to the formation of volcanoes and results in their eruptions -- including plate tectonics, the rock cycle, and igneous rocks. We will learn about the properties of magma, different eruption styles, how volcanoes are monitored, and the hazards that are associated with eruptions. From there, we will be able to look more closely at the role that volcanoes have played in the media. We will watch movies and television about volcanoes with an eye on how well they are represented scientifically on screen.

This course will culminate with a five-night trip to the Big Island of Hawaii where we will spend time with two of the world's most active volcanoes -- Kīlauea and Mauna Loa -- in Hawai'i Volcanoes National Park. We will also explore the importance of volcanoes to Hawaiian culture and learn how these active volcanoes dictate how the islanders live.

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