

UNIVERSITY HIGH SCHOOL

O F I N D I A N A

Course Guide 2024 – 2025

April 12, 2024

University High School Four-Year Planning Sheet

Student: _____

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

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

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

Number of credits in each area:

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

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

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University High School Minimum Graduation Requirements

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

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

Indiana Standards for Core 40 and Academic Honors Diplomas:



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

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

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

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

**SAT scores updated September, 2017

***WorkKeys assessment titles updated, 2018

CORE40 with Academic Honors (minimum 47 credits)

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

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits.
- Earn 6-8 Core 40 world language credits (6 credits in one language or 4 credits each in two languages).
- Earn 2 Core 40 fine arts credits.
- Earn a grade of a "C" or better in courses that will count toward the diploma.
- Have a grade point average of a "B" or better.
- Complete one of the following:
 - A. Earn 4 credits in 2 or more AP courses and take corresponding AP exams
 - B. Earn 6 verifiable transcripted college credits in dual credit courses from the approved dual credit list.
 - C. Earn two of the following:
 1. A minimum of 3 verifiable transcripted college credits from the approved dual credit list,
 2. 2 credits in AP courses and corresponding AP exams,
 3. 2 credits in IB standard level courses and corresponding IB exams.
 - D. Earn a composite score of 1250 or higher on the SAT and a minimum of 560 on math and 590 on the evidence based reading and writing section.**
 - E. Earn an ACT composite score of 26 or higher and complete written section
 - F. Earn 4 credits in IB courses and take corresponding IB exams.

CORE40 with Technical Honors (minimum 47 credits)

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

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

Above document from:

<https://www.in.gov/doe/files/core-40-and-honors-diploma-summary-class-2016-updated-june-2018.pdf>

College Requirements

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

Standard 9th grade courses

Each 9th grade student is expected to take two semesters each of Language & Literature, World History or AP World History, and Biology. Exceptions to this must be approved by the Academic Affairs Committee.

Standard 10th grade courses

Each 9th grade student is expected to take two semesters each of Great Books, US History or AP US History, and Chemistry. Exceptions to this must be approved by the Academic Affairs Committee.

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 US 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 is rare for a student to remain at University High School if he or she cannot 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.

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.

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:

- Taking the AP exam in May
- 50 – 60 minutes of homework for each class period
- At least 3 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

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 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 have follow-up communication 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, the Associate 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 student-parent-mentor conferences, a student who drops a class will have the class recorded on his/her transcript with either a "WP" (withdrew – passing) or "WF" (withdrew – failing). A WP has no effect on the GPA; a WF counts the same as an F in the GPA. After the end of the first day of classes following parent-mentor-student conferences, a student may not make changes to his/her schedule for that semester. Any senior making any changes to his/her schedule must also get the signature of the college counselor.

Learning Support Services

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

Research Scholars Program

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

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

English

Course: Language & Literature

Prerequisite: None

Length: Year-long class

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

This 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 their critical thinking, their writing, and their 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.

Course: Great Books

Prerequisite: Language & Literature or equivalent 9th grade course

Length: Year-long class

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

In this course, students will read excerpts of essays, novels, and articles written by a diverse array of great writers throughout the history of literature. Utilizing a seminar approach to facilitate discussion, students will explore the meaning, ethics, and motives of these authors, as well as seek to examine the connections between their own personal and cultural knowledge, popular/mass media knowledge, and mainstream academic knowledge, especially in considering the power of texts to transform society. Students will complete 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.

Course: AP English Language & Composition

Prerequisite: A- or higher in Great Books or equivalent 10th grade course; or permission from department; see also 'Expectations about Advanced Placement Classes' at start of this guide.

Length: Year-long class

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

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

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

Course: AP English Literature & Composition

Prerequisite: 6 credits of English, including Language and Literature and Great Books or equivalent 9th and 10th grade courses; with A- or higher in preceding Advanced English elective or B or higher in AP English Language & Composition; or permission from department; see also ‘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.

Course: Introduction to Creative Writing

Prerequisite: None

Length: Semester-long class offered in the first semester

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

Course: Advanced Creative Writing: Drama

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.

This advanced writing elective will study the structure of writing for performance on stage and screen. Plot development, character motivation, dialogue, and stage movement – as well as the continued study of a narrative arc – will make up the bulk of our studies. While analysis of published works will be a part of the class, our work will rely heavily on a workshop environment. In addition to reading and critiquing other's work, students will be required to write (a lot), with the completion of a one-act piece as the final goal. A few after school trips to see plays may be required.

Course: Advanced English: Adaptations

Prerequisite: Great Books or equivalent 10th grade course

Length: Semester-long class

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

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

Course: Advanced English: African American Literature

Prerequisite: Great Books or equivalent 10th grade course

Length: Semester-long class

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

In African American literature, a wide range of styles, themes, and perspectives will be explored that involve the diverse experiences of African Americans throughout history. Students will gain experience in using techniques and theories for critical reading to explore literary issues related to culture, race, and social history. Using novels, short stories, poetry, art, music, and film, the course will examine racism and discrimination, identity and self-discovery, resistance and empowerment, and the importance of family, while celebrating the advancements of the Black community. The course may include texts by Toni Morrison, Zora Neale Hurston, Langston Hughes, James Baldwin, Alice Walker, and Maya Angelou.

Course: Advanced English: Exploring Young Adult Literature

Prerequisite: Great Books or equivalent 10th grade course

Length: Semester-long class

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

In this class, students will embark on a journey of discovery, empathy, and self-expression through the exploration of contemporary YA fiction. Through close reading and analysis of YA texts, students will explore the recurring themes and motifs in YA literature, such as identity, friendship, family, social justice, and coming-of-age. They will also examine the unique narrative styles and voices employed by YA authors to capture the experiences of young protagonists navigating the challenges of adolescence.

Course: Advanced English: Adventure Literature: Exploring the American Wilderness

Prerequisite: Great Books or equivalent 10th grade course

Length: Semester-long class

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

Exploring the American Wilderness offers a unique opportunity for students to merge academic study with outdoor adventure, fostering a deeper appreciation for the rich tradition of American literature and the natural world that inspires it. By the end of the course, students will emerge with a heightened understanding of adventure literature, a deeper connection to the American wilderness, and valuable skills in critical thinking, reflection, and experiential learning. In addition to reading and written reflection, students will also have several opportunities throughout the semester to kayak, canoe, hike, and climb!

Course: Advanced English: Gothic Literature

Prerequisite: Great Books or equivalent 10th grade course

Length: Semester-long class

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

Monsters and the idea of the monstrous have been a part of human culture since the dawn of time—from vampires and ghosts to beasts and demons. It is therefore no wonder that such monsters turn up quite frequently in literature. Those works (termed “the Gothic”) that deal with such monsters and the terror and horror they inspire will form the foundation of this course. What makes monsters such a fascinating field of study is how such monsters reveal larger anxieties about a given cultural milieu. In other words, what we fear tells us a great deal about who we are. So, at the same time that we explore dark fiction across time and space, we will look within ourselves to understand our own fears and, ultimately, our own selves.

Course: Advanced English: Post-AP English Seminar

Prerequisite or Corequisite: AP English Language & Composition and AP English Literature (or current enrollment in the student's second 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 both AP English Language & Composition and AP English Literature & Composition, but it can be taken concurrently with a student's second year of English at the AP level.

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 9th grade social studies class.

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

Course: AP World History: Modern

Prerequisite: For incoming 9th graders, permission from department; for others, A- or higher in preceding non-AP history course or B or higher in preceding AP course; see also 'Expectations about Advanced Placement Classes' at start of this guide.

Length: Year-long class

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

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

Course: US History

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

Length: Year-long class

Special Note: This (or AP US History) is usually taken as a 10th grader.

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

The focus on more modern topics will allow for two primary goals to be met. First, we'll see more clearly where the factors directly affecting our lives today came from. Second,

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

Course: AP US History

Prerequisite: A- or higher in World History or equivalent 9th grade course; B or higher in AP World History: Modern or equivalent 9th grade course; or permission from department; see also 'Expectations about Advanced Placement Classes' at start of this guide.

Length: Year-long class

Special Note: This (or US History) is usually taken as a 10th grader.

This course has the same fundamental rationale as the regular US History course, namely that 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. This course, however, is more demanding than regular US History and is taught with the academic expectations and rigor of a first-year college course. Consequently, the amount of reading, testing, and writing is significantly more than the regular US History course. The AP US History course covers the historical development of the US from colonial times to the 21st century. Students must study and comprehend many specific historical events from this time span, as well as understand and connect them through the eight themes of US history called out by the College Board: American and national identity, work, exchange, and technology, geography and the environment, migration and settlement, politics and power, America in the world, American and regional culture, and social structures.

Course: AP European History

Prerequisite: A- or higher in preceding non-AP history course or B or higher in preceding AP course; or permission from department; see also 'Expectations about Advanced Placement Classes' at start of this guide.

Length: Year-long class

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

The AP European History course will trace the development of European history from 1450 to the present. Students will study cultural, diplomatic, economic, intellectual, political, and social history while learning about key concepts, facts, and personalities of the time period. This course follows the guidelines of the College Board's Advanced Placement program and is consequently taught at an increased pace and with the heightened expectations of a college course. Students must be prepared for significantly more reading, writing, and testing than a non-AP history course. Assessments will contain both multiple-choice and essay questions in order to model the actual AP test, which will take place in May.

Course: AP Psychology

Prerequisite: A- or higher in US History or equivalent 10th grade course; B or higher in AP US History or equivalent 10th grade course; or permission from department; see also ‘Expectations about Advanced Placement Classes’ at start of this guide.

Length: Year-long class

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

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with major units of study, including biological bases of behavior, cognition, development, learning, social psychology, personality, and mental and physical health. Throughout the course, students apply psychological concepts and employ psychological research methods and data interpretation to evaluate claims, consider evidence, and effectively communicate ideas.

Course: AP US Government & Politics

Prerequisite: A- or higher in US History or equivalent 10th grade course; B or higher in AP US History or equivalent 10th grade course; or permission from department; see also ‘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.

Course: Advanced Social Studies: Afrofuturism

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

Length: Semester-long class

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

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

“Afrofuturism” as a specific term was introduced by Mark Dery in the 1990s and remains a polymorphous label. The increasing cultural presence of the tropes, ideas, and themes

of Afrofuturism makes this a perfect time to take this course. Afrofuturism is a deliberately inclusive term; while it focuses on themes surrounding Blackness, at its core, Afrofuturism aims to connect the future to the ancestral African past and, of course, all humanity is rooted in that African past.

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

Course: Advanced Social Studies: Economics

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

Length: Semester-long class

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

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

Course: Advanced Social Studies: The Human Experience of War

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

Length: Semester-long class

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

War is as old as human civilization, and so are stories of war. However, most of the information about war has been taught from the perspective of kings, presidents, and generals. How have basic soldiers experienced war through the ages? What commonalities can we find among them? How might these help us to explain why wars are fought? This course will use primary and secondary historical texts, as well as literature of war. While this class will look at events from the Trojan War (or earlier) to the Iraq War (or later), it is not a study of all these wars but rather a search for an understanding of the human experience of war at the front line and on the home front. The primary focus of the course is on the soldier's experience of war; one unit, however, will focus on civilian experience of war.

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

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

Length: Semester-long class

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

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

Course: Advanced Social Studies: US Government

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

Length: Semester-long class

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

The purpose of this course is to achieve a basic understanding of how the US 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.

Course: Advanced Social Studies: World Religions

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

Length: Semester-long class

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

This course entails both a general study and a comparison of several of the world's major religions. Major units of study will include Judaism, Christianity, Islam, Hinduism, and Buddhism. Other traditions, including those of indigenous cultures from around the world, will also be investigated. The course seeks to expose students to the core history, beliefs, tenets, and practices of these faiths and then search for shared themes to be further explored in the comparative portion of the course. Along the way we will use myriad texts, videos, and special guests to gain our best possible understanding of these religions.

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.

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 have a thorough sense of how these ideas are developed, tested, and verified.

Students who complete Geometry should advance to Algebra II or Algebra II with Trigonometry based on recommendations from their current math teacher and a discussion with their mentor.

Course: Algebra II

Prerequisite: Geometry

Length: Year-long class

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

This year-long course builds on the foundation laid in Algebra I and Geometry. Students are expected to think deeply about the foundation of the subject instead of just memorizing facts. Students will learn about the importance of functions in mathematics and their applications with real-world examples. Students will practice skills in

preparation for standardized tests like the SAT and ACT and to ensure success in their future college courses. Topics in the class include relations and functions, linear and absolute value equations and inequalities, 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.

Course: Algebra II with Trigonometry

Prerequisite: Geometry with a grade of B- or higher

Length: Year-long class

Special Note: 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 build upon their algebraic foundation to explore more advanced algebraic concepts. 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 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 will need a TI-83, TI-84, or N-spire calculator for the course.

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

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 could include graph theory, set theory, game theory, logic, apportionment, and election theory.

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.

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, functions, as well as completing an in-depth study of trigonometry.

Course: AP Precalculus

Prerequisite: A- or higher in Algebra II with Trigonometry; or permission from department; see also '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.

Course: AP Calculus AB

Prerequisite: B or higher in AP Precalculus; or permission from department; see also ‘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.

Course: AP Calculus BC

Prerequisite: B or higher in AP Calculus AB; or permission from department; see also ‘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.

Course: Multivariate & Differential Calculus

Prerequisite: AP Calculus AB

Length: Year-long class

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

optimization in several variables, multiple variable integration, and line and surface integrals. The course concludes with an introduction to differential equations. Topics may include solving exact first-order equations, solving second-order homogeneous and non-homogeneous linear equations, and exploring applications to various fields.

Course: Advanced Topics in Mathematics

Prerequisite: AP Calculus AB

Length: Semester-long class

This course will create a bridge from calculus-based courses that involve mathematical calculations to theoretical upper-level mathematics courses where students will work to prove theorems and grapple with mathematical abstractions. Topics can include but are not limited to proof and logic for coding and data science, higher-level probabilities, financial math, graph theory, number theory, and math history. Other topics may also include game theory, differential equations, and linear algebra. Students should take this course if they are interested in more mathematics after AP Calculus AB and if they are interested in exploring advanced mathematics in preparation for a math-heavy degree at the college level.

Course: AP Statistics

Prerequisite: A- or higher in Algebra II with Trigonometry; or permission from department; see also '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.

Science

Course: Biology

Prerequisite: None

Length: Year-long class

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

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

Course: Anatomy & Physiology

Prerequisite: Biology

Length: Year-long class

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

Course: Environmental Science

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

Length: Year-long course

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

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

Much of the learning in this course will occur through discussions, collaborative efforts, frequent experiments, and outdoor fieldwork. Outdoor fieldwork on campus and at off-site locations will occur weekly and will be major components of the course. Students do not need to have prior outdoor knowledge or skills; however, they should be ready to participate under a variety of different weather conditions. Remember: there is no such thing as bad weather, only bad gear!

Course: Zoology: Invertebrates

Prerequisite: Biology

Length: Semester-long class offered in the first semester

Special Note: Students who 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.

Course: Zoology: Vertebrates

Prerequisite: Biology

Length: Semester-long class offered in the second semester

Special Note: Students who 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.

Course: AP Biology

Prerequisite: A- or higher in Biology and Chemistry; or permission from department; see also 'Expectations about Advanced Placement Classes' at start of this guide.

Length: Year-long class

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

This course is a college-level course designed to challenge students to extend their knowledge of biological theory and processes. Students will increase their factual knowledge of biology. The course will provide students with an understanding of the

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

Course: Chemistry

Prerequisite: Biology and Algebra I

Length: Year-long class

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

Chemistry is the study of matter, its structure, properties, and composition, and the changes that matter undergoes. This is an introductory, 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.

Course: AP Chemistry

Prerequisite: B or higher in Chemistry; or permission from department; see also ‘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.

Course: Survey of Organic and Biochemistry

Prerequisite: Chemistry I

Length: Year-long class

This is an advanced laboratory-based course designed to give students an opportunity to explore a variety of topics in organic and biochemistry. The first semester will focus on the structure, properties, and reactions of organic compounds. During lab, students will use different techniques to investigate, synthesize, and analyze various organic molecules. In addition to performing lab manipulations, students will learn to organize

data, calculations, and analyses from investigations and effectively communicate their findings.

In the second semester, students will explore biochemistry through applications in food science. While the course will build an understanding of many chemical, physical, and biological concepts involved in taste, cooking, and other culinary experiences, it is NOT a cooking class. Students will focus on the four basic food molecules: water, fats, carbohydrates, and proteins. Students will explore the science behind food safety, preparation, and preservation techniques. Students taking this course should expect some of the laboratory work to be done in their home kitchens.

This course will be taught using collegiate-level texts and laboratory manuals. Students should expect a workload comparable to a first-year collegiate chemistry course.

Course: Astronomy

Prerequisite: Biology and Chemistry

Length: Year-long class

The course offers a broad survey of our modern understanding of the cosmos and how astronomers have built that understanding. It assumes no prior knowledge of astronomy or physics but 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, students will use computerized laboratory exercises to collect and analyze data. From ancient views of the solar system to the existence of extra-solar planets, from the birth and death of stars to black holes, from globular clusters to near and ancient galaxies, from familiar cosmic geometries to exotic ones, the course helps students understand their place in the universe.

Course: Physics

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

Length: Year-long class

This course covers topics such as Newtonian mechanics, electricity, magnetism, energy, optics, waves, and selected topics in modern physics. Students will explore these topics both qualitatively and quantitatively through hands-on experiences and class discussion. A willingness to engage oneself in deeply scientific thought and analytical challenge makes this a rewarding course.

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

Prerequisite: A- or higher in Physics; B or higher in AP calculus; or permission from department; AP Calculus is a co-requisite or prerequisite; see also '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.

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, be exposed to a variety of authentic materials, and learn to decipher meaning and communicate information on topics related to their everyday lives.

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 completed one year of French instruction at the high school level or equivalent. The curriculum includes work in the three modes of communication (interpersonal, interpretive, and presentational) as well as an exploration of French and Francophone cultures. Students will continue to build their vocabulary, develop their understanding of verb tenses and other grammatical structures, and communicate and decipher ideas and information using what they have learned. A variety of texts and authentic resources will be utilized as springboards for discussion and interpretation on topics related to daily life and the wider community.

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 continued exploration of French and Francophone culture 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. Students will learn to apply their linguistic resources to perform practical language tasks, expand their understanding of written and spoken French, and develop their ability to express information and ideas in more complex ways through their use of increasingly advanced grammatical structures. This class is conducted mostly in French.

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.

Course: AP French Language & Culture

Prerequisite: A- or higher in French 4 or consent of instructor; see also '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.

Course: Spanish 1

Prerequisite: None

Length: Year-long class

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

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

Course: Spanish 2

Prerequisite: Spanish 1 or by placement

Length: Year-long class

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

Course: Spanish 3

Prerequisite: Spanish 2 or by placement

Length: Year-long class

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

Course: Spanish 4

Prerequisite: Spanish 3 or by placement

Length: Year-long class

Spanish 4 is a language and culture course that is designed for students who have successfully completed three years of high school Spanish, the equivalent, or who have placed into this level through examination. Utilizing multiple authentic cultural resources, the students will continue their work with the three primary modes of communication: interpretive, interpersonal, and presentational. This course will continue to review the basic grammatical structures and will teach the more complex structures formally. The main goals of this course are to expand students' vocabulary and to refine their skills in reading and understanding in authentic contexts. Students will read Hispanic literary and

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

Course: AP Spanish Language & Culture

Prerequisite: A- or higher in Spanish 4 or permission of instructor; see also ‘Expectations about Advanced Placement Classes’ at start of this guide.

Length: Year-long class

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

Course: AP Spanish Literature & Culture

Prerequisite: B or higher in AP Spanish Language & Culture or permission of instructor; see also ‘Expectations about Advanced Placement Classes’ at start of this guide.

Length: Year-long class

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

Course: Academic English

Prerequisite: None

Length: Year-long class

Special note: 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.

This course is designed for students whose English language skills need refinement to succeed in an English-speaking academic environment. The focus will be on vocabulary building, formal writing, reading comprehension, and listening and speaking exercises that simulate the classroom experience. By engaging in targeted language practice, students will strengthen and improve their ability to understand academic and literary texts and to communicate effectively in English, particularly in writing. All students for whom English is not their native language are welcome in this class.

Fine & Performing Arts

Course: Yearbook I

Prerequisite: Students should have at least one semester of Language & Literature

Length: Semester-long class offered in the first semester; Students can take a full year of yearbook.

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, and organizational and collaborative skills. The first semester staff will set the theme and visual standards for the book. Students may take yearbook as a year-long class and will have the opportunity to focus more on finalizing the design and marketing the yearbook during the second semester.

Course: Yearbook II

Prerequisite: Students should have at least one semester of Language & Literature

Length: Semester-long class offered in the second semester; Students can take a full year of yearbook.

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, and organizational and collaborative skills. The second semester staff will be responsible for completing and marketing *Elements*, the school yearbook. Students may take yearbook as a year-long class and will have the opportunity in the first semester to focus more on setting the theme and tone of the yearbook, as well as reporting on first-semester events.

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 concurrently with Choir.

Course: String Orchestra

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

Length: Year-long class

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

Juniors and seniors may request Advanced Musicianship: String Orchestra, which is offered concurrently with String Orchestra.

Course: Wind Ensemble

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

Length: Year-long class

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

Juniors and seniors may request Advanced Musicianship: Wind Ensemble, which is offered concurrently with Wind Ensemble.

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.

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.

Juniors and seniors may request Advanced Musicianship: Percussion Ensemble which is offered concurrently with Percussion Ensemble.

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.

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.

Course: Advanced Music Technology

Prerequisite: Intro to Music Technology

Length: Semester-long class offered in the second semester

Advanced Music Technology is a continuation of the fundamentals learned in the intro course. Students will go more in depth in the study of sound waves, acoustics and the audio spectrum, console and signal flow, equalization and compression, microphones and

their placement, effects, digital audio formats, and MIDI concepts. In addition to these things, students will have an increased focus on recording, mixing and mastering, and copyright law. The projects in this course will be driven by student interest. Students will use these elements to produce studio quality recordings of covers and original music.

Course: Modern Band

Prerequisite: Instructor permission

Length: Semester long

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 modern band instrument, such as guitar, bass guitar, drums, keyboard/piano, or voice. A variety of popular music styles will be studied and performed, including pop, rock, R&B, and country. Modern Band will perform cover songs as well as original music written by students in the class. Students at all skill levels will improve their music theory, music history, and performance skills through a differentiated curriculum.

Course: Acting for Everybody

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

Length: Semester-long class

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

Course: 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. This course concludes with a screening of student work at the end of the semester.

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 the many varied roles required to deliver a quality production, including set and costume design, how to operate a sound and light board, basic sewing skills, make-up design, and puppet making.

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, and group and individual critiques will be the primary tools utilized during class time to allow students to fully develop their technical understanding of 2 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.

Course: Advanced Photography: Film & Darkroom Techniques
Prerequisite: Introduction to Art or Introduction to Photography
Length: Semester-long class

Students will gain an introduction to black-and-white film photography, learning to use at least two types of cameras. With pinhole cameras and possibly Holga “toy” cameras, we will learn about exposure with limited ability to control settings, learning to develop and print paper negatives and 120mm film. Then, we will use an SLR camera with manual settings and a light meter to expand our skills by taking focused, well-exposed pictures.

Students will practice safely and effectively employing darkroom equipment to develop their film and print their photos, striving to learn how to improve the exposure, composition, and contrast in their photos. Class critiques help us practice speaking about artwork to gain new perspectives and improve our work. Students will explore how to use the medium to express their unique viewpoints and elevate the quality of their work through principles of design. We will think about connections between images that are displayed together and how this may add to the viewer's experience.

Course: Advanced Photography: Digital Techniques

Prerequisite: Introduction to Photography

Length: Semester-long class

Students who have taken Intro 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 include thoughtful consideration of the elements and principles of design, successful photographic exposure, and maintaining print-quality files. Students are expected to increase their exploration of artistic personal expression and/or storytelling through their work. 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.

Course: Graphic Design

Prerequisite: Introduction to Photography or Introduction to Art

Length: Semester-long class

Projects in this class introduce students to a range of design processes, from hand sketches through completing final color artwork using Adobe Illustrator and Adobe Photoshop. Students will learn to communicate ideas in dynamic and engaging ways through purposeful selection, editing, and composition of photography, type (words), color, and graphical imagery. Projects will aim to develop students' understanding of how to utilize the software as well as challenge them to consider how to communicate themes and concepts in their work. The class will explore both print and online outlets for the work of a modern-day graphic designer.

Course: Collage/Assemblage

Prerequisite: Introduction to Photo or Introduction to Art

Length: Semester-long class

Students will explore elements and principles of art and design through creating and appreciating one of the most popular and pervasive of all art forms: collage. We can trace the origins of pasted papers back more than 400 years, and collage became the technique of choice in the 1960s and 1970s for anti-establishment protests. In the present day, it is practiced by millions of artists. This course will provide an opportunity to experiment

with a wide range of media such as paper, acrylic, gouache, oils, clay, wire, found objects, cardboard, wood, plastic, and other materials. Students will learn how to manipulate these materials to create both 2D collages and 3D assemblages.

Course: Sculpture I

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.

Course: Sculpture II

Prerequisite: Sculpture I

Length: Semester-long class

Students who have successfully completed Sculpture I are encouraged to take this course in order to further develop and build upon their skills as sculptors. This class will give students the opportunity to be guided through independent projects that can explore new materials and techniques or improve on an already familiar material or process.

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.

Course: Textiles II

Prerequisite: Textiles I

Length: Semester-long class

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

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

Course: Stained Glass

Prerequisite: Introduction to Art

Length: Semester-long

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

Course: 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 as help and investigate the principles, techniques, and concepts in historical and modern bookbinding.

Course: Bookbinding II

Prerequisite: Bookbinding I

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.

Course: Painting I

Prerequisite: Introduction to Art

Length: Semester-long

This course is designed for students with an interest in developing skills in color mixing and expanding their understanding of how to represent three-dimensional space and forms on a two-dimensional surface. Throughout the semester, students will be building on the basic fundamentals of composition, focusing specifically on line, value, form, gesture, and color theory. Emphasis will be on understanding and applying these

principles through a variety of projects, including but not limited to still life, landscape, portraits, and organic abstraction. Multiple mediums will be explored, such as oil paint, watercolor, gouache, and acrylic.

Course: Printmaking I

Prerequisite: Introduction to Art or Painting I

Length: Semester-long

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

Course: Advanced Drawing: Drawing From Life

Prerequisite: Intro to Art or Intro to Photography

Length: Semester-long

This course is designed for students with further interest in developing their skills in drawing. Throughout the course students will deepen their understanding of representing three-dimensional space on a two-dimensional surface. While working from observation, we will focus on the appropriate use of the principles and elements of design, especially in regards to composition, as well as focus on mark-making and how texture and form can give our drawings more dimension. Mediums used throughout the semester may include (but are not limited to) pencil, pen, ink, colored pencil, and graphic markers.

Course: Advanced Drawing: The Art of Sketchbooking

Prerequisite: Introduction to Art or Introduction to Photography

Length: Semester-long

This course will focus on the daily practice of sketchbooking. Each day in class, students will complete a single page in a sketchbook. They will experiment with both representational and abstract subject matter as well as work with a large breadth of mediums such as paintings, collages, printmaking, watercolor, and ink. Students will explore how artists throughout the past have utilized their sketchbooks to inspire and inform their later works as well as process ideas and meaning in their pieces. By the end of the semester students will have at least one, if not several, completely filled sketchbooks to look back on for inspiration.

Course: Sewing Fundamentals

Prerequisite: Introduction to Art or Introduction to Photography

Length: Semester-long

This course will focus on developing basic sewing skills and give students confidence using a sewing machine. Throughout the semester we will focus on pattern and fabric selection, basic construction techniques, pressing skills and we will also walk through how to read a sewing pattern. Various smaller projects will be made early in the semester, and the course will culminate with students sewing a simple garment of their choice.

Course: AP Studio Art: Drawing

Prerequisite: Three art courses; A- or higher in preceding art course; see also 'Expectations about Advanced Placement Classes' at start of this guide.

Length: Year-long class

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

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

Course: AP Studio Art: 2-D Design

Prerequisite: Three art courses; A- or higher in previous art course; see also '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.

Course: AP Studio Art: 3-D Design

Prerequisite: Three art courses; A- or higher in previous art course; see also '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.

Course: Senior Seminar in Art

Prerequisite: Two art courses (and approval from a UHS art instructor). This course is for 12th-grade students 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.

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.

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

Course: Advanced Physical Education: Yoga & Mindfulness

Prerequisite: Physical Education or permission of instructor

Length: Semester-long class in first semester

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.

Course: Advanced Physical Education: Yoga & Mindfulness 2: Advanced Asana
Prerequisite: Advanced Physical Education: Yoga & Mindfulness
Length: Semester-long class in second semester

Students must have taken Advanced Physical Education: Yoga & Mindfulness, prior to enrolling in Yoga & Mindfulness 2: Advanced Asana. This class will be heavily focused on the physical practice of yoga, also referred to as “asana.” Each class will focus heavily on the anatomy and proper alignment of yoga postures. Students will be encouraged to explore more advanced postures, such as inversions, elaborate sequences, binds, and balancing postures. Students should come in with solid physical practice and be ready to focus on strengthening their core, building muscle, and increasing flexibility. By the end of this course, students should feel confident practicing yoga in studio spaces that teach faster-paced, cardio-focused, vinyasa-style yoga flows.

Course: Advanced Physical Education: Dance
Prerequisite: None
Length: Semester-long class

This course will be an introduction to various styles of dance. Students will learn and explore a variety of dance styles including ballet, jazz, hip-hop, tap, lyrical, Hawaiian, folk, musical theatre, and swing dance. There is no experience needed to take this course, and students will be graded on effort and personal growth.

Course: 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 to improve upon our health and to make better choices and decisions. The course covers a variety of topics: wellness, personal care and body systems, sex education, tobacco, alcohol, and drug education, and nutrition.

Technology Courses

Course: Introduction to Computer Science

Prerequisite: None

Length: Semester-long class

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

Course: IT Concepts

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 networking basics found in every network, from their home to enterprise-level networks. Students will discover some macOS and troubleshooting basics, iPhone and iOS features, tips and tricks, and explore the hardware that makes up a computer. They will be introduced to logical structures, laying a foundation for programming. This course will also dedicate time to discussing current and emerging technology topics, breakthroughs, and advances. This course is meant to be introductory in scope and provides information beneficial to anyone using technology on a daily basis.

Course: IT Help Support

Prerequisite: IT Concepts

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 downtime that is to be used as a study hall. Therefore, this course is a 0.5 credit course. This course is offered both semesters and may be taken more than once.

Course: 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.

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.

Course: Introduction to Cyber Security

Prerequisite: None

Length: Semester-long class

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

Course: Game Development

Prerequisite: None

Length: Year-long class

Special Note: Students will require at least 1 TB of free space; 2 TB is preferred.

This course offers students the opportunity to learn how to use Unreal Engine to create different forms of digital media. We will cover what goes into creating realistic architectural visualizations to creating full 3D games. The three main areas of focus are design, engineering, and art. This course is project-based and will have a project for the final.

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 students should have some idea if they have any interest in possibly pursuing a career in accounting.

Course: Personal Finance

Prerequisite: None

Length: Semester-long class offered both semesters

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 you want to buy or lease a car? Should you 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.

Course: Management

Prerequisite: None

Length: Semester-long class offered in the second semester

Learn how to manage your own company! Begin by managing a small facility and grow the business as you gain more management knowledge. You will learn about working with your employees, some management accounting, pricing and sales, business insurance, and forms of business ownership. Simulation software will give you the opportunity to practice what you are learning. You will make decisions about designing your factory floor, increasing your profits, and dealing with everyday business issues as they arise. This class will have a \$25 fee for access to the simulation software.

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.

Course: Hispanic Culture Through Film

Prerequisites: One year of any high school world language

Length: Semester-long class

Special Note: Open to 10th - 12th-grade students

This course on Hispanic culture through film aims to provide students with a comprehensive understanding of the diverse cultures, histories, and perspectives of Spanish-speaking countries and communities around the world. The course will encompass a broad range of cinematic styles, genres, and themes, offering students the opportunity to develop critical thinking skills, cultural literacy, and cross-cultural competence.

Drawing on foundational concepts in film analysis, students will learn to analyze cinematic techniques, narrative structures, and thematic elements in Hispanic films. Students will examine the ways in which filmmakers from diverse Hispanic backgrounds express cultural identity, address historical legacies, and engage with contemporary issues. The course will also explore the connections between cinema and other forms of cultural expression, including literature, art, music, and politics.

Students are expected to engage in discussions, screenings, readings, and writing assignments that foster critical engagement with Hispanic cinema. The course will be taught in English, and it is open to any student in 10-th grade or higher seeking to learn about the Spanish-speaking world.

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 12th-grade 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.

Juniors interested in pursuing this program for their senior year should speak to the Dean of Academic Affairs for more information.

January Term Courses

Course: Amazing Race: Solving Problems in Urbanity

Approximate Cost: \$100 - 200

In this January Term class, we will model the challenges from the TV Show “The Amazing Race.” This is a game where multiple teams of students will compete in a race with each other. Teams will strive to arrive first at “pit stops” at the end of each leg to avoid coming in last. The clues provided during each leg lead the teams to the next destination or direct them to perform a task. This game will challenge students’ ability to collaborate with others, think critically, and solve problems effectively.

Course: The Art of Comedy

Approximate Cost: \$1,000 - 1,500

What is “funny?” This course will tackle the comedy genre across several mediums, including film, literature, ancient theatre, and stand-up/sketch comedy! Students will explore the effect of humor on the human condition across various generations while also analyzing the subversive impact it has had on society and culture. The class will culminate in a trip to Chicago, where we will experience its diverse live performance comedy scene firsthand.

Course: The Art of Protest

Approximate Cost: under \$500

In this class, we will explore how people from across the world and in a variety of historical contexts have used art to fight for change when faced with oppression, injustice, inequality, and violence. We will learn about how artists of all types—including musicians, writers, and visual artists—have reacted to injustice by creating works of art as a form of resistance, and we will consider the impact and effectiveness of protest art on bringing about change. Students will also have the opportunity to create their own art pieces that highlight issues that are important to them personally. An overnight trip to Chicago to visit the National Museum of Mexican Art is planned, along with possible additional day trips to see examples of art rooted in protest.

Course: Broadway

Approximate Cost: \$1,500 - 2,000

This course examines Broadway’s history, near demise, and continued growth today. Students will learn about what it takes to mount a theatrical production, from choosing a script to opening night. We will study successful productions and gain a greater understanding of theatre. Students will travel to NYC and see several Broadway and off-Broadway shows.

Course: Climbing: Rock, Ice, and Mountain
Approximate cost: \$2,000 - 2,500

The heights of mountains and cliffs call to many people. This class will explore the idea of climbing, through the disciplines of rock climbing, ice climbing, and mountaineering. We will examine many of the topics that surround the idea of climbing, from the history of climbing in places as diverse as Yosemite and Mount Everest, to the adventurers who go to the mountains, to the society and culture of the people who live near the mountains, to the commercialization of climbing. We will gather our knowledge from many sources, including books, films, lectures, discussions, Internet sources, and guest speakers. The course will include a good deal of writing through short response exercises and one longer paper.

Additionally, we will have practical experiences in climbing through indoor climbing in Indianapolis to simulate rock climbing and through traveling to the White Mountains in New Hampshire. In New Hampshire, we will work with professional guides to learn and practice the basics of ice climbing and mountaineering. This will include attempting to summit a mountain peak in the neighborhood of Mount Washington—the highest mountain in northeastern North America.

Students who are interested in this course need to be in good physical shape. While climbing can be exhilarating, it's also physically demanding. If spending eight hours out in the cold and hiking the equivalent of 12 miles is your thing, this is the January Term course for you!

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

Course: Exploring Japan: Tokyo, Kyoto & Kamakura
Approximate Cost: \$4,200 - 4,500

Join us on a journey through the heart of Japan's cultural heritage with our immersive course that combines classroom learning with hands-on exploration, culminating in an unforgettable trip to three iconic Japanese cities: Tokyo, Kyoto, and Kamakura. Throughout the course, students will learn more about the rich tapestry of Japanese history, art, religion, and society, gaining a better understanding of the country's unique cultural landscape. The course will feature lectures, discussions, and hands-on activities that deepen students' understanding of Japanese culture. Students will learn conversational phrases to use while traveling, experience the modern martial art of Aikido, delve into Japanese pop culture, and much more.

Course travel will include three full days in Tokyo, where ancient shrines stand alongside towering skyscrapers. We will visit iconic landmarks such as the historic Senso-ji Temple in Asakusa, the vibrant district of Harajuku, the Studio Ghibli Museum, and the busy Tsukijii Fish Market, to name a few. Students will spend a half day at a local high school to experience a high school day in Japan. During a day trip to Kamakura, students will see the sacred Tsurugaoka Hachimangu Shrine and view the Great Buddha, a towering

bronze statue that has watched over the city for centuries. On day four, we will board a bullet train to Kyoto, the ancient capital of Japan, where we will take a guided bike ride through the bamboo groves of Arashiyama, past the beautiful Golden Pavilion.

By the end of the course, participants will have gained a newfound appreciation for the richness and diversity of Japanese culture, as well as valuable insights into the country's past, present, and future.

Course: Film Art

Approximate Cost: \$100

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

Course: Functional Art

Approximate Cost: \$500 - 600

In this class, students will combine both form and function to create works of art that can also serve a practical purpose. There will be a wide variety of materials and projects that could potentially include the following: lamps & lighting, macrame, furniture, tufted rugs, quilts, sewing projects, weaving, candle making, woodworking, carving, etc. Students will also get the chance to select and create at least one project of their choice. Let's make some art!

Course: Internships

Variable: Student needs to transport themselves 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.

Course: Irish Identity: An Exploration Through Music, Art & Literature
Approximate Cost: \$3,500 - 4,000

What can we learn about Ireland through Irish folklore, poetry, song, and sport? We will explore the role Irish art and culture played in founding the independent republic and shaping the Irish Identity. We will learn how the Celtic influence can still be seen today in the architecture, art, and sports of Ireland. Some artists we will explore include James Joyce, William Butler Yeats, The Wolf Tones, U2, and Sinéad O'Connor. Students will travel to Ireland to experience, first hand, what they have studied through art. In Dublin, we will see where the rebels held the post office during the Easter Rising. We will travel to the Peace Walls and the border between Northern Ireland and the Republic where The Troubles played out in the late 20th century. This class will take place in an important time for the Irish, as Sinn Féin has just taken the seat of First Minister in Northern Ireland.

Course: New Orleans: Laissez Les Bon Temps Rouler (Let the Good Times Roll)
Approximate Cost: \$2,000 - 2,500

New Orleans is known as one of the most unique cities in the United States, with African-American, French, and Spanish influences. Students will examine the rich history and culture of New Orleans, studying art, music, literature, education, food, and architecture. The class will travel to New Orleans, where The French Quarter, the Central Business District, cemeteries, museums, and swamp lands will be explored. New Orleans has the world's largest Mardi Gras celebration, with an estimated 85,000 people attending annually, participating in parades and parties, a tradition to study that dates back to the 18th century.

Course: Oceanic Studies
Approximate Cost: \$3,000 - 4,000

Oceanic Studies is an interdisciplinary science course. The class will focus on coral reef ecology as we study the biological, physical, and chemical composition of the ocean and explore the effects of climate change. In addition to classroom instruction, the course will include working toward SCUBA Open Water certification. From readings to classroom to swimming pools to a living coral reef, the class will be both academically and physically demanding. We will conclude the class with a week-long trip to a field station in Belize. The coast of Belize hosts the largest barrier reef in the western hemisphere and second-largest reef on the planet. Students will complete their final open water dives, snorkel, and work with a local field station to further enrich their study of coral reef ecology.

This class is geared toward students new to SCUBA. Potential students must be able to swim 200 yards without stopping, tread water for 5 minutes, be physically and mentally capable of certifying in open water SCUBA (claustrophobia or chronic asthma may be medically disqualifying), and be able to travel easily (very small planes and short hull ocean watercraft imply easy motion sickness susceptibility and could make this trip

between challenging and miserable.) Students must also be able to acquire an international passport and visa (if applicable) clearing them to travel to Belize.

Course: Paper Crafts

Approximate Cost: \$300 - 400

Do you like paper but don't feel comfortable painting or drawing? Paper Crafts includes several forms of using paper to make beautiful works of art. We will explore quilling, origami, handmade paper, bookmaking, 3-D paper pop-ups, paper quilting, and so much more! You will make several pieces of art! We will also learn about artists who specialize in paper crafts and take day trips to explore the paper art world close to home.

Course: Pickleball: A Rally Through Time

Approximate Cost: \$1,000 - 1,500

In this class, students will dive into the ultimate pickleball adventure. Pickleball, a sport combining elements of tennis, badminton, and ping-pong, has captured the hearts of millions worldwide. Throughout the course, students will embark on a journey through the evolution of pickleball, tracing its roots from its humble beginnings to its current status as a global sensation. In addition to classroom learning, students will have ample opportunities to hone their skills on the court. Through interactive sessions, students will learn the rules, techniques, and tactics essential to becoming proficient pickleball players. This class will include domestic travel to watch a pro pickleball match live and play some pickleball outdoors in a sunnier climate.

Course: Reality TV

Approximate Cost: \$100

Reality television is everywhere. Reality TV focuses on "real life," but just how real is it? In this course, students will explore the different genres of reality TV, including docu-soaps, adventure, process (HGTV), performance, game, relationship, hidden camera, etc. As a class, we will examine the evolution and impact of reality television on society, the effect of streaming services, diversity in reality TV, and more. In this class, students will also have the opportunity to create their own reality TV show. Students do not have to follow reality TV currently to participate in the class!

Course: Space Exploration and Rocketry

Approximate Cost: \$1,500

Space exploration has been a big part of history since 1970, and it's not all rocket science! Or is it? This class will examine the history of space exploration and the basic principles of rocketry. This includes the history, current events, and future of space exploration, in addition to discussing the basic math and physics behind the design and flight of rockets. During the course, teams will work together to build and launch their own approved model rockets. This course will also include a three-day/two-night trip to Cape Canaveral, Florida, where we will visit the Kennedy Space Center (KSC) and the Air Force Space and Missile Museum.

Course: Vienna: Mozart to Modernism
Approximate Cost: \$3,500 - 4,000

Vienna has been called the Imperial City, the City of Music, the Culture Capital, the City of Dreams, and the World's Most Livable City. How did it earn these monikers? This course delves into the movements, people, works, and landmarks that shape Vienna's rich cultural heritage and their effects on the world. Along with an overview of Vienna's history, topics will include Beethoven, Mozart, and Strauss; Vienna's 19th-century architectural boom; the art, literature, and intellectual scene of "Vienna 1900;" the impacts of WWI and WWII; and kaffeekultur. This course is ideal for students with any level of interest in art history, music history, or cultural anthropology.

We will travel to Vienna to see ancient Roman ruins, the impressive Gothic Stephansdom, ornate baroque and Rococo palaces, art and culture museums, music venues where great composers played, and Vienna's city center, a UNESCO World Heritage Site. We'll also ice skate on the Rathausplatz, sample excellent Viennese cuisine, visit the world's oldest operating zoo at Schönbrunn, and perhaps go for a spin on the Wiener Riesenrad (historic giant Ferris wheel featured in *The Third Man*).

As the Viennese do, we will get around the city using public transportation (subway, bus, tram) and walking. Please note that temperatures at our travel time *average* from 40 F (high) to 29 F (low).

Course: Winter Olympics
Approximate Cost: \$600

Delve into the history of the games and try your hand at the various sports in enough time to potentially qualify for the 2026 Winter Olympics! This course will teach the spirit of the games while learning the rules and skills of traditional winter games sports: hockey, nordic skiing, alpine skiing, snowboarding, curling, figure skating, bobsled, luge, and speed & figure skating. The class will take a short trip to ski and snowboard.

Course: The Worst of American History
Approximate Cost: \$100

Are you infatuated with serial killers, dumb criminals, ridiculous laws, and political scandals? Do you love terribly acted movies, awful pop music, and overly dramatic television shows? This class will study, analyze, and often make fun of the worst that America has had to offer during its nearly 250 years in existence. That will include the worst scandals, crime sprees, politicians, spies, laws, court decisions, economic and foreign policy decisions, riots, and natural disasters in American history. We will also enjoy getting to know the worst of American popular culture, including the worst films, television shows, plays, books, and music that Americans have created. We will study the factual background and historical context of all of these examples, examine why American popular culture embraces so many horrible works, and analyze ways in which Americans have or have not progressed over time. In addition, students will consult with

their inner worst selves to devise their own scandals and crime sprees and create their own intentionally terrible works of art, such as short films that any self-respecting critic would despise and yet could still become popular in America today.
