It is the policy of the Zionsville Community School Corporation not to discriminate on the basis of sex, race, color, age, national origin, or handicap in the educational programs or activities which it operates or the employment therein or admission thereto. Questions or complaints regarding this policy should be directed to Dr. Scott Robison, Superintendent, Title IX and Section 504 Coordinator, 900 Mulberry St., Zionsville, IN 46077, phone (317) 873-2858

R: 1/8/16 104
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Zionsville Community High School
Online Course Registration for 2013-2014
Instructions for selecting courses:

1. Go to the following web address: http://ps.zcs.k12.in.us

2. Log in to Power School. You will use the same username and password for Power School as you do to login to Angel:
   username = first name- last name
   password = angel password

3. Once you are logged in, click on the “Class Registration” icon.

4. The class registration screen allows you to request courses by subject. To add a course in a specific subject area, click on the pencil icon (edit button)

5. A new screen with a list of courses in that subject will appear. Note: Only courses available to students in your grade level will appear. Select courses by placing a (clicking the box) next to the courses for which you are requesting. Some subjects may have more than one page of course options. To continue viewing a list of courses click on the page numbers located at the bottom of the course list screen. When you are done selecting courses within a subject, click “Okay”.

6. As you add courses, they will appear in the middle column on your registration screen. Continue by selecting courses in each subject until all of the courses you wish to select appear on the main registration screen.

7. Be certain that you have 7 Fall (F) and 7 Spring (S) courses selected to ensure that you will have a full schedule. You can make changes to your selections by returning to each subject and clicking the (edit button). When making changes merely unclick or click the boxes next to each course, and click “Okay” when you are done.

8. Once you are satisfied with your course requests, **YOU MUST CLICK “SUBMIT”** at the bottom of the registration page in order for your requests to be saved.

**NOTE:** Power School will not let you submit your requests unless you have made the minimum required requests in all areas marked with a AND at least 12 credit hours selected. One Semester = One credit hour.

9. You can confirm/view your final course requests by clicking on the “view course requests” link.
# FOUR-YEAR PLAN

## FRESHMAN YEAR

<table>
<thead>
<tr>
<th>Course</th>
<th>1st Sem</th>
<th>2nd Sem</th>
<th>Tot Cr</th>
<th>Course</th>
<th>1st Sem</th>
<th>2nd Sem</th>
<th>Tot Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. English 9</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1. English 10</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2. Integrated Chem/Phys</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2. Math</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3. Phys. Ed</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3. Science</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>5.</td>
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<td></td>
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<td>5.</td>
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<tr>
<td>6.</td>
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<td>6.</td>
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<tr>
<td>7.</td>
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<td>7.</td>
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</tr>
</tbody>
</table>

**SEM TOTAL CREDITS**

**YTD TOTAL CREDITS**

## SOPHOMORE YEAR

## JUNIOR YEAR

<table>
<thead>
<tr>
<th>Course</th>
<th>1st Sem</th>
<th>2nd Sem</th>
<th>Tot Cr</th>
<th>Course</th>
<th>1st Sem</th>
<th>2nd Sem</th>
<th>Tot Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. U.S. History</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1. Government/Econ</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2. English 11</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2. English 12</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3. Math</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
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<td>4.</td>
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<td>5.</td>
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<tr>
<td>6.</td>
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<td>6.</td>
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<tr>
<td>7.</td>
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<td></td>
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<td>7.</td>
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</tr>
</tbody>
</table>

**SEM TOTAL CREDITS**

**YTD TOTAL CREDITS**

## SENIOR YEAR

<table>
<thead>
<tr>
<th>Course</th>
<th>1st Sem</th>
<th>2nd Sem</th>
<th>Tot Cr</th>
<th>Course</th>
<th>1st Sem</th>
<th>2nd Sem</th>
<th>Tot Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td>5.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
<td>6.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
<td></td>
<td>7.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SEM TOTAL CREDITS**

**YTD TOTAL CREDITS**
Zionsville Community High School
Graduation Requirements
Core 40 Diploma

Completion of Core 40 is an Indiana graduation requirement beginning with students graduating in 2011. Indiana's Core 40 curriculum provides the academic foundation all students need to succeed in college and the workforce. A Core 40 diploma is earned by completing the following requirements:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>8</td>
<td>• English 9, 9-H 2 credits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• English 10, 10-H 2 credits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• English 11, English Lit &amp; Comp AP 2 credits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• English 12, Eng Lang &amp; Comp AP 2 credits</td>
</tr>
<tr>
<td>Math</td>
<td>6</td>
<td>• Algebra I 2 credits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Geometry 2 credits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Algebra II 2 credits</td>
</tr>
<tr>
<td>Science</td>
<td>6</td>
<td>• Integrated Chemistry and Physics or higher physical science 2 credits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Biology 2 credits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• any Core 40 Science Elective 2 credits</td>
</tr>
<tr>
<td>Social Studies</td>
<td>6</td>
<td>• U.S. History, U.S. History AP 2 credits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• World History, World History AP 2 credits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Government 1 credit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Economics 1 credit</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
<td>• Physical Education I and II 2 credits</td>
</tr>
<tr>
<td>Health</td>
<td>1</td>
<td>• Health Education 1 credit</td>
</tr>
<tr>
<td>Directed Electives</td>
<td>5</td>
<td>• World Languages, Fine Arts, Career/Technical 5 credits</td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
<td>• A career academic sequence is recommended. 6 credits</td>
</tr>
<tr>
<td>Testing</td>
<td></td>
<td>Must pass state mandated testing.</td>
</tr>
</tbody>
</table>
Zionsville Community High School
Graduation Requirements

Core 40 with Academic Honors

Students seeking a Core 40 with Academic Honors diploma must fulfill the following requirements:

- Complete all requirements for a Core 40 diploma
- Earn two additional Core 40 math credits.
- Earn 6 credits (three years of one language) or 8 credits (two years of one language and two years of a second language)
- Earn 2 Core 40 fine arts credits
- Earn a "C" or better in courses that will count toward the diploma
- Earn a grade point average of "B" or better
- Complete one of the following
  - Complete AP courses (4 credits) and corresponding AP exams
  - Complete IB HL courses (4 credits) and corresponding IB exams
  - Earn a combined score of 1200 or higher on the SAT critical reading and mathematics (students in the class of 2016 and beyond must take the critical reading, mathematics, and writing section and score no less than 530 on each section and earn a composite score of no less than 530 on each section)
  - Score a 26 or higher composite on the ACT (students in the class of 2016 must take the writing section)
  - Complete dual high school/college credit courses from the Core Transfer Library (6 transferable college credits)
  - Complete a combination of AP course (2 credits) and corresponding AP exams and dual high school/college credit course(s) from the Core Transfer Library (3 transferable college credits)

Core 40 with Technical Honors

Students seeking a Core 40 with Technical Honors diploma must fulfill the following requirements:

- Complete all requirements for a Core 40 diploma
- Earn a "C" or better in courses that will count toward the diploma
- Earn a grade point average of "B" or better
- Complete a career-technical program of 8 or more related credits. (students in the class of 2016 must earn six credits in a college and career pathway)
- Complete two of the following, one must be A or B
  A. Score at or above standard on WorkKeys (students in the class of 2016 may earn a minimum score on Accuplacer or on Compass)
  B. Complete dual high school/college credit courses in a technical area (6 college credits)
  C. Complete a Professional Career Internship course
  D. Complete an industry-based work experience
  E. Earn a state-approved, industry-recognized certification
Zionsville Community High School
Graduation Requirements
Standard Diploma

Completion of Core 40 is an Indiana graduation requirement beginning with students graduating in 2011. Students not completing Core 40 must complete a formal opt-out process in order to receive a diploma. Students graduating in 2010 may still earn a standard diploma without completing the opt-out process. A standard diploma is earned by completing the following requirements:

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- English 9, 9-H 2 credits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- English 10, 10-H 2 credits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- English 11, English Lit &amp; Comp AP 2 credits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- English 12, Eng Lang &amp; Comp AP, Advanced Comp 2 credits</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Algebra I 2 credits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Geometry, Geometry H 2 credits</td>
</tr>
<tr>
<td>Students in the class of 2016 and beyond will be required to earn two (2) credits in a mathematics course or a quantitative reasoning course during their junior or senior year.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Integrated Chemistry and Physics, Earth Space 2 credits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Biology 2 credits</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- United States History 2 credits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Government 1 credit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Any Other Social Studies Credit 1 credit</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Physical Education I and II 2 credits</td>
</tr>
<tr>
<td><strong>Health</strong></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Health Education 1 credit</td>
</tr>
<tr>
<td><strong>Career Academic Sequence</strong></td>
<td>6</td>
<td>Electives to take full advantage of career exploration and preparation opportunities 6 credits</td>
</tr>
<tr>
<td><strong>Flex Credits</strong></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>To earn 5 Flex Credits a student must complete one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Additional courses to extend the career academic sequence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Courses involving workplace learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- High school/college dual credit courses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Additional courses in: Language Arts, Social Studies, Mathematics, Science, World Languages, Fine Arts</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

Testing
Must pass state mandated testing

Opt-Out
A formal opt-out process is required for students to graduate with less than a Core 40 Diploma
Graduation Qualifying Exams (GQE)

The class of 2018 is the last class to utilize end of course assessments (ECAs) as a graduation qualifying exam. To be eligible for a diploma, students must earn passing scores on the algebra I and the English 10 ECAs.

Students who meet all of Zionsville Community High School High School’s graduation requirements but who fail to pass the GQE/ECAS and are denied a GQE/ECAS waiver will be awarded a Certificate of Attendance or, if enrolled in the special needs program, a Certificate of Completion.

INDIANA GRADUATION QUALIFYING EXAM REQUIREMENTS (Class of 2012 and beyond)
To receive a diploma, every Indiana student must demonstrate mastery of the academic standards assessed by the Graduation Qualifying Exams (GQE/ECAS). The three ways to meet the GQE/ECAS requirement outlined below are the options for receiving a diploma that are available to students under state law.
1. Pass the Algebra I and English 10 End of Course Assessments (ECAs), or
2. fulfill the requirements for the GQE/ECAs “Evidence-based” Waiver, or
3. fulfill the requirements for a GQE/ECAs “Work-readiness” Waiver

GQE/ECAs “Evidence-based” Waiver
A student who does not achieve a passing score on the GQE/ECAs may be eligible to graduate if the student does all of the following:
1. Takes the GQE/ECAs in each subject area in which the student did not achieve a passing score at least one time every school year after the school year in which the student first take the GQE/ECAs.
2. Completes required remediation opportunities provided to the student by Zionsville Community High School.
3. Maintains a school attendance rate of at least ninety-five percent (95%) with excused absences not counting against the student’s attendance.
4. Maintains at least a C average in the courses specifically required for graduation by rule of the Indiana Board of Education (34 credits.)
5. Satisfies all state and local graduation requirements.
6. Obtains a written recommendation from a teacher in each subject area in which the student has not achieved a passing score on the GQE/ECAs. The written recommendation must be agreed to by the principal and be supported by documentation that the student has attained the academic standard in the subject area based on (a) tests other than the GQE/ ECA's, or (b) classroom work.

GQE/ECAS “Work Readiness” Waiver
A student who does not achieve a passing score on the GQE/ECAs may be eligible to graduate if the student does all of the following:
1. Takes the GQE/ECAs in each subject area in which the student did not achieve a passing score at least one time every school year after the school year in which the student first takes the GQE/ECAs.
2. Completes required remediation opportunities provided to the student by Zionsville Community High School High School.
3. Maintains a school attendance rate of at least ninety-five percent (95%) with excused absences not counting against the student’s attendance.
4. Maintains at least a —C average in the courses specifically required for graduation by rule of the Indiana Board of Education.
5. Satisfies all state and local graduation requirements.
6. Completes the course and credit requirements for a general diploma, including the career academic sequence; a workforce readiness assessment; and at least one (1) career exploration internship, cooperative education, or workforce credential recommended by the student’s school.
ISTEP

The class of 2019 and beyond will be required to pass ISTEP+ exams in English and math administered during the 10th grade in order to graduate.

Advanced Placement

The Advanced Placement (AP) Program is a cooperative educational endeavor of secondary schools, colleges, and the College Board. All ZCHS courses designated as AP have been approved by the College Board through their course audit process. The AP Program at ZCHS provides opportunities for highly motivated high school students to take college level courses that include more in-depth study and analysis of course content. Research shows that students enrolling in challenging academic courses are far better prepared for the academic expectations at the college level. AP courses allow students to fine tune writing skills, enhance problem-solving abilities, and develop time management skills, discipline, and study habits that will be necessary for success in college. More than 90% of colleges and universities in the United States and more than 60 countries award course credit, advanced placement, or both on the basis of AP exam scores earned by students. Each May, the College Board AP examinations are offered at ZCHS. Exams combine essay or problem solving and multiple choice questions and are similar in format to a cumulative final examination. Exam fees are based on AP guidelines. Most recently the fee was $91.00 per exam. In order to encourage AP course enrollment and exam completion, the State of Indiana typically subsidizes the cost of math and science exams. ZCHS students typically pay $20.00 for subsidized exams to cover administrative costs. AP exam fees are set by the College Board and are subject to change in subsequent years.

ZCHS has offered and taught the following AP classes. As with all course offerings, the decision to teach a class in any given year is predicated on student enrollment.

Because these classes involve collegiate level work, summer assignments are often a requirement. Before registering for these courses please contact the department chair of the appropriate department to discuss potential summer assignments.

Art History
Biology
Calculus (AB)
Calculus (BC)
Chemistry
Chinese VI
Computer Science A (Java Programming)
Economic Macro
Economic Micro
English Language and Composition
English Literature and Composition
Environmental Science
European History
French VI
Physics Level C
Psychology
Spanish VI
Statistics
United States Government and Politics
United States History
World History
Auditing Classes/Retaking Classes

The primary purpose of an audit is to allow students the opportunity to help build capacity of fundamental skills missed in prior coursework. To assist students in meeting this goal, students may audit classes for which they have previously earned a credit. If space is available, students who wish to audit a course may request permission from the course instructor and the department head prior to the beginning of the semester. A contract of student expectations will be developed and agreed up by the student, teacher, and parent. Violation of this contract will result in termination of the audit agreement.

Students who receive a grade of C+ or lower may retake the class at ZCHS if desired. The grade received in the retake class will become the grade of record. Any exceptions to this must be approved by the principal or their designee. Students must notify their guidance counselor when the replacement grade is earned.

Dual Credit / Advanced College Project

ZCHS students may earn both high school and college/university credit by enrolling in dual credit courses. Students may enroll in a dual credit course available at ZCHS or students may take a course at a college or university that ZCHS may recognize. Prior approval is required for a course taken at a college or university to be counted toward a student's ZCHS diploma (see Transfer of Credits below.) In either case the student is responsible for any tuition involved.

Most dual credit opportunities have college admission requirements that may include SAT scores, GPA thresholds, and age minimums. ZCHS offers the following dual credit courses: Introduction to Business (ZCHS 7005, 7006), cadet teaching (8503, 8504), and entrepreneurship (7023, 7024.)

The Advance College Project (ACP) is a dual credit program offered through Indiana University. Students who meet admission criteria for Indiana University may choose to take courses in advanced composition (ZCHS 3001, 3002) or calculus (ZCHS 4015, 5016). Further information may be found through ZCHS guidance or at http://acp.indiana.edu/

Drop/Add

Students who are taking seven classes during a semester may drop one course for one study hall as follows:

--Students may drop a course within 10 school days without notation on their transcript. Adding a replacement class may occur but is dependent upon space availability.

--Students may drop a course from day 11 through the third day past the middle of the 9 week grading period (4 and 1/2 weeks). A withdrawal notation will be recorded on their transcript if they are passing at the time the drop occurs. A withdrawal failure notation will be recorded on their transcript if they are failing at the time the drop occurs. These marks will not be factored into a student's gpa determination.

--Students may drop a course from the fourth day past midterm (4 and 1/2 weeks). A withdrawal failure notification will be recorded on their transcript and be factored into gpa determination.

Graduation in Less than Eight Semesters

It is the belief of ZCHS that all students benefit by completing eight semester of high school. However, a student may graduate in less than eight semesters with approval of the principal or their designee. Students seeking early graduation must have a well structured and solidified transition plan that addresses further education or employment.
Weighted Grades

ZCHS recognizes and rewards academic rigor through a weighted grading system. Students who participate in AP, honors, and other select courses may earn quality points (honor points) if their grades are C- or higher. For students in the class of 2012, 2013, and 2014 all courses with a weighted designation will earn a full point. For students starting in the class of 2015 and beyond, courses with a weighted designation will earn either a full point or a half point.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Standard Course Weight</th>
<th>Full Point Weight</th>
<th>Half Point Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td>5.0</td>
<td>4.5</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>5.0</td>
<td>4.5</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>4.7</td>
<td>4.2</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>4.3</td>
<td>3.8</td>
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<tr>
<td>B</td>
<td>3.0</td>
<td>4.0</td>
<td>3.5</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>3.7</td>
<td>3.2</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>3.3</td>
<td>2.8</td>
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<tr>
<td>C</td>
<td>2.0</td>
<td>3.0</td>
<td>2.5</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>2.7</td>
<td>2.2</td>
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</table>

Course Weight Designation

<table>
<thead>
<tr>
<th>Full Point Courses</th>
<th>Half Point Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Composition</td>
<td>Accounting II/Financial Services</td>
</tr>
<tr>
<td>Adv Math Topics</td>
<td>Advanced Choir Chamber</td>
</tr>
<tr>
<td>Art History AP</td>
<td>Advanced Choir Choralaires</td>
</tr>
<tr>
<td>Biology AP</td>
<td>Advanced Choir Royalaires</td>
</tr>
<tr>
<td>Cadet Teaching</td>
<td>Advanced Concert Band</td>
</tr>
<tr>
<td>Calculus AP/AB</td>
<td>Advanced Science Anatomy and Physiology</td>
</tr>
<tr>
<td>Calculus AP/BC</td>
<td>Advanced Science Forensics</td>
</tr>
<tr>
<td>Chemistry II AP</td>
<td>Advanced Science Genetics</td>
</tr>
<tr>
<td>Chemistry II College Credit</td>
<td>Algebra II Honors</td>
</tr>
<tr>
<td>Chinese V/VI AP</td>
<td>Calculus College Credit</td>
</tr>
<tr>
<td>Computer Sci JAVA AP</td>
<td>Philharmonic Orchestra</td>
</tr>
<tr>
<td>Economics AP Macro</td>
<td>Chinese IV</td>
</tr>
<tr>
<td>Econ Hon AP Micro</td>
<td>English 10 Honors</td>
</tr>
<tr>
<td>English Language and Composition AP</td>
<td>English 9 Honors</td>
</tr>
<tr>
<td>English Literature and Composition AP</td>
<td>Environmental Science AP</td>
</tr>
<tr>
<td>Entrepreneurship &amp; New Ventures</td>
<td>French IV</td>
</tr>
<tr>
<td>Europe History AP</td>
<td>Geometry Honors</td>
</tr>
<tr>
<td>French V/VI AP</td>
<td>Jazz Ensemble</td>
</tr>
<tr>
<td>Human Geography AP</td>
<td>Journalism VIII</td>
</tr>
<tr>
<td>Principles of Management</td>
<td>Spanish IV</td>
</tr>
<tr>
<td>Music Theory AP</td>
<td></td>
</tr>
<tr>
<td>Physics AP Level C</td>
<td></td>
</tr>
<tr>
<td>Physics II (AP Physics I)</td>
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<tr>
<td>Pre-Calculus Hon</td>
<td></td>
</tr>
<tr>
<td>Psychology AP</td>
<td></td>
</tr>
<tr>
<td>Spanish V/VIAP</td>
<td></td>
</tr>
<tr>
<td>Statistics AP</td>
<td></td>
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<tr>
<td>US Government and Politics AP</td>
<td></td>
</tr>
<tr>
<td>United States History AP</td>
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<tr>
<td>World History AP</td>
<td></td>
</tr>
</tbody>
</table>
J. Everett Light Career Center

Junior and senior students have the opportunity to take courses at J. Everett Light Career Center which is located on the campus of North Central High School. Most classes at the career center are three credits per semester, and each program usually lasts two years. To be considered for programs at J. Everett Light Career Center, students must complete an application which is available in the guidance office. Students enrolled at J. Everett Light Career Center may take three or four credits of classes at ZCHS each semester. These would usually include courses needed to meet specific graduation requirements.

The following are examples of programs available at the career center: Animation/Film Production, Automotive Collision Repair, Auto Maintenance and Detailing, Automotive Services Technology, Barbering, Computer Repair, Cosmetology, Culinary Arts, Dental Assisting, Digital Media Arts, Early Childhood Education, Emergency Medical Technology, EMS First Responder, Health Care Careers, Law Enforcement, Medical Assisting, Music/Sound Production, Veterinary Assisting, Visual Design, Web Design, and Welding.

Additional information about the programs at the J. Everett Light Career Center is available in the course description section of this document and at the J. Everett Light web site: http://www.jelcc.com/

Middle School Class Credit

Middle school students that have completed the second level of a course sequence (Geometry, Spanish II, etc.) will be awarded high school grades and credits to appear on their transcript.

NCAA Eligibility Requirements

Prospective student-athletes should register online with the NCAA eligibility center by the start of their junior year of high school and notify his/her guidance counselor. It is the student’s obligation to register and pass classes that fulfill NCAA requirements. Specific information about eligibility for all NCAA divisions can be found on the NCAA Eligibility Center website at www.ncaa.org. Please see your guidance counselor with questions.

Out of Sequence Courses

All departments at ZCHS offer sequentially based coursework. Students who have not earned credit in a lower sequenced course due to classes taken in middle school, transfer of credit, or other unique situations may not take a lower level class out of sequence. For example, Students who have successfully completed Spanish II may not enroll in Spanish I for credit.

Scheduling Procedures

Students will select classes for the next academic year late in the first semester or early in the second semester. It is important that parents, students and counselors work together to select classes that help meet a student's academic, career, and collegiate goals. The school's master schedule is set and teaching assignments are made based upon student class selections so students should not assume that classes may be easily changed at the beginning of the school year.

Usually next year schedules will be provided to students in the spring. These schedules should be carefully checked and the guidance office should be contacted before the end of the school year concerning any requests for changes. Students will be allowed to request any schedule changes before the end of the school year. The guidance department will do its best to accommodate requests for changes as class size and balance allow.
At Back to School Days in August, students will receive their official schedule for the academic year. Changes of schedules will occur for the following reasons:

1. Changes in a student's special need status, IEP or resource requirements.
2. Medical issues as documented by a medical provider.
3. Errors made by the school in developing the schedule.
4. Changes that allow students to qualify for the Academic Honors or Core 40 diploma.
5. Failure of a prerequisite course as identified in the ZCHS course descriptions.
7. Failure of a course required for post-secondary study as documented by the institution.
8. Failure of a course required for graduation.
9. Dropping a study hall for a credit-bearing course.
10. Dropping an elective class for a required class.
11. Balance of class size as determined by the school.
12. History of failure in the same course taught by the same teacher.
13. Change to planned graduation date.
14. Adding a class to continue the sequence of a year-long course.

**Transfer Credits**

ZCHS maintains high academic standards. To help maximize future student success and curricular continuity from one level of course work to the next, students are encouraged to take courses offered at ZCHS whenever possible. Students are allowed to transfer credit courses from another school or educational service provider. General guidelines for transfer courses:

--The courses must be taken through schools or providers approved by ZCHS. Approval must be gained before enrollment through the principal or designee.

--Students earning a final total of less than 47 credits may transfer in additional credits beyond eight over the course of their high school career. Students earning a final total of more than 47 credits may transfer in additional credits beyond eight over the course of their high school career.

--The name of the school or course provider will appear on the transcript.

--Quality points may be awarded for transfer courses that are also offered at ZCHS.
Department Schematics

The following schematics are designed to provide a global overview of courses and curricular flow offered in each department. Please consult each courses description for specifics details for goals of the course and prerequisites.

Zionsville Community High School Academic Departments:

Art
Business
Engineering and Computer Science
English
Math
Music
Health and PE
Science
Social Science
World Language
Special Needs*

*Special Needs coursework is designed around individual student needs as established by their IEP in conjunction with other departments. No department schematic is provided.
Art Department

Art History
Fall/Spring
9-12

INTRO TO 2-DIMENSIONAL ART
Fall/Spring
9-12

INTRO TO 3-DIMENSIONAL ART
Fall/Spring
9-12

Digital Design I
Fall/Spring
10-12

Drawing I
Fall
10-12

Painting I
Fall
10-12

Photography I
Fall
10-12

Fiber Arts
Fall/Spring
10-12

Ceramics I
Fall
10-12

Sculpture
Fall
10-12

Digital Design II
Spring
10-12

Drawing II
Spring
10-12

Painting II
Spring
10-12

Photography II
Spring
10-12

Ceramics II
Spring
10-12

Ceramics III
Fall
10-12

Art History AP (1 year)
Fall
10-12

Prerequisites:
2 semesters of Visual Arts with B or better OR completed World History

Photography III
Fall
11-12

Advanced 2D
F11-12
Prerequisites: 4 or more semesters of 2D art
Courses are designated with year of student eligibility.

Introduction to Business is a yearlong course that may be taken fall semester, spring semester, or all year.

Introduction to Business and Entrepreneurship offer dual credit opportunity for qualified students. Please contact your guidance counselor for more information.

Advanced Accounting, Principles of Management are Honors courses.

Sports Marketing is a hybrid class taught both through the traditional classroom and through digital experiences.
Engineering and Computer Science

Introduction to Engineering Design PLTW
9-12

Principles of Engineering PLTW
10-12

AP Computer Science Principles*

AP Computer Science A*

*Completion of Algebra II is required for these courses
<table>
<thead>
<tr>
<th>Grade</th>
<th>CORE 40/Academic Honors/ Zionsville Honors</th>
<th>CORE 40/Academic Honors</th>
<th>General Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>English 9 Honors</td>
<td>English 9</td>
<td>Creative Writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mass Media</td>
</tr>
<tr>
<td>10th</td>
<td>English 10 Honors</td>
<td>English 10</td>
<td>Creative Writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mass Media</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Speech</td>
</tr>
<tr>
<td>11th</td>
<td>English Lit &amp; Comp AP</td>
<td>English 11</td>
<td>Creative Writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Speech</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mass Media</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Debate</td>
</tr>
<tr>
<td>12th</td>
<td>English Language AP</td>
<td>English 12 &amp;</td>
<td>Creative Writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advanced Comp</td>
<td>Speech</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mass Media</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Debate</td>
</tr>
</tbody>
</table>

- Enrollment in English 9 Honors and English 10 Honors is determined by readiness. Students have the opportunity to demonstrate readiness in 8th grade for English 9 Honors and in 9th grade for English 10 Honors.

- English Advanced Placement (AP) courses are open to any student.

- Advanced Comp is a one semester dual credit course offered through Indiana University and should be paired with a semester of English 12. Students taking Advanced Comp must formally apply through Indiana University.

- Enrollment in upper level Journalism courses requires teacher approval.
• Registration in Algebra Lab is by counselor recommendation only.

• Calculus Dual Credit is offered through Indiana University. Though any student successfully completing Pre-Calc may register for the course, students must meet Indiana University requirements to earn dual credit.

• AP Stats is open to any student successfully completing Algebra II or higher.

• Placement in honors math classes is based on previous performance and readiness assessments.

• Students not passing Algebra I, Geometry, or Algebra II will be placed on an alternative sequenced math path.
<table>
<thead>
<tr>
<th>Example</th>
<th>Sequence</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Min Grad Track</td>
<td>Algebra I and Algebra Lab</td>
<td>Geometry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Core 40</td>
<td>Algebra I</td>
<td>Geometry</td>
<td>Algebra II</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>AHD</td>
<td>Algebra I</td>
<td>Geometry</td>
<td>Algebra II</td>
<td>Probability &amp; Stats (1 sem) Discrete Math (1 sem) (If not majoring in math or science, still satisfies the Academic Honors Diploma)</td>
</tr>
<tr>
<td>4</td>
<td>AHD</td>
<td>Algebra I</td>
<td>Geometry</td>
<td>Algebra II</td>
<td>Precalculus</td>
</tr>
<tr>
<td>5</td>
<td>AHD</td>
<td>Algebra I</td>
<td>Geometry and Algebra II</td>
<td>Precalculus</td>
<td>AP Stats</td>
</tr>
<tr>
<td>6</td>
<td>AHD</td>
<td>Algebra I</td>
<td>Geometry and Algebra II</td>
<td>Precalculus (may take AP Statistics concurrently with precalculus or calculus)</td>
<td>Calculus (Dual Credit or AB)</td>
</tr>
<tr>
<td>7</td>
<td>AHD</td>
<td>Geometry H</td>
<td>Algebra II H</td>
<td>Precalculus H (may take AP Statistics concurrently with precalculus or calculus)</td>
<td>Calculus AB or BC</td>
</tr>
<tr>
<td>8</td>
<td>AHD</td>
<td>Honors Algebra II (must have taken Honors Geometry in 8th grade)</td>
<td>Honors Pre-Calc (may take AP Statistics concurrently with pre cal/calc</td>
<td>Calculus BC</td>
<td>Advanced Math Topics</td>
</tr>
</tbody>
</table>
Physical Education I, Physical Education II, and Health are required courses for graduation.

Lifeguarding includes potential certification from the American Red Cross.

Physical Conditioning or instructor approval is a required for Advanced Physical Conditioning.

Registration in Peer Tutoring is limited to the number of slots available at our feeder schools. Registration is through a qualification process established by the instructor and includes successful completion of Psychology.
The following courses are available for students to take.

**Freshman Year:**

Integrated Chemistry and Physics – This is the recommended course for all incoming freshman. Students who will be enrolled in Geometry as a freshman have the option of taking a readiness exam. If they demonstrate proficiency on the readiness assessment, they may bypass Integrated Chemistry and Physics and take Chemistry I or Physics I.

Biology I – If a freshman wishes to double up with Biology and ICP, they should have an A- in 8th grade science or a B in HA science

Chemistry I or Physics I – with demonstration of readiness

**Sophomore Year:**

Biology – This is a required course for all students to earn a diploma.

Advanced Science – Genetics (honors course)
Advanced Science – Forensics (honors course)
Chemistry I
Physics I
Earth Space Science
Advanced Science - Robotics

**Junior Year:** All sophomore courses and…

Anatomy/Physiology (honors course)
Physics II (AP Physics I) (honors course)
Environmental Science AP (honors course)
Chemistry AP (honors course)
Biology AP(honors course)
Physics AP C(honors course)

**Senior Year:** All sophomore and junior courses

For students interested in future careers in the following, we in the science department recommend:

**Health Careers:**

Biology I
Chemistry I
Physics I
Anatomy/Physiology
AP Science – Chemistry, Physics, Biology

**Engineering:**

Biology I
Chemistry I
Chemistry II
Physics I, II (AP 1), and/or AP C

**Science Major:**

Biology I
Chemistry I
Physics I
AP Science – Chemistry, Physics C, Biology

Note: If a student has a question about any specific science course or a recommended pathway for a particular career do not hesitate to contact the students science teacher or the science department chair for clarification.

Science Department Chair:
Cindy King
Email: cking@zcs.k12.in.us
Phone: (317) 873-3355 ext 12104
*9th Grade +
Chemistry or Physics
And
Biology

Advanced Science –
Genetics/Biotechnology
Honors

Advanced Science -
Forensics Honors

Chemistry I

Physics I

Earth & Space
Science I

Environmental Science,
Advanced Placement
Honors

Advanced Science –
Anatomy &
Physiology Honors

Physics II (AP 1)

Advanced Science –
Forensics Honors

Chemistry, Advanced
Placement Honors

Biology, Advanced
Placement Honors

Physics C, Advanced
Placement Honors***

Please check with your science teacher for course recommendations.
Also check this course description booklet for individual course prerequisites.

*Students are offered the option in 8th grade to demonstrate proficiency on a readiness assessment. If they are proficient based on their score on this assessment, they can bypass Integrated Chemistry/Physics and take Biology I. Students bypassing ICP and enrolled in Biology I may also enroll in Physics I or Chem I if concurrently enrolled in Geometry or Algebra II.

**Incoming freshmen that want to take both Integrated Chemistry/Physics and Biology should have at least an A- in 8th grade science or a B in 8th grade HA science. Students can also double in science their sophomore year by taking either Biology I and Chemistry I, Physics I or Earth and Space Science I concurrently.

*** Students taking AP Physics C must be enrolled concurrently in AB or BC Calculus
The above sequences are recommended. It is recommended that all students enroll in a social studies class their freshman year unless approved by their counselor. Elective courses included in the above sequences are recommended, not required.

@World History is the default entry point for most students. Students whose reading levels are below average should register in Geography History of the World. Students seeking a greater challenge should consider AP Human Geography or AP World History.

*Current Events, AP Human Geography, Psychology, and Sociology are one semester courses and do not fulfill specific diploma requirements but count as general electives for all diploma types.

+AP European History and AP Psychology are full year courses that do not fulfill specific diploma requirements but counts as a general elective for all diploma types.

#Macroeconomics AP is offered second semester. Microeconomics AP is a prerequisite.
World Language Requirements for the Core 40 with Academic Honors Diploma at ZCHS

**Students/parents should note that the sequences below are the minimum requirements for the Core 40 with Academic Honors Diploma. Students are encouraged to take as many World Language Courses as possible during their high school careers.**

<table>
<thead>
<tr>
<th>Option</th>
<th>7th grade</th>
<th>8th grade</th>
<th>9th grade</th>
<th>10th grade</th>
<th>11th grade</th>
<th>12th grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option A</td>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 3</td>
<td>Level 4 Honors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Option B</td>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 3</td>
<td>Level 1 (of another language)</td>
<td>Level 2 (of another language)</td>
<td></td>
</tr>
<tr>
<td>Option C</td>
<td>Level 1A</td>
<td>Level 1B</td>
<td>Level 2</td>
<td>Level 3</td>
<td>Level 4 Honors</td>
<td></td>
</tr>
<tr>
<td>Option D</td>
<td>Level 1A</td>
<td>Level 1B</td>
<td>Level 2</td>
<td>Level 3</td>
<td>Level 1 (of another language)</td>
<td>Level 2 (of another language)</td>
</tr>
<tr>
<td>Option E</td>
<td></td>
<td></td>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 3</td>
<td></td>
</tr>
<tr>
<td>Option F</td>
<td></td>
<td></td>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 1 (of another language)</td>
<td>Level 2 (of another language)</td>
</tr>
<tr>
<td>Course Title</td>
<td>Course ID</td>
<td>Course Length</td>
<td>Prerequisite</td>
<td>Grade Levels</td>
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<tr>
<td><strong>ART DEPARTMENT</strong></td>
<td></td>
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</tr>
<tr>
<td>Advanced 2D Art</td>
<td>6001 (F)</td>
<td>1 Sem</td>
<td>Minimum 4 semesters of 2D art</td>
<td>11-12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art History</td>
<td></td>
<td>1 Sem</td>
<td>None</td>
<td>9-12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art History AP</td>
<td>6003 (F)</td>
<td>Full Year</td>
<td>2 sem. of Visual Arts courses with B or better OR completion of World History</td>
<td>11-12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ceramics I</td>
<td>6005 (F)</td>
<td>1 Sem</td>
<td>Intro to 3D Art</td>
<td>10-11-12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ceramics II</td>
<td>6008 (S)</td>
<td>1 Sem</td>
<td>Ceramics I with C or above</td>
<td>10-11-12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ceramics III</td>
<td>6035 (F)</td>
<td>1 Sem</td>
<td>Ceramics II with C or above</td>
<td>11-12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Digital Design I</td>
<td>6009 (F)</td>
<td>1 Sem</td>
<td>Intro 2D Art</td>
<td>10-11-12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Digital Design II</td>
<td>6012 (S)</td>
<td>1 Sem</td>
<td>Digital Design I</td>
<td>10-11-12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drawing I</td>
<td>6013 (F)</td>
<td>1 Sem</td>
<td>Intro to 2D</td>
<td>10-11-12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drawing II</td>
<td>6016 (S)</td>
<td>1 Sem</td>
<td>Drawing I</td>
<td>10-11-12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fiber Arts</td>
<td>6017 (F)</td>
<td>1 Sem</td>
<td>Intro to 2D Art or Intro to 3D Art</td>
<td>10-11-12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intro to 2D Art</td>
<td>6019 (F)</td>
<td>1 Sem</td>
<td>None</td>
<td>9-10-11-12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intro to 3D Art</td>
<td>6021 (F)</td>
<td>1 Sem</td>
<td>None</td>
<td>9-10-11-12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Photography I</td>
<td>6023 (F)</td>
<td>1 Sem</td>
<td>Intro to 2D Art</td>
<td>10-11-12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Photography II</td>
<td>6024 (S)</td>
<td>1 Sem</td>
<td>Photography I</td>
<td>10-11-12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Photography III</td>
<td>6025 (F)</td>
<td>1 Sem</td>
<td>Photography II</td>
<td>11-12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Photography IV</td>
<td>6026 (S)</td>
<td>1 Sem</td>
<td>Photography III</td>
<td>11-12</td>
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**MATHEMATICS DEPARTMENT**

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<td>6511 (F)</td>
<td>Full Year</td>
<td>Audition + one year of HS music</td>
<td>10-11-12</td>
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<tr>
<td></td>
<td>6512 (F)</td>
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<td><strong>Instrumental</strong></td>
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<tr>
<td>Adv. Concert Band</td>
<td>6531 (F)</td>
<td>Full Year</td>
<td>None</td>
<td>9-10-11-12</td>
</tr>
<tr>
<td></td>
<td>6532 (S)</td>
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<td>Dance Choreography</td>
<td>6533</td>
<td>Sem</td>
<td>Audition</td>
<td>9-10-11-12</td>
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<tr>
<td>Intermediate Concert Band</td>
<td>6535 (F)</td>
<td>Full Year</td>
<td>Passing Grade in Mid. School</td>
<td>9-10-11-12</td>
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<td>6536 (S)</td>
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<tr>
<td>Jazz Ensemble</td>
<td>6537 (F)</td>
<td>Full Year</td>
<td>Audition</td>
<td>9-10-11-12</td>
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<td></td>
<td>6538 (S)</td>
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<tr>
<td>Sinfonia Orchestra</td>
<td>6551 (F)</td>
<td>Full Year</td>
<td>Audition</td>
<td>9-10</td>
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<tr>
<td></td>
<td>6552 (S)</td>
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<tr>
<td>Philharmonic Orchestra</td>
<td>6555 (F)</td>
<td>Full Year</td>
<td>Audition</td>
<td>10-11-12</td>
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<td></td>
<td>6556 (S)</td>
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<tr>
<td>Concert Orchestra</td>
<td>6553 (F)</td>
<td>Full Year</td>
<td>Ability to play a string instrument</td>
<td>9-10</td>
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<td></td>
<td>6554 (S)</td>
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<td><strong>Non-Performance</strong></td>
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<tr>
<td>Electronic Music I</td>
<td>6571 (F)</td>
<td>1 Sem</td>
<td>None</td>
<td>9-10-11-12</td>
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<td></td>
<td>6572 (S)</td>
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<tr>
<td>Electronic Music II</td>
<td>6573 (F)</td>
<td>1 Sem</td>
<td>Electronic Music I</td>
<td>9-10-11-12</td>
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<tr>
<td></td>
<td>6574 (S)</td>
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<tr>
<td>Music Theory, AP</td>
<td>6583 (F)</td>
<td>Full Year</td>
<td>Two years of music training, ability to read music</td>
<td>11-12</td>
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<td>6584 (S)</td>
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<tr>
<td>Elective PE - Adv. Phys Conditioning</td>
<td>5505 (F)</td>
<td>1 Sem</td>
<td>Physical Conditioning or permission of Teacher</td>
<td>10-11-12</td>
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<tr>
<td></td>
<td>5506 (S)</td>
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<tr>
<td>Elective PE - Lifeguarding</td>
<td>5507 (F)</td>
<td>1 Sem</td>
<td>Must be at least 15 and able to swim</td>
<td>9-10-11-12</td>
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<td>5508 (S)</td>
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<td>Elective PE-Physical Conditioning</td>
<td>5525 (F)</td>
<td>1 Sem</td>
<td>Physical Education I &amp; II</td>
<td>10-11-12</td>
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<td>5526 (S)</td>
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<td>Elective PE - Lifetime Sports &amp; Fitness</td>
<td>5509 (F)</td>
<td>1 Sem</td>
<td>Physical Education I &amp; II</td>
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<td>5510 (S)</td>
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<td>Elective PE - Trends in Fitness</td>
<td>5531(F)</td>
<td>1 Sem</td>
<td>Physical Education I &amp; II</td>
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<td>5532(S)</td>
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<td>Peer Tutoring</td>
<td>8501 (F)</td>
<td>Full Year</td>
<td>Psychology or AP Psychology and application</td>
<td>12</td>
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<td>8502 (S)</td>
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<td>Physical Education I</td>
<td>5519 Fem</td>
<td>Fall</td>
<td>None</td>
<td>9-10-11-12</td>
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<tr>
<td></td>
<td>5521 Male</td>
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<td>Physical Education II</td>
<td>5520 Fem</td>
<td>Spring</td>
<td>None</td>
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<td>5522 Male</td>
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<td>Current Health Issues</td>
<td>5501</td>
<td>1 Sem</td>
<td>Health Education</td>
<td>10-11-12</td>
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<td>5502</td>
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<td>None</td>
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<td>Course ID</td>
<td>Course Length</td>
<td>Prerequisite</td>
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<tr>
<td>Advanced Science Anatomy &amp; Physiology</td>
<td>4503 (F)</td>
<td>Full Year</td>
<td>Biology, Chemistry I and Algebra I with grades of C+ or above</td>
<td>11-12</td>
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<td>4504 (S)</td>
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<td>Advanced Science Forensic Science</td>
<td>4531 (F)</td>
<td>Full Year</td>
<td>ICP and Bio with C+</td>
<td>10-11-12</td>
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<td>Advanced Science Genetics Honors</td>
<td>4533 (F)</td>
<td>Full Year</td>
<td>ICP and Bio with C+</td>
<td>10-11-12</td>
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<td>Advanced Science Robotics</td>
<td>4505 (F)</td>
<td>Full Year</td>
<td>ICP or Physics with B</td>
<td>10-11-12</td>
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<td>Full Year</td>
<td>Integrated Chemistry/Physics, Chemistry or Physics I</td>
<td>9-10-11-12</td>
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<td>4502 (S)</td>
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<td>4509 (F)</td>
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<td>Biology, Chemistry I with B+ and Algebra II with B</td>
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<td>4510 (S)</td>
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<tr>
<td>Chemistry AP</td>
<td>4511 (F)</td>
<td>Full Year</td>
<td>Algebra II and Chemistry I with B+</td>
<td>11-12</td>
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<td>4512 (S)</td>
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<td>Chemistry I</td>
<td>4513 (F)</td>
<td>Full Year</td>
<td>Algebra I and Integrated Chemistry/Physics with C or above</td>
<td>10-11-12</td>
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<td>Earth and Space Science I</td>
<td>4517 (F)</td>
<td>Full Year</td>
<td>None</td>
<td>10-11-12</td>
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<td>4518 (S)</td>
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<td>Environmental Science AP</td>
<td>4529 (F)</td>
<td>Full Year</td>
<td>Biology I and either Chemistry I or Physics I</td>
<td>11-12</td>
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<td>4521 (F)</td>
<td>Full Year</td>
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<td>9-10-11-12</td>
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<td>4523 (F)</td>
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<td>Algebra I, Integrated Chemistry/Physics or selection by placement process</td>
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<td>Physics II (AP 1)</td>
<td>4551(F)</td>
<td>Full Year</td>
<td>Suggested: B in Algebra II and Physics I or a an A Integrated Chemistry./Physics, Algebra, II and rec. of previous science teacher.</td>
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<td>4552 (S)</td>
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<td>Physics AP Level C</td>
<td>4527 (F)</td>
<td>Full Year</td>
<td>Physics II (AP 1) or Physics I with recommendation of previous physics teacher and enrolled concurrently in Calculus</td>
<td>12</td>
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<tr>
<td>Anthropology</td>
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<td>3570 (S)</td>
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<td>Current Problems, Issues and Events</td>
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<td>Economics AP Macro</td>
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<td>Course Length</td>
<td>Prerequisite</td>
<td>Grade Levels</td>
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<td>European History AP</td>
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<td>Human Geography AP</td>
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<td>Geography and History of the World</td>
<td>3513 (F)</td>
<td>Full Year</td>
<td>None. Students earning Cs or higher in 8th grade English and Social Studies should enroll in World History &amp; Civilization</td>
<td>9-10-11-12</td>
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<td>None</td>
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<td>US Government</td>
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<td>US Govt. &amp; Politics AP</td>
<td>3525 (F)</td>
<td>1 Sem</td>
<td>None</td>
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<td>3527 (F)</td>
<td>Full Year</td>
<td>None</td>
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<td>US History AP</td>
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<td>None</td>
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<td>World History &amp; Civilization</td>
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<td>Full Year</td>
<td>None for 10-12. *It is recommended that 9th grade students taking World History should have earned a C or above in both 8th grade English and Social Studies.</td>
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<td>Functional Academics English</td>
<td>1063 (F)</td>
<td>1 Sem</td>
<td>Permission of Instructor</td>
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<td>Permission of Instructor</td>
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<td>1062 (S)</td>
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<td>Permission of Instructor</td>
<td>9-10-11-12</td>
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<td>Functional Academics Job Skills</td>
<td>8025 (F)</td>
<td>1 Sem</td>
<td>Permission of Instructor</td>
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<td>8027 (F)</td>
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<td>Permission of Instructor</td>
<td>9-10-11-12</td>
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<td>Resource A</td>
<td>8001 (F)</td>
<td>1 Sem</td>
<td>Under direction of a student’s IEP</td>
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<td>Resource B</td>
<td>8003 (F)</td>
<td>1 Sem</td>
<td>Under direction of a student’s IEP for students with a second resource</td>
<td>9-10-11-12</td>
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<td>Course ID</td>
<td>Course Length</td>
<td>Prerequisite</td>
<td>Grade Levels</td>
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<td>French I</td>
<td>5001 (F) 5002 (S)</td>
<td>Full Year</td>
<td>Recommended grade of C+ or better in most recent English class</td>
<td>9-10-11-12</td>
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<td>French II</td>
<td>5003 (F) 5004 (S)</td>
<td>Full Year</td>
<td>C in French I or permission of teacher</td>
<td>9-10-11-12</td>
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<td>French III</td>
<td>5005 (F) 5006 (S)</td>
<td>Full Year</td>
<td>C in French II or permission of teacher</td>
<td>9-10-11-12</td>
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<td>5007 (F) 5008 (S)</td>
<td>Full Year</td>
<td>C in French III or permission of teacher</td>
<td>9-10-11-12</td>
</tr>
<tr>
<td>French V</td>
<td>5009 (F) 5010 (S)</td>
<td>Full Year</td>
<td>C in French IV or permission of teacher</td>
<td>10-11-12</td>
</tr>
<tr>
<td>French Language and Culture, AP</td>
<td>5011 (F) 5012 (S)</td>
<td>Full Year</td>
<td>C in French V or permission of teacher</td>
<td>11-12</td>
</tr>
<tr>
<td>French I-II</td>
<td>5013 (F) 5014 (S)</td>
<td>Full Year</td>
<td>Complete Spanish III or Chinese III with a C or better</td>
<td>10-11-12</td>
</tr>
<tr>
<td>Chinese I</td>
<td>5037 (F) 5038 (S)</td>
<td>Full Year</td>
<td>Recommended grade of C+ or better in most recent English class</td>
<td>9-10-11-12</td>
</tr>
<tr>
<td>Chinese II</td>
<td>5039 (F) 5040 (S)</td>
<td>Full Year</td>
<td>C in Chinese I or permission of instructor</td>
<td>9-10-11-12</td>
</tr>
<tr>
<td>Chinese III</td>
<td>5055 (F) 5056 (S)</td>
<td>Full Year</td>
<td>C in Chinese II or permission of instructor</td>
<td>9-10-11-12</td>
</tr>
<tr>
<td>Chinese IV</td>
<td>5057 (F) 5058 (S)</td>
<td>Full Year</td>
<td>C in Chinese III or permission of instructor</td>
<td>9-10-11-12</td>
</tr>
<tr>
<td>Chinese V</td>
<td>5059 (F) 5060 (S)</td>
<td>Full Year</td>
<td>C in Chinese IV or permission of instructor</td>
<td>10-11-12</td>
</tr>
<tr>
<td>Chinese Language and Culture, AP</td>
<td>5075 (F) 5076 (S)</td>
<td>Full Year</td>
<td>C in Chinese V or permission of instructor</td>
<td>11-12</td>
</tr>
<tr>
<td>Spanish I</td>
<td>5041 (F) 5042 (S)</td>
<td>Full Year</td>
<td>Recommended grade of C+ or better in most recent English class</td>
<td>9-10-11-12</td>
</tr>
<tr>
<td>Spanish II</td>
<td>5043 (F) 5044 (S)</td>
<td>Full Year</td>
<td>C in Spanish I or permission of teacher</td>
<td>9-10-11-12</td>
</tr>
<tr>
<td>Spanish III</td>
<td>5045 (F) 5046 (S)</td>
<td>Full Year</td>
<td>C in Spanish II or permission of teacher</td>
<td>9-10-11-12</td>
</tr>
<tr>
<td>Spanish IV</td>
<td>5047 (F) 5048 (S)</td>
<td>Full Year</td>
<td>C in Spanish III or permission of teacher</td>
<td>9-10-11-12</td>
</tr>
<tr>
<td>Spanish V</td>
<td>5049 (F) 5050 (S)</td>
<td>Full Year</td>
<td>C in Spanish IV or permission of teacher</td>
<td>10-11-12</td>
</tr>
<tr>
<td>Spanish Language and Culture, AP</td>
<td>5051 (F) 5052 (S)</td>
<td>Full Year</td>
<td>C in Spanish V or permission of teacher</td>
<td>11-12</td>
</tr>
<tr>
<td>Spanish I-II</td>
<td>5053 (F) 5054 (S)</td>
<td>Full Year</td>
<td>Complete French III or Chinese III with a C or better</td>
<td>10-11-12</td>
</tr>
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</table>

**OTHER COURSES**

| Study Hall                        | 8497 (F) 8498 (S) | 1 Sem       | Only one study hall may be scheduled per semester.                     | 9-10-11-12   |
| Cadet Teaching                    | 8503 (F) 8504 (S) | Full Year   | Application                                                          | 12           |
| JEL                               | 8701 AM (F) 8702 AM (S) 8703 PM (F) | Full Year   | Students should see their counselor if they are interested in JEL courses | 11-12        |
ART DEPARTMENT

All courses offered by the Art Department engage students in sequential learning experiences, which encompass art history, art criticism, aesthetics and production.

ADVANCED TWO DIMENSIONAL ART:  This course is for the serious senior art student who has completed at least 4 semesters of 2D art classes in good standing, including one or more at the second level.  The course is intended to facilitate both portfolio quality work and a deeper exploration of the art process through research, writing, and viewing art outside the classroom.

Fall  Prerequisite: minimum of 4- 2D art courses  Grade Level: 11-12
An AHD fine arts course or a Core 40 elective

ART HISTORY:  This course is designed to give more significance to the question of why art is created instead of how.  Students will not only study the historical aspect of art through thematic units, but will be involved in experiences that include aesthetics, criticism, and production.  The class will explore the connection between history and culture.

Fall or Spring  Prerequisite: None  Grade Level: 9-10-11-12
An AHD fine arts course or a Core 40 elective

ART HISTORY AP:  This course is designed to further students’ understanding of works of art and those who create them.  Similar to an introductory college course in art history, students will focus solely on the historical background of periods and styles of art from Prehistoric to Modern.  Students should possess a strong interest in history or the arts.  Required reading is from college level art history texts and other materials.  This year long course was created to prepare students to take the Advanced Placement Art History exam.

Full Year  Prerequisite: 2 sem. of Visual Arts courses with B or better OR completion of World History  Grade Level: 11-12
An AHD fine arts course or a Core 40 elective

CERAMICS I:  Students will experience the designing, forming, and finishing processes of clay.  This will include basic hand building methods (not potter’s wheel), glaze and slip application, and firing procedures.  Design fundamentals will be stressed as well as exposure to ceramic traditions and trends worldwide, both past and present.  Problem solving and creative thinking skills are also emphasized.  Completion of this course serves as a prerequisite Ceramics II.

Fall  Prerequisite: Intro to 3D Art  Grade Level: 10-11-12
An AHD fine arts course or a Core 40 elective

CERAMICS II:  Students will approach more complex challenges both in clay techniques and in communicating ideas through the clay medium.  Hand building methods are continued and wheel throwing is introduced.  Emphasis is on the use of design principles, historic ceramic traditions from around the world, and creative problem solving skills.  Reading, writing, and research are involved.

Spring  Prerequisite: Ceramics I with a C or above.  Grade Level: 10-11-12
An AHD fine arts course or a Core 40 elective

CERAMICS III:  This course is designed for students who are very serious and interested in Ceramics.  It will expand upon the skills and experiences from the previous courses and focus on more individual exploration goals in the medium of clay and explore more hand building and wheel throwing techniques.  There is a strong emphasis on the development of portfolio quality work and artist statement.  Reading, writing and research are involved.

Fall  Pre-requisite:  Ceramics II with a C or above.  Grade level: 11-12
An AHD fine arts course or a Core 40 elective

DIGITAL DESIGN I: Using Adobe Creative Suite, students will create portfolio quality works. Students will become familiar with visual design and how it relates to many aspects of their everyday life.  Topics relating to ethics, design,
networking, employment, and history will be discussed. Students will find this class both challenging and rewarding regardless of their computer skill level upon entering the class.

**Fall or Spring**  
**Prerequisite:** Intro to 2D Art  
**Grade Level:** 10-11-12  
An AHD fine arts course or a Core 40 elective

**DIGITAL DESIGN II:** In this class, students will combine what they learned in Digital Design I to produce works and explore visual communications concepts on a deeper level. Students who have previously taken media arts/photography will be able to build upon their knowledge, but photography is not a prerequisite for this class. Students will explore and tackle real world design issues and career development will be discussed throughout the course.

**Spring**  
**Prerequisite:** Digital Design I  
**Grade Level:** 10-11-12  
An AHD fine arts course or a Core 40 elective

**DRAWING I:** Students will increase their perceptual skills while using a variety of drawing tools and techniques. The primary focus of this course is drawing from life. Types of drawings will include contour, gesture, still life, linear perspective, and portrait. Media will include graphite, charcoal, conté and ink.

**Fall**  
**Prerequisite:** Intro to 2D Art  
**Grade Level:** 10-11-12  
An AHD fine arts course or a Core 40 elective

**DRAWING II:** Building upon skills learned in Drawing I, students will further study compositional elements while working both realistically and abstractly. Increased figurative work will provide opportunities for content considerations and greater technical skills. Historic, modern, and non-traditional approaches to drawing will be explored. Students' media choices will expand to mixed media, pastels, and colored pencils in addition to those used in Drawing I. Assignments will be aimed at producing portfolio-worthy work.

**Spring**  
**Prerequisite:** Drawing I  
**Grade Level:** 10-11-12  
An AHD fine arts course or a Core 40 elective

**FIBER ARTS:** Using fiber and textile media and techniques, students will create works that focus on the transition between two and three-dimensional artworks. Fiber and textile processes may include: weaving, fabric printing, papermaking, basketry, batik, and mixed media. Cultural, historic, and aesthetic aspects of these processes will be incorporated, as well as experiences in art criticism.

**Fall or Spring**  
**Prerequisite:** Intro to 2D Art or 3D Art  
**Grade Level:** 10-11-12  
An AHD fine arts course or a Core 40 elective

**INTRODUCTION TO TWO-DIMENSIONAL ART:** Students will have the opportunity to increase their understanding and appreciation of art through responding to and making two-dimensional visual images. They will examine, analyze, interpret, and judge traditional and contemporary works of art and artifacts to discover how artists have used the following features of art: elements, principles, subject matter, media, techniques, styles, and products/function. Individual and group experiences will promote problem solving, creative thinking, and formal expression. Completion of this course serves as a prerequisite for Drawing I, Computer Graphics I, Fiber Arts, Media Arts: Photography I, Painting I

**Fall or Spring**  
**Prerequisite:** None  
**Grade Level:** 9-10-11-12  
An AHD fine arts course or a Core 40 elective

**INTRODUCTION TO THREE-DIMENSIONAL ART:** Students will design and construct realistic and abstract sculptural forms using a variety of materials, tools and techniques. They will examine, analyze, and interpret traditional and contemporary works of art and artifacts while their understanding of the elements and principles of design are reinforced. Individual and group experiences will promote problem-solving, creative thinking, and formal expression. Completion of this course serves as a prerequisite for Ceramics I, Sculpture I, and Fiber Arts.

**Fall or Spring**  
**Prerequisite:** None  
**Grade Level:** 9-10-11-12  
An AHD fine arts course or a Core 40 elective
PHOTOGRAPHY I: Students will explore the basics in photography through this class. First experiences will include exploration of cameras and photo manipulation. Students will gain the knowledge and ability to produce photographs and appreciate the functional and aesthetic aspects of photography. Students will develop an art vocabulary and refine their perceptual skills as they learn to use the camera as an effective tool.

A DSLR camera is needed. Students must provide their own manual DSLR (digital single lens reflex) camera per teacher specifications: A limited number of cameras will be available for rent on a per-project basis. Please contact the Art Department chair with camera questions.

Fall Prerequisite: Intro to 2D, Digital SLR camera with manual shutter speed, aperture, and focus.

Grade Level: 10-11-12 An AHD fine arts course or a Core 40 elective

PHOTOGRAPHY II: Students will continue to expand their knowledge of photography. Projects will build on lessons learned in Photography I. Advanced editing and good quality printing techniques are stressed. Different careers in the field of photography will be explored. Each student will prepare a portfolio of his/her work. Art criticism, as well as historic and contemporary aspects of photography are incorporated.

A DSLR camera is needed. Students must provide their own manual DSLR (digital single lens reflex) camera per teacher specifications: A limited number of cameras will be available for rent on a per-project basis. Please contact the Art Department chair with camera questions.

Spring Prerequisite: Photo I, Digital SLR camera with manual shutter speed, aperture, and focus.

Grade Level: 10-11-12 An AHD fine arts course or a Core 40 elective

PHOTOGRAPHY III: This is an advanced photography course that will build on the student’s techniques through mastery of the camera and Photoshop. Students will explore creative ways to create imagery based on advanced camera and lighting techniques. Students will be required to write about their work in the form of formal critiques. Students will also be required to develop and maintain a portfolio of their work.

A DSLR camera is needed. Students must provide their own manual DSLR (digital single lens reflex) camera per teacher specifications: A limited number of cameras will be available for rent on a per-project basis. Please contact the Art Department chair with camera questions.

Fall Prerequisite: Photo II, Digital SLR camera with manual shutter speed, aperture, and focus.

Grade Level: 11-12 An AHD fine arts course or a Core 40 elective

PHOTOGRAPHY IV: Students will begin to take total control over the type of work completed in this class. They will be given a list of varied assignments to pick from. Students may also derive their own projects. Strict deadlines are set, but each student is in charge of setting up his or her own plan of action to reach these deadlines. Students will be required to develop and maintain a portfolio of their work.

A DSLR camera is needed. Students must provide their own manual DSLR (digital single lens reflex) camera per teacher specifications: A limited number of cameras will be available for rent on a per-project basis. Please contact the Art Department chair with camera questions.

Spring Prerequisite: Photo III, Digital SLR camera with manual shutter speed, aperture, and focus.

Grade Level: 11-12 An AHD fine arts course or a Core 40 elective

PAINTING I Students will gain experience using a variety of media to paint from observation. Emphasis is on the use of design elements and principles and experimentation with different painting media to produce a strong composition, and on the continued development of the student’s perceptual skills. The painting experience will be enhanced through exposure to historic precedents and modern approaches to painting. Sketchbook and research assignments are a part of this course.

Fall Preferred Prerequisite: Drawing I, with minimum: Intro 2D Art

Student may take Draw I & Ptg. I same year Grade Level: 10-11-12
An AHD fine arts course or a Core 40 elective

PAINTING II Students will continue to develop perceptual and technical skills using acrylic, watercolor, and/or oil paints. Further exploration of painting styles and art movements will be included. Subject matter will be through observation and material derived from sketchbook research beyond the classroom. Students will have strong choice in the subject matter and media they choose to paint. Students will work more independently on different projects of their choice to build a strong composition to be stressed toward portfolio-worthy artwork. Sketchbook assignments and exercises in art criticism are a part of this course. Spring Prerequisite: Painting I Grade Level: 10-11-12

SCULPTURE I: This course involves exploration beyond the media and techniques used in Intro to 3D Art and will expand upon the skills and experiences. Students will create realistic and abstract sculptures with more advanced media such as, metal, sculptamold, plaster, stone, and various casting materials. There is a strong emphasis on the development of portfolio quality work and artist statement. Reading, writing and research are involved. Fall Prerequisite: Intro to 3D Art Grade level: 10-11-12

BUSINESS AND ENTREPRENEURIAL LEADERSHIP PROGRAM

Introduction

Business and industry surveys indicate that economic survival in the 21st century will demand that students know and understand both fundamental and technical concepts of business as well as possess the ability to execute these concepts in nearly any setting. All persons regardless of age, gender, and career aspirations, can benefit from participating in business, marketing, and information technology education. These programs provide a foundation for success for all students.

Looking to the future and adjusting and adapting as innovations emerge, the business, marketing and information technology education curriculum has changed dramatically over the years and now parallels the practices being implemented in business/industry both at home and abroad. As the explosion of technology began impacting businesses in an unprecedented manner, business, marketing, and information technology education quickly adjusted the curriculum to follow suit. When American businesses began to expand their frontiers to include global transactions, business, marketing, and information technology education began incorporating international content into the curriculum. Business, marketing, and information technology education has never been a static, stationary discipline; rather, it is an emerging, expanding, and challenging field.

The mission of the Business and Entrepreneurial Leadership Program is to work cooperatively with business/industry to prepare all individuals to live and work as productive citizens in a changing global society by providing essential business, marketing, and information technology experiences, education, and training. These experiences should actively engage students using instructional strategies that rely on the use of technology and practices that reflect current and emerging business/industry procedures.

Business Professionals of America (BPA)

BPA is a co-curricular student organization conducted on regional, state, and national levels and tests competency in various areas of business/office occupations. The words “Business,” “Professionals,” and “America” define the focus of BPA. Business: the field for which we prepare our students; emphasizes that we educate our students to work efficiently, not only in an office setting, but also in a wide variety of business situations. Professionals: our students indicate they join BPA to take advantage of a wide variety of professional development opportunities. America: symbolizes pride in our country and its free enterprise business system. The Special Recognition Awards Program and the Torch Awards Program are open to participation by all chapters and recognizes outstanding, actively involved members on the local, regional, state, and national levels.
INTRODUCTION TO BUSINESS: Business, Marketing and Entrepreneurship introduces students to the world of business, including the concepts, functions, and skills required for meeting the challenges of operating a business in the twenty-first century on a local, national, and/or international scale. The course covers business management, entrepreneurship, marketing fundamentals, and business ethics and law. The course further develops business vocabulary and provides an overview of business and the role that business plays in economic, social, and political environments.

Dual Credit
Introduction to Business provides opportunity to earn dual credit through Marian University. Though this course is open to 9-12 graders, students must be at least a junior to earn dual credit. Additionally, students must take the course for the full year, receive a “B” average or above in both semesters, have an SAT score of at least 910/PSAT 91 and a GPA of 3.0 or better. A cost is involved in earning dual credit. Please contact the Business Department Chair or your counselor for more details.

Full Year or either semester
Prerequisite: None
Grade Level: 9-12
A Core 40 or Academic Honors Elective

INTRODUCTION TO ACCOUNTING: Accounting introduces the language of business using Generally Accepted Accounting Principles (GAAP) and procedures for proprietorships and partnerships using double-entry accounting. Emphasis is placed on accounting principles as they relate to both manual and automated financial systems. This course involves understanding, analyzing, and recording business transactions and preparing, analyzing, and interpreting financial reports as a basis for decision making.

Full Year
Prerequisite: None
Grade Level: 10-11-12
A Core 40 or Academic Honors Elective

ADVANCED ACCOUNTING: Advanced Accounting expands on the Generally Accepted Accounting Principles (GAAP) and procedures for proprietorships and partnerships using double-entry accounting covered in Introduction to Accounting. Emphasis is placed on accounting principles as they relate to both manual and automated financial systems. This course involves understanding, analyzing, and recording business transactions and preparing, analyzing, and interpreting financial reports as a basis for decision making. Students are required to take Introduction to Accounting prior to enrollment in this course.

Full Year
Prerequisite: Introduction to Accounting
Grade Level: 11-12
A Core 40 or Academic Honors Elective

PRINCIPLES OF BUSINESS MANAGEMENT: Principles of Business Management focuses on the roles and responsibilities of managers as well as opportunities and challenges of ethically managing a business in the free enterprise system. Students will attain an understanding of management, team building, leadership, problem solving steps and processes that contribute to the achievement of organizational goals. The management of human and financial resources is emphasized.

Instructional strategies include use of Internet access to communicate/research with international businesses and individual schools, job shadowing, field trips, guest speakers, simulations, tours, interviews, and business projects.

Full Year  Prerequisite: Algebra I with B- or permission of instructor, suggested that students have a B or better in Business Foundations
Grade Level: 11-12
A Core 40 or Academic Honors Elective
HONORS course

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 16 national career clusters and Indiana’s College and Career Pathways, in-depth investigation of one or more pathways, reviewing graduation plans, developing 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 life experiences, is recommended.

**One Semester course - Fall or Spring**
Prerequisite: None
Grade Level 9-10-11-12
A Core 40 or Academic Honors Elective

**DIGITAL APPLICATIONS AND RESPONSIBILITY:** Digital Applications and Responsibility prepares students to use technology in an effective and appropriate manner in school, in a job, or everyday life. Students develop skills related to word processing, spreadsheets, presentations, and communications software. Students learn what it means to be a good digital citizen and how to use technology, including social media, responsibly. Students expand their knowledge of how to use digital devices and software to build decision-making and problem-solving skills. Students should be provided with the opportunity to seek industry-recognized digital literacy certifications.

**One Semester Course - Fall or Spring**
Prerequisite: None
Grade Level: 9-10-11-12
A Core 40 or Academic Honors Elective

**INTERACTIVE MEDIA:** Interactive Media prepares students for careers in business and industry working with interactive media products and services; which includes the entertainment industries. This course emphasizes the development of digitally generated or computer-enhanced products using multimedia technologies. Students will develop an understanding of professional business practices including the importance of ethics, communication skills, and knowledge of the “virtual workplace”.

**One Semester - Fall or Spring**
Prerequisite: Digital Applications and Responsibility
Grade Level: 9-10-11-12
A Core 40 or Academic Honors Elective

**ENTREPRENEURSHIP AND NEW VENTURES H:** Entrepreneurship and New Ventures introduces entrepreneurship, and develop skills and tools critical for starting and succeeding in a new venture. The entrepreneurial process of opportunity recognition, innovation, value proposition, competitive advantage, venture concept, feasibility analysis, and “go to” market strategies will be explored through mini case studies of successful and unsuccessful entrepreneurial start-ups. Additionally, topics of government and legal restrictions, intellectual property, franchising location, basic business accounting, raising startup funding, sales and revenue forecasting and business plan development will be presented through extensive use of word processing, spreadsheet and presentation software.

**Dual Credit**
Entrepreneurship provides opportunity to earn dual credit. Universities place age and performance qualifications on awarding dual credit. Please contact the Business Department Chair or your counselor for more details.

**Full Year**
Prerequisite: Suggested that students have a B or better in Business Foundations
Grade Level: 11-12
A Core 40 or Academic Honors Elective

**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.

One Semester Course – Fall or Spring
Prerequisites: none
Grade Level 10-11-12
A Core 40 or Academic Honors Elective

SPORTS AND ENTERTAINMENT MARKETING:  
Sports and Entertainment Marketing is a specialized marketing course that develops student understanding of the sport/event industries, their economic impact, and products; distribution systems and strategies; pricing considerations; product/service management, and promotion. Students acquire an understanding and appreciation for planning. Throughout the course, students are presented problem-solving situations for which they must apply academic and critical-thinking skills. Participation in cooperative education is an optional instructional method, giving students the opportunity to apply newly acquired marketing skills in the workplace.

This course combine traditional instruction based on seat time and digital instruction based on flex time. This course requires a degree of attendance as a normal class (usually 2-3 days a week) and a degree of flex time where work is completed outside of the class room (usually 2-3 days a week.) This course allows students the flexibility to work through the curriculum partially at their own pace while developing academic responsibility. Typically this class will be offered first or seventh periods. Students taking this class are best served by arriving shortly before the start of second period or departing immediately after sixth. Students arriving before second period or remaining after sixth will be placed in a study hall.

Fall or Spring  
Prerequisite: None  
Grade Level: 11-12  
A Core 40 or Academic Honors Elective

ENGLISH DEPARTMENT

ADVANCED COMPOSITION (Col Cr. ACP W131) This is a course in critical reading, writing, and thinking with sources in which students will experience the varied range of academic writing. Students will master the skills of summary, critique, analysis, synthesis, research, and documentation. Students will also learn to adapt the writing process and apply various organization strategies to match the purpose of the individual assignments. Topics for writing will be developed from reading about and discussing in depth issues under debate in different disciplinary fields and among the general public. Students are asked not only to discuss and write about these issues but also to examine the different analytical frameworks and assumptions that various authors and we ourselves bring to such conversations. (Students enrolled in W131 can earn 3 credits from IU – pending acceptance from Indiana University Advanced College Project Program).

Fall or Spring  Prerequisite English 9, 10, 11. and in the upper 60% of the class.  Grade Level: 12  
A Core 40 and Academic Honors Course

ADVANCED SPEECH AND COMMUNICATION Advanced Speech and Communication continues with the skills learned in Speech. Major emphasis is given to the producing of formal speeches. The course focuses on leadership development, listening skills, oral interpretation, parliamentary procedure, research methods, and oral debate. Students are given opportunities to express the subject matter knowledge and content through various writing experiences as well as reading a variety of literary genre related to course content and speaking experiences.

Spring only  Prerequisite: Speech I  Grade Level: 10-11-12  
A Core 40 or Academic Honors Elective

CREATIVE WRITING: This one-semester course will examine the techniques of writing for a personal and public audience through writing poems, stories and plays. Students will use models from published authors as starting points for
their own creations. Creative writing provides students with ample opportunities to combine literary creativity with the discipline of written discourse. The concept of the manipulation of language to convey ideas, feelings, moods, and visual images is the basis of the course. Students learn strategies for evaluation and responding to their own writing and the writing of others in a peer-sharing component. In this peer-sharing component, students receive specific training in providing constructive, substantive feedback, while role-playing as likely readers of each creative work.

Spring only  Prerequisite: None  Grade Level: 10-11-12
A Core 40 or Academic Honors Elective

DEBATE: This one-semester course focuses on persuasion and argumentation. Students will give several lengthy presentations (15-20 minutes) geared to persuade the audience. Students will also participate in two types of debate: Lincoln-Douglas and cross-examination team debate. Participation in tournaments for the ZCHS Speech Team is strongly encouraged but not required. Debate focuses on developing skills for students to become in-depth researchers, technical and persuasive writers, effective communicators, and perceptive listeners. Students gain an understanding of argumentation and persuasion theories and develop skills in logic and analysis. Students also research topics using a variety of sources and practice public speaking.

Fall or Spring  Prerequisite: Speech I  Grade Level: 10-11-12
A Core 40 or Academic Honors Elective

A Core 40 or Academic Honors Elective

ENGLISH 9 Through the integrated study of literature, composition, and oral communication, English 9 students further develop their use of language as a tool for learning and thinking and as a source of pleasure. Students practice identifying, analyzing, and composing with different elements, structures, and genres of written language. Literature instruction focuses on the opportunity to read and comprehend a broad variety of literature applying appropriate reading strategies to enhance reading skills and literary appreciation and to develop vocabulary. The Composition component of language arts requires students to write for various audiences and purposes while strengthening skills in paragraph and multi-paragraph writing. Using technology, students receive instruction and practice in the writing process. Composition also provides opportunities to create multiple types of writing. Oral Communication (speech) emphasizes effective listening and speaking techniques and provides opportunities for students to integrate other reading and language arts skills as they learn to express ideas verbally.

Full Year  Prerequisite: None  Grade Level: 9
A Core 40 or Academic Honors Course

ENGLISH 9 HONORS: This course is for those freshmen who demonstrate superior ability and curiosity about the world and their relationship to it. By progressing through a differentiated, more advanced curriculum, these students will have mastered the basic skills in the language arts program (see English 9) as well as the skills in honors curriculum. Students will learn and use critical and creative thinking processes. They will become self-directed learners through group and independent activities culminating in the completion of original products. Students will also participate in activities designed to help them explore how man achieves growth through interpersonal relationships.

Full Year  Prerequisite: By invitation of the Honors Selection Committee  Grade Level: 9
A Core 40 and Academic Honors Course

ENGLISH 10: English 10 reinforces and continues to make full use of many of the activities and skills of English 9. Beyond these, English 10 adds the following emphasis: (1) consideration of world literature and (2) increased focus on the self-conscious choice of comprehension and writing strategies. Literature instruction focuses on opportunities to: respond critically, reflectively and imaginatively to world literature; practice distinguishing among the different types of contents and purposes language can hold; and identifying and forming conclusions, recognizing and using persuasive devices, judging authors' purpose, perspective and expertise, reading and interpreting public documents and developing vocabulary. The composition component of language arts provides students with opportunities to write for various audiences and purposes. Students use the basic modes of oral and written expression through the development of effective descriptive and narrative procedures, including focus and logical organization of ideas. Oral Communication (speech) provides students with opportunities to develop greater facility with choosing and employing different elements of effective oral communication.

Full Year  Prerequisite: None  Grade Level: 10
A Core 40 and Academic Honors Course
ENGLISH 10 HONORS: is designed for those sophomores who demonstrate advanced skills in vocabulary, reading, writing and critical thinking. By progressing through a differentiated, more advanced curriculum, the students will have mastered the basic skills in the language arts program (See English 10) as well as the skills in honors curriculum. Students will study British literature with an emphasis on poetry. Major literary themes concerning leadership and utopian societies will be explored.

Full Year  Prerequisite: English 9 Honors or by invitation of the Honors Selection Committee
A Core 40 and Academic Honors Course  Grade Level: 10

ENGLISH 11: Through the integrated study of literature, composition, and oral communication, English 11 students further develop their use of language as a tool for learning and thinking and as a source of pleasure. In English 11, students move from predominantly analyzing and using the elements of written language to making judgments based on those analyses. English 11 also incorporates a survey of American Literature from different periods. Literature instruction focuses on opportunities to: develop criteria for judging and analyzing literary works, speeches, essays and poetry, polish appropriate reading skills and strategies; respond critically, reflectively, and imaginatively to American Literature, and develop vocabulary. The composition component provides students with opportunities to produce a variety of forms. Composition in Grade 11 continues to refine students’ abilities to articulate sophisticated ideas in an organized manner. The formal study of grammar, usage, spelling, and language mechanics is integrated into the study of writing. Oral Communication (speech) continues to emphasize effective listening and speaking techniques.

Full Year  Prerequisite: None  Grade Level: 11
A Core 40 and Academic Honors Course

ENGLISH 12: Grade 12 continues to refine students’ ability and desire to learn and communicate about language and literature. Literature instruction focuses on opportunities to apply appropriate reading skills and strategies; respond critically, reflectively, and imaginatively to the literature of outstanding world writers and develop vocabulary. The Composition component of English 12 continues to provide students with opportunities to hone their writing. Using technology, students are able to produce polished final documents. Students are also able to complete complex forms, describe procedures, give directions, and use graphic forms to support a thesis. Oral Communication (speech) continues to emphasize the organization of ideas, awareness of audience, and sensitivity to context in carefully researched and well-organized speeches. Class members will have reading and writing experiences they need for all college courses plus advantageous English course placement in college.

Full Year  Prerequisite: None  Grade Level: 12
A Core 40 and Academic Honors Course

ENGLISH LANGUAGE AND COMPOSITION, AP: This course is for those seniors who demonstrate superior ability and curiosity about the world and their relationship to it. These students will pursue a course of study that is differentiated by the complexity of content, process and product. Students will think critically and use problem-solving skills that will enable them to translate their potential into performance. They will also participate in activities that will enhance their leadership potential. Writing assignments will be frequent, including weekly in-class essays and periodic research papers. Students will also be expected to participate fully in class discussions and make presentations. Students should make use of technological resources both in researching and in producing their papers. The course curriculum is aligned with College Board guidelines.

Full Year  Prerequisite: None  Grade Level: 12
A Core 40 and Academic Honors Course

ENGLISH LITERATURE AND COMPOSITION, AP: This course offers a rigorous approach to the study of American literature. This year-long Advanced Placement course is aligned with College Board guidelines and will prepare students to take the AP English Literature and composition exam in May. Students will explore the literary perspectives of American culture from colonization to the present, through a variety of intensive reading and writing, as well as creative and critical thinking experiences. Students should possess a strong interest in literature and be willing to be academically challenged. Students will read from college level texts and supplemental materials and major literary works including non-fiction, novels, short stories, poems, plays and essays. This course includes group work and group grades will be given as well.

Full Year  Suggested Prerequisite: At least a B in English 10  Grade Level 11  A Core 40 and Academic Honors Course
JOURNALISM I: Journalism is the study of the art of reporting and the profession of journalists. This one-semester course offers students the opportunity to learn about the major mediums that influence our society. Through advertising, newspapers, magazines, books, television, digital media, the student will see the use of media and how it affects their lives and viewpoints. The students will learn the basic writing skills needed to write for a publication and how to use desktop publishing programs. This course includes the processes involved in: (1) news gathering, (2) reporting and writing news feature and opinion stories, (3) the legal and social responsibilities of the press and (4) the ethics of accurate and fair reporting. This course includes extensive reading of models of excellent journalistic techniques and evaluates and analyzes journalistic writing through discussion and critiques. This course also includes the process involved in: (1) page design, (2) photojournalism, and (3) typography.

- This is not a student publication course, although some of the students’ work may be published in the school newsmagazine or yearbook.

Fall or Spring  
Prerequisite: None  
Grade Level: 9-10-11-12  
A Core 40 or Academic Honors Elective

MASS MEDIA: Mass Media is the study of the importance of media as pervasive in modern life. This one-semester course offers students the opportunity to learn about the impact of constant and immediate news, entertainment, and persuasive messages on everyday life. This course will focus on the changing face of information and how media is consumed and produced using evolving technologies. This course includes practice in broadcast journalism, audio/visual storytelling, multimedia storytelling, and web design. Students will evaluate and analyze media at local, national, and global levels. The class will also include a foundation of law, ethics, and social responsibility. The class will be split between developing media literacy and media production skills.

- This is not a student publication course, although some of the students’ work may be published on the school news website.

Fall or Spring  
Prerequisite: None  
Grade Level: 9-10-11-12  
A Core 40 or Academic Honors Elective

SPEECH I: COMMUNICATION AND PUBLIC SPEAKING: This one-semester course offers an overview of the process of communication and provides a variety of public speaking experiences. Students will develop critical speaking and listening skills. Required speeches are the self-introduction speech, the informative speech, the persuasive speech, and the speech for a special occasion. Students will also perform literary interpretations and give sales pitches. Speech provides the study of and practice in the basic principles and techniques of effective oral communication. This course includes instruction in adapting speech to different audiences and purposes. Students have the opportunities to make different types of oral presentations including viewpoint, instructional, demonstration, informative, persuasive and impromptu. Students are given opportunities to express subject matter knowledge and content through creative, analytical, and expository writing, as well as reading a variety of literary genre related to course content and speaking assignments. This course emphasizes research using technology and careful organization and preparation.

Fall or Spring  
Prerequisite: None  
Grade Level: 10-11-12  
A Core 40 or Academic Honors Elective

STUDENT PUBLICATIONS: NEWSMAGAZINE (NM) I-IV: This course provides the study of and practice in gathering and analyzing information, interviewing, and note taking for the purpose of: (1) writing, (2) editing, (3) publishing for print, and (4) digital media, including student publications. This course includes instruction and practice in effective journalistic writing forms and techniques as well as layout, design, photojournalism, broadcast journalism, and typography. Representative examples of amateur and professional journalism are studied. The concept of responsible journalism, ethics, and First Amendment rights are discussed. Student publications should conform to an appropriate style guide, such as the Associated Press Stylebook and Libel Manual. It is required that desktop and online publishing technology be used to support the journalism curriculum. Because this is a student publication there is a time commitment involved. Some after school time may be needed to complete the newsmagazine. Students are also responsible for selling advertising in the publications. This helps cover printing costs. Student Publications offer practical training in publishing the school newsmagazine and website. Students plan, publish, market, and distribute their school publication.

- This course is a designated school newsmagazine and news website course.
- The nature of this course allows for successive semesters of instruction at an advanced level, provided that defined standards are utilized.
Candidates must go through an application process in order to be approved for this course. Students will be required to attend work sessions before school starts and after school hours. Students who do not maintain a B in the class will not be allowed to continue in the upper level courses. It is highly recommended that you enroll for the entire year.

Fall or Spring
Prerequisite: Journalism I, Mass Media, or Stu Pub NM
Grade Level: 9-10-11-12
A Core 40 or AHD Fine Arts Course
This course counts as a fine arts credit for an honors diploma.

STUDENT PUBLICATIONS: YEARBOOK (YB) I-IV:
This course provides the study of and practice in gathering and analyzing information, interviewing, and note taking for the purpose of: (1) writing, (2) editing, (3) publishing for print, and (4) broadcast media, including yearbooks. This course includes instruction and practice in effective journalistic writing forms and techniques as well as layout, design, photojournalism, and typography. Representative examples of amateur and professional journalism are studied. The concept of responsible journalism, ethics, and First Amendment rights are discussed. Student publications should conform to an appropriate style guide, such as the Associated Press Stylebook and Libel Manual. It is required that editing and desktop publishing technology be used to support the journalism curriculum. Some after school time may be needed to complete the yearbook. Students are also responsible for selling advertising in the publications. This helps cover printing costs. Student Publications offer practical training in publishing the school yearbook. Students plan, publish, market, and distribute the yearbook.

- This course is a designated school yearbook course.
- The nature of this course allows for successive semesters of instruction at an advanced level, provided that defined standards are utilized.
- A one credit course

Candidates must go through an application process in order to be approved for this course. Students who do not maintain a B in the class will not be allowed to continue in the upper level courses. Students will be required to attend work sessions before school starts and after school hours. It is highly recommended that you enroll for the entire year. It is highly recommended that students take Journalism I before they enroll in this class.

Fall or Spring
Prerequisite: Journalism I, Photography I, or Stu Pub YB
Grade Level: 9-10-11-12
A Core 40 or AHD Fine Arts Course
This course counts as a fine arts credit for an honors diploma.

ENGINEERING AND COMPUTER SCIENCE DEPARTMENT

INTRODUCTION TO ENGINEERING DESIGN:
In this course, students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work.

Full Year
Prerequisite: None
Grade level 9-12
A directed elective for all diploma types.

PRINCIPLES OF ENGINEERING:
In this course, through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

Full Year
Prerequisite: None
Grade level 9-12
A directed elective for all diploma types.

AP COMPUTER SCIENCE PRINCIPLES:
AP Computer Science Principles is built around the concepts and computational thinking practices central to the discipline of computer science. It is organized around the investigation of seven big ideas, all of which are fundamental principles essential to thrive in future college courses and a variety of computing and STEM careers.

Full Year
Prerequisite: Algebra II
Grade level 11-12
A math or directed elective for all diploma types.
AP COMPUTER SCIENCE A: This is a course designed to introduce students to computer science using the Java language. The course will offer the basic syntax, logic, and operation of the language. Additional topics will include the study and creation of algorithms as well as the creation of user-defined types. Object-oriented topics will be covered in depth. This course prepares students to take the College Board's Advanced Placement exam for Computer Science A.

Full Year  Prerequisite: Algebra II  Grade level 11-12
A math or directed elective for all diploma types.

MATHEMATICS DEPARTMENT

ADVANCED MATH TOPICS: This course is designed for students who wish to further their mathematical knowledge following the completion of BC Calculus. Concepts from the third semester of college calculus are emphasized. Specifically, partial derivatives, multiple integrals and vector calculus are studied. This course also includes excursions into linear algebra, differential equations, and other topics.

ALGEBRA LAB: This course will cover topics necessary to assist student in the successful completion of high school Algebra. The computer assisted instruction software suite ALEKS will be utilized as the main teaching tool. Students will receive instruction that addresses problem areas as well as providing parallel support for topics being discussed in Algebra I.

Full Year  Prerequisite: None  Grade Level 9-10
Counts as one elective credit

ALGEBRA I: This 2 semester course is a basic requirement for higher mathematics courses. The language of algebra is introduced and used to solve problems involving variables. The basic properties and operations involving the real number system, the solution of open sentences by solving or graphing, and the solution to a system of equations, polynomials and solution of quadratics will be covered.

Full year  Suggested Prerequisite: C or above in pre-algebra in 8th grade and pass 8th grade ISTEP.
A Core 40 and Academic Honors Course  Grade Level: 9-10-11-12

ALGEBRA II: This is a course designed to broaden algebraic skills and concepts learned in Algebra I. The course will include functions and functional notation, the use of graphing and other methods of solving open sentences, conic sections, logarithms, exponential functions and other advanced algebraic concepts. Probability and Statistics and matrices complete the semester.

Full year  Prerequisite: Geometry (or concurrently with Geometry. It is strongly suggested that students considering doubling up have at least a B or better in Algebra I)
Grade Level: 10-11-12  A Core 40 and Academic Honors Course

ALGEBRA II Honors: is a course to broaden algebraic skills and concepts learned in Algebra I. The course will include functions and functional notation, the use of graphing and other methods of solving open sentences, conic sections, logarithms, exponential functions and other advanced algebraic concepts. An introduction into triangle and circle trigonometry is included in the second semester as well as other extended topics. Must have a B to remain in this course.

Full year  Prerequisite: Geometry Hon. or by invitation of the Honors Selection Committee
A Core 40 and Academic Honors Course

CALCULUS (Col Cr. M211): This course focuses on a variety of rules and strategies for finding limits, derivatives, and integrals. Applications of differentiation are emphasized, and some applications of integration are introduced. This course may be taken for four hours of college credit through Indiana University - pending acceptance from the Indiana University Advance College Project Program.

CALCULUS AB AP: This course focuses on a variety of rules and strategies for finding limits, derivatives, and integrals. Applications of these concepts include optimization, related rates, area, volume, and separable differential equations. Emphasis is placed on using differentiation and integration in different contexts with problems presented graphically and numerically as well as algebraically. This course prepares students to take the College Board’s Advanced Placement Calculus AB exam. A TI-83 or TI-84 graphing calculator is required for all students.

Full Year  Prerequisite: Pre-Calculus  Grade Level 12
A Core 40 or Academic Honors Elective
CACULUS BC AP: This is the second semester of college calculus. As our student enrollment has increased, we now have a population large enough to warrant this second semester. It will contain such topics as series, methods of integration, applications of integration, as the normal AB curriculum. Students will be expected to take the Calculus BC AP exam in the spring.

Full Year  Prerequisite: Pre-Calculus Honors  Grade Level 12
            A Core 40 or Academic Honors Elective

DISCRETE MATHEMATICS: This course 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. Essential to the study of discrete mathematics are the topics of counting, matrices, and recursion. As time allows, additional topics may be selected from a group which includes graph theory, social choice, line programming, game theory, logic, coding theory, queuing theory, set theory, growth patterns, mathematical induction or further study of probability and statistics. Technologies such as the graphing calculator and computers will be frequently used tools in this course.

Spring only  Prerequisites: Algebra II  Grade Level: 11-12
            A Core 40 and Academic Honors Course

GEOMETRY: Offers a study of points, lines and planes, as well as their properties and relationships. Non-Euclidean and space geometry are discussed briefly. The use of deductive and inductive reasoning along with formal proof structures will be developed. Triangle trigonometry will be introduced.

Full year  Suggested Prerequisite: C or above in Algebra I  Grade Level: 9-10-11-12
            A Core 40 and Academic Honors Course

GEOMETRY HONORS: offers the same coverage of topics as Geometry with extended topics of study falling in the areas of formal logic, tessellations, transformations, coordinate geometry and triangle inequalities. Must have a B to remain in this course.

Full year  Prerequisite: By invitation of Honors Selection Committee  Grade Level: 9-10
            A Core 40 and Academic Honors Course

PRE-CALCULUS/TRIGONOMETRY: uses advanced algebraic concepts that are handled from an algebraic as well as geometric standpoint in this course. The first semester is devoted to trigonometry. Topics covered would include radian measures, unit circles, graphing trigonometric functions, working with trigonometric identities and equations, polar coordinates, and the law of sines and the law of cosines. The second semester is devoted to pre-calculus. Topics covered would include functions, polynomial and rational functions, logarithmic and exponential functions, vectors, conic sections, parametric equations, series and sequences, and properties of limits complete the curriculum. A TI-83 or TI-84 graphing calculator is required for all students.

Full year  Suggested Prerequisite: C or above in Algebra II  Grade Level: 11-12
            An Academic Honors Course Requirement

PRE-CALCULUS/TRIGONOMETRY HONORS: uses advanced algebraic concepts that are handled from an algebraic as well as geometric standpoint. The first three quarters of the course is devoted to a rigorous treatment of trigonometry, functions, vectors, logarithmic and exponential functions, parametric equations, and sequences and series. The last quarter of the course begins the study of Calculus. The following Calculus topics are covered in depth: properties of limits, derivatives of power function, trigonometric functions, and exponential/logarithmic functions as well as derivatives of a product and quotient of two functions, and inverse trigonometric functions. Differentiability and continuity as well as derivatives of parametric functions and implicit relations is covered. (Use of TI-83 or TI-84 is mandatory). Students must have a B to remain in this course.

Full year  Prerequisite: Algebra II Honors or by invitation of Honors selection Committee  Grade Level: 11
            An Academic Honors Course
PROBABILITY & STATISTICS: This one-semester course develops appreciation for, and skill in, applying statistical techniques in the decision making process. Topics that will be included are: methods of data collection, organization of data, and graphical techniques for exhibiting data together with measures of central tendency and variation. Basic laws of probability, sampling theory, hypothesis testing, and making inferences from samples will be included. Practical examples based real experimental data are used throughout. Whenever possible, students will plan and conduct experiments or surveys and analyze the resulting data. Technology, such as scientific calculators, graphing calculators, computers, and other technology-based equipment, will be an integral part of instructional and assessment activities.

Fall only  Prerequisites: Algebra II  Grade Level: 11-12
A Core 40 and Academic Honors Course

STATISTICS AP: The topics of exploring data, planning a study, probability (as it relates to distributions of data), and inferential reasoning are covered in AP statistics class, which will be a full-year course. The course prepares students to take the College Board's Advanced Placement exam for statistics. Students will gather data, design experiments and draw conclusions using statistical methods. The Minitab software package will be used for data analysis. A TI-83 or TI-84 calculator is required for all students. AP statistics should be treated as college-level course.

Full year  Suggested Prerequisites: B- or better in Algebra II. This course may be taken concurrently with pre-calculus or calculus.  An Academic Honors Course  Grade Level 11-12

PERFORMING ARTS: MUSIC DEPARTMENT

CHOIR

ADVANCED CHORUS - CHORALAIRES: This is an auditioned show choir for alto - soprano singers. This is a co-curricular class with expectations of participation outside of the school day. This course focuses on intermediate music theory, advanced vocal technique and intermediate showmanship skills (including choreography, facial expression and theatrical skills.) Choralaires study a variety of popular and show literature as well as limited classical choral literature. Member will perform in all school choir concerts and will participate in show choir competitions. Each student is required to pay a membership fee to cover expenses of arrangers, choreographers, costumes and other costs of group activities. Ensemble and solo activities are designed to develop elements of musicianship including, but not limited to, tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, and studying historically significant styles of literature.

Full year  Prerequisite: Audition  Grade level: 10-11-12
An AHD fine arts course or a Core 40 elective

ADVANCED CHORUS –ROYALAIRES: This is an auditioned show choir for male and female singers. This is a co-curricular class with expectations of participation outside of the school day. This course focuses on intermediate music theory, advanced vocal technique and advanced showmanship skills (including choreography, facial expression and theatrical skills.) Royalaires study a variety of popular and show literature as well as limited classical choral literature. Members will perform in all school choir concerts, community performances, Finale in the spring and will participate in show choir competitions in the winter. Each student is required to pay a membership fee to cover expenses of arrangers, choreographers, costumes and other costs of group activities. Ensemble and solo activities are designed to develop elements of musicianship including, but not limited to, tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, and studying historically significant styles of literature.

Full Year  Prerequisite: Audition  Grade Level: 10-11-12
An AHD fine arts course or a Core 40 elective

BEGINNING CHORUS – Soprano - Alto: This a non-auditioned choir for all freshmen and beginner alto – soprano singers without high school choral experience. Throughout this course students are introduced to basic music theory, and rehearsal practices with strong emphasis placed on vocal technique. Cadet choirs study a wide variety of music; classical and folk music, contemporary and popular. This choir performs in all school choir concerts, and members are encouraged to participate in ISSMA Solo Ensemble Contest. There is a nominal costume rental fee for participation in the course.
Ensemble and solo activities are designed to develop elements of musicianship including, but not limited to, tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, and studying historically significant styles of literature.

**Full year**
- **Prerequisite:** None
- **Grade Level:** 9-10-11-12
- **An AHD fine arts course or a Core 40 elective**

**BEGINNING CHORUS – Tenor - Bass:** This is a non-auditioned choir for all-incoming freshmen and beginner Bass - Tenor singers without high school choral experience. Throughout this course students are introduced to basic music theory and rehearsal practices with strong emphasis placed on vocal technique. Cadet choirs study a wide variety of music; classical and folk music, contemporary and popular. This choir performs on all school choir concerts and members are encouraged to participate in ISSMA Solo & Ensemble contest. There is a nominal costume rental fee for participation in the course. Ensemble and solo activities are designed to develop elements of musicianship including, but not limited to, tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, and studying historically significant styles of literature.

**Full year**
- **Prerequisite:** None
- **Grade Level:** 9-10-11-12
- **An AHD fine arts course or a Core 40 elective**

**CHORAL CHAMBER ENSEMBLE:** This is an auditioned ensemble of approximately 30 singers. This is a co-curricular class with expectations of participation outside of the school day. Throughout this course students are taught advanced music theory and college level classical music repertoire. Thorough understanding of vocal technique is expected. This course involves performance in all school choir concerts, performance of a major choral work in the winter, and participation in ISSMA solo and ensemble contest or other area concert choir competitions. There is a nominal costume rental fee for participation in the course. Ensemble and solo activities are designed to develop elements of musicianship including, but not limited to, tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, and studying historically significant styles of literature.

**Full Year**
- **Prerequisites:**
  - Grade levels 10-11-12
  - Audition & 1 year of previous ZCHS music ensemble experience
  - **An AHD fine arts course or a Core 40 elective**

**INTERMEDIATE CHORUS - ZIONSVILLE Chorale:** This is a non-auditioned classical choir for male and female singers. Throughout this course students are taught intermediate music theory, vocal function, and a variety of choral music. This course also involves performance in all school choir concerts, choral festivals and workshops, and possible participation in Organizational Contest in the spring. Ensemble and solo activities are designed to develop elements of musicianship including, but not limited to, tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, and studying historically significant styles of literature.

**Full year**
- **Prerequisite:** Interview
- **Grade level 10-11-12**
- **An AHD fine arts course or a Core 40 elective**

**BAND**

*Additional fees will be assessed to students in the band department through the Zionsville Band and Orchestra Parents organization (ZBOP). These fees assist with the costs of uniforms, contest fees, supplemental staff, etc.*

**ADVANCED CONCERT BAND—** There are three sections of this course. “A” is the Wind Ensemble, “B” is the Symphonic Band, and “C” is the percussion class. The percussion class is a separate period, however they perform the percussion parts for the Symphonic Band and Wind Ensemble. These performance ensembles are open to students in grades 9-12. Freshmen that participate in the marching band are enrolled in this course, but are placed in an all freshman band class. The primary goal of this course is to teach students authentic, performance-based musical skills. Ensemble and solo activities are designed to develop elements of musicianship including, but not limited to, (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music, and (7) studying historically significant styles of band literature. The curriculum also includes but is not limited to: marching band performances throughout the fall, concerts throughout the academic year, ISSMA organized performances, performances at community related events as well as school related events such as parades, basketball games, pep sessions and commencement ceremonies. After
completing one year of marching band participation, students have the option of performing in a fall recital as an alternative to marching band.

Full year

Prerequisite: 1 Season of Marching Band
Grade Level: 9-10-11-12
An AHD fine arts course or a Core 40 elective

DANCE CHOREOGRAPHY: The curriculum of this course will focus primarily on the skill development of color guard. A wide variety of materials and experiences are used in order to provide students with the knowledge, skills, and appreciation of the multi-styled and multicultural dance expressions. In addition to dance concepts, equipment utilized will be flags, rifles, and sabers. Choreographic activities develop students’ ability to: translate ideas, images, emotions, perceptions and personal experiences into movement; improvise, using immediate and spontaneous responses; experiment and apply concrete and abstract concepts; produce a concept and design using a selection of style, content, and accompaniment; understand musical phrasing, rhythmic structures, meters, and musical application within choreography; use actual or created performing space to design and develop a dance form; research production and technical skills required for an actual performance; make interpretive decisions; and create and include accompaniment rehearsals, costume and props, and set and lighting design. This group will perform at all marching band performances including home football games, parades, and marching band competitions. The rehearsal schedule will include some evenings each week in the fall.

Fall only

Prerequisite: Audition
Grade Level: 9-10-11-12
An AHD fine arts course or a Core 40 elective

INTERMEDIATE CONCERT BAND – This course does not include the marching band requirement. Freshmen that choose not to participate in the marching band are enrolled in this course, but are placed in an all-freshmen band class. 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, but not limited to: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music, and (7) studying historically significant styles of literature. Time outside of the school day may be scheduled for dress rehearsals and performances. Other school related events include basketball games.

Full year

Prerequisite: None
Grade level: 10-11-12
An AHD fine arts course or a Core 40 elective

JAZZ ENSEMBLE: Membership in the Brass Eagles Jazz Ensemble requires advanced musical skills with eligible students being drawn from the marching and concert band personnel. (The exception being that the needed instrument is not used in the concert band.) Acceptance into the group is by private audition only. Ensemble and solo activities are designed to develop elements of musicianship including, but not limited to, tone production, technical skills, improvisation, intonation, music reading skills, listening skills, analyzing music, and studying historically significant styles of literature.

Full year

Prerequisite: Audition/1 season of marching band
Grade Level: 9-10-11-12
An AHD fine arts course or a Core 40 elective

CONCERT ORCHESTRA Students placed in cadet orchestra are at the basic level high school orchestra. Students will continue the study of intonation, tone production, complex rhythms, time signatures, and the basic study of music theory and music history. Students will be encouraged to participate in ISSMA sponsored competitions and will be provided instruction in ensemble and solo performance. Continued instruction on bowing styles, scales, and advanced hand positions will be emphasized. Students will participate in public performance opportunities and rehearsals, outside of the school day, that support the learning experience.

Full year

An AHD fine arts course or a Core 40 elective

Grade 9-10

SINFONIA ORCHESTRA: This course is designed for advanced level string players. Students are provided with an advanced rehearsal approach, music theory, and music history combined to enhance high caliber string performance. Students will be expected to perform group I music as a solo and large group as prescribed by the ISSMA contest organization. Students will be encouraged to participate in competitions and events provided to the community at large that feature outstanding musicians, such as the ISO side-by-side competition and the Indiana All-State Orchestra. Guest artists from universities and professional performance groups will provide additional support to the class material. Students will be combined with members from the advanced wind ensemble to allow for a full symphony orchestra experience. The symphony will also perform music of advanced level and participate in ISSMA State Qualifying competitions. Original string and symphonic music will be performed. There will be required public performances as an additional part of the evaluation process. Students must participate in performance opportunities and rehearsals, outside of the school day, that support the advanced learning experience. Private instruction is highly encouraged.
PHILHARMONIC ORCHESTRA: Students taking this course are provided with a balanced comprehensive study of music through the string orchestra, which develops skills in the psychomotor, cognitive, and affective domains. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Ensemble and solo activities are designed to develop elements of musicianship including but not limited to: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music, and (7) studying historically significant styles of literature. Time outside of the school day may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students must participate in performance opportunities, outside of the school day, that support and extend learning in the classroom.

**PHILHARMONIC ORCHESTRA:** Full year  Admittance by audition only  Grades 9-10-11-12  Grade 9 exceptions may apply  An AHD fine arts course or a Core 40 elective

**ELECTRONIC MUSIC I:** This course is an introduction to the integration of electronics into the world of music performance. Students will learn the basics of acoustics & sound reinforcement (the science of amplification, microphones, mixing boards, etc.) Students will be introduced to the basics of recording techniques and engineering by working with sound equipment in the new ZCHS Performing Arts Center. The class will allow students opportunities to work with MIDI technology and compose music with state-of-the-art technology. “Electronic Music” will include discussions of the historical development of the electronic music genre. Music theory & performance experience is helpful but not required. Theory review will be included in the coursework as needed. This class will have a moderate extracurricular component linked with music performance events in the ZCHS Performing Arts Center.

**ELECTRONIC MUSIC I:** Fall or Spring  Prerequisite: None  Grade Level: 9-10-11-12  An AHD fine arts course or a Core 40 elective

**ELECTRONIC MUSIC II:** is continuation of the study of the integration of electronics into the world of music performance. Students will review the basics of acoustics and will perform advanced engineering techniques. Extracurricular experiences in engineering will be provided, including visitation of and collaboration with the local recording industry. Students in “Electronic Music 2” will be the basis for the Zionsville Performing Arts Center Audio Engineering Staff. The class will also allow students opportunities to continue their work with MIDI technology and electronic music composition. Composition and arranging will be a large component of this class. Electronic Music I is a prerequisite for this course. Submission of the “El. Mus. 1” portfolio for review will assist in determining placement in El. Mus. 2. Theory review will be included in the coursework as needed. This class will have a moderate extracurricular component linked with music performance events in the ZCHS P.A.C.

**ELECTRONIC MUSIC II:** Fall or Spring  Prerequisite: Electronic Music I  Grade Level: 9-10-11-12  An AHD fine arts course or a Core 40 elective

**MUSIC THEORY, ADVANCED PLACEMENT:** Students will be instructed in the rules of music writing, music dictation, reading of music, and in the study of basic piano. The second semester will involve the basics of original composition and writing an original composition for several different school musical groups. The course is designed to prepare students for success in the AP Music Theory Exam. Ensemble and solo activities are designed to develop elements of musicianship including, but not limited to, technical skills, intonation, music reading skills, listening skills, analyzing music, and studying historically significant styles of literature.

**MUSIC THEORY, ADVANCED PLACEMENT:** Full year  Prerequisite: 2 years of music training, ability to read music  Grade Level: 10-11-12  An AHD fine arts course or a Core 40 elective
PHYSICAL EDUCATION DEPARTMENT

ELECTIVE PHYSICAL EDUCATION - ADVANCED PHYSICAL CONDITIONING: This course is designed for athletes to systematically train during the school year. It is focused on improving an athlete's strength, agility and power and activities will include weight training, plyometrics, warmup and agility drills appropriate for in and out of season conditioning. Students will be expected to possess a level of conditioning that will allow them to actively participate with a high degree of intensity each day and be motivated to improve and work independently. Students must not have long term restrictions for performing squats and cleans.

Full Year or 1 Semester   Prerequisite: Physical Conditioning or Permission of Instructor
Grade Level 9-10-11-12      A Core 40 or Academic Honors Elective

ELECTIVE PHYSICAL EDUCATION - PHYSICAL CONDITIONING: Physical Conditioning I is designed to teach students the fundamentals necessary to improve strength and cardiovascular fitness through the use of resistance training and aerobic activities including distance running or jogging. Emphasis will be placed on applying principles of fitness, safety and technique.

Full Year or 1 Semester   Prerequisite: Physical Education I and II
A Core 40 or Academic Honors Elective

ELECTIVE PHYSICAL EDUCATION - LIFEGUARDING CERTIFICATION CLASS: Lifeguarding

Lifeguarding is designed to provide entry-level lifeguard participants with the knowledge and skills to prevent, recognize and respond to aquatic emergencies, injuries and sudden illnesses until emergency medical services (EMS) personnel arrive and take over the emergency situation.

American Red Cross Prerequisite: Must be performed on the first day of pool activity.

1. Minimum age of 15.
2. Swim 300 yards continuously demonstrating breath control and rhythmic breathing. Students may swim using front crawl, breaststroke or a combination of both but swimming on the back is not allowed. Swim goggles may be use.
3. Tread water for 2 minutes using only the legs. Students should place their hands under their armpits.
4. Complete a timed event within 1 minute, 40 seconds.
   a. Starting in the water, swim 20 yards. The face may be in or out of the water. Swim goggles are not allowed.
   b. Surface dive, feet-first or head first, to a depth of 7 to 10 feet to retrieve a 10 pound object.
   c. Return to the surface and swim 20 yards on the back to return to the starting point with both hands holding the object and keep the face at or near the surface so they are able to get a breath. Candidates should not swim the distance under water.
   d. Exit the water without using a ladder or steps.

Certification Requirements
- Demonstrate competency in all required skills and activities.
- Demonstrate competency in the three final skill scenarios.
- Correctly answer at least 80 percent of the questions in the three sections of the final written exam.

Certificate Issued and Validity Period
- CPR/AED for the Professional Rescuer and First Aid: 2 years
- Lifeguarding: 2 years

1 Semester Fall or Spring, A Core 40 or Academic Honors Elective

Grade Level 9-10-11-12

ELECTIVE PHYSICAL EDUCATION – Lifetime Sports and Fitness: The goal of this course is to promote physical fitness through a variety of fitness activities and sport units. Team sports will be a main focus. Skill development, teamwork, and knowledge of the sport will be a priority. Fitness activities will include aerobics, team activities, weight training, yoga, and other group exercises. Sport units will include badminton, basketball, golf, pickleball, softball, tennis, rugby, ultimate frisbee, and volleyball. Sport education and fitness components will be discussed and reviewed in detail.

Fall or Spring   Prerequisite: Physical Education I & II
A Core 40 or Academic Honors Elective

Grade Level: 9-10-11-12

Elective Physical Education-Trends in Fitness: Trends in Fitness: This class is designed to develop students’ desire for physical activity. The goal of this course is to promote fitness through currently popular fitness activities. Fitness activities include yoga, swimming, jogging, speed walking, pilates, crossfit, weights, and exposure to new activities currently trending.

Fall or Spring   Prerequisite: Physical Education I & II
Grade Level: 10-11-12
A Core 40 or Academic Honors Elective

HEALTH EDUCATION: This one semester class is required of all high school students for graduation, Academic Honors Diploma and Core 40. High school health education provides the basis for continued methods of developing knowledge, concepts, skills, behavior, and attitudes related to student health and well-being. This course includes the major content areas in a planned, sequential comprehensive health education curriculum as expressed in the Indiana State Standards. 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. Students are also encouraged to assume individual responsibility for becoming competent health consumers. A variety of instructional strategies, including technology, are used to further develop health literacy.

Fall or Spring  Prerequisite: None  Grade Level: 9-10-11-12  
A Core 40 and Academic Honors Course

PEER TUTORING: Human Development & Family Wellness-This course is designed to provide one on one intervention with designated elementary students throughout the Zionsville Community School Corporation. There is an application and a personal interview as part of the screening process.

Full year  Prerequisite: Psychology and Application  Grade Level: 12  
A Core 40 or Academic Honors Elective

PHYSICAL EDUCATION I: This class emphasizes health-related fitness components and developing the skills and habits necessary for a lifetime of activity and wellness. This course provides students with opportunities to achieve and maintain a health-enhancing level of physical fitness and increase their knowledge of fitness concepts. This program also includes skill development and the application of rules and strategies of complex difficulty in at least three different movement forms: The movement forms may include: health-related fitness activities (cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition, aerobic exercise, team sports, individual and dual sports, outdoor pursuits, aquatics, recreational games. Assessments includes both written and performance-based skill evaluations.

Fall  Prerequisite: None  Grade Level: 9-10-11-12  
A Core 40 and Academic Honors Course

PHYSICAL EDUCATION II: Physical Education II emphasizes health-related fitness components and developing the skills and habits necessary for a lifetime of activity and wellness. This course provides students with opportunities to achieve and maintain a health-enhancing level of physical fitness and increase their knowledge of fitness concepts, both health and skill related. This program also includes skill development and the application of rules and strategies of complex difficulty in at least three of the following different movement forms, without repeating those offered in Physical Education I. The movement forms may include: health-related fitness activities (cardiorespiratory endurance, muscular strength and endurance etc.), skill related activities (agility, speed, coordination etc.) aerobic exercise, team sports, individual and dual sports, outdoor pursuits, aquatics, recreational games. Assessments includes both written and performance-based skill evaluations.

Spring  Prerequisite: None  Grade Level: 9-10-11-12  
A Core 40 and Academic Honors Course

SCIENCE DEPARTMENT

ADVANCED SCIENCE - ANATOMY & PHYSIOLOGY: is a study of the human body and its functions. The course begins with the body at the cellular level and then proceeds to study the human body through its various systems. Throughout the course, dissection of various organs from chickens, pigs, and cows will be performed. Students will end the course
with a final dissection of the fetal pig to review all of the body systems. Lab experiments involving measurement of the
student's own body functions will also be done (for example, measuring lung capacity, heart rate, etc.)

**Full year  Prerequisite: Bio I, Algebra I, and Chemistry I with grades of C+ or above in all courses.**
A Core 40 and Academic Honors Course  Grade Level: 11-12

**ADVANCED SCIENCE – GENETICS/BIOTECHNOLOGY:** In this full year class students will study material concerning
the cell cycle, patterns and probability of inheritance, gene mapping, genetic engineering, bacterial & viral systems, and
population genetics. Labs and research in these various topics will be performed. During the first semester, students will
conduct their own fruit fly experiments and write a formal lab report.
The biotechnology portion will introduce the student to basic microbiology and lab techniques. Students will also perform
polymerase chain reaction, genetically engineer bacteria, use gel electrophoresis, test for genetically modified food and
perform basic bioinformatic research. Students will write additional lab reports during this time and will spend the last part
of the year examining the ethical issues of genetics in the past, present and future as well as themes surrounding the book,
*The Hot Zone.*

**Full Year  Prerequisite: Completion of ICP and Biology with a C+ or better**  Grade Level 10-11-12
A Core 40 or AHD science course

**ADVANCED SCIENCE – FORENSIC SCIENCE:** This course will familiarize students with the basic principles and uses of
forensic sciences in crime scene investigations. Students will be introduced to crime scene analysis and techniques. The
course will focus on the basic applications of the physical, chemical, medical and behavioral sciences to questions of
evidence and law. It will include topics such as hair and fiber evidence, glass and soil analysis, drugs, ballistics, arson,
serology, DNA, prints, entomology and basic anthropology. Students will study crime scene analysis and techniques as
well as many cases in both recent times and also in history.

**Full year  Prerequisite: Completion of ICP and biology with a C+ or better.**  Grade Level: 10-11-12
A Core 40 or AHD science course

**ADVANCED SCIENCE ROBOTICS:** This course students will be introduced to the field of robotics through hands-on
projects designed to build student understanding of robotics engineering. Concepts will focus on terminology,
programming, and physics concepts specific to robotics, electronics, mechanics, and industrial robotics. By immersing
students in real world tests of robot capabilities, they will develop skills in design, building, engineering, programming, and
problem solving.

**Full year  Prerequisite: B or higher in  ICP or Physics I**  Grade Level: 10-11-12
A Core 40 or AHD science course

**BIOLOGY I:** is the study of life. The course will include the study of cells and their processes, genetics, and organisms
such as bacteria, viruses, plants and animals and ecology. The microscope will be used extensively in lab. In the study
of the animal kingdom live and preserved animals will be used for study with dissections being done on some preserved
animals.

**Full year  Prerequisite or concurrent: Integrated Chemistry/Physics or Physics I**
A Core 40 and Academic Honors Course  Grade Level: 9-10-11-12

**BIOLOGY, ADVANCED PLACEMENT:** The syllabus of this course is equivalent to a college foundation course in
biology. Course topics will be the chemistry of life, cells, cellular energetics, heredity, molecular genetics, evolutionary
biology, diversity of organisms, structure and function of plants and animals and ecology. Students will be expected to do
additional scientific readings and research beyond the text. Labs will include such areas as DNA technology, aquatic
ecosystem sampling and Drosophila genetics. Due to the complexity of the labs, this course requires a consecutive two
period block of time. Students will be expected to take the AP Biology exam in May. The curriculum is aligned with
College Board guidelines.

**Full year  Suggested Prerequisites:  B+ in Biology, B+ in Chemistry, and  B in Algebra II, previous science
teacher recommendation.**  Grade Level:  11-12
A Core 40 and Academic Honors Course

**CHEMISTRY, ADVANCED PLACEMENT:** This is an course designed to be the equivalent of the freshman general
chemistry college class. In keeping with that objective, both the course work and the laboratory work are much more
independent and rigorous than in Chemistry I. Topics include atomic theory, bonding, and an in-depth study of the states
of matter, reaction types, stoichiometry, equilibrium, kinetics, thermodynamics, electrochemistry and nuclear chemistry.
The treatment of most topics is heavily mathematical to prepare students for the AP examination in May. The time demands of this course require a consecutive two period block of time in the daily schedule. Students will be expected to take the AP Chemistry examination in May. The curriculum is aligned with College Board guidelines.

**CHEMISTRY I:** The format of this course is an introduction to basic skills and principles related to the study of the structure and behavior of matter. Topics studied include measurement, problem-solving, atomic and molecular structure, chemical reactions, the mole concept, stoichiometry, periodicity, chemical bonds, solution, acid-base theory, gas laws and nuclear chemistry. Proficiency in mathematical problem solving is stressed with sufficient, safe laboratory experiences included to support theoretical concepts. Full year  Suggested Prerequisites: Algebra II and Chemistry I, previous science teacher recommendation.  Grade Level: 11-12  A Core 40 and Academic Honors Course

**CHEMISTRY I:** Earth and Space Science I is a course focusing on the study of the earth’s lithosphere, atmosphere, hydrosphere, and its celestial environment. Students enrolled in Earth and Space Science I analyze and describe Earth’s interconnected systems that may be changing or may be in equilibrium. Students examine energy at work in forming and modifying earth materials, landforms, and continents through geological time. Through regular laboratory investigations, students understand the history and development of the earth and space sciences, explore the uses of knowledge of the earth and its environment in various careers, and investigate earth and space science problems concerning personal needs and community issues related to science. Full year  Prerequisite: None  Grade Level: 10-12  A Core 40 and Academic Honors Course

**ENVIRONMENTAL SCIENCE, ADVANCED PLACEMENT:** This interdisciplinary course will provide students with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world. Students will identify and analyze environmental problems, both natural and human-made, and evaluate the relative risks associated with these problems. Students will also examine possible solutions to environmental issues. Some topics will include a study of ecosystems, population biology, land and water use, energy resources and consumption, pollution and global change. The curriculum is aligned with College Board guidelines. Full year  Prerequisite: Biology I and either Chem I or Physics  Grade Level: 11-12  A Core 40 and Academic Honors Course

**INTEGRATED CHEMISTRY/PHYSICS:** This foundation course is designed to introduce and develop basic principles of chemistry and physics and their associated laboratory skills. It is expected that students upon completion of this course will need minimal review and reinforcement of the skills when they are enrolled in either chemistry or physics course work. Real world applications of science and technology and career paths in the science are introduced in this class. Topics include the study of Newton's Laws heat, light and sound energy and basic chemistry principles. Full year  Prerequisite: None  Grade Level: 9-12  A Core 40 and Academic Honors Course

**PHYSICS I:** This laboratory course provides a solid foundation and introduction of classical physics. The material covered includes mechanics, wave theory, electromagnetic theory, light and sound, and an introduction to modern and relativistic physics. Subject matter will include analysis using vectors, graphing and algebraic manipulation. Full year  Suggested Prerequisite: Geometry, ICP or selection by placement process.  Grade Level: 10-11-12  A Core 40 and Academic Honors Course

**PHYSICS II, (AP 1):** This laboratory course is aligned with the College Board guidelines for AP Physics 1. The first semester is a study of classical mechanics and the further study of wave theory, optics, and sound coupled with an introduction into modern physics. There will be a strong emphasis on the algebraic manipulation of variables. Problem definition and multi-step problem solving will be stressed. The second semester will include a review of wave theory, optics, and basic electrical circuits. Students are expected to take the AP Physics 1 exam in May.
**SOCIAL STUDIES DEPARTMENT**

**ANTHROPOLOGY:** This one semester course 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.

**Fall or Spring**  
**Prerequisite:** None  
**Grade Level:** 10-11-12

**CURRENT EVENTS/MODERN WORLD STUDIES:** This one-semester elective course would briefly take a look at historical events from the post-Vietnam era and would focus heavily on the events of today. The intent of the course is to provide students with the basic background and foundational information to help them understand the world that we live in today. It will examine various social, political, economic, religious, and cultural events in different countries and regions in order to better comprehend multiple perspectives on the world today. There will be a major focus on studying current events (their origins and causes) and trying to come up with solutions or predicting outcomes to those events. Creating such dialog among students would be extremely beneficial in helping them understand multiple perspectives, as well as help them gain an appreciation for views other than their own.

**Fall or Spring**  
**Prerequisite:** None  
**Grade Level:** 10-11-12

**ECONOMICS:** is offered as an option for the senior level social studies requirement and is designed to help students understand how the economy works. Students will discover that economic decisions affecting them and their lives are constantly being made by individuals, businesses and government officials. More importantly, students will learn how to judge and measure the value of these decisions.

**Fall or Spring**  
**Prerequisite:** None  
**Grade Level:** 12

**ECONOMICS AP:** This yearlong course is designed to prepare students to take the Advanced Placement test in microeconomics and macroeconomics in May. Students may take microeconomics AP alone in the fall or the yearlong class. The course will include basic principles of opportunity cost, factors of production, supply and demand as well as the theory of the firm, role of government and other microeconomic principles as outlined in the AP course of study. Second semester will focus on macroeconomic theories and principles as outlined in the Advanced Placement course of study. The course is aligned with College Board guidelines.

**Microeconomics - Fall only**  
**Prerequisite:** None  
**Grade Level:** 12

**Microeconomics - Spring only**  
**Prerequisite:** Microeconomics  
**Grade Level:** 12

**Macroeconomics - Spring only**  
**Grade Level:** 12

**Core 40 and Academic Honors Courses**
EUROPEAN HISTORY AP: The purpose of the Advanced Placement European History course is to introduce students to the history of Europe from the Renaissance to the modern age. The course is a full year. The curriculum is aligned with the College Board guidelines and prepares the student to take the AP exam in European History in the spring.

**Full Year**  
**Prerequisite:** For 10th graders – An A or B in Hon. Eng. 9 or an A in World History. No prerequisites for grades 11 or 12.  
**Grade Level:** 10-11-12  
**A Core 40 and Academic Honors Course**

GEOGRAPHY, HISTORY OF THE WORLD: is designed primarily as an introductory social studies course at the high school level and is multi-disciplinary with a primary emphasis on geography and geographical themes. The course will also draw from economics, political science, sociology and anthropology. Areas of study will be the Middle East, Latin America, Russian Republics, sub-Saharan Africa, U.S., Canada, Europe, Oceania, Australia, Asia, North Africa and Antarctica. Both cultural and physical geography will be taught. Some anthropology will be emphasized.

**Full Year**  
**Prerequisite:** None  
**Grade Level:** 9-10-11-12  
**A Core 40 and Academic Honors Course**

Students earning a C or higher in 8th grade English and Social Studies should not take this course, but take World History and Civilizations instead.

HUMAN GEOGRAPHY, ADVANCED PLACEMENT: The purpose of the AP Human Geography course is to introduce students to the systematic study of pattern and processes that have shaped human understanding, use, and alteration of Earth’s surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. This is a one-semester course.

**Spring**  
**Prerequisite:** None  
**Grade Level:** 9-10-11-12  
**A Core 40 and Academic Honors Elective**

PSYCHOLOGY: This course is designed to study the brain and human behavior. Subject areas of concentration are identity, personality, mental health and mental illness. Psychology content theory will be taught along with areas of self-development. Scientific content will also be emphasized.

**Full Year**  
**Prerequisite:** None  
**Grade Level:** 11-12  
**A Core 40 and Academic Honors Course**

PSYCHOLOGY AP: The purpose of the Advanced Placement course in Psychology is to introduce students to the systematic and scientific study of the behavior and mental process of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major sub fields within psychology. They also learn about the methods psychologists use in their science and practice. The course would compare to an introductory college course in psychology. It would follow the college course curriculum, and most likely provide the student with a learning experience equivalent to that obtained in most college introductory psychology courses. This AP class puts more emphasis on the areas of: 1) Biological Bases of Behavior (Physiological Techniques, Neuroanatomy, Neural Transmission, and Functional Organization of the Nervous System) and 2) Methods, (Experimental, Correlational, and Clinical Research and Statistics). The curriculum is aligned with College Board guidelines.

**Full Year**  
**Prerequisite:** None  
**Grade Level:** 11-12  
**A Core 40 and Academic Honors Course**

SOCIOLOGY: deals with the investigation and analysis of human relationships and seeks explanations of their causes and consequences. Areas of emphasis include culture, social stratification, the socialization process and social problems such as crime and delinquency, overpopulation, race and minority relations.

**Full Year**  
**Prerequisite:** None  
**Grade Level:** 11-12  
**A Core 40 and Academic Honors Course**

US GOVERNMENT: is required for graduation and provides the student with knowledge of the structure and function of local, state, and national government. The students will become aware of how the government affects them and how they can affect the government.
Fall or Spring  
Prerequisite: None  
Grade Level: 12
A Core 40 and Academic Honors Course

US GOVERNMENT & POLITICS AP: This course is designed to give students a critical perspective on politics and government. This course involves both the study of general concepts used to interpret US politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs and ideas that make up the American political reality. At the conclusion of the course, students will have the opportunity to take the Advanced Placement examination in the hopes of receiving college credit.

Fall or Spring  
Prerequisite: None  
Grade Level: 12
A Core 40 and Academic Honors Course

US HISTORY: This course is taught chronologically and begins with the Reconstruction Era. Special emphasis is given to the Twentieth century. Generally taken during the junior year, this course is required for graduation.

Full Year  
Prerequisite: None  
Grade Level: 11
A Core 40 and Academic Honors Course

US HISTORY AP: This course offers a rigorous approach to the study of American history and literature. This year-long Advanced Placement course is aligned with College Board guidelines and will prepare students to take the AP US History exam in May. Students will explore the historical perspectives of American culture from colonization to the present, through a variety of intensive reading and writing, as well as creative and critical thinking experiences. Students should possess a strong interest in history and be willing to be academically challenged. Students will read from college level history texts and supplemental materials. This course include group work and group grades will be given as well.

Full Year  
Suggested Prerequisite: a minimum grade of B in English 10  
Grade Level: 11
A Core 40 and Academic Honors Course

WORLD HISTORY, ADVANCED PLACEMENT: The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Periodization, explicitly discussed, forms an organizing principle for dealing with change and continuity throughout the course. Specific themes provide further organization to the course, along with the consistent attention to contacts among societies that form the core of world history as a field of study.

Full Year  
Prerequisite: None  
Grade Level: 9-10-11-12
A Core 40 and Academic Honors Course

WORLD HISTORY & CIVILIZATIONS: World History and Civilization emphasizes events and developments in the past that greatly affected large numbers of people across broad areas and that significantly influenced peoples and places in subsequent eras. Key events related to people and places as well as transcultural interaction and exchanges are examined in this course. Students are expected to compare and contrast events and developments involving diverse peoples and civilizations in different regions of the world. They will examine examples of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present. Students are also expected to practice skills and process of historical thinking and research and apply content knowledge to the practice of thinking and inquiry skills and processes. There will be continuous and pervasive interactions of processes and content, skills and substance, in the teaching and learning of history.

Full year  
Suggested Prerequisite: *None  
Grade Level: 9-10-11-12
A Core 40 and Academic Honors Course

*It is recommended that 9th grade students taking World History should have earned a C or above in both 9th grade English and Social Studies.
FRENCH I: is open to any high school student who is interested in learning to listen, speak, read, and write French. Expectations include responding to and giving oral directions and commands and making routine requests in the classroom and in public places; understanding and using appropriate forms of address in courtesy expressions and being able to tell about daily routines and events; asking and answering simple questions and participating in brief guided conversations; reading isolated words and phrases in a situational context; comprehending brief written directions and information; reading short narrative texts on simple topics; and writing familiar words and phrases in appropriate contexts and responding in writing to various stimuli. Additionally, students learn nonverbal communication; awareness of current events in the culture; the major holidays and geographical features of French-speaking countries; greeting and leaving taking behaviors in a variety of social situations; the appropriate way to respond to introductions; and appropriate etiquette in a variety of social settings.

Full Year  Prerequisite: C+ in English  Grade Level: 9-10-11-12

A Core 40 and Academic Honors Course

FRENCH II: is designed to help the student gain greater fluency in listening, speaking, reading and writing the French language. Students are expected to be able to ask questions regarding routine activities; participate in conversations on a variety of topics; relate a simple narrative about a personal experience or event; interact in a variety of situations to meet personal needs, understand main ideas and facts from simple texts over familiar topics; read aloud with appropriate intonation and pronunciation; and write briefly in response to given situations. Additionally, students become familiar with major geographical features, historical events, and political structures of French-speaking countries; become familiar with different aspects of the culture; are able to extend and respond to hospitality as a host or a guest; and are aware of time expectations, such as arriving for appointments and social engagements.

Full Year  Prerequisite: C in French I or permission of the teacher  Grade Level: 9-10-11-12

A Core 40 and Academic Honors Course

FRENCH III: is designed with much emphasis on refining the speaking and listening skills, in addition to gaining greater fluency in reading and writing French. Students are expected to understand and appreciate French-speaking cultures by comparing social behaviors and values of French-speaking people and initiate and participate in discussions concerning these cultures. Students will respond to factual and interpretive questions and interact in a variety of social situations; read for comprehension from a variety of authentic materials; read short literary selections; write summaries and brief compositions; describe different aspects of the culture, using French where appropriate. The student is expected to write a short research paper in French and read authentic French reading material.

Full Year  Prerequisite: C in French II or permission of the teacher  Grade Level: 9-10-11-12

A Core 40 and Academic Honors Course

FRENCH IV: This course is designed to introduce detailed grammar structures, to strengthen grammar usage, to build vocabulary, and gain greater fluency in speaking, writing, listening and reading French. Study is devoted to the French culture through significant historical figures and events, as well as literary selections from the era, including a novel. Expectations include much writing and speaking, and demonstrating proficiency of most verb and grammar structures. Preparation is made for taking college placement tests.

Full Year  Prerequisite: C in French III or permission of the teacher  Grade Level: 9-10-11-12

A Core 40 or Academic Honors Elective

FRENCH V: French V students will be able to initiate and participate in conversations on current or past events that are of significance in the foreign culture; develop and propose solutions to issues and problems that are of concern to members of their own culture and the French-speaking cultures; demonstrate an understanding of the principal elements...
of nonfiction; analyze the main plot, subplot, characters and their descriptions, roles, and significance in authentic literary
texts; create stories and poems, short plays, and skits based on personal experiences and exposure to themes, ideas,
and perspectives from the different cultures; and summarize the content of an article intended for native speakers in order
to discuss the topics in writing for speakers of French. They will also gain a general knowledge of the major literary and
artistic movements within the cultures; become aware of the relationships in these periods among the various art forms;
and demonstrate near native behaviors, using the appropriate verbal and nonverbal cues in a variety of cultural contexts,
that reflect both peer-group and adult activities within the cultures studied.

FRENCH LANGUAGE AND CULTURE, AP: This 6th year course is designed to follow the Advanced Placement course
description from the College Board. Students will prepare themselves to take the Advanced Placement exam in May. The
course curriculum is aligned with College Board guidelines. French VI students will share their analysis and personal
reactions to expository and literary texts with peers and speakers of French; exchange, support, and discuss their
opinions and individual perspectives with peers and speakers of the foreign language on a variety of topics dealing with
contemporary and historical issues; select and analyze a variety of literary genres in French; demonstrate an increasing
understanding of the cultural nuances of meaning as expressed in the literature; create increasingly more sophisticated
stories and poems, short plays, or skits based on personal experience and exposure to themes, ideas, and perspectives
from the French cultures; and prepare a research-based analysis of a topic. Students will also exhibit an in-depth
knowledge of at least one significant literary, musical, and artistic period and understand the relationship of the various art
forms of that period in the French speaking cultures and an ability to show appropriate behavior within the French culture
at a variety of social, business, and public events.

FRENCH I-II: This course is offered only to students who have been successful in level III or higher of either Spanish or
Chinese. It is designed to help students gain fluency in listening, speaking, reading and writing the French language at
an accelerated rate. The curriculum of French I will be covered during the first semester and French II the second
semester.

CHINESE I: The Level I Chinese course enables students to discuss the many reasons for learning languages and to
develop an understanding of the people who speak Mandarin Chinese. Students are able to apply effective strategies for
language learning and show a willingness to experience various aspects of the cultures. Students will respond to and give
oral directions and commands and to make routine requests in the classroom and in public places. They will understand
and use appropriate forms of address in courtesy expressions and be able to tell about daily routines and events. Student
will ask and answer simple questions and participate in brief guided conversations related to their needs and interests.
They will read isolated words and phrases in a situational context, such as menus, signs and schedules. Students will be
able to comprehend brief written directions and information, read short narrative texts on simple topics, write familiar
words and phrases in appropriate contexts and respond in writing to various stimuli.
CHINESE II: a course based on Indiana’s Academic Standards for World Languages, builds upon effective strategies for Chinese language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics, and write sentences and descriptions using characters. This course also emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and recognizing words and characters through stroke order and stroke count. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation. Additionally, students will describe the practices, products and perspectives of Chinese-speaking 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 Chinese language and culture outside of the classroom.

Full Year Prerequisite: C in Chinese I Grade Level: 9-10-11-12

A Core 40 or Academic Honors Elective

CHINESE III: a course based on Indiana’s Academic Standards for World Languages, builds upon effective strategies for Chinese language learning by facilitating the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to initiate, sustain and close conversations; exchange detailed information in oral and written form; and write simple paragraphs using characters. This course also emphasizes the continued development of reading and listening comprehension skills, such as using radicals, stroke order, and stroke count to guess meaning. 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. Additionally, students will continue to develop understanding of Chinese speaking 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 as the application of understanding Chinese language and culture outside of the classroom.

Full Year Prerequisite: C in Chinese II Grade Level: 9-10-11-12

A Core 40 or Academic Honors Elective

CHINESE IV: a course based on Indiana’s Academic Standards for World Languages, provides a context for integration of the continued development of language skills and cultural understanding with other content areas and the community beyond the classroom. The skill sets that apply to the exchange of written and oral information are expanded through emphasis on practicing speaking and listening strategies that facilitate communication, such as the use of circumlocution, guessing meaning in familiar and unfamiliar contexts, and using elements of word formation to expand vocabulary and derive meaning. Additionally, students will continue to develop understanding of Chinese-speaking culture through explaining factors that influence the practices, products, and perspectives of the target culture; reflecting on cultural practices of the target culture; and comparing systems of the target culture and the student’s own culture. This course further emphasizes making connections across content areas through the design of activities and materials that integrate the target language and culture with concepts and skills from other content areas. The use and influence of the Chinese language and culture in the community beyond the classroom is explored through the identification and evaluation of resources intended for native Chinese speakers.

Full Year Prerequisite: C in Chinese III Grade Level: 9-10-11-12

A Core 40 or Academic Honors Elective
CHINESE V: Chinese V, a course based on Indiana’s Academic Standards for World Languages, provides opportunities for students to interact and exchange information in culturally and socially authentic and/or simulated situations to demonstrate integration of language skills with understanding of Chinese-speaking culture. This course emphasizes the use of appropriate formats, varied vocabulary and complex language structures within student communication, both oral and written, as well as the opportunity to produce and present creative material using the language. Additionally, students will continue to develop understanding of Chinese-speaking culture through investigating the origin and impact of significant events and contributions unique to the target culture, comparing and contrasting elements that shape cultural identity in the target culture and the student’s own culture, and explaining how the target language and culture have impacted other communities. This course further emphasizes the integration of concepts and skills from other content areas with the target language and cultural understanding, as well as the exploration of community resources intended for native Chinese speakers.

Full Year  Prerequisite: C in Chinese IV  Grade Level: 10-11-12
A Core 40 or Academic Honors Elective

CHINESE LANGUAGE AND CULTURE, AP: Chinese Language and Culture, Advanced Placement is a course which follows the College Board course guidelines for AP Chinese Language and Culture and prepares students to be successful on the AP Chinese Language and Culture exam. Emphasizing the use of the Chinese language for active communication, the AP Chinese Language and Culture course has as its objectives the development of advanced listening comprehension, reading without the use of a dictionary, expanded conversational skills, fluent and accurate written expression, and strong command of vocabulary and structure of the Mandarin Chinese language. Course content might best reflect interests shared by the students and the teacher, e.g. the arts, current events, sports, etc. Additional emphasis is given to exploration and understanding of both contemporary and historical Chinese culture, integrating the study of the Chinese language with the study of Chinese culture. The AP Chinese Language and Culture course seeks to develop language skills and cultural understanding that are useful in themselves and that can be applied to various activities and disciplines rather than being limited to any specific body of subject matter. Extensive practice in the organization and writing of compositions should also be emphasized.

Full Year  Prerequisite: C in Chinese V  Grade Level: 11-12
A Core 40 or Academic Honors Elective

SPANISH I: Spanish I, a course based on Indiana’s Academic Standards for World Languages, introduces students to effective strategies for beginning Spanish language learning, and to various aspects of Spanish-speaking culture. This course encourages interpersonal communication through speaking and writing, providing opportunities 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. This course also 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. Additionally, students will examine the practices, products and perspectives of Spanish-speaking 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 Spanish language and culture outside of the classroom.

Full Year  Prerequisite: C+ in English  Grade Level: 9-10-11-12
A Core 40 and Academic Honors Course
SPANISH II: Spanish II, a course based on Indiana’s Academic Standards for World Languages, builds upon effective strategies for Spanish language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities 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. This course also 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. Additionally, students will describe the practices, products and perspectives of Spanish-speaking 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 Spanish language and culture outside of the classroom.

Full Year Prerequisite: C in Spanish I or permission of the teacher Grade Level: 9-10-11-12

A Core 40 and Academic Honors Course

SPANISH III: Spanish III, a course based on Indiana’s Academic Standards for World Languages, builds upon effective strategies for Spanish language learning by facilitating the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to initiate, sustain and close conversations; exchange detailed information in oral and written form; and write cohesive information with greater detail. This course also 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 comprehending detailed 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. Additionally, students will continue to develop understanding of Spanish-speaking 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 understanding Spanish language and culture outside of the classroom.

Full Year Prerequisite: C in Spanish II or permission of the teacher Grade Level: 9-10-11-12

A Core 40 and Academic Honors Course

SPANISH IV: Spanish IV, a course based on Indiana’s Academic Standards for World Languages, provides a context for integration of the continued development of language skills and cultural understanding with other content areas and the community beyond the classroom. The skill sets that apply to the exchange of written and oral information are expanded through emphasis on practicing speaking and listening strategies that facilitate communication, such as the use of circumlocution, guessing meaning in familiar and unfamiliar contexts, and using elements of word formation to expand vocabulary and derive meaning. Additionally, students will continue to develop understanding of Spanish-speaking culture through explaining factors that influence the practices, products, and perspectives of the target culture; reflecting on cultural practices of the target culture; and comparing systems of the target culture and the student’s own culture. This course further emphasizes making connections across content areas through the design of activities and materials that integrate the target language and culture with concepts and skills from other content areas. The use and influence of the Spanish language and culture in the community beyond the classroom is explored through the identification and evaluation of resources intended for native Spanish speakers.

Full Year Prerequisite: C in Spanish III or permission of teacher Grade Level: 9-10-11-12

A Core 40 or Academic Honors Elective
SPANISH V: Spanish V, a course based on Indiana's Academic Standards for World Languages, provides opportunities for students to interact and exchange information in culturally and socially authentic and/or simulated situations to demonstrate integration of language skills with understanding of Spanish-speaking culture. This course emphasizes the use of appropriate formats, varied vocabulary and complex language structures within student communication, both oral and written, as well as the opportunity to produce and present creative material using the language. Additionally, students will continue to develop understanding of Spanish-speaking culture through investigating the origin and impact of significant events and contributions unique to the target culture, comparing and contrasting elements that shape cultural identity in the target culture and the student’s own culture, and explaining how the target language and culture have impacted other communities. This course further emphasizes the integration of concepts and skills from other content areas with the target language and cultural understanding, as well as the exploration of community resources intended for native Spanish speakers.

Full Year Prerequisite: C in Spanish IV or permission of the teacher Grade Level: 10-11-12

A Core 40 or Academic Honors Elective

SPANISH LANGUAGE AND CULTURE, AP: Spanish Language, Advanced Placement is a course based on content established by the College Board. Emphasizing the use of the Spanish language for active communication, the AP Spanish Language course has as its objective the development of advanced listening comprehension, reading without the use of a dictionary, expanded conversational skills, fluent and accurate written expression, and strong command of vocabulary and structure of the Spanish language. Course content might best reflect interests shared by the students and the teacher, e.g. the arts, current events, sports, etc. The AP Spanish Language course seeks to develop language skills that are useful in themselves and that can be applied to various activities and disciplines rather than being limited to any specific body of subject matter. Extensive practice in the organization and writing of compositions should also be emphasized. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

Full Year Prerequisite: C in Spanish V or permission of the teacher Grade Level: 11-12

A Core 40 or Academic Honors Elective

SPANISH I-II: This course is offered only to students who have been successful in level III or higher of either French or Chinese. It is designed to help students gain fluency in listening, speaking, reading and writing the Spanish language at an accelerated rate. The curriculum of Spanish I will be covered during the first semester and Spanish II the second semester.

Full Year Prerequisite: C or better in Chinese III or Spanish III Grade Level: 10-11-12

OTHER COURSES

CADET TEACHING: Cadet Teaching is a course for seniors who have an interest in the field of education. It offers students organized exploratory teaching experiences at the elementary through upper middle school levels or in the high school Life Skills class. Students must complete an application and interview process to be considered for the Cadet Teaching program. Grade point average, history of attendance, tardiness, and conduct, the quality of the application, teacher recommendations, the interview, and past experience with children are all factors that are considered when selecting students for the program. The course provides a balance of class work relating theories of learning and development, learning and teaching styles, curriculum and the instructional process, special needs, classroom organization, and classroom management. Students spend time in course work and in practicum work with a mentor teacher. Students work with their classroom teacher (mentor) to experience the grade level curriculum, activity planning, and instructional delivery. Students continue to meet as a group with the cadet instructor throughout the year. Cadet Teaching is a two period class that meets 6th and 7th period. Transportation to the teaching site is the student’s responsibility. Evaluation is based on weekly journal completion, day-to-day practical performance, class work, projects, and final exams. The total workload of the Cadet Teaching course is that of a freshman level college class. Students not maintaining a certain level of performance can be removed from the program. The class is currently being offered as a
college course through Marian college. Students can elect to take the course for college credit. The students can earn up to six college credit hours that can be transferred. The credit hours are offered at a reduced rate.

Full Year Prerequisites: Written application, teacher and counselor recommendation, interview, and record evaluation. Grade level: 12 A Core 40 or Academic Honors Elective

STUDY HALL: is an opportunity for students to complete part of their studies during the school day. As six classes are required, only one study hall may be scheduled during a semester.

Semester Prerequisite: None Grade Level: 9-10-11-12

Peer Special Needs: Peer Special Needs is a course designed to familiarize students with the theoretical and practical opportunities and challenges of assisting individuals who have moderate to severe disabilities. Students will examine types of disabilities through targeted readings and written assignments. Students will work hand in hand with special needs teachers to provide service to individuals in the school’s life skills programs.

Full Year Prerequisite: None Grade Level: 10-11-12

A general elective course
Please See your counselor and review the JEL Career Center Web Site if interested in attending JEL.

Dear Students:

The J. Everett Light Career Center advocates Skills Training for Success in College and the Workplace. JELCC is excited to present this Course Description Booklet. Take some time to browse through and review the 25 program course offerings to find a career that best fits your professional interest.

As an enhancement to core classes, Career-Technical education provides:

- School-To-Work transition
- Small school environment
- Mastery hands-on activities
- Optional Education opportunities
- Practical experiences
- Differentiated instruction
- Interdisciplinary learning
- Unique Teacher/Learner role
- A long-term support and connection
- Advocates of the early childhood through adult learner philosophy
- Up-To-Date technology and learning tools
- Authentic assessments
- Tuition-free cost
- Certifications
- Dual credits with local colleges

Additional information may be found on our website www.jelcc.com. Make an appointment with your counselor for more information or to enroll. It is now time to join the dynamic area of Career-Technical Education.

Sincerely yours,
Who can take our classes?

Our classes are available to students from our 12 sending high schools. Typically students are juniors or seniors. See your Guidance Counselor for specific grade level requirements.

What's different about Career Center classes?

Career Center classes relate academic subjects to the “real world of work”. Learn in a classroom specifically designed to resemble the related work atmosphere. The Career Center uses state-of-the-art equipment, computer programs and teaching techniques to give students the “hands on” experiences that students usually don’t experience until they enroll in post-secondary institutions.

When do classes meet?

Career Center classes meet every day for two or three hours. See the specific course descriptions for the number of hours that each course meets. We have a morning session and an afternoon session.

<table>
<thead>
<tr>
<th>Morning Session Times</th>
<th>Afternoon Session Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Hr. Class</td>
<td>7:30 am -10:23 am</td>
</tr>
<tr>
<td>2 Hr. Class</td>
<td>7:30 am -9:18 am</td>
</tr>
<tr>
<td>3 Hr. Class</td>
<td>12:08 pm-3:00 pm</td>
</tr>
<tr>
<td>2 Hr. Class</td>
<td>12:08 pm-2:00 pm</td>
</tr>
</tbody>
</table>

Cosmetology students meet at different times than listed above. See your counselor for specific class times.

How many credits can I earn?

Our students can earn elective high school credits for our courses. Upon passing a course for the semester, a student can earn three credits for a three-hour course and two credits for a two-hour course. The students’ high school will add these credits to the transcript.

What else can I earn?

Students will receive a certificate of employability, which will list the job skills they have mastered. Upon recommendation by your teacher, the Career Center Director also will provide a written guarantee that you, the graduate, can perform the skills listed on the technical certificate. The Student Skills Guarantee is valid for a period of one year following completion of the program.
**How do I apply for a class?**

Students may obtain an application for our classes from their Guidance Counselor. Typically, Counselors will meet with students from December to March to plan a schedule of classes for the next school year. At this time the application and be completed. Many of our classes fill up quickly, so it is important that the student complete and return the application to his/her Counselor as soon as possible.

**What student services are available?**

Different support services are offered to any student enrolled in our classes. Many students benefit from counseling and instructional support to be successful in our programs. Staff members are available to provide these support services during the school day. Contact your high school counselor or the counselor at the Career Center for further information.

**JEL Learning Center:** We provide individualized support during the school days to students enrolled in our classes. Our emphasis is on:

*Providing instructional support to promote a learning environment in which CTE students may develop to their fullest potential
*Fostering within students a sense of community, purpose and self-advocacy that will enable them to take initiative as they enter the workforce, post-secondary education or the military.

The Learning Center is here to serve you and do everything possible to assure you are successful at J. Everett Light. We are located in A Hall, inside the Media Center. For more information, please call the Special Education Coordinator at 317.259.5265.

**What extra-curricular activities are available?**

Students can participate in national career-technical youth organizations which encourage students to focus on community service, charity work, and competition on regional and national levels. These organizations help to build personal growth, leadership skills, and community involvement.

J. Everett Light Career Center students can qualify to become a member of the *National Career Technical Honor Society*. This is an international organization, which recognizes excellence, as well as student occupational proficiencies.

I'm going to college...why should I take a Career Center class?
I'm going to college…why should I take a Career Center Class?

There are some tangible benefits for taking Career Center classes during your high school career.

Many of the skills you learn here are transferable to adult life. They are also important if you plan to go on to some type of college after you graduate from high school.

Here's a few of the possible benefits of completing our classes:

1. A summer job with higher wage possibilities in the area of your course training
2. If your college career is interrupted for some reason (financial, health, family situation), you will have a skill that could be used supporting yourself and others.
3. Career Center class skills can be used later for a hobby or personal enjoyment.
4. These skills can be useful in becoming an informed and proactive consumer.

Admittedly, you must work carefully with your Guidance Counselor to prepare a four-year class plan that will allow you to take the necessary classes for college admission and still have time to take a two- or three-hour Career Center course.

It is possible to prepare for college and take one of our courses during your junior and senior year.

Here is a possible four-year plan for students working to earn an Indiana Honors Diploma (see your Counselor for specific requirements at your school):

**9th Grade**

- English
- Algebra
- Biology
- World History
- PE
- Foreign Language
- Electives

**10th Grade**

- English
- Geometry
- Foreign Language
- Science
- Speech/Health
- Fine Arts
- Electives

**11th Grade**

- English
- U.S. History
- Algebra
- Foreign Language
- 3-hour Career Center Class

**12th Grade**

- English
- Govt/Econ
- Chemistry
- Pre-Calc
- 3-hour Career Center Class

As you can see, it is possible to prepare for college admission and receive practical life skills training. Keep in mind that even though 75% of high school students go to college directly after graduation, statistics show that only 35% of all Indiana students will earn a bachelors degree within six years.
Enrollment in some of our courses could enable the student to receive college credit as well as high school credit. So, you will save time and money because you won’t have to take these classes at college. Typically, these agreements require the student earn at least a “B” grade for each of four semesters to qualify for college credit. We are currently working on additional agreements for some of our other courses.

College Credit Agreements
for
J. Everett Light Courses

It is possible to earn college credits while enrolled in our classes. The classes listed below offer this opportunity. Dual credit is dependent upon successful completion of the course. It is important that students check with our teachers at the beginning of the school year for specific course credit.

Advanced Manufacturing Technology
Animation/Film Production
Automotive Collision Repair
Automobile Maintenance and Detailing
Automotive Services Technology
Computer Repair
Cosmetology
Computer Repair
Culinary Arts
Dental Assisting
Digital Media Arts
Early Childhood Education
EMS First Responder
EMT
Health Care Careers
Health Careers Exploration
Introduction to Pharmacology
Law Enforcement
Manicuring Program (Nail Technician)
Medical Assisting
Music/Sound Production
Veterinary Assisting

Visual Design and Advertising

Web Design

Welding