

**2026-2027**

**Andrean High School**



**Principal: Jaycob Knazur**

**Vice Principal: Jessica Nygra**

## Course Catalog

*Below are the course descriptions for all the classes that Andrean offers. Please note the pre-requirements listed with each course in bold, and also please be aware that letter grades of “minus” do not qualify a student to move into a higher course track.*

### Business and Technology

Course Name	Course Description	Credits	Grade Levels
Preparing for College and Careers	Preparing for College and Careers addresses the knowledge, skills, and behaviors all students need to be prepared for success in college, career, and life. The focus of the course is the impact of today’s choices on tomorrow’s possibilities. Topics to be addressed include twenty- first century life and career skills; higher order thinking, communication, leadership, and management processes; exploration of personal aptitudes, interests, values, and goals; examining multiple life roles and responsibilities as individuals and family members; planning and building employability skills; transferring school skills to life and work; and managing personal resources. This course includes reviewing the national career clusters and Indiana's College and Career Pathways, in-depth investigation of one or more pathways, reviewing graduation plans, exploring postsecondary options and making career plans, and developing personal and career portfolios. A project based approach, including computer and technology applications, cooperative ventures between school and community, simulations, and real world experiences is recommended.	1	9
Intro to Business (DC Business 101)	In this course the students learn the basic knowledge and skills necessary to understand the business world. Through simulations, projects, and films together with lectures and discussions, the students learn about basic economics and social responsibility, credit, insurance, and other areas of business.	1 (3 Dual Credits)	9, 10, 11, 12
Business; Special Topics: Marketing (DC Marketing 101)	Business; Special Topics: Marketing is an extended learning experience designed to address the advancement and specialization of careers within the career cluster through the provision of a specialized course for a specific workforce in the school’s region. The learning experience is at a qualified site, and is designed to give the student the opportunity to learn and practice technical skills while working under the direction of the appropriately licensed professional. Throughout the course, students will focus on learning about employment opportunities and	1 (3 Dual Credit)	10, 11, 12

	obtaining the knowledge, skills and attitudes essential for success in specific occupations. Course standards and curriculum must be tailored to the specific profession, preparing students to advance in this career field, and where applicable, provide students with opportunities for certification or dual credit. Participation in a related CTSO encourages the development of leadership, communication and career related skills, and opportunities for community service.		
Business Law and Ethics	The course introduces the students to the legal environment and to special laws for special groups and contracts (making binding agreements). The course will include topics dealing with the foundation of our legal system; legal forms of business, employment law and contracts. Students will complete projects requiring both written and presentation components and gain an understanding of the legal aspects of operating a business.	1	10,11,12
Introduction to Accounting	<b>*2.0 GPA in Math coursework and 2.5 cumulative GPA.</b> Accounting includes the elementary principles of accounting theory and the application of that theory. Accounting for a service business, partnership accounting for a merchandising business, corporate accounting with emphasis on special journals, and payroll accounting and taxes are all part of the curriculum for this course. Special projects including stock market simulations, career research, and accounting applications are used to enhance understanding.	1	11,12 10th Teacher Rec from Bus. Teacher
Introduction to Entrepreneurship	Introduction to Entrepreneurship provides an overview of what it means to be an Entrepreneur. The student will learn about starting and operating a business, marketing products and services, and how to find resources to help in the development of a new venture. This course is ideal for students interested in starting their own art gallery, salon, restaurant, etc.	1	9, 10, 11, 12
Personal Financial Responsibility	Personal Financial Responsibility addresses the identification and management of personal financial resources to meet the financial needs and wants of individuals and families, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. This course helps students build skills in financial responsibility and decision making; analyze personal standards, needs, wants, and goals; identify sources of income, saving and investing; understand banking, budgeting, record-keeping and managing risk, insurance and credit card debt. A project-based approach and applications through authentic settings such as work-based observations and service learning experiences are appropriate. Direct, concrete applications of mathematics proficiencies in projects are encouraged.	1	9, 10, 11,12

Career Exploration Internship	<p><b>*Approved application.</b> The Career Exploration Internship course is a paid or unpaid work experience in the public or private sector that provides for workplace learning in an area of student career interest. Unlike a cooperative education program in which students gain expertise in a specific occupation, the career exploration internship is intended to expose students to broad aspects of a particular industry or career cluster area by rotating through a variety of work sites or departments. In addition to their workplace learning activities, students participate in 1) regularly scheduled meetings with their classroom teacher, or 2) a regularly scheduled seminar with the teacher for the purpose of helping students make the connection between academic learning and their work-related experiences. Specific instructional standards tied to the career cluster or pathway and learning objectives for the internship must be written to clarify the expectations of all parties – the student, parent, employer, and instructor.</p>	1	12
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## English and Language Arts

Course Name	Course Description	Credits	Grade Levels
English 9	This course will introduce students to the reading, writing, and listening concepts fundamental to high school English. Basic rules of grammar, usage, and mechanics are reviewed, and vocabulary is learned. Readings will include a variety of genres and time periods, highlighted by an in-depth study of at least one play by Shakespeare. The course is designed to help students read with an understanding of an author's main idea with a focus toward technique, style, and inference. Writing will include the essay process, and the completion of a well-documented step by step research. Students will do a researched presentation.	2	9
English 9 Honors	<b><i>*Admission is by score of 75th percentile or higher on the entrance exam and a grade of B or higher in eighth grade English or language arts class.</i></b> This course is open to incoming freshman who have demonstrated a marked proficiency in reading, writing, and active participation in class discussions. Readings will include a variety of genres and time periods, ranging from Shakespeare to Bronte. The course is designed to help students read with an understanding of an author's purpose, focused on technique, style, and inference. This course provides both independent study and class activities to enable students to analyze literature in greater depth than in the English 9 syllabus allows. Writing will include academic-style essays, poetry, fiction, and the completion of a well-documented, step-by-step research paper that is rooted in the content. Vocabulary and Grammar are covered every week, making sure that our students are well-rounded in their mastery of English Language Arts. Although all students have the option to take the English Advanced Placement exams their junior and senior years, the honors program offers specific preparation for this exam.	2	9
English 10	<b><i>*English 9.</i></b> English 10, an integrated English course based on Indiana's Academic Standards for English/Language Arts in Grade 10 and the Common Core State Standards for English/Language Arts, is a study of language, literature, composition, and oral communication with a focus on exploring universal themes across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 10 in classic and contemporary literature balanced with nonfiction. Literary interpretation, analysis, comparison, and peer evaluation will be used to foster good writing	2	10

	techniques necessary for subsequent upper-level English courses. This course presents an intensive review and development of grammar and composition. Students will write short compositions, responses to literature, and a research paper. Students will deliver grade-appropriate oral presentations and access, analyze, and evaluate online information		
English 10 Honors	<b>* <i>B or higher in Honors English 9 or an A in English 9 with a teacher recommendation.</i></b> This rigorous and fast-paced course will require critical thinking, problem-solving, and complex writing skills. Students will read a variety of literature that is mainly rooted in history, both classical and contemporary. They will trace historical and cultural significance as well as identify and apply rhetorical and literary devices to enhance analysis of the author's purpose. Students will write in a variety of different genres including argumentative, literary-based, timed, and research. Weekly study of vocabulary and grammar will help the students to strengthen their reading and writing abilities, becoming more advanced and preparing them for college-level expectations. Although all students have the option to take the English Advanced Placement exams their junior and senior years, the honors program offers specific preparation for this exam	2	10
English 11	<b>*<i>English 9 and 10.</i></b> This course is a study of language, literature, composition, and oral communication with a focus on exploring characterization across universal themes and a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write a variety of genres, including narratives, responses to literature, reflective compositions, college admission essays, and a research paper.	2	11
English 11 Honors	<b>*<i>B or higher in Honors English 10 or an A in English 10.</i></b> This course studies representative works and authors of the United States from pre-Revolutionary times to the present. Students will read, analyze, evaluate, critique, and actively respond to a wide variety of literary genres that reflect American culture, including quality works of various ethnic and cultural minorities. Students will also study and apply effective writing strategies. Students will write genres, such as critiques, analysis, creative, expository, and persuasive. Students will also write at least one research paper utilizing MLA format. Improvement in sentence structure and variety, diction, control of tone, voice, and mechanics will be emphasized throughout the year.	2	11

Advanced Placement Language And Composition	<p><b>* <i>B or higher in Honors English 10 &amp; PSAT score of 530 or higher for Reading and Writing sections.</i></b> The AP English Language and Composition course is designed to emphasize analysis of communication techniques and the use of rhetorical devices. Students will read, analyze, and respond to a variety of selections ranging from early American writing to recent publications and visual texts. Focus will be on each work's purpose, style, historical and social context, tone, target audience, and the rhetorical appeals contained in it. Students will consider the direct and indirect effects of rhetorical devices and strategies. Formal and informal writing assignments, oral presentations, and multimedia projects will cover a range of styles including expository, analytical, argumentative, reflective, and creative. Students will also write two research papers and document their research or reference sources using MLA format. Improvement in sentence structure and variety, diction, control of tone, voice, and mechanics will be emphasized throughout the year.</p>	2	11
English 12	<p><b>*<i>English 9, 10, and 11.</i></b> English 12 is a study of composition, literature, language, and oral communication. Students will learn to read and analyze a wide variety of genres of British and world literature. Students will write comparison/contrast, analysis, reflective compositions, evaluative essays in response to themes and works they have studied. They will begin with five-paragraph essays and progress to multi-page papers, including the research paper. Students will write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.</p>	2	12
English 12 Dual Credit	<p><b>* <i>B or higher in Honors English 11 or Advanced Placement Language and Composition.</i></b> Students will examine a wide variety of literary genres that reflect the English-speaking peoples from the Anglo-Saxon period to the present. Students will also study and apply effective writing strategies of exposition, narration, persuasion, and research. Students will write genres, such as critiques, analysis, creative, expository, and persuasive. Students will also write at least one research paper utilizing APA format. Improvement in sentence structure and variety, diction, control of tone, voice, and mechanics will be emphasized throughout the year.</p>	2 (6 Dual Credit)	12
Advanced Placement Literature And Composition	<p><b>* <i>B or higher in Honors English 11 or B or higher in AP Language and Composition &amp; PSAT score of 530 or higher for Reading and Writing sections.</i></b> The AP English Literature and Composition course is designed to build on students' knowledge from previous English courses while directing their analytical, interpretive, and presentation skills using "imaginative literature" as its base. Fundamental principles that students focus on throughout</p>	2	12

	the entire year include understanding the use of language in poetry, short stories, dramas, novels and memoirs; learning the importance of structure, style, and theme in the development of a work; integrating knowledge of literary terms and elements within a given work; and continued use of proper research techniques and informed analysis of the above elements. These four key areas will help students have a better appreciation of literature at both academic and personal levels. The organization of this course follows the requirements and guidelines of the College Board's AP English Course Description and is intended to prepare senior level students for the AP English Literature and Composition Exam administered in May of the student's senior year, as well as English courses that students will take at the college level.		
Speech	Speech, a course based on the Indiana Academic Standards for English/Language Arts, is the study and application of the basic principles and techniques of effective oral communication. Students deliver focused and coherent speeches that convey clear messages, using gestures, tone, and vocabulary appropriate to the audience and purpose. Students deliver different types of oral and multimedia presentations, including viewpoint, instructional, demonstration, informative, persuasive, and impromptu. Students use the same Standard English conventions for oral speech that they use in their writing.	1	9, 10, 11, 12
ACP Speech: Public Oral Communication	<p><b>* <i>C or Higher in English 11</i></b>. Students who take this rigorous course may earn three college credits through Indiana University Bloomington. This course follows IU's syllabus, so all students who take this course must rent IU's eBook for all lectures, reading materials, and online assignments. This course is capped at 24 students.</p> <p>This course introduces students to the close inter-relation of theory and practice. It does not resemble the simple skills-only versions of "basic public speaking" with which many students may be familiar. Although students will be rigorously trained in all the formal skills and techniques, oral communication is not merely technique; it is a human art of the highest distinction. This course is also not training in strategic manipulation, but in how to use the spoken word for good. We will look closely at why speech is capable of manipulating, deceiving and seducing, and how to spot, avoid and combat these uses. Students will learn to advance reasoned claims in public; adapt oral presentations to particular audiences; and listen to, interpret, and evaluate public discourse.</p>	1  (3 Dual Credit)	12
Film Literature, History, and Appreciation	<b>* <i>English 10 or Higher</i></b> . Students enrolled in this semester-long, upper-level English elective study film both as an art form and as a form of communication.	1	11,12

	<p>Students will be viewing, discussing, and writing about films in a literary fashion. They are taught how to “read” a film, just as students who study literature are taught to “see” how writers use different literary forms and conventions to achieve specific effects. Students also study specific film genres and learn to recognize the technical and artistic factors that contribute to the overall merit of a film. Students learn to write and speak knowledgeably about film, when reviewing a single film or when comparing and contrasting two or more films or novels. Students who take this course should be excited about film and literature. They should also be capable of self-monitoring their learning, as the content delivery method allows student choice and pacing and, in turn, requires devotion and commitment to an innovative learning model.</p>		
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## Fine Arts

Course Name	Course Description	Credits	Grade Levels
Theatre Arts	An introductory course designed to show the students all aspects of theatre from behind the scenes, to on the stage. Students enrolled in Theatre Arts read and analyze plays, create costumes and props, conceive scenic designs, and develop acting and improv skills. These activities incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore career opportunities in the theatre, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community. No necessary materials besides a notebook with a pocket/folder.	1	9, 10, 11, 12
Theatre Production	An introductory course to only behind the scenes aspects of theatre. Students enrolled in Theatre Production actively engage in the process of designing, building, managing, and implementing the technical aspects of a production. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore opportunities in the theatre, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community. The final project consists of designing a musical. No necessary materials besides a notebook with a pocket/folder.	1	9, 10, 11, 12
Advanced Acting	<b><i>*Completion of Theatre Arts with a C or better</i></b> This class is an advanced course for students interested in acting and performance. Students enrolled in Advanced Acting research, create, and perform characters through script analysis, observation, collaboration and rehearsal. They perform improv, duet/trio acting scenes, a one-act play, and a monologue. These activities should incorporate elements of theatre history, culture, analysis, response, creative process and integrated studies. Additionally, students explore opportunities in the theatre by attending plays, meeting actors and discussing their work, and becoming theatre patrons in their community.	1	10, 11, 12
Advanced Theatre	<b><i>*Completion of Theatre Arts and Advanced Acting.</i></b> Advanced Theatre Arts is based on the Indiana Academic Standards for Theatre. Students enrolled in Advanced Theatre Arts read and analyze plays and apply criteria to make informed judgments. They draw on events and experiences to create scripted monologues and scenes, create scenic designs for existing plays, and build characters through observation, improvisation and script analysis. These activities should incorporate elements of	1	10, 11, 12

	<p>theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore careers in theatre arts and begin to develop a portfolio of their work. They also attend and critique theatre productions and identify ways to support the theatre in their community.</p>		
Beginning Chorus	<p>Beginning Chorus is based on the Indiana Academic Standards for High School Choral Music. Students taking Beginning Chorus develop musicianship and specific performance skills through ensemble and solo singing. This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Chorus classes provide opportunities for performing, creating, and responding to music. Students develop the ability to understand and convey the 73 composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.</p>	1	9, 10, 11, 12
Beginning Concert Band	<p>Beginning Concert Band is based on the Indiana Academic Standards for High School Instrumental Music. Students taking this course are provided with a balanced comprehensive study of music through the concert band, which develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature, and integration of other applicable disciplines. Experiences include improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.</p>	1	9, 10, 11, 12
Applied Music	<p>Applied Music is based on the Indiana Academic Standards for High School Choral or Instrumental Music. Applied Music offers high school students the opportunity to receive small group or private instruction designed to develop and refine performance skills. A variety of music methods and repertoire is utilized to</p>	1	9, 10, 11, 12

	refine students' abilities in performing, creating, and responding to music.		
Music History and Appreciation	Music History and Appreciation is based on the Indiana Academic Standards for Music and standards for this specific course. Students receive instruction designed to explore music and major musical styles and periods through understanding music in relation to both Western and Non-Western history and culture. Activities include analyzing and describing music; evaluating music and music performances; and understanding relationships between music and the other arts, as well as disciplines outside of the arts.	1	9, 10, 11, 12
Two-Dimensional Art: Art Appreciation	Students taking 2-Dimensional Art engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production, and lead to the creation of portfolio quality works. This class focuses on glass as the medium, but also includes drawing of preliminary sketches for original designs to be executed in glass. The history of glass and technical vocabulary terms relating to the discipline and to 2-Dimensional design are covered in this class.	1	9, 10, 11, 12
Three-Dimensional Art	<b>* <i>Completion of 2D <u>QR</u> Art History with a B or better.</i></b> Students taking 3-Dimensional Art build on the sequential learning experiences of 2-Dimensional Art. This class focuses on glass as the medium, but also includes drawing of preliminary sketches for designs to be executed in glass. This course includes the history of glass and technical vocabulary terms relating to the discipline and 3-Dimensional design.	1	10, 11, 12
Ceramics I	Students create quality works of art in clay utilizing the processes of hand building, molds, wheel throwing, slip and glaze techniques, and the firing processes. Additionally, students do research and make presentations about ceramic art. The history of ceramics and technical vocabulary terms relating to the discipline are covered in this class.	1	9, 10, 11, 12
Ceramics II	<b>*<i>C or better in Ceramics I.</i></b> Students create quality works of art in clay utilizing the processes of hand building, molds, wheel throwing, slip and glaze techniques, and the firing processes. Additionally, students do research and make presentations about ceramic art. The history of ceramics and technical vocabulary terms relating to the discipline are covered in this class.	1	10, 11, 12
Ceramics III	<b>*<i>B or better in Ceramics II.</i></b> This course is a continuation of ceramic principles focusing on advanced techniques and materials used in specific periods in art history	1	11, 12
Drawing I	<b>* <i>Completion of 2D <u>QR</u> Art History with a B or better</i></b> Students will learn to apply elements in work that effectively communicates their ideas. They will create	1	10, 11, 12

	drawings utilizing processes of sketching and rendering, contour, gesture, and perspective drawing. Vocabulary terms and the elements and principles of art are introduced. Media used include pencil, chalk, pastels, charcoal, pen, and ink.		
Drawing II	<b>*C or better in Drawing I.</b> Students taking Drawing II will further explore the experiences and media of Drawing I. Focus will be on developing personal style.	1	11, 12
Drawing III	<b>*B or better in Drawing II.</b> Students taking Drawing III will further explore the experiences and media of Drawing II. Focus will be on creating multimedia projects.	1	11, 12
Painting I	<b>* <u>Completion of 2D OR Art History with a B or better.</u></b> Students taking Painting I engage in sequential learning experiences that encompass art history, criticism, aesthetics and production, and lead to the creation of portfolio quality works. Within this context, students will create realistic and abstract paintings, and learn the matting process. The media of tempera, watercolor, acrylic, and oils will be utilized and techniques of stippling, wash, under-toning, and impasto are introduced. Color theory is heavily stressed, as are vocabulary terms related to its discipline.	1	10, 11, 12
Painting II	<b>*C or better in Painting I.</b> Students taking Painting II will further explore the experiences and media of Painting I. Focus will be on further refining skills learned in Painting I, primarily using oils as the medium. Some multimedia artwork will be required and self-expression will be stressed.	1	11, 12
Painting III	<b>*B or better in Painting II.</b> This course is a continuation of painting principles focusing on advanced techniques and materials used in specific periods in art history.	1	11, 12
AP Art History	Art History is a course based on the Indiana Academic Standards for Visual Art. Students in this course will build on the sequential learning experiences that encompasses art history, art criticism, aesthetics, and production and lead to the understanding and appreciation of a variety of artwork. Students will explore historical and cultural backgrounds and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art. They will identify ways to utilize and support art museums, galleries, studios, and community resources.	1	9, 10, 11, 12
Student Media	Student Media, a course based on the High School Journalism Standards and the Student Media Standards, is the continuation of the study of Journalism. Students demonstrate their ability to do journalistic writing and design for high school media, including school newspapers, yearbooks, and a variety of other media	1	9, 10, 11, 12

	formats. Students follow the ethical principles and legal boundaries that guide scholastic journalism. Students express themselves publicly with meaning and clarity for the purpose of informing, entertaining, or persuading. Students work on high school media staff so that they may prepare themselves for career paths in journalism, communications, writing, or related fields.		
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## Health

Course Name	Course Description	Credits	Grade Levels
Health and Wellness	High school health education provides an opportunity for students to develop skills for daily living which helps them prepare for the future. Students are provided with opportunities to explore the effect of health behaviors on an individual's quality of life. This course assists students in understanding that health is a lifetime commitment by analyzing individual risk factors and health decisions that promote health and prevent disease.	1	9
Advanced Health Education	<b><i>*Completion of Health and Wellness.</i></b> Advanced Health and Wellness, an elective course that is aligned to Indiana's Academic Standards for Health and Wellness, provides advanced knowledge and skills to help students adopt and maintain healthy behaviors. Through a variety of instructional strategies, students practice the development of functional advanced health information (essential concepts); and determine personal values that support healthy behaviors; develop group norms that value a healthy lifestyle; develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors. Advanced Health and Wellness provides students with an in-depth study of promoting personal health and wellness, physical activity, healthy eating; promoting safety and prevention of unintentional injury and violence; promoting mental and emotional health, a tobacco, alcohol, and other drug-free lifestyle; and promoting human development and family health. The scientific components of health and wellness, health issues and concerns, health risk appraisals, individual wellness plans, health promotion, and health careers are expanded and explored within the context of the course. This course provides students with the advanced knowledge and skills of health and wellness core concepts, analyzing influences, accessing information, interpersonal communication, decision-making and goal-setting skills, health-enhancing behaviors, and health and wellness advocacy skills.	1	10, 11, 12
Current Health Issues	This course analyzes popular myths surrounding drug use in the United States. It is an in-depth study of the types of drugs commonly used, the effects of these on the human body, and on a person's mental and social health. This course explores the long and short-term consequences of drug use in our society.	1	10,11,12
Medical Terminology	Prepares students with language skills necessary for effective, independent use of health and medical reference materials. It includes the study of health and medical abbreviations, symbols, and Greek and Latin word part meanings, all taught within the context of body systems.	1	11, 12

	This course builds skills in pronouncing, spelling, and defining new words encountered in verbal and written information in the healthcare industry. Students have the opportunity to acquire essential skills for accurate and logical communication, and interpretation of medical records. Emphasis is on forming a foundation of medical vocabulary.		
Introduction to Health Science Careers	<b>*Health and Wellness.</b> Introduction to Health Science Careers is an exploratory course designed to provide students with an opportunity to investigate all aspects of the health science industry. Students will receive an introduction to healthcare systems and examine a variety of pathways in health science, and reflect on their own knowledge, skills, and interests, to begin to narrow the areas within health science they want to continue exploring.	1	11, 12
Principles of Exercise Science	<b>*Physical Required</b> <b>*Completion of PE I &amp; PE II.</b> This course provides an introduction to the relationship between exercise science and human movement principles along with the enhancement of strength and conditioning performance. Classroom topics will focus on anatomy and physiology of the muscular and skeletal systems, strength & conditioning programming concepts, and injury prevention. Students can expect to be training in the weight room 2-3 days per week and in the classroom the remaining 2-3 days per week. This course is designed for students who may pursue a future or career in playing sports, coaching sports, health and wellness, education, strength & conditioning, personal training, athletic training, physical therapy, and much more.	1	10,11,12
Kinesiology	<b>*Physical Required</b> <b>*Completion of Principles of Exercise Science</b> Students will study fundamental concepts concerning the interaction of biological and mechanical aspects of the musculoskeletal and neuromuscular structures. An emphasis on practical applications of the concepts will be accomplished through an introduction to fitness training methods and modalities for developing specific conditioning effects in individuals. Students can expect to be training in the weight room 2-3 days per week and in the classroom the remaining 2-3 days per week. This course is designed for students who may pursue a future or career in playing sports, coaching sports, health and wellness, education, strength & conditioning, personal training, athletic training, physical therapy, and much more.	1	10, 11, 12

## Physical Education

Course Name	Course Description	Credits	Grade Levels
Physical Education I	<p><b><i>*Physical Required</i></b></p> <p>Physical Education I places emphasis on health-related fitness and developing the skills and habits necessary for a lifetime of activity. This program includes skill development and the application of rules and strategies of a variety of different sports.</p>	1	9
Competitive Sports	<p><b><i>*Physical Required</i></b></p> <p><b><i>*PE I &amp; Instructor Approval.</i></b> Competitive Sports engages participants in rigorous athletic activities and competitions. Students are expected to compete on a daily basis in sports that may include but are not limited to flag football, soccer, basketball, floor hockey, tennis, volleyball, badminton, handball, and softball. Students must be familiar with the rules of the games, and they should have mastered fundamental skills and strategies of the identified sports.</p>	1	10,11,12

# Mathematics

Course Name	Course Description	Credits	Grade Levels
Algebra I	This course includes properties of real numbers, solving linear and quadratic equations, solving linear inequalities, solving verbal problems, operations with polynomials, graphing relations and functions, solving systems of equations and inequalities, as well as operations with rational expressions.	2	9
Algebra I Honors	<b>*Placement.</b> Honors Algebra I provides a formal development of the algebraic skills and concepts necessary for students who will take other advanced college-preparatory courses. In particular, the instructional program in this course provides for the use of algebraic skills in a wide range of problem-solving situations. The concept of function is emphasized throughout the course. Topics include properties of real numbers, solving linear equations, basic operations with polynomials, solving quadratic equations and systems of equations, properties of exponents, and introductory topics from statistics and probability.	2	9
Algebra II	<b>*Completion of Algebra I.</b> Topics from Algebra I are reviewed and extended into the study of irrational numbers, complex numbers, and various functions (quadratic, exponential, logarithmic). Topics also include operations with matrices and graphs of conic sections.	2	9, 10
Algebra II and Trig Honors	<b>*Freshmen: Placement committee. Sophomores/Juniors: C or better in Honors Algebra I.</b> Honors Algebra II is a course that expands on the topics of Honors Algebra I and provides further development of the concept of a function. Topics include right triangle trig Law of Sines /Law of Cosines, algebraic proofs, matrices, exponential and logarithmic functions, rational functions, radical functions, complex numbers, conic sections, circular trig functions, and sinusoidal graphs.	2	9, 10
Geometry	<b>*Completion of Algebra II or placement.</b> This course is a study of plane and solid Euclidian geometry. It reviews basic geometric concepts and constructions and extends into the detailed study of proof, parallelism, polygons, and circles, similarity, congruence, areas, and volumes.	2	10, 11
Geometry Honors	<b>*Sophomores: B or better in Algebra II Honors. Or an A in Alg. II or Freshman: Placement Committee.</b> Honors Geometry provides students with experiences that deepen the understanding of shapes and their properties. Deductive and inductive reasoning, as well as investigative strategies in drawing conclusions, are	2	10, 11

	stressed. Properties and relationships of geometric figures include the study of angles, lines, planes, congruent and similar triangles, trigonometric ratios, polygons, and circles and spatial drawings. An understanding of proof and logic is developed.		
Pre-Calculus and Trigonometry	<b>*C or better in Algebra II, or Completion of Algebra II/Trig Honors.</b> This pre-calculus course covers topics of Trigonometry listed above. Other topics covered are: graphs of linear, quadratic, and other polynomial functions; conic sections; exponential and logarithmic functions; arithmetic sequences and series; geometric sequences and series, and an introduction to limits.	2	10, 11, 12
AP Pre-Calculus	<b>*C or better in Algebra II/Trig Honors or an A in Alg. II.</b> AP Pre-calculus is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. This course covers topics including modeling real-world data, exploring multiple representations, and mastering symbolic manipulation. The course teaches students to approach Pre-calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.	2	10, 11, 12
Calculus I (MATH 131)	<b>*Completion of AP Pre-Calculus</b> A first course in the calculus sequence. Topics include limits, continuity, differentiation, application of the derivative, the Intermediate Value Theorem, definite integrals and the Fundamental Theorem of Calculus, with transcendental functions throughout	1  (4 Dual Credit)	11, 12
Statistical Analysis (STAT 240)	<b>*Completion of Calculus I</b> An introduction to probability and statistics for students who have completed a semester of calculus. Topics include probability, empirical and theoretical frequency distributions, sampling, correlation and regression, testing hypotheses, and estimation of parameters, with an emphasis on illustrations and applications of these techniques	1  (3 Dual Credit)	11, 12
Finite Mathematics	<b>*Completion of Algebra II.</b> Finite Mathematics is an umbrella of mathematical topics. It is a course designed for students who will undertake higher-level mathematics in college that may not include calculus. Finite Math is made up of five strands: Sets, Matrices, Networks, Optimization, and Probability. The skills listed in these strands indicate what students should know and be able to do in Finite Math. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience	1	11,12

	mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.		
Probability and Statistics	<b><i>*Completion of Algebra II or Precalculus with a B or better or Completion of Algebra II honors or Precalculus honors with a C or better or Completion of Calculus AB AP.</i></b> This course studies measures of central tendency and spread, probability, distributions (normal, binomial, student and chi-square), and testing of hypotheses.	1	12
AP Computer Science Principles	<b><i>*Completion of Algebra I with A or better.</i></b> This course will introduce you to the essential ideas of computer science and show how computing and technology can influence the world around you. Students will creatively address real-world issues and concerns while using the same processes and tools as artists, writers, computer scientists, and engineers to bring ideas to life.	2 (Fulfills elective for all diplomas or Math credits)	11, 12
Computer Science A	<b><i>*B or better in AP Computer Science Principles</i></b> AP Computer Science A introduces students to computer science through programming. Fundamental topics include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language. AP Computer Science A is equivalent to a first-semester, college-level course in computer science.	2  (Fulfills elective for all diplomas or science course requirement)	11, 12

## Science

Course Name	Course Description	Credits	Grade Levels
Biology	Biology is the study of all life on Earth from the simplest organisms to the most complex. The course explores cells as the basic units of life by analyzing their chemistry, structure, and reproduction. In addition, students learn about matter and energy transfer, interdependencies and interactions with the environment, genetics and heredity, and change in populations over time. This course offers students the opportunity to develop critical thinking skills through the scientific method and also incorporates essential laboratory techniques and field investigations.	2	9
Biology Honors	<b>*Placement Committee.</b> Honors Biology provides an in-depth study of the structures of living organisms and their functions through the use of lecture and laboratory investigation. Students discuss all topics covered in Biology I – cellular structure and chemistry, energy transfer, molecular basis of heredity, genetics, cellular reproduction, evolution, and interdependence – in addition to more advanced topics such as animal physiology, disease, and emerging biotechnologies. Honors Biology emphasizes independent study techniques and the development of critical thinking skills.	2	9
Integrated Chemistry/Physics	<b>*Completion of Biology, Algebra 1.</b> Integrated Chemistry and Physics provides an introduction to fundamental scientific methods. It introduces scientific concepts in the structure of matter, chemical reactions, forces, motion, energy, and the interactions between motion and energy. It provides introduction to laboratory work in chemistry and physics, with mastery of basic lab skills. This course will allow students to gain problem-solving skills necessary to be successful in society.	2	10
Chemistry	<b>*Sophomores: B or better in Biology and Algebra. Juniors and Seniors: Completion of Integrated Chemistry and Physics with a C or better and concurrent enrollment in geometry or Algebra 2.</b> First Year Chemistry allows students to synthesize useful models of the structure of matter and the mechanisms of its interactions through laboratory investigations of matter and its chemical reactions. This course provides a comprehensive approach to the principles of Chemistry. Critical thinking, scientific reasoning, and data analysis will be included and implemented through laboratory and demonstration.	2	10, 11, 12
DC Chemistry ACP	<b>*A in Biology; or C+ or better in Honors Biology and Honors Algebra.</b> Students will learn essential principles	2	10, 11

	of Chemistry: atomic structure, bonding, properties and reactions of elements and compounds, stoichiometry, solution, and acids/bases. Laboratory experiences will introduce students to the techniques and reasoning of experimental Chemistry.	(5 Dual Credit)	
Physics	<b>*Completion of Chemistry and Geometry with concurrent enrollment in Algebra II or higher.</b> Physics I aids students in synthesizing the fundamental concepts and principles concerning matter and energy through inquiry-based study of classical mechanics, wave motion, heat, light, electromagnetism, and atomic physics. This class also gives basic experience in laboratory experimentation and real-world application.	2	11, 12
Physics Advanced Placement I	<b>*A in Chemistry I or B in Honors Chemistry I; A in Geometry or B in Honors Geometry; concurrent registration in at least Algebra II.</b> This course is intended for students seriously interested in receiving a comprehensive preparation for entering the science, engineering, and technology fields. Students will have the opportunity at the end of the course to take the Physics I and/or Physics II exams.	2	11, 12
Advanced Science; Special Topics: Forensics	<b>*Biology.</b> In the introductory project based course, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine a crime scene, autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems.	1	10, 11, 12
Advanced Science; Special Topics: Zoology	<b>*Biology with grade of B- or better</b> This course will include an overview of the various groups of organisms within the vertebrate clade of the animal kingdom. It will take a comparative anatomy approach to illustrate the differences between major groups within the kingdom. Students will learn lab skills by dissecting representative organisms throughout the course and will complete a research project regarding an endangered species or a specific animal. A strong background in biology is expected as students will build on previously covered life science topics. Due to the extensive amount of time spent in lab activities, students will need to have demonstrated the ability to work on their own in a responsible manner in a lab setting during prior Science Dept. courses.	1	10, 11, 12
Anatomy and Physiology	<b>*Cumulative GPA of greater than 2.5.</b> Anatomy & Physiology is a course in which students investigate concepts related to Health Science, with	1 Or	11, 12

	emphasis on interdependence of systems and contributions of each system to the maintenance of a healthy body. It introduces students to many body systems and their structure and function. Through instruction, including laboratory activities, students apply concepts associated with Human Anatomy & Physiology. Students will understand the structure, organization, and function of the various components of the healthy body in order to apply this knowledge in all health-related fields.	2	
AP Environmental Science	<b>*Completion of Biology and Chemistry</b> AP Environmental Science is a course based on content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. Students enrolled in AP Environmental Science investigate the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.	2	12
Biology Advanced Placement	<b>*A in Chemistry or B in Honors Chemistry, B in Physics (or as recommended by Physics I teacher), B in Algebra II.</b> AP Biology is designed to simulate a college freshman's introductory Biology course. The first semester covers cellular anatomy and physiology, energy transformations, cellular metabolism, and genetics. The second semester covers the molecular basis of inheritance, biochemistry, biotechnology, evolution, the diversity of life and comparative anatomy and physiology. Students are required to engage in laboratory experiments and activities throughout both semesters.	2	12
Chemistry Advanced Placement	<b>*A in Chemistry I or B in Honors Chemistry I, B in AP Physics I, B in Algebra II.</b> This is an intense study of the principles of Chemistry in which laboratory skills and techniques are emphasized. This course is challenging in both content and pace.	2	12
Physics C; Dual Credit	<b>*B in Advanced Placement Physics B; B in Algebra II; completion of or concurrent registration in AP Calculus AB.</b> This course is designed to expand on concepts developed in a prior physics course and introduce students to calculus-based physics concepts and applications. Students will have the opportunity at the end of the course to take the Mechanics C and/or Electricity and Magnetism C exams.	2  5 (Dual Credit)	12
Introduction to Engineering Design	Introduction to Engineering Design is a fundamental pre-engineering course where students become familiar with the engineering design process. Students work both individually and in teams to design solutions to a variety	2	9, 10, 11, 12

	<p>of problems using industry standard sketches and current 3D design and modeling software to represent and communicate solutions. Students apply their knowledge through hands-on projects and document their work with the use of an engineering notebook. Students begin with completing structured activities and move to solving open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. Ethical issues related to professional practice and product development are also presented.</p>		
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## Social Studies

Course Name	Course Description	Credits	Grade Levels
Geography and History of the World	Geography and History of the World traces the development of our world from prehistoric times to modern, globalized times. Various geographical concepts revolving around geography's five basic themes are periodically covered as well.	2	10
AP World History	<b>*A in English 9 Honors.</b> AP World History is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP World History focuses on developing students' abilities to think conceptually about world history from approximately 8000 BCE to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance — focusing on the environment, cultures, state-building, economic systems, and social structures — provide areas of historical inquiry for investigation throughout the course. AP World History encompasses the history of the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania, with special focus on historical developments and processes that cross multiple regions	2	10
U. S. History	United States History investigates the development of the nation from the colonial period to the present with a special emphasis on the post-civil war era. Additional emphasis will be placed on the interaction of history, geography, social and economic forces which influence national development. The course will develop major themes in U.S. History, trace the chronology of that history, develop relationships between significant trends and ideas in U.S. history, identify assumptions and biases, and relate historical situations to present day concerns.	2	11
U. S. History Dual Credit	<b>*A in World History and A in English 10 or B in World History Honors and B in English 10 Honors.</b> United States History Honors investigates the development of the nation from the colonial period to the present with a special emphasis on the post-civil war era. Significant emphasis will be placed on the interaction of history, geography, social and economic forces which influence national development. The course will fully develop major themes in U.S. History, trace the chronology of that history, develop relationships between significant trends and ideas in U.S. History, identify assumptions and biases, and relate historical situations to present day concerns.	2 6 (Dual Credit)	11
U.S. History Advanced Placement	<b>*B or better in previous honors History or A in general History course.</b> AP U.S. History is a survey of American history from the age of exploration and discovery to the present. Solid reading and writing skills, along with a	1	11

	willingness to devote considerable time to homework and independent study, are necessary to succeed. Emphasis is placed on critical and evaluative thinking skills, essay writing, and the study of primary sources.		
U.S. Government	This course includes the study of the origin and evolution of political systems, with stress on the development of American democracy. A major focus is on contemporary politics. The Constitution and Amendments, their interpretation and change over time, is examined in detail. All levels of government are covered, with emphasis given to the Federal Government.	1	12
U.S. Government Advanced Placement	<b><i>*B or better in Honors/AP junior level History.</i></b> This course is designed to be the equivalent of a college survey. It covers in great depth the Constitution, civil liberties, civil rights, political ideologies, political parties, interest groups, the news media, political campaigns, Congress, the presidency, the federal courts, and the federal bureaucracy.	1	12
Economics	Economics examines the allocation of resources and their uses for satisfying human needs and wants. The course analyzes economic reasoning and behaviors of consumers, producers, savers, investors, workers, voters, institutions, governments, and societies in making decisions. Students explain that because resources are limited, people must make choices and understand the role that supply, demand, prices, and profits play in a market economy. Key elements of the course include the study of scarcity and economic reasoning; supply and demand; market structures; the role of government; national economic performance; the role of financial institutions; economic stabilization; and trade. The final project will be a class version of Shark Tank with students creating or inventing products to be sold to “sharks” in a formal style presentation.	1	12
Ethnic Studies	Ethnic Studies provides opportunities to broaden students’ perspectives concerning lifestyles and cultural patterns of ethnic groups in the United States. This course will either focus on a particular ethnic group or groups, or use a comparative approach to the study of patterns of cultural development, immigration, and assimilation, as well as the contributions of specific ethnic or cultural groups. The course may also include analysis of the political impact of ethnic diversity in the United States	1	9, 10, 11, 12
Sociology	Sociology allows students to study human social behavior from a group perspective. The sociological perspective is a method of studying recurring patterns in people’s attitudes and actions and how these patterns vary across time, cultures, and in social settings and groups. Students describe the development of sociology as a social science and identify methods of research. Through research	1	11, 12

	methods such as scientific inquiry students examine society, group behavior, and social structures. The influence of culture on group behavior is addressed through institutions such as the family, religion, education, economics, community organizations, government, and political and social groups. The impact of social groups and institutions on group and individual behavior and the changing nature of society will be examined. Influences on group behavior and social problems are included in the course. Students also analyze the role of individuals in the community and social problems in today's world.		
Topics In History: U.S. History '45 – Now	This course examines the racial, cultural, and economic conflict in post-war American society. It will also explore the resolution of conflict within the political traditions of the United States. The content of this course will allow students to develop historical research skills through the analysis, synthesis, and evaluation of primary and secondary source materials.	1	12
Anthropology 105 DC	Anthropology gives students perspectives concerning patterns of culture among people. The course introduces the anthropologist's processes of observing and analyzing human behavior. Topics studied include (1) theories and principles of cultural formation, growth, function, and change; (2) the relationship of culture to environment; and (3) the relationship between cultural background and behavior	1 (3 Dual Credit)	9, 10, 11, 12
AP Psychology	AP Psychology is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas. Topics include: History and Approaches; Research Methods; Biological Bases of Behavior; Sensation and Perception; States of Consciousness; Learning; Cognition; Motivation and Emotion; Developmental Psychology; Personality; Testing and Individual Differences; Abnormal Behavior; Treatment of Abnormal Behavior; and Social Psychology.	1	11, 12

## Theology

Course Name	Course Description	Credits	Grade Levels
The Revelation of Jesus Christ in Scripture	The purpose of this course is to give students a general knowledge and appreciation of the Sacred Scriptures. Through their study of the Bible, they will come to encounter the living Word of God, Jesus Christ. In this course they will learn about the Bible authored by God through Inspiration, and its value to people throughout the world. If they have not been taught this earlier, they will learn how to read the Bible and become familiar with the major sections of the Bible and the book included in each section. The students will pay particular attention to the Gospels, where they may grow to know and love Jesus Christ more personally.	1	9
Who is Jesus Christ	The purpose of this course is to introduce students to the mystery of Jesus Christ, the living Word of God, the Second Person of the Blessed Trinity. In this course students will understand that Jesus Christ is the ultimate Revelation to us from God. In learning about who he is, the students will also learn who he calls them to be.	1	9
The Mission of Jesus Christ	The purpose of this course is to help students understand all that God has done for us through his Son, Jesus Christ. Through this course of study, students will learn that for all eternity, God has planned for us to share eternal happiness with him, which is accomplished through the redemption Christ won for us. Students will learn that they share in this redemption only in and through Jesus Christ. They will also be introduced to what it means to be a disciple of Christ and what life as a disciple entails.	1	10
Life in Jesus Christ	The purpose of this course is to help students understand that it is only through Christ that they can fully live out God's plans for their lives. Students are to learn the moral concepts and precepts that govern the lives of Christ's disciples.	1	10
Jesus Christ's Mission Continues in the Church	The purpose of this course is to help the students understand that in and through the Church they encounter the living Jesus Christ. They will be introduced to the fact that the Church was founded by Christ through the Apostles and is sustained by him through the Holy Spirit. The students will come to know that the Church is the living Body of Christ today. This Body has both divine and human elements. In this course, students will learn not so much about events in the life of the Church but about the sacred nature of the Church	1	11
Sacraments as Privileged Encounters with Jesus Christ	The purpose of this course is to help students understand that they can encounter Christ today in a full and real way in and through the sacraments, and especially through the Eucharist. Students will examine each of the sacraments	1	11

	in detail so as to learn how they may encounter Christ throughout life.		
Living as a Disciple of Jesus Christ	The purpose of this course is to introduce students to the Church's social teaching. In this course, students are to learn how Christ's concern for others, especially the poor and needy, is present today in the Church's social teaching and mission.	1	12
Ecumenical and Interreligious Issues	The purpose of this course is to help the students understand the manner in which the Catholic Church relates to non-Catholic Christians as well as to other religions of the world. Building on the foundational truth that Jesus Christ established the Catholic Church and entrusted to her the fullness of God's Revelation, the course is intended to help students to recognize the ways in which important spiritual truths can also be found in non-Catholic Christian churches and ecclesial communities as well as in non-Christian religions. It is also intended to help them to recognize the ways in which other systems of belief and practice differ from the Catholic faith.	1	12

## World Languages

Course Name	Course Description	Credits	Grade Levels
French I	The Level I French course provides an introduction to the language by stressing pronunciation, basic grammar, and listening comprehension. Students also will have an opportunity to learn about the cultures of other French-speaking countries.	2	9 ,10
French II	<b>*C or Higher in French I</b> The Level II French course enables students to participate in classroom and extracurricular activities related to French as well as to participate in conversations dealing with daily activities and personal interests. French history is introduced with an emphasis on the French Revolution.	2	9 ,10 ,11
French III	<b>*C or Higher in French II</b> The Level III French course has a comprehensive study of Canada and its connection with the United States and France. The French students also have an increased emphasis on speaking and reading the language.	2	9, 10, 11
French IV Honors	<b>*B or better in French III H or an A in French III.</b> The Level IV French course enables students to participate in classroom and extra-curricular activities related to French, such as presentations to the student body and to parent groups and taking leadership roles in language clubs. Students are willing to participate in conversations with native and advanced non-native speakers, either in their community or in the school.	2	11, 12
Latin I	Latin I, a course based on Indiana's Academic Standards for World Languages introduces students to effective strategies for beginning Latin language learning, and to various aspects of classical Roman culture. This course emphasizes the development of reading and listening comprehension skills, such as reading isolated words and phrases in a situational context and comprehending brief written or oral directions. Though interpersonal communication is not an explicit emphasis of this course, opportunities may be provided for students to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics, and write short passages with guidance. Additionally, students will examine the practices, products and perspectives of classical Roman culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding Latin language and culture outside of the classroom.	2	9, 10, 11, 12
Latin II	<b>*Latin I</b> Latin II, a course based on Indiana's Academic Standards for World Languages, builds upon effective	2	10, 11, 12

	<p>strategies for Latin language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and comprehending longer written or oral directions. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Though interpersonal communication is not an explicit emphasis of this course, opportunities may be provided for students to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics, and write cohesive passages with greater independence and using appropriate formats. Additionally, students will describe the practices, products and perspectives of classical Roman culture; report on basic family and social practices of the target culture; and describe contributions from the target culture. This course further emphasizes making connections across content areas and the application of understanding Latin language and culture outside of the classroom.</p>		
Latin III	<p><b>*Latin II</b> Latin III, a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for Latin language learning by facilitating the use of the language and cultural understanding for self-directed purposes. This course emphasizes the continued development of reading and listening comprehension skills, such as using cognates, synonyms and antonyms to derive meaning from written and oral information, as well as Indiana Department of Education High School Course Titles &amp; Descriptions 272 comprehending details written or oral directions. Students will address the presentational mode by presenting student-created material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Though interpersonal communication is not an explicit emphasis of this course, opportunities may be provided for students to initiate, sustain and close conversations; exchange detailed information in oral and written form; and write cohesive information with greater detail. Additionally, students will continue to develop understanding of classical Roman culture through recognition of the interrelations among the practices, products and perspectives of the target culture; discussion of significant events in the target culture; and investigation of elements that shape cultural identity in the target culture. This course further emphasizes making connections across content areas as well the application of</p>	2	11, 12

	understanding Latin language and culture outside of the classroom.		
AP Latin	<b>*Latin III.</b> AP Latin is a course which follows the College Board course guidelines for AP Latin and prepares students to be successful on the AP Latin exam. The AP Latin: exam is designed to test the students' ability to use Vergil and Caesar as a base. The course is not intended to be used as a dual credit course. The AP Latin course focuses on the in-depth study of selections from two of the greatest works in Latin literature: Vergil's Aeneid and Caesar's Gallic War. The course requires students to prepare and translate the readings and place these texts in a meaningful context, which helps develop critical, historical, and literary sensitivities. Throughout the course, students consider themes in the context of ancient literature and bring these works to life through classroom discussions, debates, and presentations. Additional English readings from both of these works help place the Latin readings in a significant context.	2	12
Spanish I	The emphasis in Spanish I is on phonology, basic grammar as well as: listening, reading, writing and speaking. Students will learn about the different cultures which use the language.	2	9, 10
Spanish II	<b>*Completion of Spanish I.</b> Spanish II will continue to give students an understanding of the culture of Spanish-speaking people through more advanced study of the Spanish language. The students will continue to acquire oral proficiency and fluency in Spanish. Students will learn how to communicate basic information in the past while expanding their vocabulary and their skills to function within cultural settings.	2	9, 10, 11
Spanish III	<b>C or Higher in Spanish II.</b> In Spanish III the student is expected to apply the knowledge gained in Spanish I and Spanish II and be able to increase his/her competence in the four skills: Listening, Speaking, Reading and Writing. In addition to the other tenses, the student will be introduced to the Subjunctive Mood. The students will gain a greater awareness of the culture and history of the Spanish Speaking World. Students will focus on Guatemala and Mexico. Students will learn about Mayan Culture.	2	9, 10, 11
Spanish IV Dual Credit	<b>*B or Higher in Spanish III H.</b> Spanish IV will enable students to participate in classroom and extra-curricular activities related to Spanish, such as presentations and taking leadership roles in Spanish club. Students will participate in conversations with each other in the native language.	2  6 (Dual Credit)	11, 12
AP Spanish Language and Culture	<b>*A in Spanish III, Spanish IV HN.</b> The AP Spanish Language and Culture course is a perfect class for the students who wish to become fluent in Spanish. The	2	11, 12

	course explores present-day topics and current events. Students are required to take the AP exam.		
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*\*Please note that students in an AP course **must** take the course's AP exam; students in more than three AP courses (and/or a course not covered by the State) may incur an AP exam fee.*