



**Carmel High School
Program of Studies
2021-2022**

TABLE OF CONTENTS

Graduation Requirements	2
Graduation Pathways	8
Scheduling Procedures	9
Post-Secondary Preparation & Planning	11
Graduation & Transcript Information	15
Special Programs	20
Transition to College Program	22
AP Capstone Diploma Program	26
International Baccalaureate Diploma Program	28
Career & Technical Education	40
J. Everett Light Career Center	41
Summer School Information	178
Art	42
Business	51
Communications	58
Engineering & Technology	66
English	72
English as a New Language	88
Family & Consumer Science	89
Mathematics	99
Performing Arts	111
Physical Education	132
Science	138
Social Studies	150
World Language	162

CARMEL HIGH SCHOOL

GRADUATION REQUIREMENTS

CORE 40 DIPLOMA

Indiana's Core 40 curriculum provides the academic foundation all students need to succeed in college and the workforce.
Earn the Core 40 by earning 40 credits and completing the following requirements:

ENGLISH	<p><u>8 CREDITS</u></p> <ul style="list-style-type: none"> English 9, 1-2 or English 9, Honors, 1-2 or Eng9, Honors 1-2/World History Honors 1-2 (block) 2 credits English 10, 1-2 or English 10, 12, Honors Or English Lit & Comp, AP 1-2, Capstone Seminar, AP 1-2 2 credits Grades 11 and 12 4 credits <ul style="list-style-type: none"> One semester (1 credit) of Adv. Composition or W131 ACP Composition OR One full year (2 credits) of: <ul style="list-style-type: none"> AP Lit and Composition OR AP Language and Composition OR AP Seminar OR AP Research OR AP Research/AP Statistics OR IB English 1-2 (Juniors Only) OR IB English 3-4 (Seniors Only) OR American Literature/US History Remaining credits must be fulfilled by choosing among these one-semester (1-credit) courses: <ul style="list-style-type: none"> Speech Debate Creative Writing Etymology Linguistics Classical Literature Biblical Literature Ethnic Literature Genres of Literature: Psychological Thriller Genres of Literature: Short Stories Themes in Literature: Heroes and Villains Themes in Literature: Humor P155 ACP Speech (Seniors Only) L202 ACP Genres of Literature (Semester 2, Seniors Only) <p><i>*Students may take TWO full-year courses in order to meet their junior and senior English Requirements</i></p>
MATH	<p><u>6 CREDITS must be earned after the student begins grade 9</u></p> <p>Students who earn high school credit for Algebra I, Geometry or other higher level high school math courses in middle school must earn 6 additional credits in math courses above the level in which they have already earned credit.</p> <p>Students must also take a math or quantitative reasoning course each year in high school. Math credits earned prior to entering grade nine may meet specific diploma requirements but six math credits must be earned while in high school.</p> <p><u>Minimum math courses required:</u></p> <ul style="list-style-type: none"> Algebra I, 1-2 2 credits Geometry, 1-2 2 credits Algebra II, 1-2 2 credits <p><i>** The list of approved quantitative reasoning courses follows</i></p>
SCIENCE	<p><u>6 CREDITS</u></p> <ul style="list-style-type: none"> Biology I 2 credits Chemistry I, Physics I, or Integrated Chemistry-Physics, or Physics I, AP 2 credits Additional Core 40 Science Courses 2 credits
SOCIAL STUDIES	<p><u>6 CREDITS</u></p> <ul style="list-style-type: none"> U.S. History 1-2 or U.S. History 1-2 / American Literature, 1-2 or U.S. History, AP, 1-2 or IB History of the Americas HL, 1-4 (the two additional credits in the course Count as social studies electives) 2 credits U.S. Government or U.S. Government & Politics, AP 1 credit Economics or Macroeconomics, AP or Microeconomics, AP 1 credit World History 1-2 or World History 1-2, AP or World History 1-2 Honors/English 9 Honors 2 credits

PHYSICAL EDUCATION	<u>2 CREDITS</u> <ul style="list-style-type: none"> P. E. I & P.E. II 2 credits
HEALTH	<u>1 CREDIT</u> <ul style="list-style-type: none"> Health and wellness or Interpersonal Relationships 1 credit
DIRECTED ELECTIVES	<u>5 CREDITS</u> <ul style="list-style-type: none"> World Language, or Fine Arts, or Career/Technical 5 Credits
ELECTIVES	<u>6 CREDITS</u> 6 Credits
ADDITIONAL INFORMATION	<ul style="list-style-type: none"> No more than two remedial credits in math and two Remedial credits in English may be counted toward the diploma No more than six credits in Advanced PE may be counted toward the diploma

CORE 40 WITH ACADEMIC HONORS DIPLOMA

The **Core 40 with Academic Honors Diploma** is a special diploma that a student may earn by meeting specific criteria established by the Indiana State Board of Education. The student must complete all of the requirements for a Core 40 diploma, earn a minimum of **47 credits**, and must also:

- Earn at least 6 math credits while in high school including 2 credits beyond Algebra II (total of 8 math credits),
- Earn 6 or 8 credits in world languages,
 - Students may meet this requirement by earning 6 credits in a single world language or 4 credits in each of two different world languages. High school credit earned during middle school may apply.
- Earn 2 Core 40 fine arts credits (art, performing arts, student publication staff courses, Intro to Housing & Interior Design or Fashion & Textile courses count).
- Earn a grade of "C-" or above in courses that will count toward the diploma,
- Have a grade point average of "B" (3.0) or above,
- Complete one of the following **additional requirements**, (also apply to "A" in Technical Honors Diploma below).
 - Earn 4 credits in two or more Advanced Placement courses and complete the corresponding AP exams, or
 - Earn 6 verifiable transcribed college credits in dual credit courses from the Indiana priority course list, or
 - Earn 4 credits in International Baccalaureate courses and complete the corresponding IB exams
 - Earn a combined score of 1250 or higher on the SAT (Math, Critical Reading and Writing) and a minimum score of 560 on the math and a 590 on the evidenced based reading and writing section.
 - Earn a composite score of 26 or higher on the ACT and complete the written section.
 - Earn two of the following:
 - A minimum of 3 verifiable transcribed college credits from the priority course list
 - Earn 2 credits in Advanced Placement courses and complete the corresponding AP exam(s)
 - Earn 2 credits in International Baccalaureate standard level courses and complete the corresponding IB exams.

CORE 40 WITH TECHNICAL HONORS DIPLOMA

The **Core 40 with Technical Honors Diploma** is a special diploma that a student may earn by meeting specific criteria established by the Indiana State Board of Education. The student must complete all of the requirements for a Core 40 Diploma, earn a minimum of **47 credits**, and must also:

- Earn a grade of “C-” or above in courses that will count toward the diploma
- Have a grade point average of “B” (3.0) or above
- Earn a minimum of 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and earn one (1) of the following:
 1. Pathway designated industry-based certification or credential; or
 2. Pathway dual credits from the lists of priority courses resulting in 6 transcript college credits
- Complete one (1) of the following:
 - A. Any of the options listed under additional requirements for the Core 40 with Academic Honors Diploma (see above).
 - B. Earn the following minimum scores on WorkKeys:
 - a. Reading for information, Level 6
 - b. Applied Mathematics, Level 6; and
 - c. Locating information, Level 5
 - C. Earn the following minimum score on Accuplacer:
 - a. Writing, 80;
 - b. Reading, 90; and
 - c. Math, 75
 - D. Earn the following minimum score on Compass:
 - a. Algebra, 66;
 - b. Writing, 70; and
 - c. Reading, 80

GENERAL DIPLOMA

To graduate with less than a Core 40 diploma in 2016 or later, the following formal opt-out process must be completed:

- The student, the student's parent/guardian, and the student's counselor meet to discuss the student's progress.
- The student's Graduation Plan (including four year course plan) is reviewed.
- The student's parent/guardian determines whether the student will achieve greater educational benefits by completing the general curriculum or the Core 40 curriculum.
- If the decision is made to opt-out of Core 40, the student is required to complete the course and credit requirements for a general diploma and the career/academic sequence the student will pursue is determined.

ENGLISH	8 CREDITS <ul style="list-style-type: none"> • English 9, 1-2 or English 9, Honors, 1-2 or Eng9, Honors 1-2/World History Honors 1-2 (block) 2 credits • English 10, 1-2 or English 10, 12, Honors Or English Lit & Comp, AP 1-2, Capstone Seminar, AP 1-2 2 credits • Grades 11 and 12 4 credits <ul style="list-style-type: none"> ○ One semester (1 credit) of Adv. Composition or W131 ACP Composition OR ○ One full year (2 credits) of: <ul style="list-style-type: none"> ■ AP Lit and Composition OR ■ AP Language and Composition OR ■ AP Seminar OR ■ AP Research OR ■ AP Research/AP Statistics OR ■ IB English 1-2 (Juniors Only) OR ■ IB English 3-4 (Seniors Only) OR ■ American Literature/US History ○ Remaining credits must be fulfilled by choosing among these one-semester (1-credit) courses: <ul style="list-style-type: none"> ■ Speech ■ Debate ■ Creative Writing ■ Etymology ■ Linguistics ■ Classical Literature ■ Biblical Literature ■ Ethnic Literature ■ Genres of Literature: Psychological Thriller ■ Genres of Literature: Short Stories ■ Themes in Literature: Heroes and Villains ■ Themes in Literature: Humor ■ P155 ACP Speech (Seniors Only) ■ L202 ACP Genres of Literature (Semester 2, Seniors Only) <p><i>*Students may take TWO full-year courses in order to meet their junior and senior English Requirements</i></p>
MATH	4 CREDITS <ul style="list-style-type: none"> • Algebra I, 1-2 2 credits • Any math course 2 credits • General diploma students are required to earn 2 credits in math or quantitative reasoning courses during the junior or senior years. Quantitative Reasoning courses do not count as math credits.
SCIENCE	4 CREDITS <ul style="list-style-type: none"> • Biology I 2 credits • Any other science course (1 credit must be from a physical or earth/space course) 2 credits
SOCIAL STUDIES	4 CREDITS <ul style="list-style-type: none"> • U.S. History 1-2 or U.S. History 1-2 / American Literature 1-2 or U.S. History, AP, 1-2 or IB History of the Americas HL, 1-4 2 credits • U.S. Government of U.S. Government & Politics, AP 1 credit • One other social studies course 1 credit
PHYSICAL EDUCATION	2 CREDITS <ul style="list-style-type: none"> • P. E. I & P.E. II 2 credits
HEALTH	1 CREDIT <ul style="list-style-type: none"> • Health and wellness or Interpersonal Relationships 1 credit

COLLEGE & CAREER PATHWAY COURSES	<u>6 CREDITS</u> <ul style="list-style-type: none"> Selecting electives in a deliberate manner to take full advantage of college and career exploration and preparation opportunities 6 credits
FLEX CREDITS	<u>5 CREDITS</u> <p>Flex credits must come from one of the following:</p> <ul style="list-style-type: none"> Additional elective courses in a College and Career Pathway Courses involving workplace learning such as Cooperative Education or Internship courses High school/college dual credit courses Additional courses in English, Social Studies, Math, Science, World Languages or Fine arts 5 credits
ELECTIVES	6 CREDITS

QUANTITATIVE REASONING COURSES OFFERED OUTSIDE OF THE MATHEMATICS DEPARTMENT:

AP

Biology, Advanced Placement
 Chemistry, Advanced Placement
 Computer Science A, Advanced Placement
 Environmental Science, Advanced Placement
 Macroeconomics, Advanced Placement
 Microeconomics, Advanced Placement
 Physics I, Advanced Placement
 Physics II, Advanced Placement
 Physics C, Advanced Placement

BUSINESS

Advanced Accounting
 Computer Science I
 Cybersecurity PLTW
 Global Economics
 Personal Financial Responsibility

ENGINEERING & TECHNOLOGY

Aerospace Engineering
 Civil Engineering & Architecture
 Digital Electronics
 Engineering Design and Development
 Principles of Engineering

FACS

Advanced Life Science, Foods

INTERNATIONAL BACCALAUREATE (IB)

IB Physics Standard Level & Higher Level

SCIENCE (non-AP; non-IB)

Chemistry I and Honors Chemistry
 Integrated Chemistry-Physics
 Physics I

SOCIAL STUDIES (non-AP; non-IB)

Economics

GRADUATION QUALIFYING EXAMS

For the class of 2022 and earlier, to receive a diploma in the state of Indiana, students must demonstrate mastery of the academic standards assessed by the Graduation Qualifying Exam (GQE). The GQE requires students to take and pass the Grade 10 ISTEP+ in English/Language Arts and Mathematics. Indiana students are also required to participate in the ISTEP Science assessment, but the Science assessment is not part of the graduation exam requirement.

Indiana's GQE/ISTEP+ examination graduation requirement can be met in three ways:

1. Pass the GQE ISTEP+ Grade 10 in Math and English for the graduating class of 2022 and earlier; or
2. Fulfill the requirements for the GQE "Evidence-based" Waiver, or
3. Fulfill the requirements for a GQE "Work-readiness" Waiver

GQE "Evidence-based" Waiver

A student who does not achieve a passing score on the GQE may be eligible to graduate if the student does all of the following:

1. Takes the graduation examination 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 took the GQE.
2. Completes required remediation opportunities provided to the student by Carmel High School.
3. Maintains a school attendance rate of at least ninety-five percent (95%). (Excused absences are not counted against a student's attendance rate.
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. Obtains a written recommendation from a teacher in each subject area in which the student has not achieved a passing score on the GQE. The written recommendation must be supported by documentation that the academic standards have been met, either through other tests or classroom work, and must be agreed upon by the principal.

GQE "Work Readiness" Waiver

A student who does not achieve a passing score on the GQE may be eligible to graduate if the student does all of the following:

1. Takes the GQE 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.
2. Completes required remediation opportunities provided to the student by Carmel High School.
3. Maintains a school attendance rate of at least ninety-five percent (95%). (Excused absences are not counted against a student's attendance rate.
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 all of the following:
 - The course and credit requirements for a general diploma, including the career academic sequence;
 - A workforce readiness assessment; and
 - Complete at least one industry certification from the state board's approved industry certification list, which must be updated annually with recommendations from the department of workforce development established by IC 22-4.1-2-1/ (This requirement is effective with students in the class of 2017.)

Students who meet all of Carmel High School's graduation requirements but who fail to pass the ISTEP/GQE and are denied a waiver will be awarded a Certificate of Coursework Completion.



INDIANA STATE BOARD OF EDUCATION

GRADUATION PATHWAYS PANEL

(Updated 11/16/2018)

The purpose for this Panel is to establish graduation pathway recommendations for the State Board of Education that create an educated and talented workforce able not just to meet the needs of business and higher education, but able to succeed in all postsecondary endeavors. To account for the rapidly changing, global economy, every K-12 student needs to be given the tools to succeed in some form of quality postsecondary education and training, including an industry recognized certificate program, an associate's degree program, or a bachelor's degree program.

These recommendations seek to ensure that every Hoosier student graduates from high school with 1) a broad **awareness** of and **engagement** with individual career interests and associated career options, 2) a strong foundation of **academic** and **technical skills**, and 3) **demonstrable employability skills** that lead directly to meaningful opportunities for postsecondary education, training, and gainful employment.

Students in the graduating class of 2023 must satisfy all three of the following Graduation Pathway Requirements by completing one of the associated Pathway Options:

Graduation Requirements	Graduation Pathway Options
1) High School Diploma	Meet the statutorily defined diploma credit and curricular requirements.
2) Learn and Demonstrate Employability Skills¹ (Students must complete <u>at least one</u> of the following.)	Learn employability skills standards through locally developed programs. Employability skills are demonstrated by <u>one</u> the following: <ul style="list-style-type: none">• Project-Based Learning Experience; OR• Service-Based Learning Experience; OR• Work-Based Learning Experience.²
3) Postsecondary-Ready Competencies³ (Students must complete <u>at least one</u> of the following.)	<ul style="list-style-type: none">• Honors Diploma: Fulfill all requirements of either the Academic or Technical Honors diploma; OR• ACT: College-ready benchmarks; OR• SAT: College-ready benchmarks; OR• ASVAB: Earn at least a minimum AFQT score to qualify for placement into one of the branches of the US military; OR• State- and Industry-recognized Credential or Certification; OR• Federally-recognized Apprenticeship; OR• Career-Technical Education Concentrator⁴: Must earn a C <u>average</u> in at least two non-duplicative advanced courses (courses beyond an introductory course) within a particular program or program of study; OR• AP/IB/Dual Credit/Cambridge International courses⁵ or CLEP Exams: Must earn a C <u>average</u> or higher in at least three courses; OR• Locally created pathway that meets the framework from and earns the approval of the State Board of Education.

SCHEDULING PROCEDURES

Carmel High School students select their courses within the following framework:

- Course subjects are distributed in a Block-8 format over two days.
- Day 1, Blue Day, consists of four ninety-minute course periods. Day 2, Gold Day, consists of three ninety-minute course periods and one ninety-minute period of Supported Student Resource Time (SSRT).
- Each school day begins at 8:45 a.m. and ends at 3:45 p.m.
- All underclassmen are expected to enroll in seven periods and are required to attend school all periods each semester. Seniors who qualify for participation in the Transition to College Program (TCP) may have no less than four eligible courses in their schedule each semester.
- Student athletes who plan to participate in sports must be enrolled in, and be passing, at least five full-credit courses (or the equivalent) to be eligible for participation in IHSAA-sanctioned contests. Senior athletes participating in the Transition to College Program (TCP) must be enrolled in at least four full-credit courses each semester to be eligible for participation in IHSAA-sanctioned contests. Grades earned in audited courses do not count toward athletic eligibility.
- Students must complete prerequisite courses with a passing grade before attempting the related subsequent courses.
- In order to place into a higher level course than what was recommended by the Carmel Clay School System, a student may request to sit for a placement exam prior to starting the next sequence course to determine placement.

Schedule Changes:

Students and parents are advised that all requests for schedule changes must be made by May 1st. Requests for schedule changes made between March 1st and May 1st, will be honored if space is still available in the course.

After May 1st, changes in a student's schedule may be made only for the following reasons:

- Errors made by the school in developing the schedule
- The school's need to balance class sizes
- Medical reason with documentation
- Change in program placement for students with learning problems, such as adjustments in or assignments to special services or resource classes
- Request to take courses to qualify for a Core 40 with Academic Honors or a Core 40 with Technical Honors Diploma
- Failure of a course required for graduation
- Failure of a prerequisite, i.e., anything that would prevent a student from going on to a requisite course as published in this book
- Failure of a course required for entrance into post-secondary education
- Request to add a course required for college (with documentation from the college)
- Adding a seventh course to replace a study hall
- A student has failed with a teacher previously in a course, and he/she is assigned to the same teacher for exactly the same course
- A student requests to attend the full year rather than be a mid-year graduate
- Move-in students who may need a second or third study hall because we are unable to match courses (This applies only after the tenth day of each semester)
- Adding a class to continue the sequence of a year-long course
- Adding a required course in lieu of an elective class.

Unusual circumstances may be reviewed by school personnel to determine whether or not a schedule change is needed. A final decision will be made by a building administrator after careful consideration.

Auditing or Retaking Classes:

- Students who wish to retake a course in order to improve the grade may do so in consultation with their counselor. Students wishing to improve a single semester grade for a yearlong course will be allowed to retake the entire year if they choose to do so. When the class is retaken, both will appear on the student's transcript. The higher grade will be associated with the credit and factored into the student's GPA. The lower grade will remain on the transcript with a notation that the course was retaken, but will not be included in the calculation of the student's GPA. (Note: the course to be retaken must have the same State course code in order for the retake notation to be added and the original GPA calculation to be removed.)
- Incoming 9th graders with high school credit earned in middle school may retake those courses at Carmel High School if the grade earned in the middle school is lower than a "B-." When retaking a course previously taken in middle school, the course, credit, and grade earned in middle school will not be a part of the Carmel High School transcript.
- In some cases, students transferring to Carmel High School may audit a class if the audit is recommended after appropriate evaluation by an academic department and is approved by the principal. During the regular school year, an audit or retake may be denied if placing a student in a particular class for this purpose causes the class size to be excessive. Again, the principal will make the decision in such cases.

POST- SECONDARY PREPARATION AND PLANNING

DUAL CREDIT COURSES

Dual credit courses are courses which can be taken to earn both high school credit as well as college or university credit. Carmel High School students have the opportunity to enroll in dual credit courses available at CHS during the school day or may take a dual credit course at a college or university. In either case, the student is responsible for any tuition for college courses.

Prior approval is required for a course taken at a college or university to be counted toward a student's CHS diploma requirements. Only one such course may be taken each semester. Students taking dual credit courses at a college may also request to be released for a maximum of one instructional period. A student must have a cumulative 3.00 grade point average in order to be considered for this opportunity..

Dual Credit Courses Partnerships with Local Colleges/Universities

Carmel High School offers dual credit courses in partnership with several Indiana Colleges, including: Butler University, Indiana University, Ivy Tech Community College, University of Indianapolis, and Vincennes University. A list of dual credit course options follows. In order to earn dual credit, some colleges require prerequisite test scores, and testing requirements can vary depending on the individual course. Each college has their own specific application and enrollment processes, and deadlines are enforced.

INDIANA DUAL CREDIT COURSE LIST & CHS DUAL CREDIT COURSE ALIGNMENT

Ivy Tech dual credit courses may be subject to change due to course program evaluation or realignment from the Indiana Department of Education.

CARMEL HIGH SCHOOL COURSE TITLE	IVY TECH COURSE TITLE	IN INDIANA CORE TRANSFER LIBRARY	ELIGIBLE FOR ACADEMIC HONORS	ELIGIBLE FOR TECHNICAL HONORS	LENGTH OF COURSE
Biomedical Innovation (PLTW)	BIOT 107 Human Body Systems	NO	YES	YES	S2 of Full Year Course
Business Law & Ethics 2	BUSN 102 Business Law	NO	YES	YES	S2 of Full Year Course
Digital Applications and Responsibility 2	CINS 101 Intro to Microcomputers	YES	YES	YES	S2 of Full Year Course
Intro to Engineering Design 2 (PLTW)	PLTW DESN 104 Technical Graphics	NO	YES	YES	S2 of Full Year Course
Principles of Engineering 2 (PLTW)	PLTW DESN 104 Mechanical Graphics	NO	YES	YES	S2 of Full Year Course
Digital Electronics 2 (PLTW)	ADMF 113 Electrical Processes for Math	NO	YES	YES	S2 of Full Year Course
Civil Engineering & Architecture 2 (PLTW)	PLTW DESN 105 Architectural Design	NO	YES	YES	S2 of Full Year Course
Early Childhood Ed: Practicum	ECED 100 Intro to Early Childhood Education	NO	YES	YES	SEMESTER
Early Childhood Ed 1: Advanced Child Development	ECED 101 Health, Safety & Nutrition	NO	YES	YES	SEMESTER
Culinary Arts and Hospitality Management I-1	HOSP 101 Hospitality Management	NO	YES	YES	SEMESTER
Culinary Arts and Hospitality Management I-2	HOSP 102 Hospitality Management	NO	YES	YES	SEMESTER
Information Technology Support 2	INFM 109 Informatics Fundamentals	NO	YES	YES	SEMESTER

CARMEL HIGH SCHOOL COURSE TITLE	BUTLER UNIVERSITY COURSE TITLE	IN INDIANA CORE TRANSFER LIBRARY	ELIGIBLE FOR ACADEMIC HONORS	ELIGIBLE FOR TECHNICAL HONORS	LENGTH OF COURSE
Education Professions I-1	Rising Education Program	NO	YES	YES	SEMESTER
CARMEL HIGH SCHOOL COURSE TITLE	UNIVERSITY OF INDIANAPOLIS COURSE TITLE	IN INDIANA CORE TRANSFER LIBRARY	ELIGIBLE FOR ACADEMIC HONORS	ELIGIBLE FOR TECHNICAL HONORS	LENGTH OF COURSE
Adv. Science, Astronomy	ESCI - 207 Astronomy	NO	NO	NO	SEMESTER
CARMEL HIGH SCHOOL COURSE TITLE	INDIANA UNIVERSITY COURSE TITLE	IN INDIANA CORE TRANSFER LIBRARY	ELIGIBLE FOR ACADEMIC HONORS	ELIGIBLE FOR TECHNICAL HONORS	LENGTH OF COURSE
Education Professions II-1	ACP F200	YES	YES	YES	SEMESTER
Advanced CTE College Credit	ACP BUS X100	YES	YES	YES	SEMESTER
Advanced Composition, ACP	ACP W131	YES	YES	YES	SEMESTER
Speech: Public Speaking, ACP	ACP CMCL-P155 Public Speaking	YES	YES	YES	SEMESTER
Genres of Literature, ACP	ACP A202	YES	YES	YES	SEMESTER
Finite Mathematics, ACP	ACP M118	YES	YES	YES	YEAR LONG
Brief Survey of Calculus, ACP	ACP M119	YES	YES	YES	YEAR LONG
Calculus AB, ACP	ACP M211	YES	YES	YES	YEAR LONG
Calculus BC, ACP	ACP M211/M212	YES	YES	YES	YEAR LONG
CARMEL HIGH SCHOOL COURSE TITLE	VINCENNES UNIVERSITY COURSE TITLE	IN INDIANA CORE TRANSFER LIBRARY	ELIGIBLE FOR ACADEMIC HONORS	ELIGIBLE FOR TECHNICAL HONORS	LENGTH OF COURSE
Accounting I-1, 1-2	ACCT 100 Basic College Accounting	YES	YES	YES	YEAR LONG

ADVANCED PLACEMENT PROGRAM

The **Advanced Placement (AP) Program** is a cooperative educational endeavor of secondary schools, colleges and the College Board. Highly motivated students enjoy the intellectual challenge experienced in these courses. Teachers of AP courses find that the courses greatly enhance the students' confidence and academic orientation. Research shows that students enrolling in challenging academic courses are far better prepared for serious academic work when entering college. Most colleges and universities grant credit and/or advanced placement to students who perform satisfactorily on AP examinations.

Each May the College Board AP examinations are offered at Carmel High School. All of the examinations contain either an essay or problem-solving section and another section consisting of multiple-choice questions. The AP exam fee for exams administered in May 2021 is \$100. In order to encourage students to enroll in AP courses and to take the AP exams, the State of Indiana usually pays most of the fees for some English, computer science, math and science exams. Carmel students pay a \$17.00 fee for exams covered by the state. Students taking AP exams in subject areas not covered by state assistance must pay the full exam fee. The exam fee in May 2022 and subsequent years, is subject to change.

ADVANCED COLLEGE PROJECT

The **Advanced College Project** is a dual credit program offered through Indiana University. Students who academically qualify for the program may choose to take courses in English, Calculus, Finite Math, and Speech for Indiana University credit. Students pay tuition directly to Indiana University. The tuition has traditionally been at a rate below current on-campus tuition fees. (In 2019-20 the cost was \$25/credit hour.) Three hours of credit are possible in Advanced Composition, ACP W131 (Reading, Writing, & Inquiry), and in Genres of Literature, ACP L202 (IU Literary Interpretation). Three credit hours are available in Brief Survey of Calculus, M119, and in Finite Mathematics, M118. Four credit hours are available in Calculus-AB, M211, and five hours are possible in Calculus-BC, M211 and M212. Three credit hours are available in Speech: P155 Public Speaking. Students who enroll in the I.U. ACP program and earn credit in these courses will have a separate Indiana University transcript showing the course name, grade earned and credit hours established. If enrolling at another college or university, students may present their IU transcript for evaluation for possible transfer credit. Information about the Advanced College Project can be found at <https://acp.iu.edu/about-acp/index.html>

NCAA ELIGIBILITY REQUIREMENTS

students entering an NCAA Division I school, the number of required full-year core courses is 16 (32 credits). The 16 units (32 credits) must include 4 years of English, 3 years of math (Algebra I or higher), 2 years of natural/physical science, 1 year of additional English, math or science, 2 years of social science, and 4 years of additional courses from any of the above areas or from world language. Students must have a cumulative GPA of at least 2.3 in the required courses. Other requirements include minimum SAT and ACT test scores that are determined by the student's cumulative GPA in core classes.

Students entering an NCAA Division II school must have: 3 years of English, 2 years of math (Algebra I or higher), 2 years of natural/physical science, 3 years of additional English, math or natural/physical science, 2 years of social science, 4 years of additional courses from the listed areas or from World Languages. Students must have a minimum 2.2 core GPA. Required SAT/ACT scores are based on a sliding scale.

Prospective student-athletes should register with the eligibility center by their junior year of high school. Registration is completed on the eligibility center website at www.eligibilitycenter.org.

COLLEGE ENTRANCE REQUIREMENTS AND PREPARATION

Students are advised that enrolling in challenging, strong college preparatory courses in all four years of high school is the best plan in preparing for college. While college admissions committees act differently each year according to the quantity and quality of applicants and according to other special circumstances, the uniform expectation is to emphasize academic subjects — English, social studies, world language, math, and science. Most schools will evaluate a student's application and high school transcript not only on the grades presented, but also on the strength of the courses the student has taken. Indiana colleges and universities typically require applicants to have met all Indiana Core 40 Diploma requirements. Colleges & Universities have varying GPA expectations. Students interested in being considered for admission to highly competitive colleges and universities are encouraged to take advantage of available honors, Advanced Placement, dual credit, and International Baccalaureate courses.

GRADUATION AND TRANSCRIPT INFORMATION

Commencement

Commencement exercises include those students who have successfully completed requirements for graduation as certified by the Carmel High School principal. Those students who are within two (2) credits of meeting diploma requirements may participate in Commencement exercises. CHS reserves the right to deny students the opportunity to participate in all graduation activities if personal conduct so warrants.

Students who complete 8 semesters at Carmel High School without completing graduation requirements will be provided written information documenting the courses needed to receive a diploma and their status for meeting the proficiency standards on the ISTEP+ Graduation Exam. To meet course requirements for the diploma, students who continue to be residents of the Carmel-Clay school district, may enroll in summer school or return to school the following academic year to complete the necessary courses. Students may also complete courses at other accredited schools and return documentation of the completed course(s) to meet diploma requirements. Before enrolling in non-CHS courses, the student must have written permission to enroll and to apply the specific course toward CHS diploma requirements. A maximum of 8 credits earned from other accredited programs can be accepted.

Graduation Prior to Completion of Eight Full Semesters

For a student to graduate prior to completing eight semesters, he or she must

- Fulfill all state and local graduation requirements.
- Make arrangements with his/her counselor to graduate early.
- Complete an application for early graduation signed by parents and counselor.

Carmel High School Transcripts:

A student's Carmel High School transcript is the official record of the student's academic history at Carmel High School.

The Carmel High School transcript includes:

- **all** courses taken at CHS, final grades and credits earned in those courses.
- courses, grades and credits earned at other accredited secondary programs if the student has received **prior, written authorization** from CHS to take the course to meet diploma requirements.
- **all** courses attempted, grades and credits earned by the student while attending another accredited high school.
- high school level courses, final grades and credits earned prior to grade 9 if approved to count toward CHS diploma requirements.
- standardized test scores including: ISTEP, SAT, ACT and Advanced Placement
- **Carmel High School students enrolling in special summer programs, on-line courses, correspondence courses, or other accredited programs must have prior, written authorization to have the courses count toward CHS diploma requirements and for the record of such coursework to be added to the student's transcript.*

Credit for High School Courses Completed in Middle School

Students who are enrolled at Carmel High School have the option of receiving credit for full-year high school courses in math and/or world languages which were completed during middle school with the following conditions:

- The course taken in middle school must be equivalent to the high school course and cover the same academic standards.
- Grades and credits for the course must be included on the student's high school transcript and be factored into the student's cumulative GPA.
- The student has the option of receiving math credit only if the student is enrolled in the next-level math course.
- Parents and students may also choose to decline applying these credits toward the CHS diploma and to request they be removed from the CHS transcript. Procedures are in place for this. Please contact the student's counselor.
- Incoming 9th graders with high school credit earned in middle school may retake those courses at Carmel High School if the grade earned in the middle school is lower than a "B-." When retaking a course previously taken in middle school, the course, credit, and grade earned in middle school will not be a part of the Carmel High School transcript.

WEIGHTED GRADES

Beginning with classes taken in the 2007-08 school year, Carmel High School has implemented a weighted grading system to recognize and reward academic work in selected honors courses and courses that follow a national curriculum or are given college credit by an accredited university. The list of weighted courses is outlined below.

LETTER GRADE	STANDARD COURSE - REGULAR WEIGHT	HONORS COURSES IN CORE ACADEMIC AREAS - PARTIAL WEIGHT	IB, AP, ACP, PLTW - FULL WEIGHT	All classes in the Program of Studies will be designated as follows: RW=Regular Weight PW=Partial Weight FW=Full Weight
A	4.0	4.5	5.0	
A-	3.667	4.167	4.667	
B+	3.333	3.833	4.333	
B	3.0	3.5	4.0	
B-	2.667	3.167	3.667	
C+	2.333	2.833	3.333	
C	2.0	2.5	3.0	
C-	1.667	2.167	2.667	
D+	1.333	1.833	2.333	
D	1.0	1.5	2.0	
D-	0.667	1.167	1.667	
F	0	0	0	

Advanced Placement (AP)

AP Art History
 AP Computer Science, A
 AP Computer Science Principles
 AP English Language and Composition
 AP English Literature and Composition
 AP Statistics
 AP Calculus AB
 AP Calculus BC
 AP Biology
 AP Chemistry
 AP Physics-I
 AP Physics II
 AP Physics-C
 AP Environmental Science
 AP European History
 AP World History
 AP United States History
 AP U.S. Government and Politics
 AP Comparative Government and Politics
 AP Human Geography
 AP Microeconomics

AP Macroeconomics
AP Psychology
AP Studio Art (2D)
AP Studio Art (3D)
AP Studio Art (Drawing)
AP Chinese Language and Culture
AP German Language
AP Spanish Literature
AP Spanish Language
AP French Language
AP Latin Vergil
AP Seminar
AP Research

Advanced College Project

ACP BUS 100 Advanced CTE College Credit: Business Administration
ACP W131 Composition
ACP L202 Literary Interpretation
ACP P155 Speech
ACP M119 Brief Survey of Calculus
ACP M118 Finite Mathematics
ACP M211 Calculus

Project Lead the Way

Aerospace Engineering
Introduction to Engineering
Digital Electronics
Principles of Engineering
Civil Engineering and Architecture
Biomedical Sciences
Biomedical Innovation
Human Body Systems
Medical Interventions

International Baccalaureate (IB)

IB Theory of Knowledge
IB English A1 HL
IB French B SL/French-V
IB Spanish B SL/Spanish-V
IB German B SL/German-V
IB Latin SL, HL/Latin IV-V
IB History of the Americas HL
IB Psychology SL
IB Biology SL, HL/Human Anatomy & Physiology
IB Environmental Systems and Societies
IB Math Analysis and Approaches SL/HL
IB Math Applications and Interpretations SL/HL
IB Visual Arts SL, HL
IB Music SL, HL
IB Theatre Arts SL, HL
IB Film SL, HL
IB Physics SL, HL
IB Business Management SL, HL
IB Sports, Exercise, and Health Science

Business

CTSO Leadership Development in Action-Management

Communications

The following courses will earn full weight for all students participating in their 3rd and 4th years:

Pinnacle
HiLite
TV-CHTV
Radio WHJE

Engineering and Technology

Robotics Design and Innovation

Family and Consumer Science

Education Professions

Honors (core academic areas)

Honors English 9
Honors English 10
Honors Algebra II
Honors Biology
Honors Geometry
Honors Chemistry
Honors Pre-Calc/Trig

Performing Arts

Advanced Concert Band-Wind Symphony I
Advanced Concert Band-Wind Symphony II
Advanced Orchestra Camerata
Advanced Orchestra: Philharmonic
Advanced Orchestra: Symphony Orchestra 1-2
Advanced Chorus: Ambassadors
Advanced Choir: Accents

World Languages

*All other level 4 and 5 courses

Carmel High School Academic Banquet

The Carmel High School Academic Banquet is held in the spring of each year to recognize a small number of students in grades 10, 11, and 12 (approximately 3% of each class) who have earned excellent grades. Eligibility for consideration for Distinguished Grad or for recognition at the CHS Academic Banquet is determined by students' cumulative GPA as of **February 1** of the current school year.

Certain single semester courses such as AP Government are offered in both first and second semester. Some students are scheduled for a course like this in the fall and others in the spring. To address the possible inequity in the GPA caused by the way these courses are placed in a student's schedule, the GPA used for qualification for the CHS Academic Banquet will not include the extra weight for these courses if the student earned credit for them in the fall semester of the current year. The weight for these courses are included in the student's cumulative GPA on the transcript and will also count in the following year's calculations for the Academic Banquet.

Distinguished Graduates

The distinguished graduate designation is given to the top seniors who score the highest number of points from the following chart (next page). The purpose is to recognize students who excel in academics, service and leadership and extracurricular activities. Those seniors achieving the highest point totals will receive special recognition at graduation. The top scoring distinguished graduate will be given the honor of speaking at commencement.

DISTINGUISHED GRAD

Approximately 130 students will be honored

3% will be Distinguished

7% will be Commended

ACADEMIC		SERVICE/LEADERSHIP		EXTRA & CO-CURRICULAR	
<u>GPA</u>	<u>VALUE</u>	<u>ACTIVITY</u>	<u>VALUE</u>	<u>ACTIVITY</u>	<u>VALUE</u>
4.4	100	2 Class Awards	10	Varsity Letter	10
4.3	95	<i>(Presented through Student Services; does not include department awards)</i>		<i>(50 points max) (CHS sanctioned sport)</i>	
4.2	90				
4.1	80				
4.0	70	Student Government		Sports Participant	10
3.9	60	<i>(30 points max)</i>		<i>(30 points max) (CHS sanctioned sport)</i>	
3.8	50	Class officer	10		
3.7	40	Senate/House Cabinet	10	Varsity Letter in:	
3.6	30	GKOM Council	10	2 Different Sports	5
3.5	20			3 Different Sports	10
3.4	10			<i>(CHS sanctioned sports 10 points max)</i>	
National Merit		House	5		
OR National Achievement		Speaker of the House	15	Participant in a full year of the following:	10
OR National Hispanic Semi-finalist	20	Student Body President	15	<i>(30 points max) Ambassadors, Accents, Wind Symphony I, Symphony Orchestra, Theater Production 4, Theatre Design 4, Marching Band, Winter Guard</i>	
Commended	10	GKOM	5		
ISTEP Pass +	20	<i>(5 points per year during Jr. and Sr. years)</i>			
<i>10 points per exam - Math & ELA</i>		NHS	10	Participant in:	
		NHS Officer	5	2 Different Groups	5
		<i>(Service hours required) (15 points max)</i>		3 Different Groups	10
AP Scholar	5 or 10**	Club	10	<i>(above)</i>	
<i>Only includes classes taken through junior year</i>		<i>Actively involved – 40 service/competition hours required; 30 points max)</i>		Participant in a full year of the following:	10
		Club Officer	10	<i>(20 points max) Beginning, intermediate, or advanced concert band; jazz ensemble; dance performance; beginning, intermediate, or advanced chorus; beginning, intermediate, or advanced orchestra; advanced acting; theatre production; advanced theatre management; advanced theatre design, theatre arts, adv. theatre arts, technical theatre, adv. Technical theatre, AP Art Studio, IB Visual Arts</i>	
Completion of IB Program Core Requirements	10	<i>(10 points max)</i>			
<i>Verified by IB Diploma Coordinator</i>		DECA			
IB Diploma Candidate	10	<i>Yearbook Editor</i>			
<i>Verified by registration for IB exams</i>		<i>Newspaper Editor</i>			
		<i>Program Director (Radio/TV)</i>			
AP Capstone Diploma Candidate	10	<i>Key Club</i>			
<i>Must be enrolled in AP Research and have registered and taken 4 AP Exams</i>				Lead Cast Member, Student Director, or Stage Manager	10
Academic Honors/Technical Honors (each)	5			<i>(20 points max)</i>	

****Point total for AP Scholar varies between 5 & 10 points. 5 points will be awarded to regular AP Scholars or AP Scholars with Honors. 10 points will be awarded to AP Scholars with Distinction or State/National Scholars.**

SPECIAL PROGRAMS

Carmel High School is able to offer expanded educational and support opportunities for students. In the following pages, you will find information regarding some of these special programs, as well as information on the International Baccalaureate Programme and the tentative summer school courses.

AVID (ADVANCEMENT VIA INDIVIDUAL DETERMINATION) (5394 9-1, 10-1 only)

Classification: Regular

Prerequisites: Interview-application process,

B/C average, middle to high test scores, desire to be enrolled in rigorous college preparatory courses such as AP, IB or ACP

Open to: 9 (AVID 1-2), 10 (AVID 3-4), 11 (AVID 5-6), 12 (AVID 7-8)

AVID is a College Readiness System transforming leadership, instruction, and culture to focus on the academic and social skills needed for success in a four year college and beyond. The mission of AVID is to close the opportunity gap by preparing students, and supporting them, in challenging courses throughout high school. The AVID elective class is a one period year long elective course focusing on writing, inquiry, collaboration, organization, and reading (WICOR) strategies needed for success in rigorous coursework. Students participate in inquiry based study groups, known as tutorials, while the other instructional time is spent on analytical writing, notetaking, research, and college/career exploration. Students will visit a college campus each semester. The expectation is for students to stay in the AVID family for the duration of their time at Carmel High School.

K-8 MENTORING

(Done in conjunction with the Social Studies Department)

Classification: Regular

Prerequisite: Application and Teacher

Recommendation

Open to: 11, 12

Credit: 2 RW

K-8 Mentoring is a course in which students will learn communication and decision-making skills. These skills will help the students help themselves and other students look at problems and see alternative solutions to these problems. The first nine weeks of this mentoring class will involve a training program which will include an introduction to peer facilitation, mentoring and the development of skills and techniques of attentive listening, facilitative response, facilitative feedback, responsible decision-making, self- assessment, and helping others to help themselves. The remainder of the year will be divided between in-class activities and field work in a variety of settings including our elementary schools and middle schools. The selection of course participants will be based on an application, interview, and teacher recommendations which will be completed in the spring by prospective juniors and seniors. (The teacher does reserve the right to reassign a student who is not progressing satisfactorily to a study hall as a facilitator after the initial training period. In such a case, the student would not receive a credit for the course.)

BASIC SKILLS

Classification: Special Education

Prerequisite: Evaluation through Special Services

Open to: 9, 10, 11, 12

Credit: 2 RW

This is a compensatory program designed to provide specially designed instruction to students with disabilities. An Annual Case Review is held to determine placement, goals, and needs.

PEER FACILITATION/SPECIAL NEEDS

(Done in conjunction with the Special Education Department)

Classification: Regular

Open to: 9, 10, 11, 12

Credit: 1-2 RW

Students learn to interact with and tutor students with disabilities allowing them to learn teaching and behavior management techniques and terminology. Throughout the semester, students demonstrate a knowledge of the following: a) causes of handicapping conditions; b) values and issues related to the integration of students with substantial handicaps in the school and community; c) career options in the field of special education; d) teaching and behavior management techniques and terminology. Enrollment in this course allows the student to participate in either Peer Facilitating Life Skills, Peer Tutoring or Peer Facilitating Adaptive P.E.

COMMUNITY SERVICE: Technology Help Desk (0524)

Classification: Regular

Prerequisite: Application and Approval

Open to: 11, 12

Credit: 1-2 RW

This course is for juniors and seniors who are tech-savvy and enjoy helping others troubleshoot and problem-solve when it comes to working with technology. Students can earn up to two high school credits during SRT or a class period helping students and teachers who are in need of technical support. Students that enroll in this course are assigned to the CHS Media Center and will serve as tech support in areas that may include, but are not limited to: Canvas, Google, Chrome extensions, connectivity, joining Wi-Fi, etc.

STAT (Senior Teacher Assistant Team)

Classification: Regular

Prerequisite: application, coordinator approval

Open to: 12

Credit: 1 – 2 RW

STAT is a one to two semester class for seniors interested in assisting teachers in a specific subject. Students serve as a peer tutor and mentor in order to enhance the learning environment. Qualified seniors serve as a teacher's assistant in freshman and/or sophomore level classes identified by each department. Courses may include, but are not limited to ENL/shelter, AVID, math/English labs, and other beginning level classes. Students will be selected for the course based on solid academic skills, good study habits, strong work ethic and good communication skills. Students will be assessed on their daily work with the teacher/classes they are assigned, daily reflection journals and a culminating final project that will serve as the final exam final.

CHS SENIOR TRANSITION TO COLLEGE PROGRAM

Program Overview

Rising Seniors are eligible to participate if they meet the following criteria after the completion of grade 11:

- standardized test scores at or above the benchmarks for College and Career Readiness (your counselor can help with this).
- on-track for a Core 40 with Academic Honors diploma or a Core 40 with Technical Honors diploma.
- successful completion of at least one weighted course prior to the senior year, and
- an exemplary record of behavior, attendance and service during grades 9, 10, and 11

Carmel High School students engage in rigorous and comprehensive education throughout their experience with Carmel Clay Schools. They are challenged by high expectations through curriculum supported with research-based instruction. During their first three years at Carmel High School, students have the opportunity to immerse themselves in rigorous courses, including honors, dual-credit, Project Lead the Way (PLTW), Advance College Project (ACP), Advanced Placement (AP), and International Baccalaureate (IB).

As CHS students enter grade 12, many are prepared to engage in college-level coursework. For these students, their senior year should provide a unique opportunity to earn college credit, enabling them to enroll in college with advanced standing after high school graduation, while at the same time enhancing their critical thinking and organizational skills, fostering social-emotional growth, and preparing them to transition to the independence of college life. The purpose of the transition to college program is to provide this opportunity while allowing students the continuing benefit of the structures and supportive environment available to them from their families, CHS and the Carmel community.

The heart of this program is the schedule of rigorous, college-level coursework taught by able instructors. Research indicates that students who continue to take rigorous courses during grade 12 are more successful at the college and university level and are more likely to complete college in four years. Rigorous college-level coursework typically requires a minimum of two hours of student time for every hour spent in class. This coursework is often done in collaboration with other students and with instructors available to support student learning.

At the same time, preparing students to be successful in academics in the relative freedom of the college environment is of fundamental importance. One of the greatest challenges new college students face when transitioning to college life is handling new freedoms and choices at the same time they are taking college courses requiring a strong academic commitment. Exposing students to a yearlong process that replicates some of the challenges of the college environment while still providing the support of a high school setting will promote college readiness.

Requirements

As participants in the CHS Senior Transition to College Program, students are required to maintain a rigorous course of study by enrolling in the equivalent of at least four year long courses selected from the list of the CHS Senior Transition to College Program (TCP) approved courses.

*Note: Four courses each semester from the approved TCP list is the **minimum** requirement. Participants may take additional courses, to a maximum of seven each semester.*

Schedule of Classes

TCP students' courses are scheduled in the same Blue Day/Gold Day daily schedule, but students are able to structure and organize their non-scheduled time just as first-year college students are able to decide how to use their non-class time. For example, a student who has class in periods 1 and 2 on Blue Day and periods 2 and 3 on Gold Day could use the open periods for the following:

- Studying for exams
- Completing course assignments
- Collaborating with other students on group projects
- Researching in the library
- Meeting with instructors
- Working on school-related extracurricular projects
- Participating in a career-related internship or work experience
- Or other similar activities.

Students are able to leave the CHS campus during their unscheduled periods.

Eligibility/Criteria for Participation

CHS rising seniors are eligible to participate if they meet the following criteria after the completion of grade 11:

- standardized test scores at or above benchmarks for College and Career Readiness,
- on-track for a Core 40 with Academic Honors diploma or a Core 40 with Technical Honors diploma,
- successful completion of at least one weighted course prior to the senior year, and
- an exemplary record of behavior, attendance and service during grades 9, 10 and 11.

General Guidelines

- Participants must follow all school policies and procedures
- Participants are eligible for all extracurricular activities if they meet the standards for participation required for students not in the program
- Participants may leave campus during the day when they have no classes scheduled. Program participants must have their TCP student IDs with them at all times. While off campus, student conduct rules apply.
- Participation in the CHS Senior Transition to College Program is not required, nor is it a right. Students should work carefully with their parents and counselors to determine if this program is a good fit. At any time, School officials may revoke the privilege of participation if the student does not follow school policies or if the student is unable to handle the non-class time or academic load
- In selecting courses, it is important to remember that colleges and universities often look for a senior schedule that includes three-to-four core courses (i.e. from English, Math, Social Studies, Science, and/or World Languages). It is important for students to understand the minimum course expectations required for admission at the schools they are considering.
- A student's course selections are subject to final approval by the student's counselor.

Scheduling:

Students who choose to be a part of the CHS Transition to College program will be able to take the courses that work best for them and align with their post-secondary goals. Students will not be able to choose the periods or semesters when their courses will be scheduled. Counselors will not change schedules of individual seniors to accommodate requests to consolidate free periods or to allow for late arrival or early dismissal. Students will be scheduled with a minimum of four classes each semester.

CHS Courses Eligible for the Senior Transition to College Program include:

ART	Art History, AP 1-2
ART	Studio Art-2D,AP 1-2
ART	Studio Art-Drawing, AP 1-2
ART	Visual Arts IB HL 1-2 or 3-4
ART	Visual Arts IB SL 1-2
BUS	Computer Science A, AP 1-2 College Credit
BUS	Computer Science Principles, AP 1-2
BUS	Computer Science 1-2
BUS	IB Business Management HL-3-4
BUS	IB Business Management SL-1-2
BUS	CTSO Leadership Dev.in Action- Management 1-2
BUS	Cybersecurity, PLTW 1-2
COM	Stdnt Pubs: Newspaper Hilite Staff 5-6
COM	Stdnt Pubs: Newspaper Hilite Staff 7-8
COM	Stdnt Pubs: Radio WHJE 5-6
COM	Stdnt Pubs: Radio WHJE 7-8
COM	Stdnt Pubs: TV CHSTV 5-6
COM	Stdnt Pubs: TV CHSTV 7-8
COM	Stdnt Pubs: Yearbook Pinnacle Staff 5-6
COM	Stdnt Pubs: Yearbook Pinnacle Staff 7-8
ELA	AP Capstone Research 1-2
ELA	English Lang and Comp 1-2,AP
ELA	English Lit and Comp 1-2,AP
ELA	IB English A1, HL 3-4
ELA	IB Theory of Knowledge 2 (must have taken TOK 1)
FCS	Education Professions I 1-2
FCS	Education Professions II 1-2
MAT	Calc Survey M119-IU,ACP-1-2 CC
MAT	Calculus AB,AP-1-2
MAT	Calculus BC,AP-1-2
MAT	Finite Math M118-IU,ACP 1-2 CC
MAT	Applications and Interpretations, HL IB-1-2
MAT	Analysis and Approaches, SL/HL IB-1-2
MAT	Multivariate Calculus 1,2,ACP-1-2 Coli Cr
MAT	Precalculus 1-2
MAT	Statistics, AP-1-2
PE	IB Sports, Exercise, and Health 1-2
PER	Advanced Chorus, Ambassadors 1-2
PER	Advanced Chorus, Accents 1-2
PER	Advanced Concert Band, Wind Symphony I, 1-2
PER	Advanced Concert Band, Wind Symphony II, 1-2
PER	Advanced Orchestra, Cameratea 1-2
PER	Advanced Orchestra, Philharmonic 1-2
PER	IB Film HL 3-4
PER	IB Film SL 1-2
PER	IB Theatre Arts HL, Adv Acting 1-2
PER	IB Theatre Arts HL, Thtr Production 1-2
PER	IB Theatre Arts SL, Adv Acting, 1-2
SCI	Anatomy & Physiology 1-2
SCI	Biology AP 1-2
SCI	Chemistry AP 1-2
SCI	Environmental Science AP 1-2
SCI	Physics C AP 1-2

SCI Human Body Systems PLTW 1-2
 SCI Medical Interventions PLTW 1-2
 SCI Biomedical Innovations PLTW 1-2
 SCI IB Biology HL 1-4
 SCI IB Biology SL 1-2
 SCI IB Physics SL 1-4
 SCI Physics I, AP, 1-2
 SCI Physics II, AP, 1-2
 SCI IB Physics HL 1-4
 SCI IB Environmental Systems and Societies SL 1-2
 SOC European History, AP 1-2
 SOC Human Geography, AP 1-2
 SOC IB History-Americas HL 3-4
 SOC IB Psychology SL 1-2
 SOC Psychology, AP
 TEC Aerospace Engineering, PLTW
 TEC Civil Engineering & Arch-1-2, PLTW College Credit
 TEC Digital Electronics PLTW 1-2 College Credit
 TEC IntrEnginrgDsgn PLTW 1-2 College Credit
 TEC Prin Engineering PLTW 1-2 College Credit
 TEC Robotics Design and Innovation
 WLA Chinese IV, 1-2
 WLA French IV, 1-2
 WLA French IV-1-2, Pre-IB SL
 WLA French Lang, AP 1-2
 WLA French V, 1-2
 WLA German IV, 1-2
 WLA German IV-1-2, Pre-IB SL
 WLA German Lang., AP 1-2
 WLA German V, 1-2
 WLA Hebrew III, 1-2
 WLA Hebrew IV, 1-2
 WLA IB French B, SL-3-4
 WLA IB Latin SL-1-2
 WLA IB Spanish B, SL-3-4
 WLA Japanese IV, 1-2
 WLA Latin III, 1-2
 WLA Latin III, 1-2, Pre-IB
 WLA Latin IV, 1-2
 WLA Latin Vergil, AP 1-2
 WLA Spanish IV, 1-2
 WLA Spanish IV 1-2 Pre-IB SL
 WLA Spanish Lang., AP-1-2
 WLA Spanish V, 1-2

Single Semester Courses

BUS Advanced CTE College Credit: ACP BUS X100
 ELA Adv Comp W131-IU, ACP CC
 ELA Genres of Lit L202-IU, ACP CC
 ELA Speech P155-IU, ACP CC
 SOC Comparative Government, AP
 SOC US Government, AP
 SOC Microeconomics. AP
 SOC Macroeconomics, AP

AP CAPSTONE DIPLOMA PROGRAM

AP CAPSTONE DIPLOMA PROGRAM

Prerequisite: 4 AP courses over 4 years and scoring a 3 or higher on the corresponding AP exams

Open to: 10, 11, 12

Credit: 2 FW each year

This is a program that would allow students the opportunity to earn an AP Diploma. It is intended to challenge students with opportunities to employ critical thinking, creativity, research and collaboration through both Seminar and Research courses. In order to earn the diploma, students enroll in Seminar their sophomore or junior year and Research their junior or senior year and score a 3 or higher on the accompanying exams. In addition, students are required to score a 3 or higher on 4 other AP exams. There is no required sequence or restrictions on the additional AP exams or courses students select. Students who do not meet the requirements of scoring a 3 or higher on 4 other exams can earn an AP Capstone Certificate by taking Seminar and Research and scoring a 3 or higher on the corresponding exams. Click [here](#) to learn more about the AP Capstone Diploma Program.



AP Seminar (year 1)

Classification: AP

Prerequisite: None

Open to: 10 and 11

Credit: 2 FW

AP Seminar is the first of two courses in the AP Capstone™ program. Based on the AP Capstone Seminar curriculum, students will think critically and creatively, research, explore, pose solutions, develop arguments, collaborate, and communicate using various media. Students will explore real-world issues through a cross-curricular lens and consider multiple points of view to develop deep understandings of complex issues as they make connections between these issues and their own lives. Students will complete both internal and external assessments (written and oral) as a part of the AP Capstone Seminar exam. Click [here](#) to learn more about AP Seminar.

AP Capstone Research (year 2)

Classification: AP

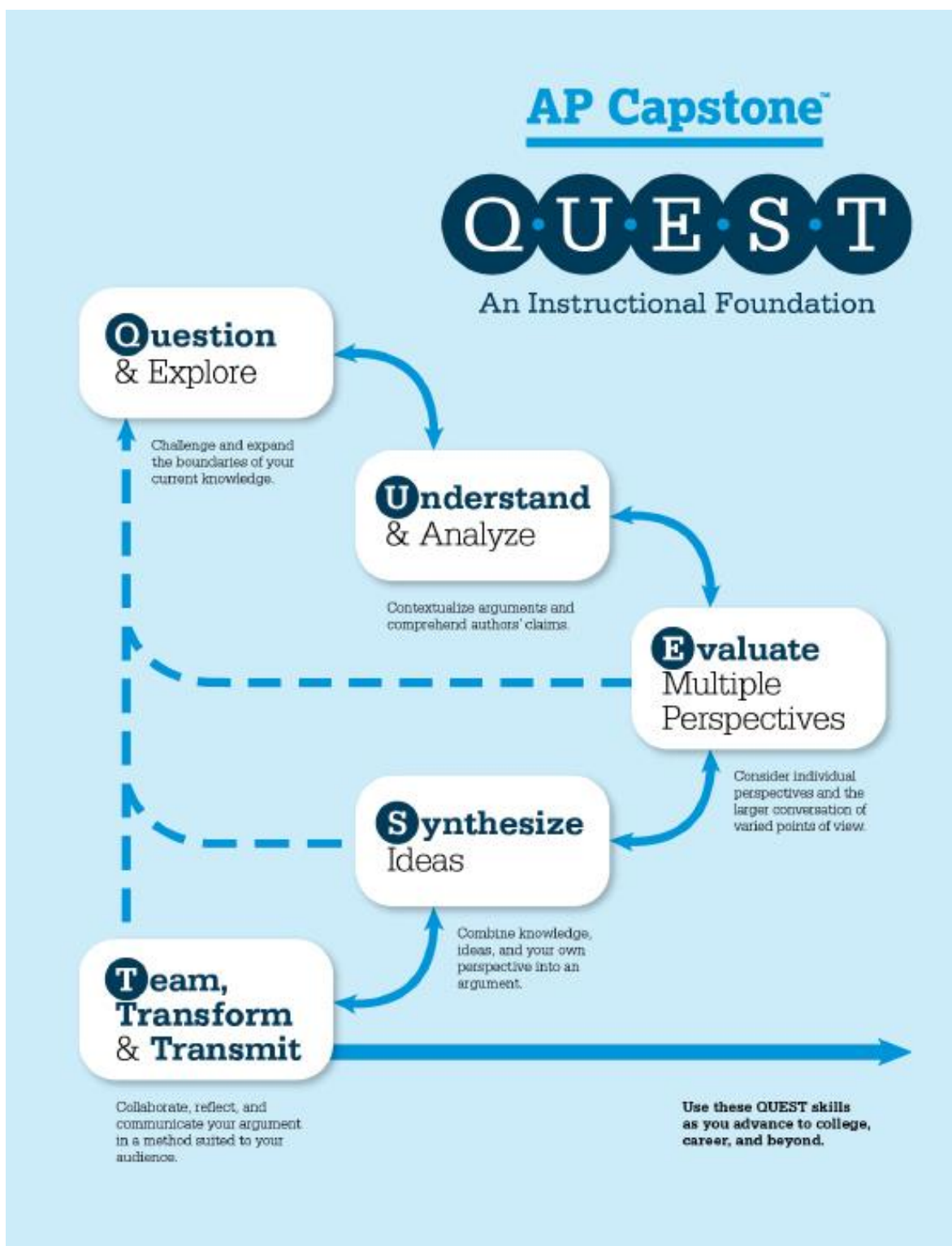
Prerequisite: AP Seminar

Open to: 11 and 12

Credit: 2 FW

AP Research is the second course in the AP Capstone™ program. AP Seminar is a prerequisite for AP Research. AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long mentored, research-based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding

research methods; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. The course culminates in an academic thesis paper of approximately 4,000-5,000 words and a presentation with an oral defense. Click [here](#) to learn more about AP Research.





INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM

What is the IB Diploma Program?

The International Baccalaureate Diploma Program is a two-year academic pathway centered around a comprehensive and rigorous internationally-focused curriculum. The program is administered by the International Baccalaureate Organization, which is based in Geneva, Switzerland, with regional headquarters for the Americas in Bethesda, Maryland. The coursework in each area of the curriculum is created to help students prepare for study at the university level, to become active and engaged citizens, and to foster global perspectives.

The IB Diploma Program begins in the eleventh grade and continues through the end of the twelfth grade. Students pursuing the IB Diploma are simultaneously earning their State of Indiana high school diploma. The IB Diploma offers students the chance to earn college credit in selected subjects and qualify for admission, as universities inside and outside of the United State recognize the IB Diploma as a highly-valued preparatory program for university work.

IB Diploma students gain experience and knowledge from the broad curriculum, but also stand out to universities due to three important additional features of the Diploma Program -- Theory of Knowledge (TOK), Creativity, Activity, Service (CAS), and the Extended Essay (EE).

This video from the IBO provides an overview of the program and these component parts: [IB Program Video](#).

What is the difference between HL & SL courses?

The IB divides its courses into two groups -- Higher Level and Standard Level. When students pursue the IB Diploma they will choose a combination of these two levels to showcase their strengths as a student. All Higher Level courses are two-year courses taken over both junior and senior year. Standard Level courses are either one-year or two-year courses, depending on the content and prerequisites fulfilled. If a student is taking a one-year Standard Level course, then it can be scheduled during either the junior year or senior year.

What do IB Assessments look like?

The IB uses a combination of internal and external assessments to measure students' academic skills and understanding of course content. This unique combination of assessment allows students multiple opportunities to showcase their knowledge and understanding and decentralizes the importance of a single-exam system. Internal assessments for IB courses can include lab work, investigations, performances, field study, portfolio work, etc. External assessments in the IB courses include an end of the year exam emphasizing short answer or essay responses. Students will register for the IB assessments when they are in the last year of an IB course. If the course is a two year course, students will not register for the assessments until they complete both years.

What are the costs of the IB Program?

There is a per subject test fee of \$130.00. *Students who qualify for free or reduced lunch can receive financial assistance.*

Can I take IB courses, but not pursue the full IB Diploma?

Students who do not wish to pursue the full diploma program may take individual IB classes at Carmel High School and receive certificates from IB for successfully completing these courses. Their scores from these individual courses can also be used for college credit and placement. Students not wishing to fulfill all of the requirements of the IB diploma are still strongly encouraged to take individual courses in the IB curriculum to help them prepare for future education.

What IB courses are offered at CHS?

At Carmel High School we offer the following courses in IB's six curricular groups. Students wishing to take the full IB Diploma Program pathway will take six subjects over their junior and senior years, one from each of the Groups 1-6. Students may opt out of Group 6 by taking an additional course from Groups 2, 3, or 4. At least three (and at most four) of the subjects taken will be at the Higher Level, with the remaining subjects taken at the Standard Level.

Group 1: Studies in Language & Literature	<ul style="list-style-type: none">• IB Literature HL
Group 2: Language Acquisition	<ul style="list-style-type: none">• IB Chinese Ab Initio SL• IB French HL, SL, or Ab Initio SL• IB German HL, SL, or Ab Initio SL• IB Latin HL or SL• IB Spanish HL, SL or Ab Initio SL
Group 3: Individuals & Societies	<ul style="list-style-type: none">• IB Business Management HL or SL• IB Environmental Systems & Societies SL• IB History of the Americas HL• IB Psychology SL
Group 4: The Sciences	<ul style="list-style-type: none">• IB Biology HL or SL• IB Environmental Systems & Societies SL• IB Physics HL or SL• IB Sports, Exercise, & Health Science SL
Group 5: Mathematics	<ul style="list-style-type: none">• IB Math: Applications & Interpretation HL or SL• IB Math: Analysis & Approaches HL or SL
Group 6: The Arts	<ul style="list-style-type: none">• IB Film HL or SL• IB Music HL or SL• IB Theatre HL or SL• IB Visual Arts HL or SL

DETAILED DESCRIPTIONS OF THE IB COURSES:

GROUP 1 OPTIONS: *STUDIES IN LANGUAGE & LITERATURE*

IB LITERATURE HL, ENGLISH (1130)

Classification: International Baccalaureate

Prerequisite: Four credits in English

Open to: 11, 12

Credit: 4 semester course, 1 credit earned per semester (2 year course), Full Weight

IB Language A: Literature Higher Level is a comprehensive exploration of literature from a variety of cultures, literary forms and periods. Students learn to appreciate the artistry of literature and develop the ability to reflect critically on their reading. Students develop their skills in analysis through both oral and written communication. Over the two years of the course, students study 13 works from a representative selection of literary forms, periods and places, including both fiction and nonfiction work. Curriculum and assessments within this course are designed to prepare students for International Baccalaureate's evaluation of their work. While it is not required that students take the IB Literature HL exam at the end of their senior year, students will be prepared for that end goal.

GROUP 2 OPTIONS: *LANGUAGE ACQUISITION*

IB LANGUAGE B SL/HL SPANISH (2308/2306)

Classification: International Baccalaureate

Prerequisite: Spanish III

Open to: 11, 12

Credit: 4 semester course, 1 credit earned per semester (2 year course), Full Weight

Our Spanish IV and V classes prepare students for the IB Spanish SL or HL assessments. The emphasis of the Spanish B course is speaking, reading, writing, and listening. In Spanish IV time will be spent on vocabulary building and grammar, with the focus on how to use these vocabulary phrases and grammatical structures. Students will review and expand their knowledge of the geography, history, and culture of the Spanish speaking world. Students read authentic material such as poems, short stories, and current events. Journal and essay writing, presentational and conversational skills, as well as reading and listening comprehension are also emphasized. In Spanish V students move to more complex vocabulary and grammar. Students greatly increase their vocabulary, refine their knowledge of grammar, and focus on speaking, writing, and reading skills with more complex texts. Students continue to learn in-depth information about traditions, customs, and cultures of all Spanish-speaking countries. Curriculum and assessments within this course are designed to prepare students for International Baccalaureate's evaluation of their work. While it is not required that students take the IB Spanish SL or HL exam, students will be prepared for that end goal.

IB LANGUAGE B SL/HL FRENCH (2308/ 2306)

Classification: International Baccalaureate

Prerequisite: French III

Open to: 11, 12

Credit: 4 semester course, 1 credit earned per semester (2 year course), Full Weight

Our French IV and V classes prepare students for the IB French SL or HL assessments. In these courses, equal emphasis is placed on the skills of speaking, reading, writing and listening. Students will be given the opportunity to depthfully explore francophone culture. Students participate in a wide variety of conversations dealing with daily life and news in the francophone cultures as well as their own. They learn the tools for gaining maximum comprehension in reading authentic literary texts, articles and novels. Students participate in group and partner discussions and debates on various topics concerning the French speaking world. Curriculum and assessments within this course are designed to prepare students for International Baccalaureate's evaluation of their work. While it is not required that students take the IB French SL or HL exam, students will be prepared for that end goal.

IB LANGUAGE B SL/HL IB GERMAN (2308/2306)

Classification: International Baccalaureate

Prerequisite: German III

Open to: 11, 12

Credit: 4 semester course, 1 credit earned per semester (2 year course), Full Weight

Our German IV and V classes prepare students for the IB German SL or HL assessments. Equal emphasis in the German B courses will be placed on the four skills of speaking, reading, writing and listening. Level IV German allows students to participate in leadership roles, give presentations, interpret complex situations, and read shorter and full-length works for comprehension. Level V German encourages authentic activities for students such as attending concerts, plays, and community activities in German or pertaining to German culture. Students will read full-length works as well as analyzing authentic German texts. They will refine their communication and writing skills by engaging in a variety of presentational, interpersonal, and interpretive speaking, writing and reading activities. Courses are conducted in the target language. Curriculum and assessments within this course are designed to prepare students for International Baccalaureate's evaluation of their work. While it is not required that students take the IB German SL or HL exam, students will be prepared for that end goal.

IB LATIN SL/ HL (2302/2300)

Classification: International Baccalaureate

Prerequisite: Latin III

Open to: 11, 12

Credit: 4 semester course, 1 credit earned per semester (2 year course), Full Weight

Our Latin III and IV classes prepare students for the IB Latin SL or HL assessments. These courses build upon the basic vocabulary and grammatical structures learned in previous years, enhancing students' abilities to read and understand the cultural ideals of antiquity through the study of various genres of literature. A portfolio containing samples of student work in three skill areas will be kept by students throughout their study of Latin. Students will research assigned topics concerning historical, social, political, and cultural influence of the ancient world upon global issues. Students will read for comprehension from a variety of longer authentic materials as they learn to use the language creatively in writing poetry, prose and essays. Curriculum and assessments within this course are designed to prepare students for International Baccalaureate's evaluation of their work. While it is not required that students take the IB Latin SL or HL exam, students will be prepared for that end goal.

IB LANGUAGE B AB INITIO SL OPTION

For students who are at an earlier stage of language acquisition than the IB SL or HL exams require, the IB offers an option to assess students at the beginner level. Students pursuing the full IB Diploma who are at this point in their language acquisition pathway, will be seated in the appropriate level of their language (Chinese, French, German, or Spanish) and will be given support to prepare for the IB ab Initio assessments and exam. Their classroom time will provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This course encourages the learner to go beyond the confines of the classroom, expanding an awareness of the world and fostering respect for cultural diversity. Students will develop receptive, productive, and interactive skills through opportunities to respond and interact appropriately in a defined range of everyday situations. **Scheduling for this level of language study will be coordinated by the IB Diploma Coordinator and the World Language Department Chairperson.**

GROUP 3 OPTIONS: *INDIVIDUALS AND SOCIETIES*

IB BUSINESS MANAGEMENT HIGHER LEVEL (4580)

Classification: International Baccalaureate

Prerequisite: None

Open to: 11 & 12

Credit: 4 semester course, 1 credit earned per semester (2 year course), Full Weight

Business Management Higher Level explores how and why individuals form organizations, organizational problems and life cycles, and the role of individuals and groups within organizations. It is based on the curriculum published by the International Baccalaureate Organization. Students gain a broad understanding of the variety of organizations that exist, including profit and non-profit, and will examine and apply the principles of organizations and the techniques practiced in organizational decision making. Students also develop an understanding of the interdependency of organizations and the effect on problem solving. Curriculum and assessments within this course are designed to prepare students for International Baccalaureate's evaluation of their work. While it is not required that students take the IB Business Management HL exam, students will be prepared for that end goal.

IB BUSINESS MANAGEMENT STANDARD LEVEL (4582)

Classification: International Baccalaureate

Prerequisite: None

Open to: 11 or 12

Credit: 2 semester course, 1 credit earned per semester (1 year course), Full Weight

The course covers the key characteristics of business organization and environment and the business functions of human resource management, finance and accounts, marketing and operations management. Links between the topics are central to the course. Through the exploration of six underpinning concepts (change, culture, ethics, globalization, innovation and strategy), the course allows students to develop a holistic understanding of today's complex and dynamic business environment. The conceptual learning is firmly anchored in business management theories, tools and techniques and placed in the context of real world examples and case studies. The course encourages the appreciation of ethical concerns at both a local and global level. It aims to develop relevant and transferable skills, including the ability to: think critically; make ethically sound and well-informed decisions; appreciate the pace, nature and significance of change; think strategically; and undertake long term planning, analysis and evaluation. The course also develops subject-specific skills, such as financial analysis. Curriculum and assessments within this course are designed to prepare students for International Baccalaureate's evaluation of their work. While it is not required that students take the IB Business Management HL exam, students will be prepared for that end goal.

IB ENVIRONMENTAL SYSTEMS AND SOCIETIES SL (3016)

Classification: International Baccalaureate

Required Prerequisite: none

Open to: 11 or 12

Credit: 2 semester course, 1 credit earned per semester (1 year course), Full Weight

The IB Environmental Systems and Societies course aims to provide students with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face. Students' attention is constantly drawn to their own relationship with their environment and the significance of choices and decisions that they make in their own lives. It is intended that students develop a sound understanding of the interrelationships between environmental systems and societies, rather than a purely journalistic appreciation of environmental issues. The teaching approach strives to be conducive to students evaluating the scientific, ethical, and socio-political aspects of issues. Curriculum and assessments within this course are designed to prepare students for International Baccalaureate's evaluation of their work. While it is not required that students take the IB Environmental Systems and Societies SL exam, students will be prepared for that end goal. *Note: With its dual focus on science and societal impacts, this course can*

count as both the Group 3 & Group 4 requirement for the IB diploma. DP students will still take 6 total IB courses, but this course allows greater flexibility in how that combination is created.

IB HISTORY OF THE AMERICAS HL (1590)

Classification: International Baccalaureate

Prerequisites: Recommended AP European History or AP Human Geography

Open to: 11 & 12

Credit: 4 semester course, 1 credit earned per semester (2 year course), Full Weight

IB History of the Americas is a two-year program that introduces students to the common experience of the Americas through a comparative analysis of cultural, political, social, and economic issues. The first year of the course will integrate the histories of Canada, Latin America, and the United States with special focus on a study of the Civil War, the Age of Imperialism, and World War II. It is designed to promote and enhance an awareness of international understanding through focusing on the Western Hemisphere. The second year of the course takes a topical approach to studying the 20th century world, focusing on the causes, practices, and effects of war, the rise of single-party states, the Cold War, and/or the collapse of communism at the end of the century. Students also complete a historical investigation of their choosing. The IB approach to history seeks to pose questions without providing definitive answers. Students are taught to engage with history both through exposure to primary historical sources and through the work of historians. Students are taught to select and interpret data and then begin a critical evaluation of it. Curriculum and assessments within this course are designed to prepare students for International Baccalaureate's evaluation of their work. While it is not required that students take the IB History of the Americas exam, students will be prepared for that end goal. *Note: History of the Americas 1-2 (year 1) satisfies the Core 40 requirements for United States History.*

IB PSYCHOLOGY SL (1606)

Classification: International Baccalaureate

Prerequisite: None

Open to: 11 or 12

Credit: 2 semester course, 1 credit earned per semester (1 year course), Full Weight

Psychology SL is designed to develop the student's capacity to identify, to analyze critically, and to evaluate theories, concepts, and arguments about the nature and activities of the individual and society. Over the course of one year, students will interpret and conduct psychological research. Students will explore how the resulting knowledge benefits human beings. Students will develop an understanding of the biological, cognitive, learning, and socio-cultural influences on behavior. An emphasis will be placed on the development of an awareness of how applications of psychology in everyday life are derived from psychological theories. Curriculum and assessments within this course are designed to prepare students for International Baccalaureate's evaluation of their work. While it is not required that students take the IB Psychology SL exam, students will be prepared for that end goal.

GROUP 4 OPTIONS: *THE SCIENCES*

IB BIOLOGY HL (3032)

Classification: International Baccalaureate

Required Prerequisite: Biology I-2 and Chemistry I-2

Open to: 11 & 12

Credit: 4 semester course, 1 credit earned per semester (2 year course), Full Weight

IB Biology Higher Level focuses on six core topics: cell biology, molecular biology, genetics, ecology, evolution/biodiversity, and human physiology. It is based on the curriculum published by the International Baccalaureate Organization, which provides a practical approach to the course delivery, emphasized through the interdisciplinary group project, and a mixture of both short-term and long-term experiments and investigations. In this HL level, students are required to study the SL topics in greater depth, as well as an additional study in eight topics: nucleic acids, metabolism, cell respiration, photosynthesis, genetics and evolution, animal physiology, and plant biology. Optional course topics for students include neurobiology and behavior, biotechnology and bioinformatics, ecology and conservations, and human physiology. IB Biology HL is a two-year course taken over a student's junior and senior years. The junior year covers the SL topics, and the senior year covers the additional 8 topics and prepares students for the IB assessments and exam. Curriculum and assessments within this course are designed to prepare students for International Baccalaureate's evaluation of their work. While it is not required that students take the IB Biology HL exam, students will be prepared for that end goal.

IB BIOLOGY SL (3034)

Classification: International Baccalaureate

Required Prerequisite: Biology I-2 and Chemistry I-2

Open to: 11 or 12

Credit: 2 semester course, 1 credit earned per semester (1 year course), Full Weight

IB Biology Standard Level focuses on six core topics: cell biology, molecular biology, genetics, ecology, evolution and biodiversity, and human physiology. It is based on the curriculum published by the International Baccalaureate Organization, which provides a practical approach to the course delivery, emphasized through the interdisciplinary group project, and a mixture of both short-term and long-term experiments and investigations. Optional course topics include neurobiology and behavior, biotechnology and bioinformatics, ecology and conservation, and human physiology. IB Biology SL is a one year IB course. Curriculum and assessments within this course are designed to prepare students for International Baccalaureate's evaluation of their work. While it is not required that students take the IB Biology SL exam, students will be prepared for that end goal.

IB ENVIRONMENTAL SYSTEMS AND SOCIETIES SL (3016)

Classification: International Baccalaureate

Required Prerequisite: none

Open to: 11 or 12

Credit: 2 semester course, 1 credit earned per semester (1 year course), Full Weight

The IB Environmental Systems and Societies Standard Level course aims to provide students with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face. Students' attention is constantly drawn to their own relationship with their environment and the significance of choices and decisions that they make in their own lives. It is intended that students develop a sound understanding of the interrelationships between environmental systems and societies, rather than a purely journalistic appreciation of environmental issues. The teaching approach strives to be conducive to students evaluating the scientific, ethical, and socio-political aspects of issues. Curriculum and assessments within this course are designed to prepare students for International Baccalaureate's evaluation of their work. While it is not required that students take the IB Environmental Systems and Societies SL exam, students will be prepared for that end goal. *Note: With its dual focus on science and societal impacts, this course can*

count as both the Group 3 & Group 4 requirement for the IB diploma. DP students will still take 6 total IB courses, but this course allows greater flexibility in how that combination is created.

IB PHYSICS SL (3098)

Classification: International Baccalaureate

Required Prerequisite: Algebra II-2

Open to: 11 & 12

Credit: 4 semester course, 1 credit earned per semester (2 year course), Full Weight

IB Physics Standard Level is a two-year course designed to introduce students to the laws of physics, the experimental skills required in physics, and the social and historical aspects of physics as an evolving body of human knowledge about nature. IB Physics SL focuses on the study of Newtonian mechanics, waves, electricity, magnetism, thermal and nuclear physics. This course intends to develop student understanding, use and evaluation of scientific facts, concepts, methods and techniques. IB Physics would be a beneficial class to students pursuing a science or math related field in college and/or an IB diploma. Curriculum and assessments within this course are designed to prepare students for International Baccalaureate's evaluation of their work. While it is not required that students take the IB Physics SL exam, students will be prepared for that end goal.

IB PHYSICS HL (3096)

Classification: International Baccalaureate

Required Prerequisite: Algebra II-2

Open to: 11 & 12

Credit: 4 semester course, 1 credit earned per semester (2 year course), Full Weight

IB Physics Higher Level is a two-year course designed to introduce students to the laws of physics, the experimental skills required in physics, and the social and historical aspects of physics as an evolving body of human knowledge about nature. It is based on the curriculum published by the International Baccalaureate Organization. Students study six topics: physics and physical measurement, mechanics, thermal physics, waves, electricity and magnetism, and atomic and nuclear physics. Students must complete additional study in six topics: measurement and uncertainties, mechanics, thermal physics, wave phenomena, electromagnetism, and quantum and nuclear physics. Optional course topics from which the student may only choose two include biomedical physics, the history and development of physics, astrophysics, relativity, and optics. IB Physics would be a beneficial class to students pursuing a science or math related field in college and/or an IB diploma. Curriculum and assessments within this course are designed to prepare students for International Baccalaureate's evaluation of their work. While it is not required that students take the IB Physics HL exam, students will be prepared for that end goal.

IB SPORTS, EXERCISE, AND HEALTH SCIENCE SL (3510)

Classification: International Baccalaureate

Recommended Prerequisites: Sports Medicine I & II, Anatomy & Physiology, or PLTW: Human Body Systems

Open to: 11 or 12

Credit: 2 semester course, 1 credit earned per semester (1 year course), Full Weight

IB Sports, Exercise, and Health Science Standard Level involves the science that underpins physical performance and allows students opportunities to apply these principles both through inquiry and experimentation (field and laboratory). Topics covered include anatomy, exercise physiology, energy systems, movement analysis, skill in sport and measurement, and evaluation of human performance. Students are required to do in-depth study of two of the following options: optimizing physiological performance, psychology of sport, physical activity and health, and nutrition for sport, exercise, and health. Students taking this course will also address issues and ethics on an international scale by considering sport, exercise, and health within a global context relevant to the individual. The course is based on the curriculum published by the International Baccalaureate Organization. Curriculum and assessments within this course are designed to prepare students for International Baccalaureate's evaluation of their work. While it is not required that students take the IB Sports, Exercise, and Health SL exam, students will be prepared for that end goal.

GROUP 5 OPTIONS: *MATHEMATICS*

IB MATHEMATICS: Analysis and Approaches SL 1-2 (2588)

Classification: International Baccalaureate

Prerequisite: Algebra II-1-2 or Algebra II Honors 1-2

Open to: 11 or 12

Credit: 2 semester course, 1 credit earned per semester (1 year course), Full Weight

This SL course blends all of the concepts and skills that must be mastered prior to the enrollment in a college-level math course. A functional approach provides for the integration of trigonometric concepts, relationships of equations and their graphs and applications of real world problems with a STEM approach. Students in this class will complete various projects in addition to traditional evaluations. The emphasis of this course is to help students obtain a well-rounded understanding of all topics. They will demonstrate this understanding through a mandatory exploration. The exploration is a thesis-like project where students will apply the math they've learned to an area of interest. Students enrolled in this course will be able to choose to take an external exam, either the SL exam at the end of this school year or continue on to IB MATHEMATICS: Analysis and Approaches HL 1-2 and take the HL exam at the end of the second year. Calculator Requirement: TI-Nspire CX, or TI-Nspire CAS

IB MATHEMATICS: Analysis and Approaches HL 1-2 (2590)

Classification: International Baccalaureate

Prerequisite: IB MATHEMATICS: Analysis and Approaches SL 1-2

Open to: 11, 12

Credit: 2 semester course, 1 credit earned per semester (1 year course), Full Weight

This HL course extends students' knowledge from Analysis and Approaches SL. This course is intended to follow Analysis and Approaches SL. It will review topics from the standard level course and delve deeper into the same syllabus content as the Analysis and Approaches SL Mathematics course description. This course will appeal to students with a good background in mathematics who are competent in a range of analytical and technical skills. This course will help students retain the Calculus they have learned in their sophomore and junior years and prepare them for further mathematics in college. Ample time will be given to explore each topic and to enhance students' understanding through the use of technology and explorations. Curriculum and assessments within this course are designed to prepare students for International Baccalaureate's evaluation of their work. While it is not required that students take the IB exam, students will be prepared for that end goal. Calculator Requirement: TI-Nspire CX, or TI-Nspire CAS

IB MATHEMATICS: Applications and Interpretations SL 1-2 (2592)

Classification: International Baccalaureate

Prerequisites: Algebra II-1-2 or Algebra II Honors 1-2

Open to: 11 or 12

Credit: 2 semester course, 1 credit earned per semester (1 year course), Full Weight

This course is intended for students with varied backgrounds and abilities. More specifically, it is designed to build confidence and encourage an appreciation of mathematics in students who do not anticipate a need for mathematics in their future studies. Students taking this course need to be already equipped with fundamental skills, rudimentary knowledge of basic processes and a curiosity for how mathematics might impact their future. This course concentrates on mathematics that can be applied to contexts related as far as possible to other subjects being studied, to common real-world occurrences and to topics that relate to home, work, and leisure situations. The course requires students to produce a project, a piece of written work based on personal research, guided and supervised by the teacher. The project provides an opportunity for students to carry out a mathematical investigation in the context of another course being studied, a hobby or an area of interest of their choice using skills learned before and during the course. Curriculum and assessments within this course are designed to prepare students for International Baccalaureate's evaluation of their work. While it is not required that students take the IB exam, students will be prepared for that end goal. Students taking this course will be required to have a TI-nspire CX, TI-nspire CX CAS or TI 84 Plus graphing calculator.

IB MATHEMATICS: Applications and Interpretations HL 1-2 (2594)

Classification: International Baccalaureate

Prerequisite: IB MATHEMATICS: Applications and Interpretations SL 1-2

Open to: 11, 12

Credit: 2 semester course, 1 credit earned per semester (1 year course), Full Weight

This HL course extends students' knowledge from Applications and Interpretations SL. This course is intended to follow Applications and Interpretations SL. It will review topics from the standard level course and delve deeper into the same syllabus content as the Applications and Interpretations SL Mathematics course description. This course is intended to meet the needs of students whose interest in mathematics is more practical than theoretical but seek more challenging content. Curriculum and assessments within this course are designed to prepare students for International Baccalaureate's evaluation of their work. While it is not required that students take the IB exam, students will be prepared for that end goal. Students taking this course will be required to have a TI-nspire CX, TI-nspire CX CAS or TI 84 Plus graphing calculator.

GROUP 6 OPTIONS: *THE ARTS***IB VISUAL ARTS SL & HL (4092/ 4090)**

Classification: International Baccalaureate

Prerequisite: none

Open to: 11 & 12

Credit: 4 semester course, 1 credit earned per semester (2 year course), Full Weight

The IB Visual Arts program is designed to provide students of various art interests and abilities with opportunities to develop their aesthetic, imaginative, and creative faculties in a global context. Rather than focusing on the production of art alone, the program also emphasizes critical thinking, intercultural understanding, and exposure to a variety of points of view. Through IB Visual Arts students center their artistic development around a Research Workbook which serves as a personal record of the evolution of their aesthetic, imaginative, and creative journey. Students develop skills of organization, critical thinking, time management, collaboration, reflection, and life-long learning/ownership of learning. From the pages of the Research Workbook comes a visual expression of ideas that are of original inspiration. Students select appropriate media through which to reflect a sense of exploration, discovery, and thoughtful understanding as they develop creative and technical artistic abilities through studio work. Students select from an HL or SL level of concentration depending upon whether their major focus will be on production of work or rather on development of thoughts and images through the Research Workbook. Curriculum and assessments within this course are designed to prepare students for International Baccalaureate's evaluation of their work.

IB THEATER ARTS SL & HL (4264/4262)

Classification: International Baccalaureate

Prerequisite: none

Open to: 11 & 12

Credit: 4 semester course, 1 credit earned per semester (2 year course), Full Weight

Theater Arts SL and HL involves the development of performance skills through working on devised and scripted scenes, working collaboratively in an ensemble, exploring new performance techniques, acting techniques and characterization. Students will also study drama from the point of view of the director and will investigate methods of turning a script into performance. Students will reflect upon personal and universal concerns revealed in dramatic literature from other cultures and develop a global perspective. Specifically, students will focus on ways that theatre and those who work in all aspects of theatre reflect and influence culture. Students will apply their practical and theoretical studies to at least two productions. Students electing to pursue the Higher Level Theatre Arts course will also need to complete the Individual Project. This project requires the student to complete a practical study based on his/her own interest of a specific aspect of theatre. Curriculum and assessments within this course are designed to prepare students for International Baccalaureate's evaluation of their work.

IB FILM SL & HL (4272/ 4270)

Classification: International Baccalaureate

Prerequisite: none

Open to: 11 & 12

Credit: 4 semester course, 1 credit earned per semester (2 year course), Full Weight

Film SL and HL are designed to provide students with opportunities to explore film as an art form and to understand how it differs from, and at the same time incorporates, other art forms. Students will study film history of more than one culture, analyze, interpret, and critique film texts. As well students will work to understand and participate in the processes involved in film productions. Students will also produce their own films. Film SL and HL are forums for students to make sense of the world around them and to use film to develop ideas, think critically, and reflect on their place within an international community in a collaborative setting. Film HL is a more sophisticated study of these concepts. Curriculum and assessments within this course are designed to prepare students for International Baccalaureate's evaluation of their work.

IB MUSIC SL & HL (4214 SL/4212 HL)

Classification: International Baccalaureate

Prerequisite: simultaneously enrolled in ensemble group (band, choir, or orchestra)

Open to: 11 & 12

Credit: course credit is tied to student's ensemble

IB Music Standard Level and Higher Level is a two year endeavor by students to develop knowledge and potential as musicians, both personally and collaboratively. IB Music students will enroll in one of our bands, choirs, or orchestras. In these ensembles, students will look at music as researchers, creators, and performers. Students are required to study musical perception and actively listen to a wide range of music from different parts of the world, musical cultures, and time periods. They also develop aural perception and understanding of music by learning about musical elements, including form and structure, notations, musical terminology, and context. Through the course of study, students become aware of how musicians work and communicate. IB Music students will create a portfolio over two years of their musical work and submit 3 assessments (Standard Level) or 4 assessments (Higher Level) to IB for evaluation.

IB CORE REQUIREMENTS

IB THEORY OF KNOWLEDGE (0560)

Classification: International Baccalaureate

Prerequisite: none

Open to: 11-12 (*Students start the course second semester junior year & finish during first semester senior year*)

Credit: 2 semester course, 1 credit earned per semester, Full Weight

Theory of Knowledge is an interdisciplinary course that is central to the educational philosophy of the International Baccalaureate Diploma Program. It challenges students to reflect critically on diverse ways of knowing and areas of knowledge and to consider the role which knowledge plays in a global society. It encourages students to become aware of themselves as thinkers, to become aware of the complexity of knowledge, and to recognize the need to act responsibly in an increasingly interconnected world. Students engage in daily discussions, prepare presentations relevant to course content, read selections from a variety of disciplines, and write about their understandings by drawing on their experiences inside and outside of the classroom. Students who are not pursuing the full IB Diploma may sign up to take this course, space and scheduling constraints permitting. Scheduling preference will be given to full DP students for whom this course is required.

IB CREATIVITY, ACTIVITY, & SERVICE

The IB's goal is to educate the whole person and foster responsible, compassionate citizenship. The CAS component encourages students to share their energy and special talents with others and explore their interests outside of the classroom. Students may, for example, participate in theater or musical productions, sports, and community service activities. Students should, through these activities, develop greater awareness of themselves, concern for others, and the ability to work cooperatively with other people. Documentation that students have participated in CAS experiences and projects over the two years of the Diploma Program is completed during SSRT with the assistance of the CAS Coordinator. Note: CAS is not a course that students need to sign up for. It will be integrated into the IB SSRT.

IB EXTENDED ESSAY

Students pursuing the full IB Diploma will write an extended essay of 4,000 words over the course of their junior and senior years. Each student has the opportunity to investigate a topic of special interest. The essay requirements acquaint students with the kind of independent research and writing skills expected by universities. The essay permits students to deepen their program of study, or add breadth to their academic experience by electing to write on a subject not included in their program choices. Support for the research and writing process is provided during the IB SSRT and by an academic supervisor who has expertise in the content area the student selects. Note: the Extended Essay is not a course that students need to sign up for. It will be integrated into the IB SSRT.

IB SSRT

We have the convenience of a built-in homeroom in the form of SSRT at CHS. Our IB Diploma students use the IB SSRT as a place to connect and relax, as well as complete the IB Core work of CAS and the EE. The IB SSRT also allows students an easy place to collaborate and ask questions about their IB coursework. If students have another commitment during SSRT that they would like to be involved in, we allow them to do so (e.g. a student is permitted to participate in both the IB and Senate SSRTs).

CAREER & TECHNICAL EDUCATION (CTE)

The following CTE programs were introduced to students in the 2020-2021 school year. We are excited to offer these courses again in the 2021-22 school year. Both programs will have the opportunity for students to earn dual credits through Ivy Tech and program based certifications.

HEALTH SCIENCE EDUCATION II: NURSING (5284)

Classification: CTE

Open to: 11 and 12

Credits: 2RW Fall and 1RW Spring

****Students have the opportunity to earn dual credit through Ivy Tech Community College if they meet the Ivy Tech requirements.****

Health Science Education II: Nursing is an extended laboratory course designed for students who have an interest in health sciences and may someday continue their education in nursing or a health related field. After the successful completion of the course students are prepared for entry level employment at hospitals, doctor's offices, and extended care facilities by preparing them to become Certified Nursing Assistants (CNA). Students will be qualified to take the state certification test for Certified Nursing Assistant. The test will be administered through Senior1Care and students will additionally be licensed as home health aides.

Students will practice technical skills in the classroom and then work at clinical sites under the direction of licensed nurses. These sites may include extended care facilities, hospitals and home health agencies. Throughout the course, students will focus on learning about the healthcare system and employment opportunities at a variety of entry levels; an overview of the healthcare delivery systems, healthcare teams and legal and ethical considerations; and obtaining the knowledge, skills and attitudes essential for providing basic care in a variety of healthcare settings. Additionally, students will build their essential job related skills to record patient medical histories and symptoms; provide medication and treatments; consult with physicians and other healthcare providers; operate and monitor medical equipment; perform diagnostic tests; teach patients and families how to manage their illness or injury; and perform general health screenings.

All students must have a physical, 2 step TB test and a criminal background check to participate in clinicals. The course is set up with one period each semester required. To aid students in completing their clinical hours, students may request the hours to take place during school hours with a clinical release period first semester. Students wishing to complete all hours outside of the school day will be enrolled in an after school section. All students must document hours and turn in to their CNA instructor.

EMERGENCY MEDICAL SERVICES (5210)

Classification: CTE

Open to: 11 and 12

Credit: 2 RW Fall, 1 RW Spring

****Students have the opportunity to earn dual credit through Ivy Tech Community College if they meet the Ivy Tech requirements.****

Emergency Medical Services prepares students for a state certification which may lead to a career in Emergency Medical Services. Examples of those careers include Emergency Medical Technician and Paramedic. This course is designed for persons desiring to perform emergency medical care. Theories, techniques, and operational aspects of pre-hospital emergency care, within the scope and responsibility of the basic emergency medical technician are covered in this course. Students will learn to recognize the seriousness of the patient's condition, use the appropriate emergency care techniques and equipment to stabilize the patient, and safely transport them to the hospital. The handling of victims of

hazardous materials accidents is also addressed in this course. Opportunities for laboratory practice and clinical observation in a hospital emergency room and ambulance are also included to provide occasions for students to further develop clinical skills and the appropriate ethical behavior.

The course is set up with one period each semester required. To aid students in completing their laboratory hours, students may request a release period first semester. Students wishing to complete all hours outside of the school day will be enrolled. All students must document hours and turn in to their EMT instructor.

WORK BASED LEARNING CAPSTONE (5974)

Classification: Career-Technical

Prerequisite: Completed an advanced course in career related field of interest

Open to: 12

Credit: Up to 4 credits RW

Students have the opportunity to apply the concepts, skills, and dispositions learned in previous advanced coursework within the Business, Engineering and Technology, Family and Consumer Science, or Science department to internship opportunities. Work Based Learning experiences need to be in a closely related Career and Technical industry setting. Each student participating in a Work Based Learning experience will have a standards-based training plan. Student plans will be a combination of teacher-coordinated, mentor-supervised, work-based learning and school-based instruction.

J. EVERETT LIGHT CAREER CENTER

Sophomore, junior and senior students have the opportunity to take courses at J. Everett Light Career Center. Most classes at the career center are three credits per semester, and each program typically lasts two years. To be considered for programs at J. Everett Light Career Center, students must complete an application which is available [here](#) and in the Counseling Center. Students enrolled at J. Everett Light Career Center may take three or four credits of classes at Carmel High School each semester. The courses offered can be found within the [JEL program guide](#). A hard copy of the information can be found in the Counseling Center.

ART

The art department provides a learning environment both for the student planning a career in art and the student with a general interest in the visual arts. Students are provided a well-rounded art experience through a variety of course offerings. They may elect to take craft classes, fine arts classes, and/or art history courses.

ART HISTORY (4024)

Classification: Regular

Prerequisites: none

Open to: 10,11,12

Credit: 1 RW

Art History is an interdisciplinary course which integrates the visual arts, the natural sciences, religion, world history, and literature. Students will use critical thinking skills, develop visual perception, expand art vocabulary, and gain an appreciation for art forms of many different cultures and civilizations. This course will allow students who prefer a diverse learning experience the opportunity to engage in multi-media projects and presentations.

ART HISTORY, AP Advanced Placement (4025)

Classification: Advanced Placement

Prerequisites: none

Open to: 10, 11, 12

Credit: year-long course, 2 FW *(This course cannot be taken simultaneously with Art History)*

AP Art History is a course based on the content established by the College Board. Art History is designed to provide the same benefits to secondary school students as those provided by an introductory college course in art history. Students will gain an understanding and knowledge of architecture, sculpture, painting, and other art forms within diverse historical and cultural contexts. Students will examine major forms of artistic expression from the past and the present from a variety of cultures. It is recommended, but not required, that students interested in taking AP Art History maintain a "B" average or higher in their language arts courses.

DRAWING 1-2 (L) (4060)

Classification: Regular

Prerequisite: None

Open to: 9, 10, 11, 12

Credit: 2 RW

Drawing 1-2 will introduce students to basic drawing techniques and media. Traditional studies in line, form, texture, composition, perspective, and design will be the focus. Subject matter includes nature studies, perspective, landscape, still life, and portraiture. The following media will be introduced in Drawing 1: pen and ink, charcoal, colored pencil, marker, and graphite. The following media will be introduced in Drawing 2: pastels, opaque and transparent watercolor, acrylic paint, and mixed media. Color theory will be studied in Drawing 2. These courses are the foundation courses for the advanced visual arts classes.

DRAWING 3-4 (L) (4060)

Classification: Regular

Prerequisite: Drawing 2

Open to: 10, 11, 12

Credit: 2 RW

Drawing 3-4 will develop and strengthen students' drawing skills while creating a strong foundation for use with any other art medium. Themes may be developed from object studies, visual collage, or subjects of personal interest. Through a variety of media, including graphite and colored pencil, conte' crayon, charcoal, and pen and ink, students will combine previous art experiences with a keen focus not only on developing drawing technique, but also intensifying observational skills. Drawing 3-4 students will look more closely at their subjects and develop personal themes and styles in their art work .

DRAWING 5-6 (L) (4060)

Classification: Regular

Prerequisite: Drawing 4

Open to: 11, 12

Credit: 2 RW

Drawing 5-6 is for students who take enjoyment in their drawing but also need to continue developing their skills at an advanced level. Exposure to diversity is important as students work from small to large drawings with lengthy or quick studies. While experiencing a variety of paper types, students create with drawing materials including graphite, colored pencil, charcoal, pastel, and mixed media. At this stage, we further explore and develop creative and expressive qualities of the artist through guided and self-directed themes. Students in Drawing 5-6 have an opportunity to professionalize their drawing skills and develop exceptional works of art.

INTRODUCTION TO TWO- DIMENSIONAL ART (L) (4000)

Classification: Regular

Prerequisite: none

Open to: 9, 10, 11

Credit: 1RW

Students will experiment with a variety of media, techniques, and design concepts in order to determine future direction in the visual arts. Drawing, painting, printmaking, collage, mixed media, and relief sculpture will be explored. Students will be introduced to the elements and principles of design, art history, and art criticism. This course is recommended for beginning visual art students. Students will be required to purchase some art supplies in addition to the course fee.

ADVANCED TWO-DIMENSIONAL ART (L) (4004)

Classification: Regular

Prerequisite: Introduction to Two- Dimensional Art

Open to: 9, 10, 11

Credit: 1RW

Students will continue to explore a variety of media, techniques, and design concepts that build upon skills learned in Introduction to Two-Dimensional Art. Drawing, painting, printmaking, collage, mixed media, and relief sculpture will be explored at an advanced level. Students will apply elements and principles of design, art history, and art criticism concepts to their projects. Students may be required to purchase some art supplies in addition to the course fee.

PAINTING 1-2 (L) (4064)

Classification: Regular

Prerequisite: Painting 1- Drawing 2

Painting 2- Painting 1

Open to: 10, 11, 12

Credit: 1 RW

Painting 1-2 allows students of all abilities the opportunity to explore oil, watercolor, and acrylic paint. Students gain experience with color, brushwork, techniques, and both traditional and contemporary styles of artists. Subject matter themes include landscapes, figures, portraits, object studies and personal narratives. This course allows students to develop confidence in painting through experience and practice with various media. Painting 2 focuses primarily on oil painting and experimental techniques. Students will advance their techniques, skill and exploration of ideas in a relaxed atmosphere. Students will also learn how to stretch their own canvases.

AP STUDIO ART Advanced Placement (3D Design Portfolio) (4052)

Classification: Regular

Prerequisite: 4 semesters Fine Art/or 4 semesters of Crafts

Open to: 11,12

Credit: 2 FW

AP Studio Art is a course for students who want to develop their portfolio for college applications. These students should be serious about developing their artwork in a concentrated area through the improvement of 3-D technique and design skills. Focus will be on developing quality, concentration, and breadth of sculptures that follows requirements of the AP Studio Art Program. Creative thought is essential, combined with the investigation of concepts, issues, and personal themes and subject matter through individual research and involved decision making. Students are challenged to become independent thinkers. Students develop ideas through their sketchbooks, explore artist connections, and present their work through critiques and exhibitions. Students must be willing to accept the committed challenge of a rigorous studio art program.

AP STUDIO ART Advanced Placement (Drawing Portfolio) (4048)

Classification: Advanced Placement

Prerequisite: Drawing 4, or 4 semesters of crafts classes and teacher approval.

Open To: 11,12

Credit: 2 FW

Studio Art-AP is a course for students who are serious about developing their portfolio of drawings in a concentrated area through the improvement of technique and design skills. Focus will be on the quality, concentration, and breadth of work produced. Creative thought is essential, combined with the investigation of concepts, issues, and personal themes and subject matter through individual research and involved decision making. Students are challenged to become independent thinkers who will contribute inventively and critically to their culture through the making of art. Students will develop ideas through their sketchbook, explore artist connections, and present their work through critiques and exhibitions. Students must be willing to accept the committed challenge of a rigorous studio art program, and formal evaluations will be made according to national standards of performance through an examination of completed portfolio work. Along with the chance to receive college credit and/or advanced placement for college, Studio Art-AP offers the advanced art student a rewarding opportunity to develop artistic skills while building and preparing a portfolio of art for college or work.

AP STUDIO ART Advanced Placement (2D Design Portfolio) (4050)

Classifications: Advanced Placement

Prerequisite: Drawing 4, or 4 semesters of craft classes (or teacher approval)

Open to: 11, 12

Credit: 2 FW

Studio Art-AP is a course for students who are serious about developing their portfolio of designs in a concentrated area through the improvement of technique and design skills. Focus will be on the quality, concentration, and breadth of work produced. Creative thought is essential, combined with the investigation of concepts, issues, and personal themes and subject matter through individual research and involved decision making. Students are challenged to become independent thinkers who will contribute inventively and critically to their culture through the making of art. Students will develop ideas through their sketchbook, explore artist connections, and present their work through critiques and exhibitions. Students must be willing to accept the committed challenge of a rigorous studio art program, and formal evaluations will be made according to national standards of performance through an examination of completed portfolio work. Along with the chance to receive college credit and/or advanced placement for college, Studio Art-AP offers the advanced art student a rewarding opportunity to develop artistic skills while building and preparing a portfolio of art for college or work.

CERAMICS 1 (4040)

Classification: Regular

Prerequisite: None

Open to: 9, 10, 11, 12

Credit: 1 RW

In Ceramics 1, emphasis is placed strictly on hand building techniques and the elements and principles of design. Coil, slab, and drape molding are the techniques that will be explored. Glaze application is introduced along with a brief introduction to stains.

CERAMICS 2 (L) (4040)

Classification: Regular

Prerequisite: Ceramics 1

Open to: 9, 10, 11, 12

Credit: 1 RW

Ceramics 2 is a continued study in hand building techniques and design. Students will be introduced to the potter's wheel and the techniques needed for throwing.

CERAMICS 3 (L) (Hand building) (4040)

Classification: Regular

Prerequisite: Ceramics 2

Open to: 10, 11, 12

Credit: 1 RW

Ceramics 3 is considered an advanced hand building course and is designed for the serious ceramics student. The students will have an opportunity to work with different clays and decorative methods. There may be opportunities to work on the wheel, but not in-depth. Working with design principles is also a large part of this course.

CERAMICS 4 (L) (Hand building) (4040)

Classification: Regular

Prerequisite: Ceramics 3

Open to: 10, 11, 12

Credit: 1 RW

Ceramics 4 is a continuation of advanced projects in Sculpture (bust or head study), hand building and throwing. Working with the Elements and Principles of Design will be emphasized.

CERAMICS 5-6 (L) (Throwing) (4040)

Classification: Regular

Prerequisite: Ceramics 2

Open to: 10, 11, 12

Credit: 2 RW

Ceramics 5-6 is designed for the serious ceramics student interested in working on the potter's wheel. Students will have an opportunity to work with different clays on the wheel and develop different ways to decorate their pieces. While a majority of the class will be spent on the potter's wheel, there will be some hand building that may be added to wheel-thrown pieces. A large amount of clay will be used during this class as well as glazes. The second semester will be a continuation of an in-depth study of the potter's wheel. Projects will include making a four-place-setting dish set, teapot, cookie jar, casserole dish and other lidded forms. Alternate firing techniques may be included. A period of independent study will finish out the semester.

CERAMICS 7-8 (L) (4040)

Classification: Regular

Open to: 12

Credit: 2 RW

Prerequisite: Ceramics 1-6 with teacher recommendation

Students enrolling in Independent Study Ceramics should have completed 4 semesters of ceramics, with a solid foundation of throwing and hand-building skills. Intended for the serious, self-motivated student with self-disciplined work habits and direction, this course offers advanced studio time through which individual areas of personal interest may be explored and developed. Throughout the year, students design and present ceramic work depicting personal themes and subject matter. While some students will focus on developing ceramic skills in one area, others will create from a variety of techniques with the opportunity to experiment with new ones. Independent Study Ceramics offers the advanced ceramic student a challenging opportunity to develop sculpting skills and build a portfolio of art for college or work.

FIBER ARTS 1 (L) (4046)

Classification: Regular

Prerequisite: None

Open to: 9, 10, 11, 12

Credit: 1 RW

Fiber Arts I exposes the student to a wide variety of fiber techniques, including textile collage, batik, embroidery, screen printmaking and beading. Students will explore the work of contemporary textile designers for inspiration, and develop excellence in craftsmanship. In addition to the course fee, the student must supply some materials.

FIBER ARTS 2 (L) (4046)

Classification: Regular

Prerequisite: Fiber Arts 1

Open to: 9, 10, 11, 12

Credit: 1 RW

Fiber Design 2 is a continuation of textile design and construction methods from Fiber Arts I. Weaving skills are introduced as well as new mixed media collage techniques, embossment and printmaking, and hand sculpted bookmaking. Emphasis will continue to be placed on original design and craftsmanship. The student must supply some materials.

JEWELRY 1-2 (L) (4042)

Classification: Regular

Prerequisite: None

Open to: 9, 10, 11, 12

Credit: 2 RW

Jewelry 1-2 is intended to present students with a basic understanding of jewelry making and to develop a strong foundation in designing jewelry. Emphasis is placed on the elements and principles of design, as well as the steps involved for working with and constructing the pieces in metal. In addition to the course fee, students purchase metal, saw blades, and solder.

JEWELRY 3-4 (L) (4042)

Classification: Regular

Prerequisite: Jewelry 2 and teacher approval

Open to: 10, 11, 12

Credit: 2 RW

Jewelry 3-4 is intended to present students with an advanced understanding of jewelry making and to develop a strong foundation in designing jewelry. Emphasis will be placed upon stone setting, lost-wax casting, glass fusing and thematic designing. Art history, art criticism, aesthetics and production will also be included in the course of study. In addition to the course fee, students must purchase metal, saw blades, and solder.

PHOTOGRAPHY I (L) (4062)

Classification: Regular

Prerequisite: None

Open to: 10, 11, 12

Credit: 1 RW

This course offers basic study in photography as an expressive art form. Use of the camera, film development, and darkroom skills will be studied. Students should have unlimited access to a SINGLE LENS REFLEX (SLR) camera with adjustable controls and an internal metering system. The art department does not supply cameras. Instamatic cameras that shoot 35mm film and or digital cameras are not acceptable. Film assignments will be given bi-weekly.

PHOTOGRAPHY 2 (L) (4062)

Classification: Regular

Prerequisite: Photography 1

Open to: 10, 11, 12

Credit: 1 RW

This course is designed for the serious photography student to apply previously learned photography skills more creatively. Advanced camera manipulations will be included with complex, experimental darkroom procedures.

PHOTOGRAPHY 3-4 (L) (4062)

Classification: Regular

Prerequisite: Photography I-2 and teacher approval

Open to: 11, 12

Credit: 2 RW

The course is designed for the serious photography student to apply subject matter of a more personal interest to previously learned photography skills and techniques. The student should be self-motivated and disciplined, and be prepared to fulfill course objectives designed by the instructor and the student. Black and white photography will be dealt with both traditionally and experimentally, and will be evaluated by the instructor. This class offers an opportunity to develop a portfolio for school and job.

DIGITAL PHOTOGRAPHY 1 (4062)

Classification: Regular

Prerequisite: None

Open to: 10, 11, 12

Credit: 1 RW

Digital Photography explores creative expression through the medium of digital photography. Use of the DSLR (Digital Single Lens Reflex) camera will be studied along with computer programs Photoshop and Movie Maker. Independent themes and personal narratives are explored. Students must have unlimited access to a DSLR camera with adjustable controls. Carmel High School's art department does not supply cameras.

DIGITAL PHOTOGRAPHY 2 (4062)

Classification: Regular

Prerequisite: Digital Photography 1

Open to: 10, 11, 12

Credit: 1 RW

This course explores advanced digital photography techniques and software applications that build upon prior knowledge from Digital Photography. Use of the DSLR (Digital Single Lens Reflex) camera is required. Students will explore personal narratives and independent themes. Carmel High School's art department does not supply cameras.

DIGITAL PHOTOGRAPHY 3-4 (4062)

Classification: Regular

Prerequisite: Digital Photography 1-2 with teacher approval

Open to: 11, 12

Credit: 2 RW

This course explores advanced digital photography techniques and software applications while offering students the independence to explore personal themes to build their portfolio of professional work. Carmel High School's art department does not supply cameras.

INTRODUCTION TO 3- DIMENSIONAL ART (L) (Sculpture) (4002)

Classification: Regular

Prerequisite: none

Open to: 10, 11,12

Credit: 1 RW

Intro to 3D Art provides an opportunity for students to work with a variety of media in the development of 3-dimensional forms. Starting with basic design principles, students will begin with a series of projects that incorporate design on a simple level and proceed to applying these principles to work with more complex media. Media projects may include found objects, wire, wood, plaster, and ceramics.

DIGITAL DESIGN 1-2 (L) (4082)

Classification: Regular

Prerequisite: Drawing 2

Open to: 10, 11, 12

Credit: 2 RW

Digital Design 1-2 is designed to introduce computers to students as an art tool. The students will create artwork with graphic art software, digital cameras, and scanners. First semester artwork will be a combination of computer generated images, 2-D drawing skills, and graphic design. Second semester art will emphasize animation, using the skills learned in Digital Design 1. Students will participate in aesthetic discussions and critiques along with researching art history and contemporaries. They will be challenged to solve compositional layouts and sequencing events in order to achieve desired effects. Projects will range from simple one-day tutorials to multiple-week projects. Students will learn about current artists and careers in the field of computer art.

DIGITAL DESIGN 3-4 (4082)

Classification: regular

Prerequisite: Digital Design 2 and Instructor Approval

Open to: 11,12

Credits: 2RW

Digital Design 3-4 is for the self-motivated artist, who wishes to pursue their talents in the field of computer art. Students will create an individualized letterhead and business card. Subsequent projects will be written on this letterhead, stating the length of time needed for completion, focus or goal of the assignment, parameters, technology needed to complete the assignment, and a brief description of the desired end product. Students will be assessed on the outcome of their work and the fulfillment of their contract obligations. It is an expectation for the students in this class to assist the students in Digital Design 1 when the need arises.

IB VISUAL ARTS HIGHER LEVEL, INTERNATIONAL BACCALAUREATE (4090)

Classifications: IB

Prerequisite: 4 semesters of visual arts classes

Open to: 11

Credits: 4 FW (2 year program)

The IB Visual Arts program is designed to provide students with various art interests the opportunity to develop their aesthetic, imaginative, and creative faculties in a global context. This program emphasizes critical thinking, intercultural understanding, and exposure to various viewpoints. Students center their artistic development around a Research Workbook, a personal record of their development and evolution as an artist. From this record, students find original inspiration and explore media to create a fully developed body of work.

IB VISUAL ARTS STANDARD LEVEL, INTERNATIONAL BACCALAUREATE (4092)

Classifications: IB

Prerequisite: 4 semesters of visual art classes

Open to: 11, 12

Credits: 2 FW (1 year program)

The IB Visual Arts program is designed to provide students with various art interests the opportunity to develop their aesthetic, imaginative, and creative faculties in a global context. This program emphasizes critical thinking, intercultural understanding, and exposure to various viewpoints. Students center their artistic development around a Research Workbook, a personal record of their development and evolution as an artist. From this record, students find original inspiration and explore media to create a fully developed body of work.

BUSINESS

Exploratory Courses

INTRODUCTION TO BUSINESS (4518)

Classification: Regular

Prerequisite: None

Open to: 9, 10

Credit: 1 RW

Introduction to Business 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 develops business vocabulary and provides an overview of business and the role that business plays in economic, social, and political environments.

INTRODUCTION TO COMPUTER SCIENCE (480)

Classification: Regular

Prerequisite: None

Open to: 9, 10

Credits: 1 RW

Introduction to Computer Science allows students to explore the world of computer science. Students will gain a broad understanding of the areas composing computer science. Additionally, there is a focus on the areas of computer programming, gaming/mobile development, and artificial intelligence/robotics.

INTRODUCTION TO ENTREPRENEURSHIP (5967)

Classification: Regular

Prerequisite: None

Open to: 9, 10

Credit: 1 RW

Introduction to Entrepreneurship provides an overview of what it means to be an entrepreneur. Students will learn about starting and operating a business, marketing products and services, and how to find resources to help in the development of a new venture. This course is ideal for students interested in starting their own art gallery, salon, restaurant, etc.

BUSINESS LAW AND ETHICS I-1, I-2 (4560)

Classification: Regular

Prerequisite: None

Open to: 11, 12

Credit: 1 or 2 RW: Dual Credit

***Students will have the opportunity to earn dual credit through Ivy Tech Community College as long as they meet the Ivy Tech requirements and complete both semesters.*

Business Law and Ethics provides an overview of the legal system in the business setting. Topics covered include: basics of the judicial system, contract, personal, employment and property law. Application of legal principles and ethical decision-making techniques are presented through problem-solving methods and situation analyses. Students incorporate law-related current events and pertinent legal cases in their work. Real-world applications of the law are also emphasized.

DIGITAL APPLICATIONS AND RESPONSIBILITY 1 (4528)

Classification: Regular

Open to: 9, 10, 11, 12

Credit: 1 RW

Digital Applications and Responsibility students use Microsoft Office 2019 to create documents applicable to home and school. These applications will apply to academic and workplace tasks. *DAR* helps students develop efficient and practical computer skills beyond the basics which they may have learned at home or middle school. Students also learn appropriate and effective use of the Internet. This course meets the technology requirement for graduation.

DIGITAL APPLICATIONS AND RESPONSIBILITY 2 (4528)

Classification: Regular

Prerequisite: Digital Applications and Responsibility 1

Open to: 9, 10, 11, 12

Credit: 1 RW Dual Credit

***Students will have the opportunity to earn dual credit through Ivy Tech Community College as long as they meet the Ivy Tech requirements.* This course, along with the successful completion of *DAR 1*, will allow qualified students to apply for three (3) Ivy Tech credits.

In Digital Applications and Responsibility 2 students learn advanced Microsoft Office 2019 (Word, Excel, PowerPoint and Access) skills to strengthen their computer and problem-solving skills. Students will be given the opportunity to seek an industry-recognized digital literacy certifications (MOS Certification) for Word 2019, Excel 2019, Access 2019 and PowerPoint 2019.

Finance Courses

PERSONAL FINANCIAL RESPONSIBILITY (4540)

Classification: Regular

Prerequisite: None

Open to: 11, 12

Credit: 1 RW

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.

GLOBAL ECONOMICS (4558)

Classification: Regular

Prerequisite: None

Open to: 11, 12

Credit: 1 RW

Global Economics is a business course that provides students with an understanding of their role as consumers and producers in domestic and global economies. This course enables students to understand how the economic system operates while comprehending their role in that system. Students deal with public policy, international economics, microeconomics, and macroeconomics in comparing economic systems and using selected economic measures. This satisfies the required economics credit needed for graduation.

INTRODUCTION TO ACCOUNTING 1, 2 (4524)

Classification: Regular

Prerequisite: None

Open to: 10, 11, 12

Credit: 2 RW: Dual Credit

***Students will have the opportunity to earn dual credit through Vincennes University as long as they meet the Ivy Tech requirements.*

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. First semester begins with bookkeeping concepts and then bridges those skills into concepts and principles of accounting. Students are exposed to the accounting cycle and banking practices for a service oriented business. Second semester students will study accounting and payroll systems and subsystems utilizing journals, ledgers, and financial statements for a merchandising business.

ADVANCED ACCOUNTING 1, 2 (4522)

Classification: Regular

Prerequisite: Introduction to Accounting

Open to: 11,12

Credit: 2 RW

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.

Management Courses

BUSINESS MANAGEMENT STANDARD LEVEL, INTERNATIONAL BACCALAUREATE (4582)

Classification: International Baccalaureate

Prerequisite: None

Open to: 11 and 12

Credit: 2 FW

The course covers the key characteristics of business organization and environment and the business functions of human resource management, finance and accounts, marketing and operations management. Links between the topics are central to the course. Through the exploration of six underpinning concepts (change, culture, ethics, globalization, innovation and strategy), the course allows students to develop a holistic understanding of today's complex and dynamic business environment. The conceptual learning is firmly anchored in business management theories, tools and techniques and placed in the context of real world examples and case studies. The course encourages the appreciation of ethical concerns at both a local and global level. It aims to develop relevant and transferable skills, including the ability to: think critically; make ethically sound and well-informed decisions; appreciate the pace, nature and significance of change; think strategically; and undertake long term planning, analysis and evaluation. The course also develops subject-specific skills, such as financial analysis. Students are encouraged to take the IB SL exam.

BUSINESS MANAGEMENT HIGHER LEVEL, INTERNATIONAL BACCALAUREATE 1-4 (4580)

Classification: International Baccalaureate

Prerequisite: None

Open to: 11,

Credit: 2 FW each year, two year program

Business Management Higher Level, International Baccalaureate is a two year program that begins junior year. Students will explore how and why individuals form organizations, organizational problems and life cycles, and the role of individuals and groups within organizations. It is based on the curriculum published by the International Baccalaureate Organization. Students gain a broad understanding of the variety of organizations that exist, including profit and non-profit, and will examine and apply the principles of organizations and the techniques practiced in organizational decision making. Students also develop an understanding of the interdependency of organizations and the effect on problem solving. *Note: This course aligns with course offerings for Group 3 for the IB diploma.* Curriculum and assessments within this course are designed to prepare students for International Baccalaureate's evaluation of their work. While it is not required that students take the IB exam, students will be prepared for that end goal.

Advanced CTE College Credit: ACP BUS X100 (6142)

Classification: Career Technical

Prerequisite: None

Open to: 11, 12

Credit: 1 RW

This course studies business dynamics from the standpoint of the manager of a business firm operating in the contemporary economic, political, and social environment. *Students must be eligible for admission to Indiana University in order to be admitted to this course. Regular university fees will be charged, and credits are transferable to most colleges and universities in the country. You must pay the fees to take the course.*

Marketing Courses

PRINCIPLES OF MARKETING 1 & 2 (5914)

Classification: Career Technical

Prerequisite: None

Open to: 10, 11, 12

Credit: 2 RW

Principles of Marketing provides a basic introduction to the scope and importance of marketing in the global economy. Emphasis is placed on oral and written communications, mathematical applications, problem solving, and critical thinking skills as they relate to advertising/promotion/selling, distribution, financing, marketing- information management, pricing, and product/service management. Competitive activities are provided for students to exercise skills and knowledge gained in the program through the co-curricular organization DECA. Students are expected to participate in DECA.

MERCHANDISING 1 & 2 (5962)

Classification: Career Technical

Required Prerequisite: Principles of Marketing

Open to: 11, 12

Credit: 2 RW

Merchandising is a specialized marketing course providing instruction of marketing practices that support the sale of products to retail consumers. Emphasis is placed on oral and written communication, problem solving and critical thinking skills as they relate to product design, selling, pricing, distribution, retail promotion, visual merchandising, retail cycles, retail theories, and career opportunities in the retail industry.

Information Technology Courses

COMPUTER SCIENCE 1-2 (4801)

Classification: CTE

Recommended Prerequisites: Algebra I

Open to: 9, 10, 11, 12

Credits: 2 FW

Computer Science I introduces the structured techniques necessary for the efficient solution of business related computer programming logic problems and coding solutions into a high-level language. The fundamental concepts of programming are provided through explanations and effects of commands and hands-on utilization of lab equipment to produce accurate outputs. Topics include program flow-charting, pseudo coding, and hierarchy charts as a means of solving problems. The course covers creating file layouts, print charts, program narratives, user documentation, and system flowcharts for business problems; algorithm development and review, flowcharting, input/output techniques, looping, modules, selection structures, file handling, control breaks, and offers students an opportunity to apply skills in a laboratory environment.

COMPUTER SCIENCE A 1-2, AP (4570)

Classification: Advanced Placement

Prerequisites: Algebra I and Algebra II or Algebra I, Computer Science I

Open to: 10, 11, 12

Credits: 2 FW

Computer Science A assumes that the student has had prior programming experience. Students solve programming problems by planning, entering, and debugging solutions using the Java language. Topics covered include: syntax, loops, methods, control structures, repetition tools, and simple data structures including arrays. The course follows the syllabus of the Advanced Placement (AP) Computer Science, a curriculum as prescribed by the College Board guidelines. Students may elect to take the AP Computer Science A Exam administered in May at their own expense.

COMPUTER SCIENCE PRINCIPLES, AP(4568)

Classification: Advanced Placement

Prerequisite: Algebra I

Recommended: Intro to Computer Science

Open to: 10, 11, 12

Credit: 2 FW

Computer Science Principles introduces students to the central ideas of computer science, instilling the ideas and practices of computational thinking and inviting students to understand how computing changes the world. The rigorous course promotes deep learning of computation content, develops computational thinking skills, and engages students in the creative aspects of the field. Students may elect to take the AP Computer Science Principles Exam administered in May at their own expense.

COMPUTER SCIENCE III: PLTW CYBERSECURITY (5261)

Classification: PLTW, Full Weight

Prerequisites: Computer Science I or AP Computer Science Principles

Open to: 10, 11, 12

Credit: 2 FW

The design of the course exposes high school students to the ever growing and far reaching field of cybersecurity. Students accomplish this through problem based learning, where students role-play as cybersecurity experts and train as cybersecurity experts do. PLTW Cybersecurity gives students a broad exposure to the many aspects of digital and information security, while encouraging socially responsible choices and ethical behavior. It inspires algorithmic thinking, computational thinking, and especially, “outside-the-box” thinking. Students explore the many educational and career paths available to cybersecurity experts, as well as other careers that comprise the field of information security. The course contains the following units of study: Personal Security, System Security, Network Security, and Applied Cybersecurity.

INFORMATION TECHNOLOGY SUPPORT 1 & 2 (5230)

Classification: Regular

Recommended Prerequisite: Digital Applications and Responsibility

Open to: 9, 10, 11, 12

Credit: 2 RW, Dual Credit

***Students will have the opportunity to earn dual credit through Ivy Tech Community College as long as they meet the Ivy Tech requirements.*

Information Technology Support allows students to explore how computers work. Students learn the functionality of hardware and software components as well as suggested best practices in maintenance and safety issues. Through hands-on activities and labs, students learn how to assemble and configure a computer, install operating systems and software, and troubleshoot hardware and software problems.

WEB DESIGN (4574)

Classification: Regular

Required Prerequisite: Digital Applications and Responsibility

Open to: 10, 11, 12

Credit: 1 RW

This course is designed to give students a background in beginning web page design. Students will understand the purpose of the Internet, the various services available and methods of accessing the Internet. Design features, functions and considerations in designing web pages will be introduced. By utilizing various web browsers and search engines, students will evaluate web pages for content and design. Various web page-authoring software will be used as well as beginning HTML to create the web pages. This course would give students an advantage in the business world or college in designing web pages.

Career Experiences

CTSO (Career and Technical Student Organization) LEADERSHIP DEVELOPMENT IN ACTION—MANAGER (5237)

Classification: Regular

Prerequisites: Principles of Marketing or IB Business Management 1-2, application, interview and instructor approval required.

Open to: 11, 12

Credits: 1 credit per semester, up to 4 semesters, 4 credits maximum FW

Leadership Development in Action is a project-based course in which students integrate higher order thinking, communication, leadership, and management processes to conduct DECA *leadership projects at the local, state, or national level*. Each student will create a vision statement, establish standards and goals, design and implement an action plan and timeline, reflect on accomplishments, and evaluate results. Achievement will be documented through a required student portfolio. Students are required to 1) Participate in DECA and 2) act as DECA and Carmel Café Management in an assigned role.

Work Based Learning Capstone (5974)

Classification: Career-Technical

Prerequisite: Completed an advanced course in career related field of interest

Open to: 12

Credit: Up to 4 credits RW

Students have the opportunity to apply the concepts, skills, and dispositions learned in previous coursework in their pathways in real world business and industry settings. Work Based Learning experiences need to be in a closely related Career and Technical industry setting. Each student participating in a Work Based Learning experience will have a standards-based training plan. Student plans will be a combination of teacher-coordinated, mentor-supervised, work-based learning and school-based instruction.

COMMUNICATIONS

COMMUNICATIONS DEPARTMENT: LIST OF COURSES OFFERED

Students who take classes within the communications department will experience a “real world” learning environment through their work with one of Carmel High School’s four award-winning media outlets: CHTV television, HiLite newspaper, Pinnacle yearbook or WHJE radio. Introductory courses provide the basis for later experiences on one of the advanced-level staffs, where students have the opportunity to write stories, shoot photos or design pages for the newspaper or yearbook, or shoot, edit and broadcast a variety of footage and content for the radio or television stations.



PRINT TRACK

For students who are potentially interested in HiLite newsmagazine or Pinnacle yearbooks staffs

INTRO/PREREQUISITE COURSES

ONE-SEMESTER OPTIONS

SEMESTER 1
Visual Journalism 1

SEMESTER 2
Visual Journalism 2

FULL-YEAR OPTIONS

Newspaper 1-2
Yearbook 1-2

PRINT STAFF COURSES

Staff courses require successful completion of a prerequisite course (listed above), completion of a staff application and adviser approval.

HiLite Staff 3-4
Pinnacle Staff 3-4

HiLite Staff 5-6
Pinnacle Staff 5-6

HiLite Staff 7-8
Pinnacle Staff 7-8

DID YOU KNOW?
These staff classes count as **FULL-WEIGHT** courses

NOTE:
ALL courses in communications fulfill the state’s FINE ARTS CREDIT

NOTE:
Staff classes may be repeated for every year of a student’s high school career



BROADCAST TRACK

For students who are potentially interested in CHTV television or WHJE radio staffs

INTRO/PREREQUISITE COURSES

ONE-SEMESTER OPTIONS

None

FULL-YEAR OPTIONS

Radio 1-2
Television Broadcasting 1-2

BROADCAST STAFF COURSES

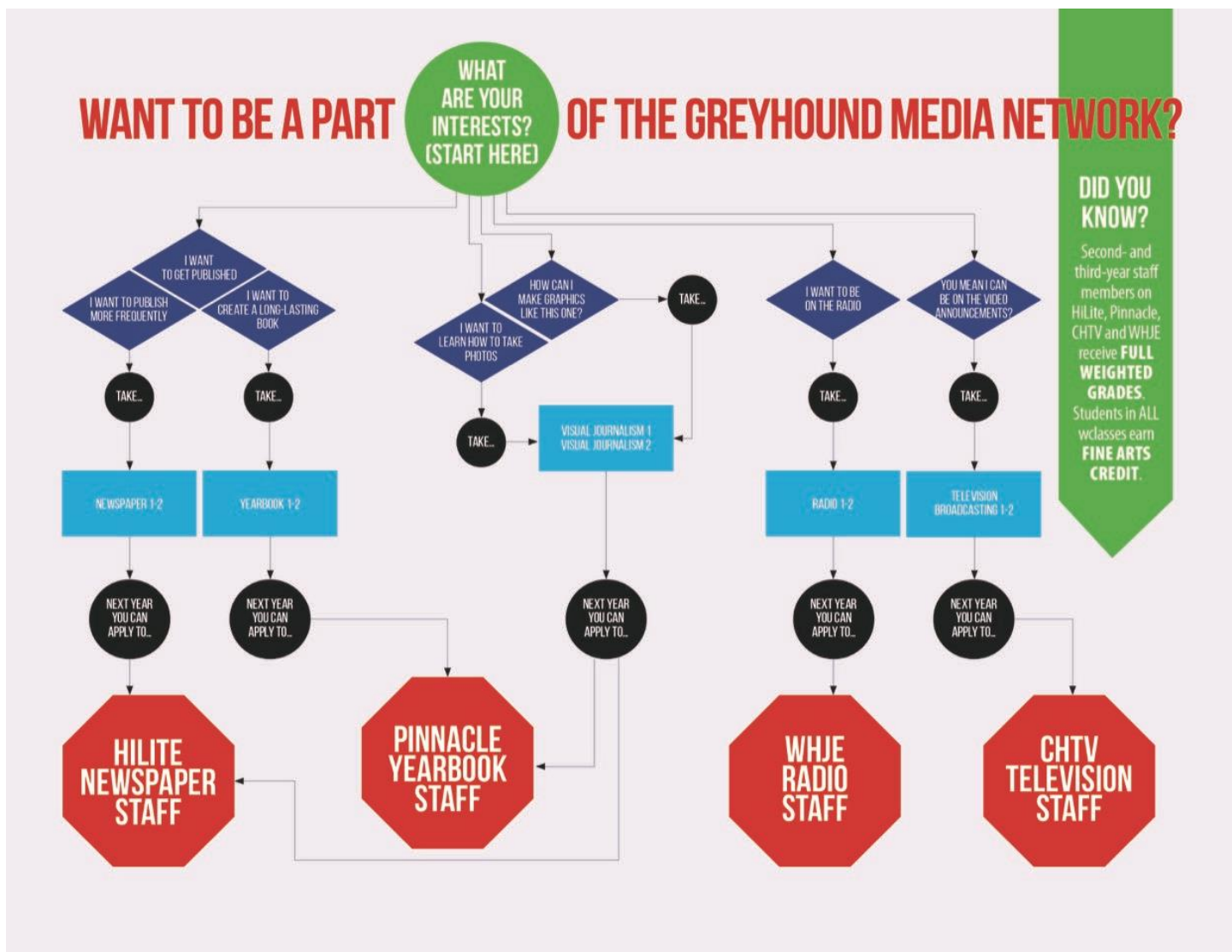
Staff courses require successful completion of a prerequisite course (listed above), completion of a staff application and adviser approval.

CHTV Staff 3-4
WHJE Staff 3-4

CHTV Staff 5-6
WHJE Staff 5-6

CHTV Staff 7-8
WHJE Staff 7-8

DID YOU KNOW?
These staff classes count as **FULL-WEIGHT** courses



Students who take classes within the Communications Department will experience a “real world” learning environment through their work with one of Carmel High School’s four award-winning media outlets CHTV television, HiLite newspaper, Pinnacle yearbook, or WHJE radio. Introductory courses provide the basis for later experiences in the advanced-level staff classes where students have the opportunity to write stories, shoot photos or design pages for the newspaper or yearbook, or shoot, edit and broadcast a variety of footage and content for the radio or television stations. Roles in advanced level classes may include leadership (managers and editors), webmaster, social media coordinator, event planner, sales, photographer, project management, or infographics designer.

One Semester Courses

MASS MEDIA : VISUAL JOURNALISM I (1084)

Classification: Regular

Prerequisites: None

Open to: 9, 10, 11, 12

Credit: 1 RW

Note: Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diploma

Students enrolled in this course will have the opportunity to explore the field of journalism from a visual perspective. Students will shoot photos, design graphics packages and pages, explore color theory and design techniques, and learn about the impact of visuals on all forms of media coverage. Further, they will utilize programs like Bridge, Photoshop, InDesign and Illustrator. Students will look at and practice the visual modes of news coverage as they range from print to web media, including the laws and ethics behind media coverage decisions. Students are encouraged to have their own digital cameras, but school-provided cameras will be available for use with a parent-signed equipment liability waiver. This course serves as a prerequisite for both the Pinnacle yearbook staff and the HiLite newsmagazine staff.

MASS MEDIA : VISUAL JOURNALISM II (1084)

Classification: Regular

Prerequisite: Visual Journalism I

Open to: 9, 10, 11 and 12

Credit: 1 RW

Note: Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diploma

As a continuation to the Visual Journalism 1 course, students enrolled in this class will have the opportunity to further expand their practice and understanding of the visual aspects of journalism, including photography, design, typography, and color theory. Students will continue to master their photojournalism and design skills, which will culminate in the form of a personal web-based portfolio of their own work and analyses of professional work. Students will utilize programs like Bridge, Photoshop, InDesign and Illustrator. Students will look at and practice the visual modes of news coverage as they range from print to web media, including the laws and ethics behind media coverage decisions. Students are encouraged to have their own digital cameras, but school-provided cameras will be available for use with a parent-signed equipment liability waiver. This course serves as a prerequisite for both the Pinnacle yearbook staff and the HiLite newsmagazine staff.

Newspaper

STUDENT MEDIA : BEGINNING NEWSPAPER : 1-2 (1086)

Classification: Regular

Prerequisite: None

Open to: 9,10,11,12

Credit: 2 RW

Note: This class meets the requirements for the Fine Arts Credit as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diploma.

Students enrolled in this class learn everything they need to know to make the successful transition to the HiLite newsmagazine staff. From writing inverted pyramid stories to longer narrative articles and opinion pieces to evaluating and planning for great photography to understanding and working with amazing designs, students in Newspaper 1-2 will understand and practice all of the elements necessary to succeed on the HiLite newspaper staff.

Even if students choose not to pursue an opportunity to be on the HiLite staff, the Newspaper 1-2 class still offers a tremendous learning opportunity. In addition to becoming critical readers of media, students in Newspaper 1-2 learn “transferable skills” that will help them in any situation. On a regular basis, Newspaper 1-2 students practice meeting deadlines, interviewing sources, writing for an audience and working on cooperative projects.

STUDENT MEDIA: INTERMEDIATE NEWSPAPER : HILITE STAFF : 3-4 (1086)

STUDENT MEDIA: ADVANCED NEWSPAPER : HILITE STAFF : 5-6, 7-8 (1086)

Classification: Regular

Prerequisite: Newspaper 1-2, Visual Journalism I or instructor approval; application required

Open to: 10, 11, 12

Credit: 2 RW (Staff 3 - 4) / 2 FW (any subsequent years on staff)

Note: These courses meet requirements for Fine Arts credit as a Directed Elective for the Core 40 Indiana Academic Honors and Core 40 with Technical Honors diplomas for grades 11-12.

Students enrolled in Student Media/Newspaper/HiLite staff work to produce the award- winning HiLite newsmagazine as well as the topically-based Acumen newsmagazine and news website, HiLite Online. Students serve as editors, reporters, photographers, graphic designers and advertisers. This course can be repeated for credit for every semester of a student's high school career.

Before enrolling, students must successfully complete one of the HiLite's prerequisite courses -- Newspaper 1-2 and/or Visual Journalism I and/or II – and then fill out an application during the spring for approval for the following school year. As students advance through the staff levels, opportunities for advancement in leadership become available. Student leadership is a necessary and helpful component of the successful newspaper staff. Second and third year staff classes carry a weighted credit and simulate a professional working environment.

Yearbook

STUDENT MEDIA: BEGINNING YEARBOOK : 1-2 (1086)

Classification: Regular

Prerequisite: None

Open to: 9,10,11,12

Credit: 2 RW

Note: Counts as an elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diploma. This class meets the requirements for the Fine Arts Credit necessary for the Core 40 with Academic Honors.

Students enrolled in the prerequisite Yearbook 1-2 class will learn the foundational information and skill-set necessary for a successful transition onto the Pinnacle yearbook staff (Student Media/Yearbook/Pinnacle Staff). Emphasis will be on in-depth feature and news reporting, media law, and visual storytelling, including photography, design, typography and graphic representation of facts. Students in Yearbook 1-2 will understand and practice all of the elements necessary to succeed on the Pinnacle yearbook staff.

Following completion of this course, there is an application process for admission to Pinnacle yearbook staff. For students who do not choose to pursue staff involvement, this remains a valuable elective that provides for media literacy education and a foundation in many transferable skills, such as interpersonal communication, writing and editing, self-motivation and the ability to meet deadlines, all of which will be valuable elsewhere. This course is recommended for anyone with an interest in journalism and/or media production.

STUDENT MEDIA : INTERMEDIATE YEARBOOK : PINNACLE STAFF : 3-4(1086)

STUDENT MEDIA : ADVANCED YEARBOOK : PINNACLE STAFF 5-6 / 7-8 (1086)

Classification: Regular

Prerequisite: Yearbook 1-2, Visual Journalism I or instructor approval; application required

Open to: 10, 11, 12

Credit: 2 RW (Staff 3 - 4) / 2 FW (any subsequent years on staff)

Note: Counts as an elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diploma. This class meets the requirements for the Fine Arts Credit necessary for the Core 40 with Academic Honors.

Students enrolled in Student Media/Yearbook/Pinnacle Staff serve as reporters, photographers and editors to plan, publish, market and produce the award-winning Pinnacle yearbook. This course provides study and practice in all aspects of the publishing process, and will emphasize the value of journalistic skills such as interviewing, information gathering, writing, editing, taking photos and designing. After-school production time is occasionally required as a part of this class. As students advance through the staff levels, opportunities for advancement in leadership become available. Student leadership is a necessary and helpful component of the successful yearbook staff. Second and third year staff classes carry a weighted credit and simulate a professional working environment.

Radio

STUDENT MEDIA: BEGINNING RADIO: 1 - 2 (1086)

Classification: Regular

Prerequisite: None

Open to: 9, 10, 11, and 12

Credit: 2 RW

Note: Counts as an elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diploma. This class meets the requirements for the Fine Arts Credit necessary for the Core 40 with Academic Honors.

Radio 1-2 is the prerequisite course for the WHJE radio program. This class is designed to offer students an introduction to radio broadcasting, and also to improve their basic communications skills. The class will focus on making students proficient in speaking, listening, writing, and socializing; skills that are essential in any future career path. Students will work in a broadcast facility that is state-of-the-art and meets industry-standard. During the first semester students will operate within a traditional classroom environment. Students will become proficient in historical and contemporary broadcasting, FCC law and ethics, First Amendment rights, vocal development, news and commercial writing, audio studio equipment, and digital audio production. During the second semester students will operate within a lab environment. They will rotate through on-air performance, production, news reporting, career development, and listening stations. By the end of the year all students will have produced content that airs on 91.3 FM and the WHJE website.

STUDENT MEDIA: INTERMEDIATE RADIO: WHJE: 3 - 4 (1086)

Classification: Regular

Prerequisite: Radio 1-2 or instructor approval; application required

Open to: 10, 11, 12

Credit: 2 RW

Note: Counts as an elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diploma. This class meets the requirements for the Fine Arts Credit necessary for the Core 40 with Academic Honors.

WHJE Radio 3-4 is for all second year WHJE Radio program members, and is the prerequisite for Radio WHJE 5-6. Students in this class will assist in the operation and programming of 91.3 FM. WHJE is a student-run, award-winning, non-commercial educational radio station owned by Carmel Clay Schools. Students will be expected to be proficient in their knowledge of FCC rules and regulations. During the school year students will rotate through four specific department assignments: program, news, promotions, and public service. Each grading period the students will encounter department specific tasks including, but not limited to on-air announcing, news reporting, production, and interviewing. In addition students will create feature projects each grading period including, but not limited to music reviews, personal commentaries, news features, radio dramas, and profiles. Students will also have the opportunity to broadcast live sporting events, as well as represent WHJE at a variety of community events. After school hours are required.

STUDENT MEDIA: ADVANCED RADIO: WHJE: 5 - 6 / 7 - 8 (1086)

Classification: Regular

Prerequisite: Radio 3-4 or Radio 5-6 or instructor approval; application required

Open to: 11, 12

Credit: 2 FW for each year

Note: Counts as an elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diploma. This class meets the requirements for the Fine Arts Credit necessary for the Core 40 with Academic Honors.

WHJE Radio 5-6 / 7-8 is for all or third or fourth year WHJE radio program members. This class carries a weighted credit and simulates a professional working environment. Students in this class will be offered accelerated experiences in radio broadcasting. Students may serve as advanced staff members, choosing to function within one department the entire year. They will develop special programming/projects within their department including, but not limited to talk-based

shows featuring CCS leaders, CCS and Carmel community events, imaging/branding for WHJE, community affairs programs, and live CCS sporting events. In addition, Radio WHJE 7-8 (fourth year) students can apply for director positions within the WHJE program. These positions include operations, program, news, promotions, public service, sports, and broadcast technician. Directors will organize staff personnel, monitor the production of content, and ensure the proper operation of all audio equipment and systems. Students enrolled in Radio WHJE 5-6 / 7-8 are the operating staff at 91.3 FM WHJE Carmel. After school hours are required.

Television

STUDENT MEDIA: BEGINNING TELEVISION : 1 - 2 (1086)

Classification: Regular

Open to: 9, 10, 11, 12

Credit: 2 RW

Note: Counts as an elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diploma. This class meets the requirements for the Fine Arts Credit necessary for the Core 40 with Academic Honors.

This is a prerequisite course for the CHTV program. Students will have the opportunity to learn basic TV production skills. Topics such as cameras, audio, lighting, graphics, recording, and editing operations are covered. Students will learn the fundamentals of remote sports and event coverage. Instruction includes operation of studio cameras, video switcher, audio board, character generator, and teleprompter. Projects include news, packages, features, music videos, and studio produced talk shows. After school recording sessions will be required of students enrolled in the class.

STUDENT MEDIA: INTERMEDIATE TELEVISION : CHTV : 3 - 4 (1086)

Classification: Regular

Prerequisite: Television: 1 - 2; Application required

Open to: 10, 11, 12

Credit: 2 RW

Note: Counts as an elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diploma. This class meets the requirements for the Fine Arts Credit necessary for the Core 40 with Academic Honors.

This class goes in-depth on producing TV news using our state-of-the-art TV studio and video editing lab. Students can explore both on-air talent and behind-the-scenes opportunities. Topics include script writing, interviewing, shooting video, editing, talent performance, and ethics. A major responsibility will be to produce the CHS morning announcements. This broadcast is also seen on our cable TV outlet. Sports, weather, and documentary production are covered as well in the class. After school hours will be required at times.

STUDENT MEDIA: ADVANCED TELEVISION : CHTV : 5-6 / 7- 8 (1086)

Classification: Regular

Prerequisite: Television : CHTV : 5-6 / 7-8; application required

Open to: 11, 12

Credit: 2 FW for each year

Note: Counts as an elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diploma. This class meets the requirements for the Fine Arts Credit necessary for the Core 40 with Academic Honors.

The class is designed to give students an opportunity to produce projects for the school television station that are more intricate in design and content. This course will also allow students to explore the management and leadership positions available at our school TV station, CHTV. Students work with faculty and community leaders to create monthly shows for our stations. Other projects include the annual live CCEF telethon and, building content for the CHTV YouTube channel, and working on extended interviews with members of the school and community. The faculty advisor and students meet to discuss and plan individual projects. Projects and responsibilities may require some after-school time.

ENGINEERING & TECHNOLOGY

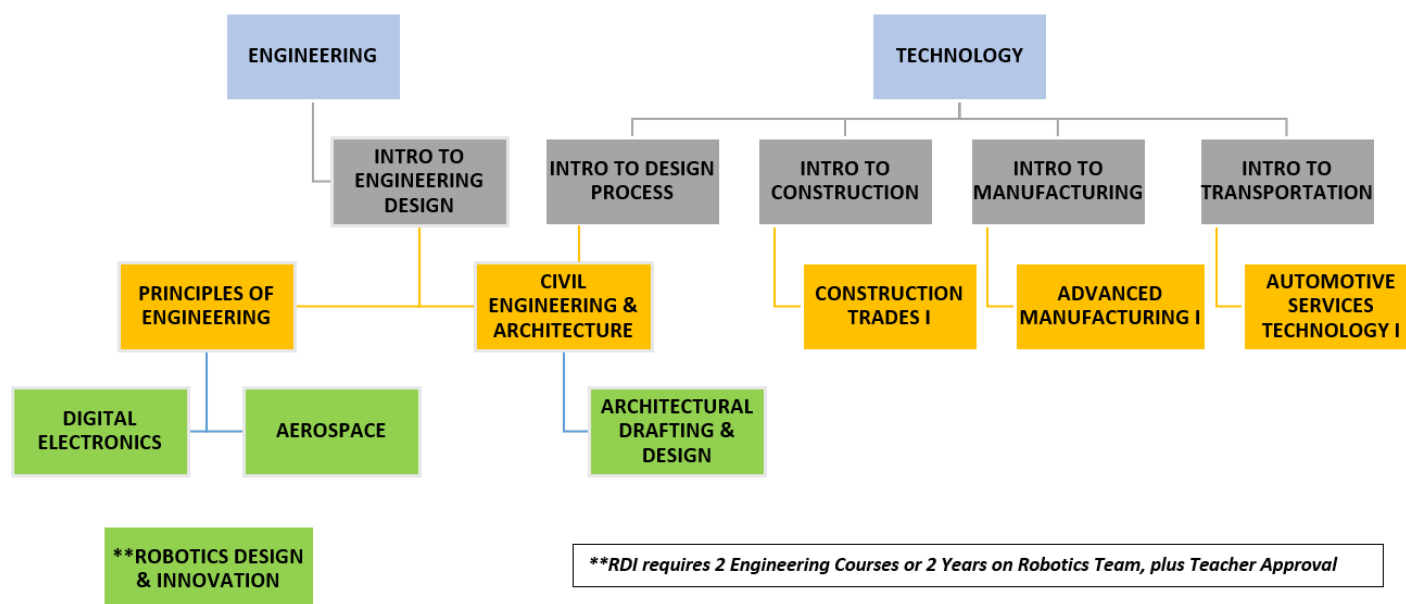
Our mission is to inspire, educate, and mentor tomorrow's engineering and technology innovators and industry leaders. With a multi-disciplinary, hands-on approach and a focus on career specific research that aims to ensure both post-secondary and employment success, our offerings address state demands as well as pending and emerging global challenges.

PROJECT LEAD THE WAY and ENGINEERING COURSES

PLTW or "Project Lead the Way" is a national pre-engineering curriculum that builds partnerships among high schools, colleges, universities, business and industry to provide students with relevant, reality-based knowledge necessary to pursue engineering or engineering technology in college. The hands-on, project and problem-based approach adds rigor to the traditional technical programs and relevance to traditional academies. Many colleges and universities across the country accept PLTW classes for college credit. At Carmel High School, **all PLTW classes are fully weighted** and help satisfy a Technical Honors diploma. In addition, **Aerospace Engineering will earn a science credit for all diplomas**. See the PLTW site for more information on these programs. <https://www.pltw.org/>

TECHNOLOGY COURSES

Our technology courses utilize project-based learning in an engaging and interactive format. Courses with a hands-on focus allow learners to dig into content and learn skills they can use the rest of their lives as DIY enthusiasts or hobbyists. Students enrolled in our technology courses will be prepared to dive into the workforce or begin a focused, rigorous college path. Our college-bound students often return to thank ETE teachers for the hands-on experiences, mentioning that the CHS technology classes put them far ahead of their peers who may have never held a tool.



INTRODUCTION TO ENGINEERING DESIGN 1-2 (4802)

Classification: Career-Technical, PLTW

Prerequisite: Algebra 1 with a C or better

Open to: 9, 10, 11, 12

Credit: 2, Full Weight, Dual Credit through IvyTech

Introduction to Engineering Design is an introductory course which develops a student's problem solving skills with an emphasis placed on the development of three-dimensional solid models. Student work will progress from sketching simple geometric shapes to advanced solid modeling using state of the art computer software. They will learn the engineering design process and how it is used in industry to design products. The Computer Aided Design System (CAD) will also be used to analyze and evaluate the product design. Both techniques and equipment are state of the art technology being used by engineers throughout the United States. Rapid prototyping, CNC and other designing and manufacturing aids will be discussed and demonstrated. This course is recommended for students interested in an engineering career path. As part of the "Project Lead the Way" curriculum, many colleges and Universities across the country offer college credit or advanced placement for this course. As part of the PLTW curriculum, many colleges and universities across the country offer college credit or advanced placement for this course.

PRINCIPLES OF ENGINEERING 1-2 (5644)

Classification: Career-Technical, PLTW

Prerequisite: Intro to Engineering Design 2 and Geom 2 (may take POE and DE simultaneously with teacher approval)

Open to: 10, 11, 12

Credit: 2, Full Weight, Dual Credit through IvyTech

Students will explore several areas of engineering throughout the course including: thermodynamics, mechanisms, fluid power, electrical control systems, strength of materials, statics, characteristics and properties of materials, quality control, review of the design process, material testing, and kinematics. By exploring various technology systems and processes, students will learn how engineers and technicians use math, science, and technology within a design process to benefit mankind. Autodesk Inventor and other material testing simulation software are used frequently through the course. Hands-on, problem-based activities supplement the lessons provided within the curriculum. As part of the PLTW curriculum, many colleges and universities across the country offer college credit or advanced placement for this course.

DIGITAL ELECTRONICS 1-2 (5538)

Classification: Career-Technical, PLTW

Prerequisite: Principles of Engineering 2 or Physics (may take POE and DE simultaneously with teacher approval)

Open to: 10, 11, 12

Credit: 2, Full Weight, Dual Credit through IvyTech

Digital Electronics allows a student to receive a broad-based, technically oriented education that emphasizes the application of today's technology to solve problems, design solutions, and improve processes. The course introduces basic gate and flip-flop logic devices and their application in digital circuits. Digital Electronics will explore logic application of electronic circuits and devices. Students will use computer simulation software to design and test digital circuitry prior to the actual construction of circuits and devices. This course is recommended for students interested in an engineering career path. As part of the "Project Lead the Way" curriculum, many colleges and universities across the country offer college credit or advanced placement for this course.

AEROSPACE ENGINEERING 1-2 (5518)

Classification: Career-Technical, PLTW

Prerequisite: Principles of Engineering 2 or Physics

Open to: 10, 11, 12

Credit: 2, Full Weight, Fulfills a **science** requirement for all diplomas

Aerospace engineering transforms the dream of flight into vehicles that ignite our imagination. Students explore fundamentals of flight in air and space through software simulations and hands-on experiences. Students will investigate aerodynamic design, flight characteristics, and the impact of aerospace technology on the environment. Students will learn how these concepts apply to a career in aerospace engineering and to other engineering fields. As part of the PLTW curriculum, many colleges and universities across the country offer college credit or advanced placement for this course.

CIVIL ENGINEERING AND ARCHITECTURE (5650)

Classification: Career-Technical, PLTW

Prerequisite: IED or Intro to Design Processes (with a C or Better)

Open to: 10, 11, 12

Credit: 2, Full Weight, Dual Credit through IvyTech

Civil Engineering and Architecture introduces students to the fundamental design and development aspects of civil engineering and architectural planning activities. Application and design principles will be used in conjunction with mathematical and scientific knowledge. Students will design, simulate, and evaluate the construction of buildings and communities by hand and by computer software. Activities also include the preparation of cost estimates as well as a review of regulatory procedures that would affect the project design. As part of the PLTW curriculum, many colleges and universities across the country offer college credit or advanced placement for this course.

ROBOTICS DESIGN AND INNOVATION (4728)

Classification: Career-Technical

Application Required: Teacher Approval Only

Prerequisite: 2 years of pre-engineering courses, or robotics team for 2 years and Teacher Approval

Recommended Grade Level: 11,12

Credit: 1 or 2 semester course, 1 credit per semester, 2 credits maximum, Full Weight

Robotics Design and Innovation allows students to design, program, and test innovative technological designs related to robotic systems. Topics involve mechanics, pneumatics, control technologies, computer fundamentals, and programmable control technologies. Students design, build, and optimize robots to perform a variety of predesignated tasks. Individuals will participate in FIRST (For Inspiration and Recognition of Science and Technology) Robotics competitions or develop their own events during the course. Through this course, students will investigate exciting career and collegiate programs of study.

INTRODUCTION TO DESIGN PROCESS 1-2 (4794)**Classification:** Career-Technical**Prerequisite:** None**Open to:** 9, 10, 11, 12**Credit:** 2 RW

This design class is a hands-on in depth study into the world of Engineering Graphics and Drafting. Engineering Graphics is the international “language” of communicating ideas, creative design and all stages of product development in the construction, manufacturing and design industries. Artistic ability for this type of drawing and design is not required as the drawings are accomplished with technical equipment. The student’s time is spent at the drawing board creating drawings and learning the proper use of the equipment and the accepted standards of the industry. Neatness, accuracy, attention to detail and a better understanding of measurement and scale are some of the additional skills students gain throughout the course of study. Demonstrations and discussions give insight into the various industries and career opportunities that incorporate the design process on a regular basis. The ability to better visualize and read a “blueprint” acquired in this class can be a great benefit in several career areas. Students will develop and utilize skills in creating physical models and prototypes. Individual and group design problems reinforce the engineering and design process.

ARCHITECTURAL DRAFTING AND DESIGN 1-2 (5640)**Classification:** Career-Technical**Prerequisite:** Civil Engineering and Architecture 2 and Teacher Approval**Open to:** 11, 12**Credit:** 2 RW

Architectural Drafting and Design I gives students a deeper understanding of the detailing skills commonly used by drafting technicians and architects. Areas of study include: lettering, sketching, the proper use of equipment, geometric construction, three-dimensional drawing and modeling techniques, and general sketching. Students will be able to create and interpret commonly used construction documents as well as models. This course also provides students with an understanding of the features and considerations associated with the operation of a computer-aided design (CAD) system. Students will pursue topics of interest within the field of architecture and design by completing several projects while mastering these skills.

INTRODUCTION TO MANUFACTURING 1-2 (4784)**Classification:** Career-Technical**Prerequisite:** None**Open to:** 9, 10, 11, 12**Credit:** 2 RW

This introductory lab-based course in materials and processes explores the technological processes used to obtain resources and change them into industrial materials and finished consumer products. Students will learn the processing of woods, metals, polymers, acrylics, and laminates. Safety is a central focus from day one, where students will be exposed and taught how to correctly use a variety of technology and tools to manipulate materials. Mass production projects will allow the students an opportunity to learn what a real manufacturing environment might look like. Various skills will be learned and performed through the use of hand tools, industrial machines, robots and computer controlled equipment. Students will produce and take home a variety of individual and group produced products and projects.

ADVANCED MANUFACTURING I (5608)

Classification: Career-Technical

Prerequisite: Introduction to Manufacturing 2 and Teacher Approval

Open to: 10, 11, 12

Credit: 2 RW

Advanced Manufacturing I is a laboratory-centered course focusing on two broad areas: Rapid Prototyping and Industrial Manufacturing Processes. Areas of study include safety, mass production, rapid prototyping, computer aided manufacturing and mechanical principles. Hands-on projects and team activities will allow students to apply learning on the latest industry technologies. Students take this course with the goal of being a skilled machine operator, repair technician, manufacturing engineer, mechanical engineer, or working in management at any company that produces goods and services using advanced manufacturing techniques.

INTRODUCTION TO CONSTRUCTION 1-2 (4792)

Classification: Career-Technical

Prerequisite: None

Open to: 9, 10, 11, 12

Credit: 2 RW

This introductory course in construction is designed to help students of all levels understand how technology is used to produce our constructed environment. In this lab-based hands-on course, students will learn basic home building and repair. Other topics of study include plan reading and material estimating, as well as proper construction principles, and processes. The areas to be explored include carpentry, concrete and masonry, plumbing, electrical, insulation, and wall finishing. Each class is assigned a building lot inside the lab/classroom where they will be responsible for building a home from the foundation all the way to the roof system. Each class will design and build their home featuring different architectural design elements.

CONSTRUCTION TRADES I (5580)

Classification: Career-Technical

Prerequisite: Introduction to Construction 2 and Teacher Approval

Open to: 10, 11, 12

Credit: 2 RW

Classroom and hands-on experiences involve the design, construction and sale of an entirely student built structure sometimes referred to as a **Tiny Home**. Students will be involved with all facets of a startup construction business. Students will be involved with planning, design, purchasing, construction, marketing and sales of our residential construction. Students will have options to be a part of all or specialize in particular parts of the overall process. Some students might specialize in green aspects of construction, material purchasing, interior and exterior design, construction techniques, marketing and sales. Students may also choose to be a part of multiple aspects of the project. All students will be exposed to local building codes, blueprint reading, professional documentation, safety standards and practices, and current standards of the industry. Students will work in tandem with the instructor as well as making contacts with local professionals to team our efforts into a professional build on par with industry standards.

INTRODUCTION TO TRANSPORTATION 1-2 (4798)

Classification: Career-Technical

Prerequisite: None

Open to: 9, 10, 11, 12

Credit: 2 RW

This introductory course exposes the student to the fundamental properties within society's transportation industry. Students will gain knowledge as well as experience in the service and preventative maintenance of today's land, air, and sea vehicles. Students will become familiar with EPA laws, ASE certification, vehicle warranty, and manufacturer's scheduled maintenance pertaining to the service and repair of today's vehicles. Students will also better understand how to compare and shop for service and repair, as well as purchasing new and used vehicles. Teams of students will learn to problem solve, demonstrate troubleshooting, and gain service knowledge while performing various tasks on school owned vehicles and test engines. Students with interest in careers in the automobile technology, mechanical engineering, and service industry will benefit greatly from this course.

AUTOMOTIVE SERVICES TECHNOLOGY I (5510)

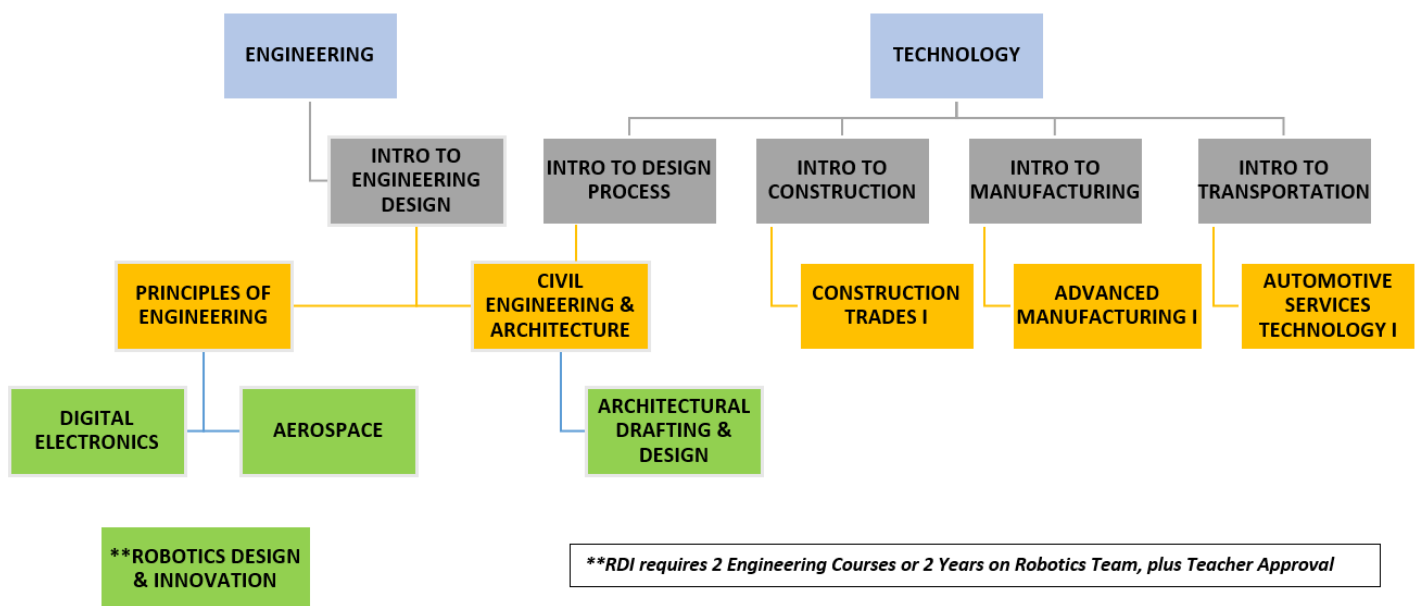
Classification: Career-Technical

Prerequisite: Introduction to Transportation 2 and Teacher Approval

Open to: 10, 11, 12

Credit: 2 RW

This advanced course in automotive service is a one year course that encompasses many of the advanced areas of an automobile and allows students to independently strive forward in subject areas of their own choosing. These subjects include but are not limited to steering & suspension, braking systems, manual transmissions, welding, differentials, automatic transmissions, air conditioning, and engine repair should be covered as time permits. The open lab set-up provided allows students to truly pursue what most interests them, while at the same time, forcing them to utilize other academic skills to accomplish their goals. Mathematical skills will be reinforced through precision measuring activities as well as cost estimation and calculation activities. Practical physics will be reinforced in this course including the study such as viscosity, friction, thermal expansion, and compound solutions. Written and oral skills will also be emphasized to help students communicate with customers, colleagues, and supervisors.



ENGLISH

The State Board of Education requires eight credits in English/Language Arts for graduation from Indiana high schools. CHS English courses provide students with diverse experiences while incorporating a variety of texts and genres. Through critical reading, writing and speaking, English offers students the opportunity to express themselves orally and in written form. By exposing students to a variety of texts and modalities of expression, English provides a foundation for all learning experiences. Upon successful completion of CHS English courses, students will be able to THINK CRITICALLY, READ ACTIVELY AND WRITE CLEARLY.

GRADE 9	
TWO REQUIRED CREDITS MUST BE FULFILLED BY ONE OF THE YEARLONG COURSES LISTED BELOW	
English 9 English 9 Honors English 9 Honors/World History Honors	
GRADE 10	
TWO REQUIRED CREDITS MUST BE FULFILLED BY ONE OF THE YEARLONG COURSES LISTED BELOW	
English 10 English 10 Honors AP Literature and Composition AP Seminar	
GRADES 11 and 12	
FOUR CREDITS REQUIRED OVER TWO YEARS, AT LEAST ONE CREDIT MUST BE EARNED SENIOR YEAR	
COLUMN A	COLUMN B
All juniors and seniors must choose at least <u>ONE</u> one-semester option -OR- <u>ONE</u> full-year option from this column.	Remaining junior and senior English credits must be fulfilled by taking the one-semester courses that are listed below.
ONE SEMESTER OF: Adv. Composition (JUNIORS & SENIORS) OR W131 ACP Composition (SENIORS ONLY) If a student wishes to take both of these one-semester options, the student must enroll in Adv. Comp. junior year and W131 senior year.	Speech Debate Creative Writing Etymology Linguistics Classical Literature Biblical Literature Ethnic Literature Genres of Literature: Psychological Thriller Genres of Literature: Short Stories Themes in Literature: Heroes and Villains Themes in Literature: Humor P155 ACP Speech (SENIORS ONLY) L202 ACP Genres of Lit (S2, SENIORS ONLY)
-OR-	
ONE FULL YEAR OF: AP Literature and Composition OR AP Language and Composition OR AP Seminar OR AP Research OR AP Research 1/AP Stats OR IB English 1-2 (JUNIORS ONLY) OR IB English 3-4 (SENIORS ONLY) OR American Literature/US History (JUNIORS ONLY) Students can take TWO full-year courses in order to meet their junior and senior English requirements.	

GRADE 9

TWO REQUIRED CREDITS MUST BE FULFILLED BY ONE OF THE YEARLONG COURSES LISTED BELOW

English 9

English 9 Honors

English 9 Honors/World History Honors

ENGLISH 9, 1-2 (1002)

Classification: Regular

Prerequisite: none

Open to: 9

Credit: 2 RW

An English class is required for all ninth grade students. This Indiana Academic Standards-based course provides students grammar, composition, literature, nonfiction, speech, and vocabulary instruction. Composition study includes formal and informal writing assignments for a variety of tasks, purposes, and audiences. Literature and nonfiction study encompasses various literary genres and themes. Oral communication emphasizes effective listening and speaking techniques.

ENGLISH 9 HONORS, 1-2 (1002)

Classification: Honors

Prerequisite: none

Open to: 9

Credit: 2 PW

This class is the honors alternative to English 9. This course provides students with challenging literature, composition, and grammar experiences. Composition study includes formal and informal writing assignments for a variety of tasks, purposes, and audiences. Literature and nonfiction study encompasses various literary genres and various literary themes. Oral communication emphasizes effective listening and speaking techniques. The purpose of the course is to prepare students to take college-level English courses in junior and senior year.

ENGLISH 9 HONORS, 1-2/WORLD HISTORY AND CIVILIZATION HONORS, 1-2 (1002/1548)

Classification: Honors

Prerequisite: none

Open to: 9

Credit: 2 PW English/2 PW History

This course offers an interdisciplinary study of the history, literature, and culture of societies throughout the history of the world, while exploring the essential questions of the human condition. The course emphasizes reading, writing, and critical thinking through the textual analysis of literature and primary historical documents, modern research techniques, and oral presentation. Students will receive .5 weighted credit for Honors English, and .5 weighted credit for World History. It is intended for strong English and Social Studies students, though having been in a previous honors class is not a prerequisite. This course requires a two- period block of time and is team- taught and will satisfy the freshman English and social studies requirement.

GRADE 10

TWO REQUIRED CREDITS MUST BE FULFILLED BY ONE OF THE YEARLONG COURSES LISTED BELOW

English 10

English 10 Honors

AP Literature and Composition

AP Seminar

ENGLISH 10, 1-2 (1004)

Classification: Regular

Prerequisite: 2 credits in English

Open to: 10

Credit: 2 RW

In the sophomore year, students must take a full year of English. This Indiana Academic Standards-based course provides students grammar, composition, literature, nonfiction, speech, and vocabulary instruction. Composition study includes formal and informal writing assignments for a variety of tasks, purposes, and audiences. Literature and nonfiction study encompasses various literary genres and themes. Oral communication emphasizes effective listening and speaking techniques.

ENGLISH 10 HONORS, 1-2 (1004)

Classification: Honors

Prerequisite: 2 credits in English

Open to: 10

Credit: 2 PW

This class is the honors alternative to English 10. This course provides students with challenging literature, composition, and grammar experiences. Composition study includes formal and informal writing assignments for a variety of tasks, purposes, and audiences. Literature and nonfiction study encompasses various literary genres and various literary themes. Oral communication emphasizes effective listening and speaking techniques. The purpose of the course is to prepare students to take college-level English courses in junior and senior year.

AP ENGLISH LITERATURE AND COMPOSITION, 1-2, ADVANCED PLACEMENT (1058)

Classification: Advanced Placement

Prerequisite: 2 credits in English

Open to: 10, 11, 12

Credit: 2 FW

AP English Literature and Composition is a full-year English course. This is an accelerated course for those students who show exceptional ability in English. One part of this course will use challenging reading assignments, mainly fiction, as a basis for close reading and thematic analysis of American and English Literature. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. Frequent writing assignments, both timed and formal, will encourage students to develop their abilities to critique and interpret readings, in preparation for the AP exam. Though prepared, students enrolled in this course are not required to take the corresponding AP test.

AP SEMINAR, 1-2, ADVANCED PLACEMENT (0552)

Classification: Advanced Placement

Prerequisite: 2 credits in English

Open to: 10 and 11

Credit: 2 FW

AP Seminar is the first of two courses in the AP Capstone™ program. Based on the AP Capstone Seminar curriculum, students will think critically, creatively, research, explore, pose solutions, develop arguments, collaborate, and communicate using various media. Students will explore real-world issues through a cross-curricular lens and consider multiple points of view to develop a deep understanding of complex issues as they make connections between these issues and their own lives. Students will be prepared for both the internal and external assessments (written and oral) for the AP Capstone Seminar. Successful completion of this course satisfies the junior requirements of two English credits.

GRADES 11 and 12 FOUR CREDITS REQUIRED OVER TWO YEARS, AT LEAST ONE CREDIT MUST BE EARNED SENIOR YEAR	
COLUMN A All juniors and seniors must choose at least <u>ONE</u> one-semester option -OR- <u>ONE</u> full-year option from this column.	COLUMN B Remaining junior and senior English credits must be fulfilled by taking the one-semester courses that are listed below.
ONE SEMESTER OF: Adv. Composition (JUNIORS & SENIORS) OR W131 ACP Composition (SENIORS ONLY) If a student wishes to take both of these one-semester options, the student must enroll in Adv. Comp. junior year and W131 senior year.	Speech Debate Creative Writing Etymology Linguistics Classical Literature Biblical Literature Ethnic Literature Genres of Literature: Psychological Thriller Genres of Literature: Short Stories Themes in Literature: Heroes and Villains Themes in Literature: Humor P155 ACP Speech (SENIORS ONLY) L202 ACP Genres of Lit (S2, SENIORS ONLY)
-OR-	
ONE FULL YEAR OF: AP Literature and Composition OR AP Language and Composition OR AP Seminar OR AP Research OR AP Research 1/AP Stats OR IB English 1-2 (JUNIORS ONLY) OR IB English 3-4 (SENIORS ONLY) OR American Literature/US History (JUNIORS ONLY) Students can take TWO full-year courses in order to meet their junior and senior English requirements.	

COLUMN A: ONE-SEMESTER OPTIONS

All juniors and seniors must choose at least ONE one-semester option -OR- ONE full-year option from column A.

The goal of composition is to provide students with frequent and continual opportunities to learn and apply essential writing skills, using a process that includes: (1) prewriting, (2) drafting, (3) revising, (4) editing, and (5) producing a final formal product. Strategies should include evaluating and responding to the writings of others. In addition to instruction in creating clear, coherent, and organized paragraphs and multi-paragraph essays for a variety of audiences and purposes, the courses teach strategies for collecting and transforming data for use in writing, as well as teach criteria to use in the evaluation and revision of various types of writing. Instruction in grammar, usage, and mechanics is integrated with writing instruction so that students develop a common language for editing and revising. All writing in its final publication form follows accepted conventions of language, style, mechanics, and format.

ADVANCED COMPOSITION (1090)

Classification: Regular

Prerequisite: 4 credits in English

Open to: 11 and 12

Course Length: 1 Semester

Credit: 1 RW

This one-semester, Indiana Academic Standards-based course is designed to enhance the writing and communication skills of the students through a variety of formal and informal, text-dependent compositions appropriate to a variety of tasks, purposes, and audiences. Students will build upon previous composition experiences and prepare students for future college writing courses.

W131 ACP CC COMPOSITION: ADV. ENGLISH/LANGUAGE ARTS COLLEGE CREDIT (1124)

Classification: Advanced College Project

Prerequisite: 6 credits in English

Open to: 12

Course Length: 1 Semester

Credit: 1 CHS and 3 hours (I.U.) FW

W131 is a one-semester 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 organizational strategies to match the purpose of the individual assignment. 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. A research paper is required for successful completion of the course.

•Students must be eligible for admission to Indiana University in order to be admitted to this course. Regular university fees will be charged, and credits are transferable to most colleges and universities in the country. You must pay the fees to take the course.

COLUMN A: FULL-YEAR OPTIONS

All juniors and seniors must choose at least ONE one-semester option -OR- ONE full-year option from column A. Students can take TWO full-year courses in order to meet their junior and senior English requirements.

AP ENGLISH LITERATURE AND COMPOSITION, 1-2, ADVANCED PLACEMENT (1058)

Classification: Advanced Placement

Prerequisite: 2 credits in English

Open to: 10, 11, 12

Credit: 2 FW

AP English Literature and Composition is a full-year English course. This is an accelerated course for those students who show exceptional ability in English. One part of this course will use challenging reading assignments, mainly fiction, as a basis for close reading and thematic analysis of American and English Literature. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. Frequent writing assignments, both timed and formal, will encourage students to develop their abilities to critique and interpret readings, in preparation for the AP exam. Though prepared, students enrolled in this course are not required to take the corresponding AP test.

AP ENGLISH LANGUAGE AND COMPOSITION, 1-2, ADVANCED PLACEMENT (1056)

Classification: Advanced Placement

Prerequisite: 4 credits in English

Open to: 11 and 12

Credit: 2 FW

AP English Language and Composition is a full-year English course. The course focuses on the development and revision of evidence-based analytic and argumentative writing and the rhetorical analysis of nonfiction texts. The course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students will write numerous expository essays in which they explore and synthesize the effects of rhetorical techniques employed by nonfiction texts. Though prepared, students enrolled in this course are not required to take the corresponding AP test.

AP SEMINAR, 1-2, ADVANCED PLACEMENT (0552)

Classification: Advanced Placement

Prerequisite: 2 credits in English

Open to: 10 and 11

Credit: 2 FW

AP Seminar is the first of two courses in the AP Capstone™ program. It is a full-year course. Based on the AP Capstone Seminar curriculum, students will think critically, creatively, research, explore, pose solutions, develop arguments, collaborate, and communicate using various media. Students will explore real-world issues through a cross-curricular lens and consider multiple points of view to develop a deep understanding of complex issues as they make connections between these issues and their own lives. Students will be prepared for both the internal and external assessments (written and oral) for the AP Capstone Seminar. Successful completion of this course satisfies the junior requirements of two English credits.

AP RESEARCH, 1-2, ADVANCED PLACEMENT (0551)

Classification: Advanced Placement

Prerequisite: 4 credits in English AND Completion of AP Capstone Seminar 1-2

Open to: 11 and 12

Credit: 2 FW

AP Research is the second course in the AP Capstone™ program. It is a full-year course. AP Seminar is a prerequisite for AP Research. AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a yearlong mentored, research-based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methods; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. The course culminates in an academic thesis paper of approximately 5,000 words and a presentation, performance, or exhibition with an oral defense. Successful completion of this course satisfies the senior requirements of two English credits.

AP RESEARCH, 1-2, ADVANCED PLACEMENT (0551)/STATISTICS, 1-2, ADVANCED PLACEMENT (2570)

Classification: Advanced Placement

Prerequisite: 4 credits in English AND Completion of AP Capstone Seminar 1-2 and Algebra II-2

Open to: 11 and 12 (participation will be limited)

Credit: 2 FW English/2 FW Math

The purpose of AP Stats is to help you develop analytical and critical thinking skills as you learn to describe data patterns and departures from patterns, plan and conduct studies, use probability and simulation to explore random phenomena, estimate population parameters, test hypotheses, and make statistical inferences. Given the focus on data analysis and its benefit to you as an AP Research student, who will be exploring an academic topic, problem, or issue that interests you and designing, planning, and conducting a year-long research-based investigation to address it, AP Stats becomes a great course to pair with AP Research. Essentially, AP Research requires you to collect data, communicate your findings, and then analyze that data; all skills that AP Stats can teach you. Additionally, for students considering AP Stats, pairing the course with AP Research allows you to understand and experiment with the best ways in which to analyze your data. Students taking this course will be required to have a TI-nspire graphing calculator. It does not matter if it is the CAS or CX version. This full-year course is taught collaboratively.

IB LITERATURE HL, ENGLISH (1130)

Classification: International Baccalaureate

Prerequisite: 4 credits in English

Open to: 11 (1-2) and 12 (3-4)

Credit: 4 FW (2 year course), 1 credit earned per semester

IB Language A: Literature Higher Level is a comprehensive exploration of literature from a variety of cultures, literary forms and periods. Students learn to appreciate the artistry of literature and develop the ability to reflect critically on their reading. Students develop their skills in analysis through both oral and written communication. Over the two years of the course, students study 13 works from a representative selection of literary forms, periods and places, including both fiction and nonfiction work. Curriculum and assessments within this course are designed to prepare students for International Baccalaureate's evaluation of their work. While it is not required that students take the IB Literature HL exam at the end of their senior year, students will be prepared for that end goal.

AMERICAN LITERATURE, 1-2/ U.S. HISTORY, 1-2 (AMERICAN STUDIES) (1020/1542)

Classification: Regular

Prerequisite: 4 credits in English

Open to: 11

Credit: 2 English RW; 2 Social Studies RW

The interdisciplinary approach of this full-year course will enhance students' awareness of the relationship of historical events and literature. In addition to covering American writers, composition, and United States history, students will become aware that the American experience is a conglomerate, not separate historical events or literary movements. Novels, short stories, plays, and poetry will be used to enhance students' understanding of historical development. Based on the Indiana Academic Standards, successful completion of this course satisfies the junior requirements of two English and two social studies credits. This course requires a two-period block of time and is team-taught.

COLUMN B: ONE-SEMESTER OPTIONS

Remaining junior and senior English credits must be fulfilled by taking any combination of the one-semester courses that are listed in Column B.

SPEECH (1076)

Classification: Regular

Prerequisite: 4 Credits in English

Open to: 11 and 12

Course Length: 1 Semester

Credit: 1 RW

Speech, a one-semester course based on the Indiana Academic Standards for English/Language Arts, is the study and application of the basic principles and techniques of effective oral communication. Students are introduced to public speaking as an essential component of their academic and social lives. Students study public speaking occasions and develop skills as fair and critical listeners, or consumers, of spoken information and persuasion. Students study types of speeches (informative, persuasive, dramatic, and special occasion), read and listen to models of speeches, and prepare and present their own speeches to diverse audiences. Students learn to choose speaking topics and adapt them for specific audiences, to research and support their ideas, and to benefit from listener feedback. They study how to incorporate well-designed visual and multimedia aids in presentations and how to maintain a credible presence in the digital world. Students are required to give all speeches during class time to a live audience.

P155 ACP CC SPEECH: ADV. ENGLISH/LANGUAGE ARTS COLLEGE CREDIT (1124)

Classification: Advanced College Project

Prerequisite: 6 Credits in English

Open to: 12

Course Length: 1 Semester

Credit: 1 CHS and 3 hours (I.U.) FW

P155 is a course in college-level public speaking, and will focus on research and oral presentation through the study of formal speaking, listening skills, information literacy, and critical reading through in depth research and detailed analysis. This course will examine the two main purposes of presentation, persuasive and informative. In addition to providing instruction in writing clear, coherent, and organized arguments, this course will teach strategies for collecting and transforming data for use in individual student presentations and using criteria to evaluate the validity of the arguments presented by others.

•Students must be eligible for admission to Indiana University in order to be admitted to this course. Regular university fees will be charged, and credits are transferable to most colleges and universities in the country. You must pay the fees to take the course.

DEBATE 1 (1070)

Classification: Regular

Prerequisite: 4 credits in English

Open to: 11 and 12

Course Length: 1 Semester

Credit: 1 RW

Debate, a one-semester course based on the Indiana Academic Standards for English/Language Arts, is the study and application of the basic principles of debate involving support for the basic types of arguments (induction, deduction, causation) and debate strategies (affirmative or negative argument construction and extension, case development, refutation or rebuttal of argument claims and evidence, and persuasive speaking). Students will be exposed to Public Forum, Lincoln-Douglas, and Congressional debate styles as outlined by the National Forensic League.

DEBATE 2 (1070)

Classification: Regular

Prerequisite: Debate 1 and 6 English credits

Open to: 12

Course Length: 1 Semester

Credit: 1 RW

Debate 2 is open to students who have successfully completed Debate 1. In this course students will continue to use the expertise they acquired while taking Debate 1. Students will continue to develop as in-depth researchers, technical and persuasive writers and speakers, effective communicators, and perceptive and critical listeners.

CREATIVE WRITING (1092)

Classification: Regular

Prerequisite: 4 credits in English

Open to: 11 and 12

Course Length: 1 Semester

Credit: 1 RW

Using the writing process, students in this one-semester course demonstrate a command of vocabulary, the nuances of language and vocabulary, English language conventions, an awareness of the audience, the purposes for writing, and the style of their own writing. Students will have the opportunity to write in the following creative genres: short story, creative nonfiction, poetry, play/script. Students will write daily and take part in a variety of engaging and inspiring activities to enhance and push their writing. There are opportunities for every kind of writer and for those who just want to experience writing in its many forms.

ETYMOLOGY (1060)

Classification: Regular

Prerequisite: 4 credits in English

Open to: 11 and 12

Course Length: 1 Semester

Credit: 1 RW

Etymology, a language studies one-semester course based on the Indiana Academic Standards for English/Language Arts, is the study and application of the derivation of English words and word families from their roots in ancient and modern languages (Latin, Greek, Germanic, and Romance Languages). Students analyze meanings of English words by examining roots, prefixes, and suffixes. Students analyze the connotative and denotative meaning of words in a variety of contexts and the reasons for language change.

LINGUISTICS (1064)

Classification: Regular

Prerequisite: 4 credits in English

Open to: 11 and 12

Course Length: 1 Semester

Credit: 1 RW

Linguistics, a language studies one-semester course based on the Indiana Academic Standards for English/Language Arts, is the study of language structures and patterns that enable humans to communicate an infinite number of ideas using a finite grammar and vocabulary. Students examine the terminology and sub-categories of linguistics as a field of study, including semantics, syntax, and morphology. Students analyze the psychological, social, and cultural factors that contribute to choices of structure and pattern by language users.

The goal of the study of literature is to provide students with frequent and continual opportunities to: (1) learn and apply essential skills in reading and writing in order to read proficiently; (2) read widely to build a better understanding of various types of texts, genres, and national and international cultures; (3) acquire new information to enable them to meet the needs of the workplace and society as a whole; and (4) make reading a lifelong pursuit. Literature courses must provide the skills necessary to respond to literature critically, reflectively, and imaginatively, both in writing and speaking, and to develop strategies for making independent critical analyses of literature. Literature courses include reading for pleasure and expose students to reading materials available in school media centers and public libraries.

CLASSICAL LITERATURE (1026)

Classification: Regular

Prerequisite: 4 credits in English

Open to: 11 and 12

Course Length: 1 Semester

Credit: 1 RW

Classical Literature, a one-semester course based on the Indiana Academic Standards for English/Language Arts, is a study of Greek and Roman Empire literature by the major authors, such as Aristotle, Cicero, Dante, Euripides, Homer, Ovid, Plato, Plutarch, Sappho, Sophocles, St. Augustine, Virgil, and others. Students examine a variety of literary genres, such as tragedy, comedy, epic, lyric, novel, oratory, and others. Students analyze themes as they relate to the transition from oral to literate cultures, the emergence of cities and empires, the use of mythology, and the rise and fall of democracy. Students analyze how classical literary patterns, themes, and conventions have influenced modern literature.

BIBLICAL LITERATURE (1022)

Classification: Regular

Prerequisite: 4 credits in English

Open to: 11 and 12

Course Length: 1 Semester

Credit: 1 RW

Biblical Literature, a one-semester course based on the Indiana Academic Standards for English/Language Arts, is a course with a non-religious approach to the study of selections from the Bible, viewed from a literary standpoint, as a source of a wide variety of literary patterns, themes, and conventions. Students examine the different books in relation to the various historical time frames of the books and in relation to related literature as it pertains to Biblical themes. Students read, discuss, and write about Biblical references (allusions) in both classical and modern literature, formation of a canonical Bible, inclusion of apocryphal and heretical writings, oral versus literate transmission of sacred history and doctrine, and questions and problems of interpretation.

ETHNIC LITERATURE (1032)

Classification: Regular

Prerequisite: 4 credits in English

Open to: 11 and 12

Course Length: 1 Semester

Credit: 1 RW

Ethnic Literature, a one-semester course based on the Indiana Academic Standards for English/Language Arts, is a study of literature focusing on specific multicultural issues produced by writers representing various ethnic cultures. Students examine works exploring ethnic experiences and ideas as well as the contributions of authors to multicultural themes. Students analyze the expressions of cultural identities within ethnic literature and how problems or issues of interest to a given group relate or interconnect with national issues and history.

GENRES OF LITERATURE: PSYCHOLOGICAL THRILLER (1036)

Classification: Regular

Prerequisite: 4 credits in English

Open to: 11 and 12

Course Length: 1 Semester

Credit: 1 RW

This one-semester course is a study of the psychological thriller. Students will examine thriller narratives from a variety of authors. Students will analyze how genre shapes literary understanding, how it enables or constrains the expression of ideas, how certain genres have had stronger impact on the culture than others, and what influence the thriller has in contemporary times.

GENRES OF LITERATURE: SHORT STORIES (1036)

Classification: Regular

Prerequisite: 4 credits in English

Open to: 11 and 12

Course Length: 1 Semester

Credit: 1 RW

This one-semester course is a study of the literary genre of short stories. Students will examine short stories from a variety of authors that address a range of topics and themes. Students will analyze how genre shapes literary understanding, how it enables or constrains the expression of ideas, how certain genres have had stronger impact on the culture than others, and what influence the short story has in contemporary times.

THEMES IN LITERATURE: HEROES AND VILLAINS (1048)

Classification: Regular

Prerequisite: 4 credits in English

Open to: 11 and 12

Course Length: 1 Semester

Credit: 1 RW

This one-semester course is a study of universal themes, in this case the struggles of heroes and villains. Students examine representative works in various genres by authors of diverse eras and nationalities and the way concepts of heroism and villainy may be treated differently in the works because of the cultural context. Students will analyze how this theme illuminates humanity's struggle to understand the human condition.

THEMES IN LITERATURE: HUMOR (1048)

Classification: Regular

Prerequisite: 4 credits in English

Open to: 11 and 12

Course Length: 1 Semester

Credit: 1 RW

This one-semester course is a study of universal themes, in this case humor. Students examine representative works in various genres by authors of diverse eras and nationalities and the way humor may be treated differently in the works because of the cultural context. Students will analyze how this theme illuminates humanity's struggle to understand the human condition.

**L202 ACP CC: GENRES OF LITERATURE (LITERARY INTERPRETATION): ADV. ENGLISH/LANGUAGE ARTS
COLLEGE CREDIT (1124)**

Classification: Advanced College Project

Prerequisite: Six credits in English AND W131 ACP Composition for IU Credit, OR

SAT EBRW score of 710 or higher, OR

ACT English score of 32 or higher, AP Language and Composition score of 4 or 5, OR

AP Literature and Composition score of 4 or 5

Open to: 12

Course Length: 1 Semester

Credit: 1 CHS and 3 hours (I.U.) FW

This course emphasizes a close, thoughtful reading of representative literary texts in poetry, drama, fiction, novel (and appropriate nonfiction prose) originally written in English and drawn from a range of historical periods and countries. A major goal is to develop the ability to read and write with precision, responsibility, and imagination through class discussion and the writing of several short, critical responses.

•Students must be eligible for admission to Indiana University in order to be admitted to this course. Regular university fees will be charged, and credits are transferable to most colleges and universities in the country. You must pay the fees to take the course.

APPLIED ENGLISH COURSES

Applied courses describe an approach to instruction and learning that focuses on making connections between academic subjects and the real world. The purpose is to make academic content relevant and hands-on for learners. Applied courses are available to students with a broad spectrum of ability levels. The method of instruction, accommodations, and modifications will vary per each student's IEP.

Students enrolled in applied courses are expected to learn the content as described in the applied course description. Applied courses provide general education teachers with the ability to use a variety of instructional methods to assist students with learning the content of the course. Using authentic assessment, collaboration, and different forms of media, student engagement is enhanced.

APPLIED ENGLISH 9 (1002)

Applied English 9 is an integrated English course based on the Indiana Content Connectors for English/Language Arts in Grades 9-10, is a study of language, literature, composition, and communication, focusing on literature and nonfiction within an appropriate level of complexity for each individual student. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to a variety of texts. Students form responses to literature, expository (informative), narrative, and argumentative/persuasive compositions, and research tasks when appropriate. Students deliver ability-appropriate presentations with attention to audience and purpose and access, analyze, and evaluate online information.

- Recommended Grade: 9, 10
- Required Prerequisites: none
- Recommended Prerequisites: none
- Applied Units: 4 units maximum
- Counts as an English/Language Arts Requirement for the Certificate of Completion

APPLIED ENGLISH 10 (1004)

Applied English 10 an integrated English course based on the Indiana Content Connectors for English/Language Arts in Grades 9-10, is a study of language, literature, composition, and communication, focusing on literature and nonfiction within an appropriate level of complexity for each individual student. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to a variety of texts. Students form responses to literature, expository (informative), narrative, and argumentative/persuasive compositions, and research tasks when appropriate. Students deliver ability appropriate presentations with attention to audience and purpose and access, analyze, and evaluate online information.

- Recommended Grade: 9, 10
- Required Prerequisites: none
- Recommended Prerequisites: none
- Applied units: 4 units maximum
- Counts as an English/Language Arts Requirement for the Certificate of Completion

APPLIED ENGLISH 11 (1006)

Applied English 11, an integrated English course based on the Indiana Content Connectors English/Language Arts in Grades 9-10 and applicable employability skills. This course is a study of language, literature, composition, and communication focusing on literature with an appropriate level of complexity for each individual student. Students analyze, compare and evaluate a variety of classic and contemporary literature and nonfiction texts, including those of historical or cultural significance. Students write narratives, responses to literature, academic responses (e.g. analytical, persuasive, expository, summary), and research tasks when appropriate. Students analyze and create visual information in the form of pictures, graphs, charts, and tables. Students write and deliver grade appropriate multimedia presentations and access online information.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Applied units: 4 units maximum
- Counts as an English/Language Arts Requirement for the Certificate of Completion

APPLIED ENGLISH 12 (1008)

Applied English 12, an integrated English course based on the Indiana Content Connectors English/Language Arts in Grades 9-10 and applicable employability skills. This course is a study of language, literature, composition, and communication focusing on literature with an appropriate level of complexity for each individual student. Students analyze, compare, and evaluate a variety of classic and contemporary literature and nonfiction texts, including those of historical or cultural significance. Students write narratives, responses to literature, academic responses (e.g. analytical, persuasive, expository, summary), and research tasks when appropriate. Students analyze and create visual information in the form of pictures, graphs, charts, and tables. Students write and deliver grade appropriate multimedia presentations and access online information.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Applied units: 4 units maximum
- Counts as an English/Language Arts Requirement for the Certificate of Completion
- Course may be used for students in 18-22 year-old programming.

ENGLISH AS A NEW LANGUAGE

English as a New Language is an integrated course based on the *WIDA English Language Development (ELD) Standards* and *Indiana's Academic Standards for World Languages*. ENL is the study of language, literature, composition and oral communication for Limited English Proficient (LEP) students. The courses are designed to improve proficiency in listening, speaking, reading, writing and comprehension of standard English. Students study English vocabulary used in fictional texts and content-area texts, speak and write so that they can function within the regular school setting and an English-speaking society, and deliver oral presentations appropriate to their respective levels of English proficiency.

Click [here](#) to view more information about the WIDA English Language Development Standards.

Click [here](#) to view more information about Indiana's Academic Standards for World Languages.

ENL 1/2, ENL 3/4, and ENL 5/6 (2188)

Classification: English as a New Language (ENL)

Required Prerequisites: none

Recommended Prerequisites: English proficiency placement test results and placement from ENL team

Open to: 9, 10, 11, 12

Credits: World Language (2188) ENL course work addresses Indiana's Academic Standards for World Languages and is taken concurrently with an English/Language Arts course, up to 6 credits accrued may count as World Language credits for all diplomas.

Credit: 2 semester course, 1 credit per semester - Student can take up to 6 semesters.

OTHER SHELTERED ENL CLASSES:

English 9

English 10

Advanced Composition

Global Economics (Business)

U.S. History

World History

Government

Biology

Earth Science

ICP

Algebra I

Algebra II

Geometry

FAMILY & CONSUMER SCIENCE

College and Career Readiness is a focus for Family and Consumer Science (FCS) classes. They provide the bridge needed by all students to impact society in areas such as work-and-family, health care, child and elder care, hospitality, global economics, and education. Family Consumer Science classes are a catalyst to bring these topics into action-oriented, skill-building educational programs. All family and consumer science courses count towards the Career-Technical program sequence needed for the Technical Honors Diploma. Dual credit courses count towards the Technical and Academic Honors diploma.

Foundational Courses

INTERPERSONAL RELATIONSHIPS (5364)

Classification: CTE

Prerequisite: None

Open to: 9, 10, 11, and 12

Credit: 1 RW

Interpersonal Relationships satisfies the health credit required for graduation. Interpersonal Relationships is an introductory course that is especially relevant for students interested in careers that involve interacting with people. Major course topics include communication skills; leadership and collaboration; conflict prevention, resolution, and management; building and maintaining relationships; and individual needs and characteristics and their impacts on relationships. This course provides a foundation for continuing and post-secondary education for all career areas that involve interacting with people both inside and outside of a business/organization, including team members, clients, patients, customers, and the general public.

PREPARING FOR COLLEGE AND CAREERS (5394)

Classification: CTE

Prerequisite: None

Recommended for 9, 10

Credit: 1 RW

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 include: organization and planning, study skills and note-taking, learning about the self, career exploration and planning, and investigating post-secondary options.

ADULT ROLES AND RESPONSIBILITIES (5330)

Classification: CTE

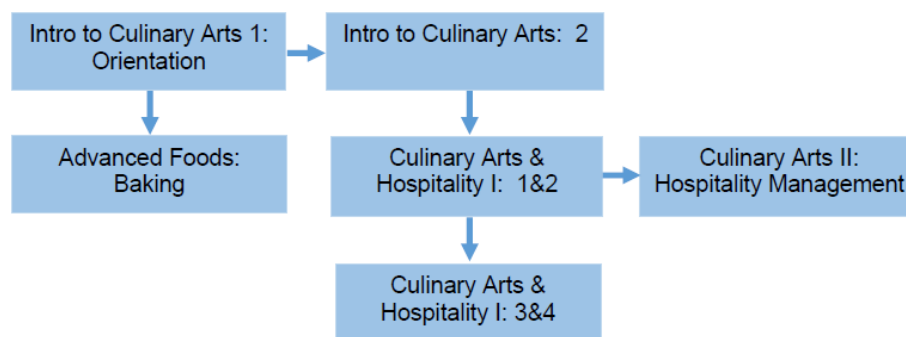
Prerequisite: None

Open to: 11 and 12

Credit: 1 RW

Adult Roles and Responsibilities will cover knowledge, skills, and behaviors students will need to be prepared for post secondary endeavors. Learning experiences in this course focus on financial responsibility, interpersonal standards, resource management, personal and professional skills needed for success. This course is designed to teach students how to be self sufficient as a young adult.

Culinary and Hospitality Courses



INTRODUCTION TO CULINARY ARTS 1: ORIENTATION ; INTRODUCTION TO CULINARY ARTS 2 (5438)

Classification: CTE

Prerequisite: None

Open to: 9, 10, 11, 12

Credit: 1 RW or 2RW, can take 1 or 2 semesters

Formerly known as **Nutrition and Wellness**, the first semester of this course introduces students to basic culinary knowledge and skills. Students will learn the fundamentals of food preparation, safety, sanitation, and nutrition. Students will be able to explore careers in the Hospitality, Tourism, and Culinary Arts industry while learning skills transferable to their everyday wellbeing. Lab experiences emphasize industry practices and develop basic skills required for more advanced courses. It is a prerequisite for Advanced Foods: Baking.

Students wishing to take any additional Culinary courses are required to take second semester. During the second semester, students explore culinary arts history and professionalism in the service industry. Students will investigate preparation foundations, practice and build upon basic culinary skills, explore diverse cuisines and service styles, investigate nutrition and menu development, and examine the economics of food. Participation in Family, Community, Career Leaders of America (FCCLA) and laboratory experiences that emphasize industry practices and develop basic culinary skills are required components of this class.

ADVANCED NUTRITION AND WELLNESS: BAKING (5340)

Classification: CTE

Prerequisite: Introduction to Culinary: Orientation or Senior Foods

Orientation to Foods

Open to: 9, 10, 11, and 12

Credit: 1 RW

Baking offers the advanced foods student an opportunity to concentrate on baking skills and the careers associated with this culinary area. Students will study ingredients and their functions, participate in labs that emphasize experimentation and recipe modifications. Learn to evaluate products made in class by improving sensory evaluation skills.

CULINARY ARTS AND HOSPITALITY I: I-2 (5440)

Classification: CTE

Prerequisite: Introduction to Culinary Arts

Open to: 10, 11 and 12

Credit: 2RW Dual Credit;

Students will have the opportunity to earn dual credit through Ivy Tech Community College if they meet the Ivy Tech requirements.

This course is for students considering a career pathway in the field of culinary arts and Hospitality and Tourism. Class experiences emphasize industry practices and basic industry skills. The course allows students to apply the basic industry food safety and sanitation practices. Students will explore the food industry and examine their own goals. Topics include the kitchen brigade, basic food service equipment, knife skills and small ware, simple catering events, and preparing and serving safe food with training for certifications in food safety. Students will have the opportunity to become ServSafe and CPR certified. The course also allows for expansion of basic cooking techniques such as dry heat and moist heat cooking, and frying. This course also provides a background and history of the hospitality industry and introduces students to the broad spectrum of hospitality/food service organizations and career opportunities. Second semester students will learn advanced food preparation techniques and menu planning skills. This lab based course allows students to practice their skills with community catering activities. Students will be exposed to industry professionals' problems through problem based learning experiences and field trips. Career and training opportunities are also explored. FCCLA membership is required.

***Eligible students may earn three (3) Ivy Tech State College dual credits per semester for HOSP 101 (I-1) and HOSP 102 (I-2)*

CULINARY ARTS AND HOSPITALITY I: 3-4 (5440)

Classification: CTE

Prerequisite: Culinary Arts and Hospitality I-2

Open to: 11 and 12

Credit: 2RW

This course continues to provide students with problem based learning experiences in the hospitality industry. Students will continue to practice their advanced food preparation techniques and menu planning skills. Career and training opportunities are explored and leadership roles will be applied to community catering activities. FCCLA membership and participation in culinary competitions is required.

CULINARY ARTS AND HOSPITALITY II: Hospitality Management (5458)

Classification: CTE

Prerequisites: Introduction to Culinary Arts or Principles of Marketing 1 & 2

Open to: 11 & 12

Credit: 2 RW

***Students will have the opportunity to earn dual credit through Ivy Tech Community College if they meet the Ivy Tech requirements.*

This course prepares students for employment in the hospitality industry. It provides the foundations for study in higher education that leads to a full spectrum of hospitality careers. This is a broad-based course that introduces students to all segments of hospitality, what it includes, and career opportunities that are available; provides a survey of management functions, highlighting basic theories and facts; and exposes students to current trends and current events within the industry. Three major goals of this course are for students to be able to: Identify current trends in hotel and restaurant management, distinguish the difference between hospitality and tourism, and state differences in front of the house versus back of the house.

***Eligible students may earn three (3) Ivy Tech State College dual credits per semester for HOSP 104.*

Health Science and Nutrition/Wellness Courses

ADVANCED LIFE SCIENCES: FOODS (L) (5072)

Classification: CTE

Prerequisite: Biology & Chemistry or Biology & ICP

Open to: 11, 12

Credit: 2 RW

Note: ALS: Foods fulfills Core 40 diploma science credit.

This is a standards-based, interdisciplinary science course that integrates biology, chemistry, and microbiology in an agricultural context. Students enrolled in this course formulate, design, and carry out food based laboratory and field investigations as an essential course component. Students understand how biology, chemistry, and physics principles apply to the composition of foods, food nutrition and development, food processing, and storage.

NUTRITION AND WELLNESS: SENIOR (5342)

Classification: CTE

Prerequisite: None (Cannot have earned a credit in Orientation to Foods)

Open to: 12

Credit: 1 RW

Emphasis on College and Career Readiness: This course is an introduction to food, nutrition, safety and sanitation, consumer buying skills, food storage, and food preparation skills. Lab experiences are designed to prepare students to be wise consumers, to be able to prepare healthy meals, and to make healthy food choices. This course will enable students to realize the benefits of sound nutrition and apply these principles to their daily lives.

NUTRITION AND WELLNESS: NUTRITION AND FITNESS (5342)

Classification: CTE

Prerequisite: None

Open to: 10, 11, and 12

Credit: 1 RW

Special emphasis will be on the nutritional needs of young athletes, as well as current dietary and exercise recommendations. Contemporary nutrition topics will be explored through research, collaboration, guest speakers, field trips, and lab experiences. Self-assessment and monitoring of personal nutrition and fitness is an integral part of this course.

ADVANCED NUTRITION AND WELLNESS: REGIONAL AMERICAN AND FOREIGN FOODS (5340)

Classification: CTE

Prerequisite: None

Open to: 9, 10, 11, and 12

Credit: 1 RW

This advanced foods class exposes students to international cuisine and fosters an appreciation for cultural differences. Learn about diverse cultures by examining food customs, ceremonial foods, and geographical influences. Traditional recipes and unique methods of food preparation are emphasized through lab experiences, special projects, and guest speakers. European, Asian, and Middle Eastern cuisine is explored, as well as regional foods of the United States. Lab experiences will reinforce learning and enable students to prepare and taste a variety of ethnic recipes.

Fashion and Design

INTRODUCTION TO HOUSING AND INTERIOR DESIGN (5350)

Classification: CTE

Prerequisite: None

Open to: 10, 11, and 12

Credit: 1 RW

This course satisfies one fine arts credit required for Core 40 academic honors diploma. Explore a future in interior design and related careers. This class focuses on selecting and planning living environments to meet the needs and wants of individuals and families. Topics include housing and furniture styles, architecture, floor planning skills, elements and principles of design, and influences related to interiors and furniture styles.

INTRODUCTION TO FASHION AND TEXTILES I, 2 (5380)

Classification: CTE

Prerequisite: None

Open to: 9, 10, 11, and 12

Credit: 1 to 2 RW

Introduction to Fashion and Textiles satisfies the fine art credit required for Core 40 academic honors diploma.

This is an introductory course for those students interested in academic enrichment or a career in the fashion, textile, and apparel industry. The course includes the study of personal, academic, and career success; careers in the fashion, textile, and apparel industry; factors influencing the merchandising and selection of fashion, textile, and apparel goods and their properties, design, and production; and consumer skills. This course addresses knowledge and skills related to design, production, acquisition, and distribution in the fashion, textile, and apparel arena. A project-based approach integrates instruction and experiences including application of the elements and principles of design; selection, production, alteration, repair, and maintenance of apparel and textile products; product research, development, and testing; and application of technical tools and equipment utilized in the industry. This course provides the foundation for continuing and post-secondary education in fashion, textile, and apparel-related careers. First semester, students will complete sewing skills samples, a pillowcase and pajama pants. Second semester, students will complete 2 garments. Students are responsible for the expense of their own patterns, fabric and notions to complete their projects.

FASHION AND TEXTILES CAREERS I-1; I-2; I-3; I-4 (5420)

Classification: CTE

Prerequisite: C- or higher in the previous semester of Fashion & Textile course.

Open to: 10, 11, and 12

Credit: 2 RW

Students have the opportunity to advance after successfully completing the prerequisite for each year. Fashion and Textiles Careers I prepares students for occupations and higher education programs of study related to the entire spectrum of careers in the fashion industry. This course builds a foundation that prepares students to enter the Fashion Careers II course. Major topics include: review of the dimensions of clothing, investigation of design elements and principles, evaluating manufacturing process, reviewing the processes from fiber production to items of clothing being worn, overall review of the textile and apparel industry, investigation of fashion designers, customer relations and best practices, fashion merchandising, forecasting trends, impact of social media on the fashion industry, and career exploration and experience. Students are required to select more challenging patterns to further develop skills using more advanced construction and tailoring techniques. Students are responsible for the expense of their own patterns, fabric, and notions to complete a minimum of five projects. Students must earn a C- or higher to continue second semester.

FASHION AND TEXTILES CAREERS II-1; II-2 (5421)

Classification: CTE

Prerequisite: Fashion and Textiles Careers I-3 & I-4

Open to: 12

Credit: 2 RW

Fashion and Textiles Careers II prepares students for occupations and higher education programs of study related to the entire spectrum of careers in the fashion industry. This course builds a foundation that prepares students to enter into higher education programs of study related to the entire spectrum of the career clusters that encompass careers in fashion, apparel, and other textiles management, production, and services. Students are required to select more challenging patterns to further develop skills using more advanced construction and tailoring techniques. A study of fashion through the ages, an overview of the apparel industry, and careers in the clothing field will also be explored. Students are responsible for the expense of their own patterns, fabric, and notions to complete a minimum of five projects. Students must earn a C- or higher to continue second semester.

Education and Human Services

HUMAN AND SOCIAL SERVICES I (5336)

Classification: CTE

Prerequisite: None

Open to: 11-12

Credit: 2RW

Human and Social Services (HSS) is an exploratory course for students interested in careers that include, but are not limited to, family and social services, youth development, adult and elder care, and other for profit and non-profit services. Possible HSS careers include areas such as social work, counseling, therapists, sociologists, psychologists, occupational therapists, faith based services and initiatives, public policy, nutritionists, criminology, and youth and family assistance.

Students examine career pathways, education and training, investigate diverse challenges impacting human service professions, and explore methods to integrate professional and ethical standards into the profession. Students will engage in the community by planning, providing, and assessing services that meet community needs at the local, state, national, international, or global level. Students will be released from school for required job shadowing experiences in the community. They will provide their own transportation.

HUMAN AND SOCIAL SERVICES II (5462)

Classification: CTE

Prerequisite: Human and Social Services I

Open to: 12

Credit: 2RW

This course prepares students for occupations and higher education programs related to assisting individuals and families in meeting their potential. Through Work-based experiences, students apply the knowledge and skills developed in the Human and Social Services I. Concentration areas include family and social services, youth development, and adult and elder care. Ethical, legal, and safety issues, as well as helping processes and collaborative ways of working with others, will be addressed. Intensive laboratory/field experiences in one or more human social service agencies are a required component of this course. Students must provide their own transportation for the field experiences.

EARLY CHILDHOOD EDUCATION I: ADV CHILD DEVELOPMENT (5412)

Classification: CTE

Prerequisite: None (May not have earned credit in Child Development.)

Open to: 11 and 12

Credit: 2 RW

Students will have the opportunity to earn dual credit through Ivy Tech Community College 2nd semester if they meet the Ivy Tech requirements.

This is a prerequisite for Early Childhood Education I: Practicum. This course is for students who are interested in pursuing careers that work with young children such as education, psychology, pediatrics, nursing or counseling. Students study the physical, social, emotional, and intellectual development of children ages newborn to eight years old. Additional topics covered include parenting, pregnancy, brain development, guidance and discipline, child abuse, children's literature, health and wellness and careers in early childhood.

***Three (3) Ivy Tech State College dual credits are available to qualified students 2nd semester only.*

EARLY CHILDHOOD EDUCATION I: Practicum (5412)

Classification: CTE

Prerequisite: C+ or high in ECE1: Advanced Child Development, Education Professions I, or FCS teacher recommendation; and application with teacher recommendations

Open to: 11 & 12

Credit: 2 RW Dual Credit 1-1, 2 RW 1-2

Full year enrollment is strongly encouraged, but not required.

Students will have the opportunity to earn dual credit through Ivy Tech Community College if they meet the Ivy Tech requirements.

This course is designed for students interested in pursuing a career that involves working with children from birth to 8 years (3rd grade) and provides the foundations to early childhood education and other child-related careers. The course provides exposure to various types of programs such as K-3 elementary education, developmental preschool (ages 3-5), day care and community-based early childhood centers. Intensive experiences in one or more early childhood setting guide the student's practicum.

Students will plan, develop and implement lessons, assist classroom teachers in daily responsibilities, create learning games and prop boxes, explore children's literature and storytelling, and complete an observation project on the developmental milestones of a child.

Applicants will be responsible for arranging his/her own transportation to and from the assigned practicum site. The school reserves the right to assign participants to a study hall if they are unwilling or unable to satisfactorily fulfill the obligations associated with their role. Students placements are to be arranged by the CHS teacher once the course begins.

***Six (6) Ivy Tech State College dual credits are available to qualified students.*

***This course meets two morning periods. Transportation to and from the practicum site is the student's responsibility.*

EARLY CHILDHOOD EDUCATION II: CDA (5406)

Classification: CTE

Prerequisite: C+ or high in ECE1: Practicum

Open to: 12

Credit: 2 RW Dual Credit

Students will have the opportunity to earn dual credit through Ivy Tech Community College if they meet the Ivy Tech requirements.

ECE II is a sequential course that builds on the foundational knowledge and skills of Early Childhood Education I, which is a required prerequisite. In ECE II students further refine, develop, and document the knowledge, skills, attitudes, and behaviors gained in the foundational course. Major topics of ECE II include: overview of the Child Development Associate (CDA) credential, safe and healthy learning environment, physical and intellectual competence, social and emotional development, relationships with families, program management, and professionalism. The course standards parallel the expectations and documentation required for Child Development Associate (CDA) credentialing. These include rigorous levels of self-critique and reflection; performance assessments by instructors, parents, and other professionals; comprehensive assessment of knowledge through a standardized exam; and other professional documentation. Extensive experiences in one or more early childhood education settings are required: a minimum total of 480 hours must be accrued in ECE I and ECE II. These experiences may be either school-based or "on-the-job" in community-based early childhood education centers, or in a combination of the two. Transportation to and from the practicum site is the student's responsibility.

***Three (3) Ivy Tech State College dual credits are available to qualified students for ECED 105: CDA Process.*

EDUCATION PROFESSIONS I-1, I-2 (5408)

Classification: Regular and CTE

(735-736)

Prerequisite: Application, minimum 3.0 GPA and teacher recommendations

Open to: 11, 12

Credit: 2FW - Butler University Dual Credit I-1 only

***Students will have the opportunity to earn dual credit through Butler University after meeting Butler University requirements. Fees apply.*

Explore a career in elementary or middle school through a semester or year long internship. Explore teaching as a career through planning, writing, and implementing developmentally appropriate lesson plans; completing classroom observations; applying ethical and professional principles when working with children and adolescents; and investigating licensing requirements related to careers in education. Documentation of achievement is demonstrated in a portfolio based on professional teaching standards. Students are placed in an elementary or middle school by the high school supervising teacher. Students selecting this course for a full year will be re-assigned at semester to a different grade level, school, and/or teacher.

Students should be motivated toward exploring a career in education or related careers.

Applicants must have:

- Good attendance with no discipline issues
- Time management skills.
- A positive attitude and strong work ethic.
- The ability to be self-directed, take initiative, and get involved.
- Effective communication skills.
- Respect for others.

Applicants will be responsible for arranging his/her own transportation to and from the assigned school or request an assignment at Carmel Elementary School, which is within walking distance. The school reserves the right to reassign participants to a study hall if they are unwilling or unable to satisfactorily fulfill the obligations associated with their role. Student placements will be arranged by the CHS teacher once the course begins.

***This course meets two periods on either gold or blue days.*

EDUCATION PROFESSIONS II-1, II-2 (5408)

Classification: Regular and CTE

(735-736)

Prerequisite: Education Professions I-1, Application, minimum 3.0 GPA and teacher recommendations

Open to: 12

Credit: 2FW - Indiana University Dual Credit II-1 only

***Students will have the opportunity to earn dual credit through Indiana University Advanced College Program after meeting Indiana University requirements. Fees apply.*

Education Professions II is an in-depth, advanced study of careers, curriculum and instruction in elementary and/or middle school education through a semester or year-long internship. Students will explore teaching as a career; apply knowledge of curriculum and instruction through planning, writing, implementing and assessing developmentally appropriate lesson plans; complete classroom observations and apply to developmentally appropriate practices; study and apply ethical and professional principles when working with children and adolescents; and investigate licensing requirements related to careers in education. Documentation of achievement is demonstrated through a final teaching philosophy statement, classroom learning and management plan, and presentation based on professional teaching standards.

Students are placed in an elementary or middle school classroom by the high school supervising teacher. Students selecting this course for a full year will have the option to change assignments at semester to a different grade level, school and/or teacher.

Students should be planning a career in education or related careers (i.e. speech pathologist, media specialist). Applicants must have:

- Good attendance with no discipline issues.
- Time management skills.
- A positive attitude and strong work ethic.
- The ability to be self-directed, take initiative and get involved.
- Effective communication skills.
- Respect for others.

Applicants will be responsible for arranging his/her own transportation to and from the assigned school. The school reserves the right to assign participants to a study hall if they are unwilling or unable to satisfactorily fulfill the obligations associated with their role. Students placements are to be arranged by the CHS teacher once the course begins.

***This course meets two periods on either gold or blue days.*

CHILD DEVELOPMENT (5362)

Classification: CTE

Prerequisite: None

Open to: 10, 11, 12

Credit: 1 RW

This curriculum benefits students who plan to one day be parents or pursue a profession in a child related career such as child psychology, pediatric medicine, or family therapy. Students will investigate current issues affecting children and families and study conception, prenatal development and the birth process. An in-depth evaluation of a child's physical, social, emotional, and intellectual development is conducted from birth through the preschool years. Additional child related topics such as brain development, caring for children with special needs, discipline, creative play, and children's literature are also explored. This one semester course is not intended for students who wish to pursue Advanced Early Childhood Education courses.

FCS Internships

Work Based Learning Capstone (5974)

Classification: Career-Technical

Prerequisite: Completed an advanced course in career related field of interest

Open to: 12

Credit: Up to 4 credits RW

Students have the opportunity to apply the concepts, skills, and dispositions learned in previous coursework in their pathways in real world business and industry settings. Work Based Learning experiences need to be in a closely related Career and Technical industry setting. Each student participating in a Work Based Learning experience will have a standards-based training plan. Student plans will be a combination of teacher-coordinated, mentor-supervised, work-based learning and school-based instruction.

MATHEMATICS

Mathematics can be seen as a well-defined body of knowledge, as an abstract system of ideas, or as a useful tool. For most of us, it is probably a combination of these. However, there is little doubt that mathematical knowledge provides an important key to understanding the world in which we live. Mathematics is used in our lives when we buy produce in the market, consult a timetable, read a newspaper, time a process or estimate a length. Artists need to learn about perspective; musicians need to appreciate the mathematical relationships within and between different rhythms; economists need to recognize trends in financial dealings. Mathematics is prevalent in our lives and careers.

Because individual students have different needs, interests, and abilities, Carmel High School provides a wide selection of courses. Each course is designed to meet the needs of a particular group of students. Therefore, great care is taken to select the course that is most appropriate for an individual student.

The following factors are considered when making recommendations for student coursework:

Performance in current and previous mathematics courses. Evaluation of their performance includes not only grade consideration, but also problem solving skills, perseverance and study skills.

The student's interest in mathematics.

The student's academic plans, in particular the subjects they wish to study in the future.

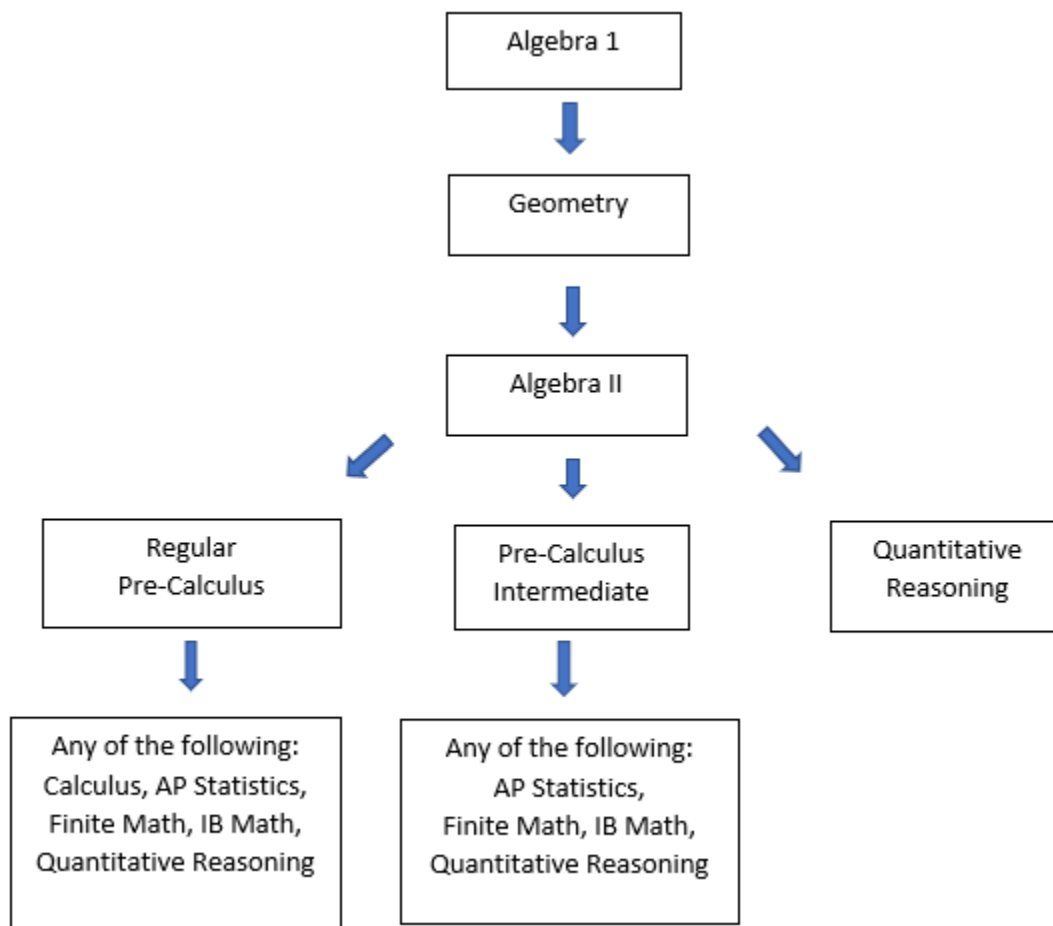
The student's career interests.

Students will be placed based on teacher recommendation. If the student has completed the prerequisite coursework but was not recommended for a particular course they can choose to complete a waiver form. Waiver forms can be obtained from their teacher, the math office or their counselor. Waivers must be submitted by the end of the school year. Waivers submitted over the summer will only be honored if it is determined that there is room in the class. Students are strongly encouraged to have a conversation with their teacher before pursuing the waiver process.

Students who have not completed the required prerequisite coursework may be able to qualify through placement testing. The student should contact the department chair to discuss this. Placement tests are given the first week in May.

In order to take two math classes during the same academic year, a student needs to get permission from the Department Chair. The student should contact the Department Chair in March or April.

Below is the traditional sequence of high school math courses. Please be aware that this can be adjusted based on individual student needs and goals. Parents and students are strongly encouraged to communicate with both their counselor and math teacher as they plan their math sequence.



RETAKING MATH CLASSES:

Students can opt to retake a math class if they are not satisfied with their performance. When retaking a class, the original grade and the grade earned will both be on the student's transcript however, the new grade will replace the old grade for the calculation of the GPA. Students can retake classes during the summer through Indiana Online Academy or during the school year in the classroom. Due to the sequential development of math courses, students may not move on to the next course if they are retaking a course. Students who earn below a C- are encouraged to retake the course before moving on to the next level. Students who fail a course will be required to retake it before moving on. Grades earned in repeated courses do not count toward athletic eligibility.

Algebra I and Algebra II Daily

The Daily classes allow students to experience mathematics daily. Students enrolled in these classes meet with their teachers on both blue and gold days to receive additional support. Students work through the state standards for each course, with the teachers using the additional time to provide support and practice through supplemental materials and online resources as needed. Students taking a Daily course must be enrolled in both the classroom portion (Algebra I or Algebra II) and the Lab class (Algebra I Lab or Math Lab). Students taking this course are required to have the scientific calculator, TI-30XIIS.

CREDIT FOR HIGH SCHOOL COURSES COMPLETED IN MIDDLE SCHOOL:

Students who are enrolled at Carmel High School have the option of receiving credit for full-year high school courses in math and/or world languages which were completed during middle school with the following conditions:

The course taken in middle school must be equivalent to the high school course and cover the same academic standards. Grades and credits for the course must be included on the student's high school transcript and be factored into the student's cumulative GPA.

The student has the option of receiving math credit only if the student is enrolled in the next-level math course.

Parents and students may also choose to decline applying these credits toward the CHS diploma and to request they be removed from the CHS transcript. Procedures are in place for this. Please contact the student's counselor.

Incoming 9th graders with high school credit earned in middle school may retake those courses at Carmel High School. When retaking a course previously taken in middle school, the course, credit, and grade earned in middle school will not be a part of the Carmel High School transcript.

ALGEBRA I 1-2 (2520)

Classification: Regular

Prerequisite: Algebra I-1 is the prerequisite to Algebra I-2

Open to: 9, 10, 11, and 12

Credit: 2 RW

This course provides a formal development of the algebraic skills and concepts necessary for students who will take a geometry and Algebra II course and other advanced college-preparatory courses. The instructional program will provide for the use of algebraic skills in a wide range of problem-solving situations. Topics include: real numbers and expressions, functions, linear equations and inequalities, systems of equations and inequalities, solving and graphing quadratic and exponential equations and functions, and data analysis and statistics. *No student will be allowed to take Algebra I-2 before earning credit for Algebra I-1.*

Students taking this course are required to have the scientific calculator, TI-30XIIS.

ALGEBRA II 1-2 (2522)

Classification: Regular

Prerequisite: Algebra 1-1 and Algebra 1- 2 required and Geometry 2 recommended

Open to: 9, 10, 11, and 12

Credit: 2 RW

Algebra II is a course designed to reinforce skills learned in Algebra I as well as introducing topics necessary for higher-level math courses. The topics given to high priority in Algebra II are solving all types of equations and inequalities, graphing functions, solving application problems, and an introduction to statistics and probability. Technology is integrated where appropriate. Students taking this course will be required to have a non-CAS scientific calculator. The recommended scientific calculator for the course is TI-30XIIS. Casio models will not be allowed. TI-nspires will be used in class, but students are not required to have their own.

ALGEBRA II 1-2, Honors (2522)

Classification: Honors Prerequisite:

Geometry 2, Honors

Open to: 9, 10

Credit: 2 PW

NOTE: Students not meeting the prerequisite should contact the department chair to arrange a placement test. Waivers are not acceptable if the student hasn't taken honors geometry.

This course is offered to students recommended as most able in mathematics because of its rigor and pace. The content of the course includes all topics in Algebra II, presented from a more abstract and theoretical standpoint. It is recommended that students not only have the Honors Geometry background, but also a strong showing in Honors/Advanced Algebra I. Students who take this course must have good number sense and be able to think critically. Advanced topics include linear programming, statistics, matrices and their applications and an in-depth analysis of a wide variety of functions.

Students taking this course will be required to have a scientific calculator, such as the TI-30XIIS, the TI-36X Pro cannot be used on assessments.

GEOMETRY 1-2 (2532)

Classification: Regular

Prerequisite: Algebra I-2

Open to: 9, 10, 11, and 12

Credit: 2 RW

The course presents a unified approach to plane and solid geometry. Emphasis is placed on the application of properties, postulates, and theorems of geometric figures in two and three dimensions. Topics include congruence, similarity, parallel lines, proofs, polygons, circles, volume and constructions.

Students taking this course will be required to have a scientific calculator, such as the TI-30XIIS or the TI-30XS Multiview.. There is an approximate fee for this course of \$5 for the geometry tool kit.

GEOMETRY 1-2, Honors (2532)

Classification: Honors

Prerequisite: Algebra 1-2

Open to: 9, 10

Credit: 2 PW

This course is designed to introduce the student to the vocabulary and concepts of plane geometry and to apply those concepts using the processes of logical reasoning to attain a better understanding of the world around them. The development of theorems will necessitate a working knowledge of measurement, congruence, similarity, parallelism, perpendicularity, sequences, perimeter, area, volume, trigonometry, and application of algebra concepts of geometry. The scope of Honors Geometry extends beyond the study of geometry with more emphasis on higher order thinking, identifying patterns as well as additional trigonometry and triangle applications. This course also has a strong emphasis on constructions and coordinate geometry.

Students taking this course will be required to have a scientific calculator such as the TI-30XIIS. There is an approximate fee for this course of \$5 for the geometry tool kit.

PRE-CALCULUS: Algebra (2564) and PRE-CALCULUS: Trigonometry (2566)

INTERMEDIATE (Semester 1: 2564, Semester 2 : 2566)

Classification: Regular

Prerequisite: Algebra II 2

Open to: 10, 11, 12

(Not open to students with credit in Pre-Calculus: Algebra, Pre-Calculus: Trigonometry, Pre-Calculus: Algebra Honors or Pre-Calculus: Trigonometry Honors)

Credit: 2 RW

Pre-Calculus Intermediate is a two semester course which is recommended for only those students who have maintained a "C" average or above in previous math courses.

First semester topics covered in this course include the theory of equations, exponential and logarithmic functions, polynomial and rational functions, and conics.. Second semester this course provides for the development of trigonometric functions, their properties and graphs, inverse trig functions, trig equations and identities, the Law of Sines and the Law of Cosines, as well as applications of the trig functions. Sequences and series will also be included in this course. This course is intended to prepare students for AP Statistics, Finite Mathematics, Quantitative Reasoning or IB Math. *This course does not fulfill the prerequisite for Calculus Survey/ M119, AP Calculus AB 1-2 or AP Calculus BC 1-2.*

Students taking this course will be required to have a scientific calculator, such as the TI-30XIIS.

PRE-CALCULUS: ALGEBRA (2654) AND PRE-CALCULUS:TRIGONOMETRY(2566)

(Semester 1: 2564, Semester 2 : 2566)

Classification: Regular

Prerequisite: Algebra II- 2 or Algebra II- 2, Honors

Open to: 10, 11, and 12

Credit: 2 RW

Pre-Calculus blends all of the concepts and skills that must be mastered prior to the enrollment in a college-level calculus course or other college-level math courses. A functional approach provides for the integration of trigonometric concepts, relationships of equations and their graphs and applications of real world problems.

Students are required to complete a summer review packet.

Students taking this course will be required to have a scientific calculator, such as the TI-30XIIS.

PRE-CALCULUS:ALGEBRA (2564) AND PRE-CALCULUS:TRIGONOMETRY (2556)**HONORS** (Semester 1: 2564, Semester 2 : 2566)

Classification: Honors

Prerequisite: Algebra II- 2, Honors

Open to: 11

Credit: 2 FW

Note: Students not meeting the prerequisite should contact the department chair to arrange a placement test. Waivers are not acceptable if the student has not taken Honors Algebra II 1-2.

This course provides formal development of the algebraic, trigonometric, and other pre-calculus skills. These are the concepts necessary for the students who will take a calculus course and other college level mathematics courses. The instructional program will provide ways to use algebraic skills, graphic techniques, and a wide range of applications. Students will further develop an appreciation of the contributions made by mathematicians such as De Moivre and Euler. Topics include: algebra and coordinate geometry for preCalculus, algebraic and transcendental functions and graphs, analytic geometry and trigonometry, matrices, parametric equations, mathematical induction, binomial theorem, series, and sequences.

Students taking this course will be required to have a scientific calculator. They are also encouraged to have a TI-nspire CX CAS graphing calculator.

STATISTICS 1-2, AP (2570)

Classification: Advanced Placement

Prerequisite: Algebra II-2

Open to: 9, 10, 11, and 12

Credit: 2 FW

The course is a study of statistics for the motivated student. Its purpose is to introduce students to methods for collecting, analyzing, and drawing conclusions from data. The curriculum is aligned to the College Board guidelines and will discuss topics such as one and two-variable displays and descriptive statistics, linear and non- linear regression, sample surveys, experimental design, probability, sampling distribution and inference procedures. Students completing this course will be able to take the AP Statistics exam in May, part of which may be paid by the state when the student is currently enrolled in the course.

Students taking this course will be required to have a TI-nspire graphing calculator. It does not matter if it is the CAS or CX version.

CAPSTONE RESEARCH 1-2, Advanced Placement (0551)/STATISTICS 1-2, Advanced Placement (2570)

Classification: Advanced Placement

Prerequisite: 6 credits in English and Completion of AP Capstone Seminar 1-2 and Algebra II-2

Open to: 11 and 12 (participation will be limited)

Credit: 2 FW English/2 FW Math

This course will be taught collaboratively. The purpose of AP Stats is to help you develop analytical and critical thinking skills as you learn to describe data patterns and departures from patterns, plan and conduct studies, use probability and simulation to explore random phenomena, estimate population parameters, test hypotheses, and make statistical inferences. Given the focus on data analysis and its benefit to you as an AP Research student, who will be exploring an academic topic, problem, or issue that interests you and designing, planning, and conducting a year-long research-based investigation to address it, AP Stats becomes a great course to pair with AP Research. Essentially, AP Research requires you to collect data, communicate your findings, and then analyze that data; all skills that AP Stats can teach you. Additionally, for students considering AP Stats, pairing the course with AP Research allows you to understand and experiment with the best ways in which to analyze your data. Students taking this course will be required to have a TI-nspire graphing calculator. Either the CAS or non-CAS model is acceptable.

FINITE MATHEMATICS 1-2, ACP M118 (2530)

Classification: Dual Credit (May be taken for college credit)

Prerequisite: Pre-Calc/Trig 2 Intermediate or Pre-Calc/Trig 2

Open to: 11, 12

Credit: 2 FW

Finite Mathematics is a two semester course designed for students who will pursue careers that are not necessarily in the science field. The problem solving emphasis of the course is designed to apply the mathematical concepts to business, economics as well as the social, life and physical sciences. Topics include probability, linear programming and elementary statistics.

As part of the Advance College Project students who enroll in Finite Math may apply to earn three (3) hours of college credit through Indiana University at Bloomington under the title Mathematics (M118). Students would be charged reduced university tuition per credit hour and credits are transferable to several colleges and universities in the country. Each student who chooses to participate in the ACP program should inform his/her counselor at the time of scheduling. Fees will be due when billed by Indiana University. *Once a student application is accepted by the ACP office of IU, withdrawal from the M118 IU course is available in October.*

No calculator is required for this course.

QUANTITATIVE REASONING (2550)

Classification: Regular

Prerequisite: Algebra II 1-2

Open to: 11, 12 (Students must have successfully completed Algebra I 1-2, Geometry 1,2 and Algebra II 1-2)

Credit: 2 RW

Quantitative Reasoning is a one-year course focused on the study of numeracy, ratio and proportional reasoning, modeling, probabilistic reasoning and statistics. Students will build knowledge with basic mathematical/analytical concepts and operations. The class will focus heavily on problem solving with real life applications. It is designed to provide students with a coherent, useful and logical experience in which they can make use of their ability to analyze problem situations. This higher level math course aligns with college-level quantitative reasoning courses and is recommended for students who are not planning to pursue a degree in a STEM related field or do not anticipate a need for advanced mathematics in their future studies. *Students taking this course will be required to have a scientific calculator.*

BRIEF SURVEY OF CALCULUS 1-2, ACP M119 (2544)

Classification: Dual Credit (May be taken for college credit)

Prerequisite: Pre-Calculus/Trig 2

Open to: 11, 12 (not open to students with credits in AP Calculus AB or AP Calculus BC)

Credit: 2 FW

Brief Survey of Calculus is a two semester course which offers the student the opportunity to learn Calculus with emphasis on applications rather than theory. This course is recommended for only those students who have maintained a "B" average in previous mathematics courses. The course content includes functions, limits, derivatives, applications of the derivative and applications of integration. As part of the Advance College Project, students who enroll in Calculus Survey may apply to earn three (3) hours of college credit through Indiana University at Bloomington under the title Mathematics (M119). Students would be charged reduced university tuition per credit hour and credits are transferable to several colleges and universities in the country. Each student who chooses to take this course for college credit should inform his/her counselor at the time of scheduling. Fees will be due when billed by Indiana University *Once a student application is accepted by the ACP office of IU, withdrawal from the M119 course is available in October.* Students taking this course will be required to have a TI-nspire CX or TI-84 plus calculator.

CALCULUS AB 1-2, AP/ACP M211 (2562)

Classification: Advanced Placement

(May be taken for college credit)

Prerequisites: Pre-Calculus: Algebra and Pre-Calculus: Trigonometry or Pre-Calculus: Algebra Honors and Pre-Calculus: Trigonometry Honors

Open to: 11, 12

Credit: 2 FW

AP Calculus AB introduces the topics of differential and integral calculus. The course covers at least as much material as a standard first semester college calculus course. It is recommended for only those students who have maintained a high B average in previous math courses.

The curriculum is aligned to College Board guidelines. AP Calculus AB prepares the student to take the Advanced Placement Calculus AB exam in the spring. Students in this course are encouraged to take the AP exam, part of which may be paid by the state when the student is currently enrolled in the course. If students score well they may be awarded one semester of college credit. Students should check with their chosen universities to see how these credits may apply.

As part of the Advance College Project, students who enroll in AP Calculus AB may apply to earn four (4) hours of college credit through Indiana University's mathematics department. (Course number M211) Students would be charged reduced university tuition per credit hour and credits are transferable to several colleges and universities in the country. Each student who chooses to take this course for college credit should inform his/her counselor at the time of scheduling. Fees will be due within the first two weeks of the first semester. *Once a student application is accepted by the ACP office of IU, withdrawal from the M211 IU course is available in October.*

****The state will not supplement both the ACP credit and the AP exam. If students choose to do both, they will need to pay full price for the AP exam.**

Students are required to complete a summer review packet.

Students taking this course will be required to have a TI-nspire CX, TI-nspire CX CAS or TI 84 Plus graphing calculator.

CALCULUS BC 1-2, AP/ACP M211-212 (2572)

Classification: Advanced Placement (May be taken for college credit)

Prerequisite: Pre-Calculus: Algebra Honors and Pre-Calculus: Trigonometry Honors

Open to: 11, 12

Credit: 2 FW

Note: Students not meeting the prerequisite should contact the department chair to arrange a placement test. Waivers are not acceptable if the student has not taken Honors Pre-Calculus/Trig 1-2.

AP Calculus BC is a college-level course designed for highly motivated math students. The student should be competent in a range of analytical and technical skills. The curriculum is aligned to College Board guidelines and covers the content of the standard first two semesters of college calculus. Students will be prepared for the AP Calculus BC exam in the spring and may earn up to two semesters of college credit. Students in this course are encouraged to take the AP exam, part of which may be paid by the state when the student is currently enrolled in the course. As part of the Advance College Project through Indiana University, students who enroll in AP Calculus BC may apply to earn four (4) hours of college credit each semester. Students would be enrolled in course numbers M211 and M212 and would be charged reduced university tuition per credit hour. Each student who chooses to participate in the ACP program should inform his/her counselor at the time of scheduling. Fees will be due when billed by Indiana University. *Once a student application is accepted by the ACP Office of IU, withdrawal from the course is available in October.*

**The state will not supplement both AP and ACP. If a student chooses to do both, they will be charged the full amount for the AP exam.*

Students taking this course will be required to have a TI-nspire CX CAS graphing calculator.

INTRODUCTION TO LINEAR ALGEBRA AND MULTIVARIABLE CALCULUS (2543)

Classification: Honors

Prerequisite: AP Calculus BC 1-2

Open to: 11, 12

Credit: 2 FW

Note: Waivers are not acceptable if the student has not taken AP Calculus BC 1-2

This course is intended for students with a solid background in mathematics who are competent in a range of analytical and technical skills. The majority of these students will be expecting to include mathematics as a major component of their university studies, either as a subject in its own right, or within courses such as physics, engineering, and technology. Students enrolled in this class enjoy the challenges of mathematics and problem solving.

This course includes the beginning topics of college Linear Algebra and the third semester of college Calculus.

Students taking this course will be required to have a TI-nspire CX CAS graphing calculator.

IB MATHEMATICS: Analysis and Approaches SL (2588)

Classification: International Baccalaureate

Prerequisite: Algebra II-1-2 or Algebra II Honors 1-2

Open to: 11, 12

Credit: 2 semester course, 1 credit earned per semester (1 year course), Full Weight

This SL course blends all of the concepts and skills that must be mastered prior to the enrollment in a college-level math course. A functional approach provides for the integration of trigonometric concepts, relationships of equations and their graphs and applications of real world problems with a STEM approach. Students in this class will complete various projects in addition to traditional evaluations. The emphasis of this course is to help students obtain a well-rounded understanding of all topics. They will demonstrate this understanding through a mandatory exploration. The exploration is a thesis-like project where students will apply the math they've learned to an area of interest. Students enrolled in this course will be able to choose to take an external exam, either the SL exam at the end of this school year or continue on to IB MATHEMATICS: Analysis and Approaches HL 1-2 and take the HL exam at the end of the second year.

Calculator Requirement: TI-Nspire CX, or TI-Nspire CAS

IB MATHEMATICS: Analysis and Approaches HL (2590)

Classification: International Baccalaureate

Prerequisite: IB MATHEMATICS: Analysis and Approaches SL 1-2

Open to: 11, 12

Credit: 2 semester course, 1 credit earned per semester (1 year course), Full Weight

This HL course extends students' knowledge from **Analysis and Approaches SL**. This course is intended to follow **Analysis and Approaches SL**. It will review topics from the standard level course and delve deeper into the same syllabus content as the **Analysis and Approaches SL** Mathematics course description. This course will appeal to students with a good background in mathematics who are competent in a range of analytical and technical skills. This course will help students retain the Calculus they have learned in their sophomore and junior years and prepare them for further mathematics in college. Ample time will be given to explore each topic and to enhance students' understanding through the use of technology and explorations. Curriculum and assessments within this course are designed to prepare students for International Baccalaureate's evaluation of their work. While it is not required that students take the IB exam, students will be prepared for that end goal.

Calculator Requirement: TI-Nspire CX, or TI-Nspire CAS

IB MATHEMATICS: Applications and Interpretations SL (2592)

Classification: International Baccalaureate

Prerequisites: Algebra II-1-2 or Algebra II Honors 1-2

Open to: 11, 12

Credit: 2 semester course, 1 credit earned per semester (1 year course), Full Weight

This course is intended for students with varied backgrounds and abilities. More specifically, it is designed to build confidence and encourage an appreciation of mathematics in students who do not anticipate a need for mathematics in their future studies. Students taking this course need to be already equipped with fundamental skills, rudimentary knowledge of basic processes and a curiosity for how mathematics might impact their future. This course concentrates on mathematics that can be applied to contexts related as far as possible to other subjects being studied, to common real-world occurrences and to topics that relate to home, work, and leisure situations. The course requires students to produce a project, a piece of written work based on personal research, guided and supervised by the teacher. The project provides an opportunity for students to carry out a mathematical investigation in the context of another course being studied, a hobby or an area of interest of their choice using skills learned before and during the course. Curriculum and assessments within this course are designed to prepare students for International Baccalaureate's evaluation of their work. While it is not required that students take the IB exam, students will be prepared for that end goal. Students taking this course will be required to have a TI-nspire CX, TI-nspire CX CAS or TI 84 Plus graphing calculator.

IB MATHEMATICS: Applications and Interpretations HL (2594)

Classification: International Baccalaureate

Prerequisite: IB MATHEMATICS: Applications and Interpretations SL 1-2

Open to: 11, 12

Credit: 2 semester course, 1 credit earned per semester (1 year course), Full Weight

This HL course extends students' knowledge from **Applications and Interpretations SL**. This course is intended to follow **Applications and Interpretations SL**. It will review topics from the standard level course and delve deeper into the same syllabus content as the **Applications and Interpretations SL** Mathematics course description. This course is intended to meet the needs of students whose interest in mathematics is more practical than theoretical but seek more challenging content. Curriculum and assessments within this course are designed to prepare students for International Baccalaureate's evaluation of their work. While it is not required that students take the IB exam, students will be prepared for that end goal.

ALGEBRA 1 Lab (2516)

Classification: Supplemental

Prerequisite: Selection process

Open to: 9

Credit: 1 (elective) RW **This credit will be awarded second semester

Algebra 1 Lab is a supplemental course. Students will be placed based on their performance in previous math classes and standardized test scores. The focus of this course is two-fold:

- 1) Students will work on strengthening the prerequisite mathematical and study skills needed to be successful in Algebra I
- 2) Students will be provided additional assistance with the material they are learning in Algebra I.

APPLIED ALGEBRA I (2520A)

Classification: Special Services

Prerequisite: None

Open to: 9,10

Applied Units: 4 Maximum. Meets the requirement for certificate of completion

Applied Algebra I formalizes and extends the mathematics students learned in the middle grades. Algebra I is made up of 4 strands: Numbers Sense, Expressions and Computation; Linear Equations, Inequalities, and Functions; Systems of Equations and Inequalities; and Quadratic and Exponential Equations and Functions. The strands are further developed by focusing on the content of the Algebra content connectors.

APPLIED GEOMETRY (2532A)

Classification: Special Services

Prerequisite: none

Open to: 11/12

Applied Units: 4 units maximum Requirement for the Certificate of Completion

Applied Geometry formalizes and extends students' geometric experiences from the middle grades. These critical areas comprise the Geometry course: Points, Lines, Angles, and Planes; Triangles; Quadrilaterals and Other Polygons; Circles; Transformations; and Three-dimensional Solids. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

PERFORMING ARTS

All courses in the performing arts department contain the proficiencies established by the State of Indiana and meet the fine arts requirement for the Academic Honors Diploma. The (L) behind a course title indicates that the course is a lab course.

BAND DIVISION:

Participation in the Band Division of the Performing Arts Department is open to all students. Anyone who plays a band instrument will be placed in a band class; however, beyond their 9th grade year, students must audition for the directors so they can be placed in the most appropriate organization to meet their musical needs and abilities. Auditions for Intermediate and Advanced Band classes are held in the spring each year for placement in the following year's groups. Due to limited registrations, students who audition late cannot be promised placement in advanced groups. Exceptions will be made only at the discretion of the directors.

Activity Fee: There is a \$65.00 activity fee each year for all students enrolled in a concert band and a \$75.00 activity fee for all students enrolled in a jazz band. The money is used for contest entry fees, guest conductors and artists, music rental, etc. The fees are due at the beginning of the school year. Checks should be made payable to Carmel High School.

BEGINNING CONCERT BAND (L) (4160)

Concert Band 1-2

Classification: Regular

Prerequisite: None

Open To: 9

Credit: 2 RW

Woodwind, Brass, and Percussion students taking this course are provided with a balanced comprehensive study of music through the concert band. Ensemble and solo activities are designed to develop elements of developing musicianship skills in every student. Experiences include, but are not limited to, improvising, conducting, playing by ear, and sight-reading.

Students also have the opportunity to experience live performances by professionals during and outside of the school day. 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 are required to participate in performance opportunities, outside of the school day, that support and extend learning in the classroom.

INTERMEDIATE CONCERT BAND (L) (4168)

Wind Symphony V 1-2

Classification: Regular

Prerequisite: Audition

Open To: 9, 10, 11, and 12 by audition only

Credit: 2 RW

Woodwind, Brass, and Percussion students taking this course are provided with a balanced comprehensive study of music through the concert band. Ensemble and solo activities are designed to develop elements of intermediate musicianship skills in every student.

Experiences include, but are not limited to, improvising, conducting, playing by ear, and sight-reading. Students also have opportunities to experience live performances by professionals during and outside of the school day. 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 are required to participate in performance opportunities, outside of the school day, that support and extend learning in the classroom.

In addition, students will continue to refine their performances to include, but not limited to: expression and technical accuracy, and a large and varied repertoire of concert band literature that is developmentally appropriate.

INTERMEDIATE CONCERT BAND (L) (4168)

Wind Symphony IV 1-2

Classification: Regular

Prerequisite: Audition

Open To: 9, 10, 11, and 12 by audition only

Credit: 2 RW

Woodwind, Brass, and Percussion students taking this course are provided with a balanced comprehensive study of music through the concert band. Ensemble and solo activities are designed to develop elements of intermediate musicianship skills in every student.

Experiences include, but are not limited to, improvising, conducting, playing by ear, and sight-reading. Students also have opportunities to experience live performances by professionals during and outside of the school day. 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 are required to participate in performance opportunities, outside of the school day, that support and extend learning in the classroom.

In addition, students will continue to refine their performances to include, but not limited to: expression and technical accuracy, and a large and varied repertoire of concert band literature that is developmentally appropriate.

INTERMEDIATE CONCERT BAND (L) (4168)

Wind Symphony III 1-2

Classification: Regular

Prerequisite: Audition

Open To: 9, 10, 11, and 12 by audition only

Credit: 2 RW

Woodwind, Brass, and Percussion students taking this course are provided with a balanced comprehensive study of music through the concert band. Ensemble and solo activities are designed to develop elements of intermediate musicianship skills in every student.

Experiences include, but are not limited to, improvising, conducting, playing by ear, and sight-reading. Students also have opportunities to experience live performances by professionals during and outside of the school day. 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 are required to participate in performance opportunities, outside of the school day, that support and extend learning in the classroom.

In addition, students will continue to refine their performances to include, but not limited to: expression and technical accuracy, and a large and varied repertoire of concert band literature that is developmentally appropriate.

ADVANCED CONCERT BAND (L) (4170)

Wind Symphony II 1-2

Classification: Honors

Prerequisite: Audition

Open To: 9, 10, 11, and 12 by audition only

Credit: 2 FW

Woodwind, Brass, and Percussion students taking this course are provided with a balanced comprehensive study of music through the concert band. Ensemble and solo activities are designed to develop elements of advanced musicianship skills in every student.

Experiences include, but are not limited to, improvising, conducting, playing by ear, and sight-reading. Students also have opportunities to experience live performances by professionals during and outside of the school day. 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 are required to participate in performance opportunities, outside of the school day, that support and extend learning in the classroom.

In addition, students will continue to refine their performances to include, but not limited to: expression and technical accuracy, and a large and varied repertoire of concert band literature that is developmentally appropriate.

ADVANCED CONCERT BAND (L) (4170)

Wind Symphony I 1-2

Classification: Honors

Prerequisite: Audition

Open To: 9, 10, 11, and 12 by audition only

Credit: 2 FW

Woodwind, Brass, and Percussion students taking this course are provided with a balanced comprehensive study of music through the concert band. Ensemble and solo activities are designed to develop elements of advanced musicianship skills in every student.

Experiences include, but are not limited to, improvising, conducting, playing by ear, and sight-reading. Students also have opportunities to experience live performances by professionals during and outside of the school day. 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 are required to participate in performance opportunities, outside of the school day, that support and extend learning in the classroom.

In addition, students will continue to refine their performances to include, but not limited to: expression and technical accuracy, and a large and varied repertoire of concert band literature that is developmentally appropriate.

JAZZ ENSEMBLE (L) (4164)

Classification: Regular

Prerequisite: Audition and enrollment in concert band (Guitar/Keyboard/Bass excluded)

Open To: 9, 10, 11, and 12 by audition only

Credit: 1 RW

Students will be auditioned and assigned to an ability based jazz ensemble.

This course meets during 2nd semester only. Students taking this course develop musicianship and specific performance skills through group and individual settings for the study and performance of the varied styles of instrumental jazz. The instruction includes the study of the history, formative, and stylistic elements of jazz. Students develop their creative skills through: (1) improvisation, (2) composition, (3) arranging, (4) performing, (5) listening, and (6) analyzing.

Students are provided with opportunities to experience live performances by professionals during and outside of the school day. A limited amount of time outside of the school day may be scheduled for dress rehearsals and performances. In addition, a limited number of public performances may serve as a culmination of daily rehearsal and music goals. Students must participate in performance opportunities, outside of the school day, that support and extend the learning in the classroom. Student participants must also be receiving instruction in another band or orchestra class offering, at the discretion of the director.

MARCHING BAND (4162)

Classification: Regular

Prerequisite: Woodwind, Brass, and Percussion students must be enrolled in a concert band. Color Guard students must enroll in Dance Performance class.

Open To: 9, 10, 11, and 12

Credit: 1 RW

The Marching Band represents the high school at local, state, regional, and national competitions during the fall season. The band also performs at home football games and in area parades. All instrumental and percussion students are encouraged to join this group. Woodwind, Brass, and Percussion students must enroll in a concert band in order to participate in marching band.. Color Guard students must enroll in Dance Performance Class in order to participate. Students should be aware that the Marching Band rehearses approximately five weeks during the summer and before/after school in the fall. Students are required to attend all summer and fall rehearsals and performances unless excused by the Director of Bands. Students must be in good physical condition to participate in this group. Please note: Parents should be aware of the financial responsibilities involved with the Marching Band. Required fees for the Marching Band cover the following expenses: Uniform rental and cleaning, contest entry fees, travel, show design, and other incidental expenses. The marching band fees will be announced prior to auditions each year. *Students may apply for a 9th grade PE II waiver for participation in this class.*

DANCE PERFORMANCE (L) (4146)

Marching Band Color Guard/Winter Guard 1-2

Classification: Regular (852-853)

Prerequisite: Audition

Open To: 9, 10, 11, and 12

Credit: 2 RW

This is a performance course that is a direct extension of the band program. This course is only open to members of the Marching Band Color Guard (Flag, Rifle, and Saber) during 1st semester and Winter Guard during 2nd semester. Sequential and systematic learning experiences are provided in the area of equipment work (Flag, Rifle, and Saber) and Ballet, Modern, and Jazz movement. Activities utilize a wide variety of materials and experiences and are designed to develop techniques appropriate within the Color Guard genre, including individual and group instruction in performance repertoire and skills. Students develop the ability to express their thoughts, perceptions, feelings, and images through movement. The Marching Band Color Guard and Winter Guard provide opportunities for students to experience degrees of physical prowess, technique, flexibility, and the study of Color Guard performance as an artistic discipline and as a form of artistic communication. Learning activities and experiences develop the student's ability to:

- understand the body's physical potential, technical functions, and capabilities;
- understand and assimilate the basic elements of technique within the genre offered;
- demonstrate an understanding of the varied styles within the genre;
- develop listening, comprehension, and memorization skills;
- use simple to complex and compound dance patterns within the genre;
- identify and use, both orally and in writing, appropriate terminology related to style and technique;
- understand musical phrasing, rhythmic structures, and meters.

Students are able to describe, analyze, interpret, and judge live and recorded dance performances of professional dancers and companies in the genre. Students become aware of the vocational opportunities in the areas of Color Guard and dance. *Students may apply for a 9th grade PE II waiver for participation in this class.*

CHOIR DIVISION:

Participation in the Choir Division of the Performing Arts Department is open to all students. Anyone who enjoys singing will be placed in a choral organization; however, students must audition for the directors so they can be placed in the most appropriate organization to meet their musical needs and abilities. Auditions for choral organizations are held in the spring each year for placement in the following year's groups. Due to limited registrations, students who audition late cannot be promised placement in advanced groups. Exceptions will be made only at the discretion of the directors.

Activity Fees: Each member of the Choir Division will be assessed a fee of \$25.00 per school year. (Additional \$10.00 for students enrolled in Musical Arts). This service fee covers the costs of music folders, music rental and replacement, etc., and will be collected during the first week of school. Please note: In addition to the activity fee, parents should also be aware of the costume and shoe financial responsibilities involved with the choir that cover uniform rental and cleaning, and other incidental expenses. Costume and shoe fees will be announced prior to auditions each year.

BEGINNING CHORUS (L) (4182)

Expressions 1-2

Classification: Regular

Prerequisite: None

Open to: 9, 10, 11, 12

Credit: 2 RW

Students taking Beginning Chorus (Expressions) develop musicianship and specific performance skills through ensemble and solo singing. Expressions is a non-auditioned treble choir of students primarily in grade nine. Activities create the development of a quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Expressions provides instruction in creating, performing, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter. Beginning instruction of vocal technique and music theory will be a primary focus. Students have the opportunity to experience live performances by professionals during and outside of the school day. A limited amount of time, outside 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 music goals. Students must participate in performance opportunities, outside of the school day, that support and extend learning in the classroom.

Expressions perform on all Choral Division concerts as well as a limited number of public appearances. Students are strongly encouraged to participate in Beginning Chorus for future placement in Intermediate and Advanced Chorus courses.

BEGINNING CHORUS (L) (4182)

Counterpoints 1-2

Classification: Regular

Prerequisite: None

Open to: 9, 10, 11, 12

Credit: 2 RW

Students taking Beginning Chorus (The Counterpoints) develop musicianship and specific performance skills through ensemble and solo singing. The Counterpoints is a non-auditioned tenor/bass choir of students primarily in grade nine. Activities create the development of a quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. The Counterpoints provides instruction in creating, performing, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter. Beginning instruction of vocal technique and music theory will be a primary focus. Students have the opportunity to experience live performances by professionals during and outside of the school day. A limited amount of time, outside 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 music goals. Students must participate in performance opportunities, outside of the school day, that support and extend learning in the classroom.

The Counterpoints perform on all Choral Division concerts as well as a limited number of public appearances. Students are strongly encouraged to participate in Beginning Chorus for future placement in Intermediate and Advanced Chorus courses.

INTERMEDIATE CHORUS (L) (4186)

Blue and Gold Company 1-2

Classification: Regular

Prerequisite: Audition

Open to: 10, 11, and 12

Credit: 2 RW

Intermediate Chorus (Blue and Gold Company) provides students with opportunities to develop musicianship and specific performance skills through ensemble and solo singing. Blue and Gold Company is a mixed choir of students in grades 10 through 12 focusing on concert choir repertoire. Activities create the development of a quality repertoire of an intermediate level reflecting the diverse styles of choral literature appropriate in difficulty and range for the students. Blue and Gold Company provides instruction in creating, performing, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter. Additional emphasis is placed on sight-reading, critical listening skills, vocal technique, and music theory. Students have the opportunity to experience live performances by professionals during and outside of the school day. A limited amount of time, outside 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 music goals. Students must participate in performance opportunities, outside of the school day, that support and extend learning in the classroom.

Blue and Gold Company perform on all Choral Division concerts as well as a limited number of public appearances.

INTERMEDIATE CHORUS (4186)

Rhapsody 1-2

Classification: Regular

Prerequisite: Audition

Open to: 10, 11, and 12

Credit: 2 RW

Intermediate Chorus (Rhapsody) provides students with opportunities to develop musicianship and specific performance skills through ensemble and solo singing. Rhapsody is a treble choir of students in grades 10 through 12. Activities create the development of a quality repertoire of an intermediate level reflecting the diverse styles of choral literature appropriate in difficulty and range for the students. Rhapsody provides instruction in creating, performing, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter. Additional emphasis is placed on sight-reading, critical listening skills, vocal technique, and basic stage movement. Students have the opportunity to experience live performances by professionals during and outside of the school day. A limited amount of time, outside 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 music goals. Students must participate in performance opportunities, outside of the school day, that support and extend learning in the classroom.

Rhapsody performs on all Choral Division concerts as well as a limited number of public appearances.

INTERMEDIATE CHORUS (L) (4186)

Allegro 1-2

Classification: Regular

Prerequisite: Audition

Open to: 10, 11, and 12

Credit: 2 RW

Intermediate Chorus (Allegro) provides students with opportunities to develop musicianship and specific performance skills through ensemble and solo singing. Allegro is a treble choir of students in grades 10 through 12. Activities create the development of a quality repertoire of an intermediate level reflecting the diverse styles of choral literature appropriate in difficulty and range for the students. Allegro provides instruction in creating, performing, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter. Additional emphasis is placed on sight-reading, critical listening skills, vocal technique, and basic stage movement. Students have the opportunity to experience live performances by professionals during and outside of the school day. A limited amount of time, outside 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 music goals. Students must participate in performance opportunities, outside of the school day, that support and extend learning in the classroom.

Allegro performs on all Choral Division concerts as well as a limited number of public appearances.

INTERMEDIATE CHORUS (L) (4186)

Encores/Greyhound Sound 1-2

Classification: Regular

Prerequisite: Audition

Open to: 10, 11, and 12

Credit: 2 RW

Intermediate Chorus (Greyhound Sound) provides students with opportunities to develop musicianship and specific performance skills through ensemble and solo singing. Greyhound Sound is a tenor/bass choir of students in grades 10 through 12. Activities create the development of a quality repertoire of an intermediate level reflecting the diverse styles of choral literature appropriate in difficulty and range for the students. Greyhound Sound provides instruction in creating, performing, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter. Additional emphasis is placed on sight-reading, critical listening skills, vocal technique, and basic stage movement. Students have the opportunity to experience live performances by professionals during and outside of the school day. A limited amount of time, outside 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 music goals. Students must participate in performance opportunities, outside of the school day, that support and extend learning in the classroom.

Greyhound Sound performs on all Choral Division concerts as well as a limited number of public appearances.

INTERMEDIATE CHORUS (4186)

New Edition 1-2

Classification: Regular

Prerequisite: Audition

Open to: 10, 11, and 12

Credit: 2 RW

Intermediate Chorus (New Edition) provides students with opportunities to develop musicianship and specific performance skills through ensemble and solo singing. New Edition is a mixed choir of students in grades 10-12 focusing on show choir literature. Activities create the development of a quality repertoire of an intermediate level reflecting diverse styles of choral literature appropriate in difficulty and range for the students. New Edition provides instruction in creating, performing, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter. Additional emphasis is placed on sight-reading, critical listening skills, vocal technique, and higher level stage movement. Students have the opportunity to experience live performance by professionals during and outside the school day. A limited amount of time outside 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 music goals. Students must participate in performance opportunities outside of the school day that support and extend learning in the classroom.

New Edition performs at all Choral Division concerts as well as a limited number of public appearances.

ADVANCED CHORUS (L) (4186)

Select Sound 1-2

Classification: Regular

Prerequisite: Audition

Open to: 10, 11, and 12

Credit: 2 RW

Advanced Chorus (Select Sound) provides students with opportunities to develop musicianship and specific performance skills through ensemble and solo singing. Select Sound is a mixed choir of students in grades 10 through 12 focusing on acapella singing. Activities create the development of a quality repertoire of an advanced level reflecting the diverse styles of choral literature appropriate in difficulty and range for the students. Select Sound provides instruction in creating, performing, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter. Additional emphasis is placed on sight-reading, critical listening skills, vocal technique, and music theory. Students have the opportunity to experience live performances by professionals during and outside of the school day. A large amount of time, outside the school day, may be scheduled for dress rehearsals and performances. A large number of public performances may serve as a culmination of daily rehearsal and music goals. Students must participate in performance opportunities, outside of the school day, that support and extend learning in the classroom.

Select Sound performs on all Choral Division concerts as well as a large number of public appearances.

ADVANCED CHORUS (L) (4188)

Accents 1-2

Classification: Honors

Prerequisite: Audition

Open to: 10, 11, and 12

Credit: 2 FW

Students taking Advanced Chorus (The Accents) develop musicianship and specific performance skills through ensemble and solo singing. The Accents is a treble show/concert choir comprised of highly proficient vocal music students in grades 10 through 12. Mastery of basic vocal technique must be evident. Activities create the development of a quality repertoire of the highest caliber in the diverse styles of choral literature appropriate in difficulty and range for the students. Areas of refinement include a cappella singing, sight-reading, and critical listening skills. The Accents provides instruction in creating, performing, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter. Advanced training is offered in stage presence, movement, and poise. Students have the opportunity to experience live performances by professionals during and outside of the school day. A limited amount of time, outside 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 music goals. Students must participate in performance opportunities, outside of the school day, that support and extend learning in the classroom.

The Accents perform on all Choral Division concerts as well as public appearances and demonstrate a serious commitment to quality vocal and visual performance. A realistic and appropriate amount of rehearsal time outside the classroom commensurate with such a level will be scheduled. *Students may apply for a 9th grade PE II waiver for participation in this class.*

ADVANCED CHORUS (L) (4188)

Ambassadors 1-2

Classification: Honors

Prerequisite: Audition

Open to: 10, 11, and 12

Credit: 2 FW

Students taking Advanced Chorus (The Ambassadors) develop musicianship and specific performance skills through ensemble and solo singing. The Ambassadors is a mixed show/concert choir comprised of highly proficient vocal music students, generally limited to juniors and seniors. Mastery of basic vocal technique must be evident. Activities create the development of a quality repertoire of the highest caliber in the diverse styles of choral literature appropriate in difficulty and range for the students. Areas of refinement include a cappella singing, sight-reading, and critical listening skills. The Ambassadors provides instruction in creating, performing, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter. Advanced training is offered in stage presence, movement, and poise. Students have the opportunity to experience live performances by professionals during and outside of the school day. A limited amount of time, outside 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 music goals. Students must participate in performance opportunities, outside of the school day, that support and extend learning in the classroom.

The Ambassadors perform on all Choral Division concerts as well as public appearances and demonstrate a serious commitment to quality vocal and visual performance. A realistic and appropriate amount of rehearsal time outside the classroom commensurate with such a level will be scheduled. *Students may apply for a 9th grade PE II waiver for participation in this class.*

APPLIED MUSIC (L) (4200)

Musical Arts 1-2

Classification: Regular

Prerequisite: Audition and Permission of Director

Open to: 10, 11, and 12

Credit: 2 RW

Applied Music (Musical Arts) offers students the opportunity to receive small group or private instruction designed to develop vocal performance skills. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. A variety of music methods and repertoire, including art songs, musical theater, pop, and jazz, is utilized to refine students' abilities in listening, analyzing, interpreting, and performing. Instruction is offered in basic vocal technique, musical theater history, microphone usage, and audition skills. A weekend workshop and Broadway show tour in New York City occurs in January and is optional for each student. (Extra fees for the trip are charged separately.) *Fee: \$40.00*

ORCHESTRA DIVISION:

The Orchestra Division of the CHS Performing Arts Department is open to all string students, and selected wind and percussion students. Students must audition for placement in the orchestra class that will be most appropriate to meet their musical needs and abilities. Auditions will be held in the spring of each year for placement in the following year's groups. Students who audition late (after the first scheduling computer run in March) cannot be guaranteed placement in the advanced ensembles. Exceptions will be made only at the discretion of the Directors. The CHS Orchestras will represent Carmel High School on concert tours, community concerts, and the ISSMA District and State Competitions.

Activity Fee: A \$25.00 activity fee will be assessed to all students participating in orchestra. This money is used for music rental & replacement, etc. The fee is due during the first week of school.

BEGINNING ORCHESTRA (L) (4166)

Concert Orchestra 1-2

Classification: Regular

Prerequisite: None

Open to: Grade 9

Credit: 2 RW

Ensemble and solo activities are designed to develop elements of developing musicianship.

Experiences include, but are not limited to, improvising, conducting, playing by ear, and sight-reading. Students will have opportunities to experience live performances by professional musicians during and outside of the school day. Time outside 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.

Students must perform, with expression and technical accuracy, a large and varied repertoire of orchestral literature that is developmentally appropriate. Evaluations of music and music performances are included.

INTERMEDIATE ORCHESTRA (L) (4172)

Sinfonia Orchestra 1-2

Classification: Regular

Prerequisite: None

Open to: Grades 10, 11, 12

Credit: 2 RW

Ensemble and solo activities are designed to develop elements of intermediate musicianship.

Experiences include, but are not limited to, improvising, conducting, playing by ear, and sight-reading. Students will have opportunities to experience live performances by professional musicians during and outside of the school day. Time outside 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.

Students must perform, with expression and technical accuracy, a large and varied repertoire of orchestral literature that is developmentally appropriate. Evaluations of music and music performances are included.

INTERMEDIATE ORCHESTRA (L) (4172)

Festival Orchestra 1-2

Classification: Regular

Prerequisite: Audition

Open to: Grade 10-12

Credit: 2 RW

Ensemble and solo activities are designed to develop elements of developing musicianship.

Experiences include, but are not limited to, improvising, conducting, playing by ear, and sight-reading. Students will have the opportunities to experience live performances by professional musicians during and outside of the school day. Time outside the school day may be scheduled for dress rehearsal 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.

Students must perform, with expression and technical accuracy, a large and varied repertoire of orchestra literature that is developmentally appropriate. Evaluations of music and music performances are included.

ADVANCED ORCHESTRA (L) (4174)

Philharmonic Orchestra 1-2

Classification: Regular

Prerequisite: Audition

Open to: Grades 10, 11, 12

Credit: 2 FW

Ensemble and solo activities are designed to develop advanced elements of musicianship.

Experiences include, but are not limited to, improvising, conducting, playing by ear, and sight-reading. Students will have opportunities to experience live performances by professional musicians during and outside of the school day. Time outside 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.

Students must perform, with expression and technical accuracy, a large and varied repertoire of orchestral literature that is developmentally appropriate. Evaluations of music and music performances are included.

The Philharmonic Orchestra will perform at least four major concerts during the school year. Additionally, the Philharmonic Orchestra will participate in Concert Tours, Festivals, and the ISSMA State and District Contests. Philharmonic Orchestra students are required to attend regularly scheduled evening rehearsals, as well as extra rehearsals, which may be needed to insure musically successful performances. Private lessons are strongly encouraged for successful participation in this ensemble.

ADVANCED ORCHESTRA (L) (4174)

Symphony Orchestra 1-2

Classification: Regular

Prerequisite: Audition

Open to: Grades 10, 11, 12

Credit: 2 FW

Ensemble and solo activities are designed to develop advanced elements of musicianship.

Experiences include, but are not limited to, improvising, conducting, playing by ear, and sight-reading. Students will have opportunities to experience live performances by professional musicians during and outside of the school day. Time outside 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.

Students must perform, with expression and technical accuracy, a large and varied repertoire of orchestral literature that is developmentally appropriate. Evaluations of music and music performances are included.

The Symphony Orchestra will perform on at least four major concerts during the school year. Additionally, the Symphony Orchestra will participate in Concert Tours, Festivals, and the ISSMA State and District Contests. Symphony Orchestra students are required to attend regularly scheduled evening rehearsals, as well as extra rehearsals, which may be needed to ensure musically successful performances. Private lessons are strongly encouraged for successful participation in this ensemble.

ADVANCED ORCHESTRA (L) (4174)

Symphony Orchestra with Winds and Percussion 1-2

Classification: Regular

Prerequisite: Audition

Open to: Grades 10, 11, 12

Credit: 2 RW

Ensemble and solo activities are designed to develop advanced elements of musicianship.

Experiences include, but not limited to: tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, and studying historically significant styles of literature. Experiences include, but are not limited to, improvising, conducting, playing by ear, and sight-reading. Students will have opportunities to experience live performances by professional musicians during and outside of the school day. 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. Students must perform, with expression and technical accuracy, a large and varied repertoire of orchestral literature that is developmentally appropriate. Evaluations of music and music performances are included. The Symphony Orchestra will perform at least four major concerts during the school year. Additionally, the Symphony Orchestra will participate in Concert Tours, Festivals, and the ISSMA State and District Contests. Symphony Orchestra students are required to attend regularly scheduled evening rehearsals, as well as extra rehearsals, which may be needed to ensure musically successful performances.

ADVANCED ORCHESTRA (L) (4174)

Camerata 1-2

Classification: Honors

Prerequisite: Audition

Open to: 10, 11, and 12

Credit: 2 FW

This is a small string ensemble of highly proficient players. Participation will generally be limited to juniors and seniors. Sophomores may be selected in exceptional cases at the discretion of the director.

Students taking this course are provided with a balanced comprehensive study of music through both string and full orchestra experiences, which is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Ensemble and solo activities are designed to develop advanced elements of musicianship.

Experiences include, but are not limited to, improvising, conducting, playing by ear, and sight-reading. Students will have opportunities to experience live performances by professional musicians during and outside of the school day. 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.

Camerata students will perform in the Symphony Orchestra. The Symphony Orchestra will perform at least four major concerts during the school year. Additionally, the Symphony Orchestra will participate in Concert Tours, Festivals, and the ISSMA State and District Contests. Symphony Orchestra students are required to attend regularly scheduled evening rehearsals, as well as extra rehearsals, which may be needed to ensure musically successful performances. Private lessons are strongly encouraged for successful participation in this ensemble.

IB MUSIC SL & HL (4214 SL/4212 HL)

Classification: International Baccalaureate

Prerequisite: simultaneously enrolled in ensemble group (band, choir, or orchestra)

Open to: 11 & 12

Credit: course credit is tied to student's ensemble

IB Music Standard Level and Higher Level is a two year endeavor by students to develop knowledge and potential as musicians, both personally and collaboratively. IB Music students will enroll in one of our bands, choirs, or orchestras. In these ensembles, students will look at music as researchers, creators, and performers. Students are required to study musical perception and actively listen to a wide range of music from different parts of the world, musical cultures, and time periods. They also develop aural perception and understanding of music by learning about musical elements, including form and structure, notations, musical terminology, and context. Through the course of study, students become aware of how musicians work and communicate. IB Music students will create a portfolio over two years of their musical work and submit 3 assessments (Standard Level) or 4 assessments (Higher Level) pieces to IB for grading.

THEATRE AND FILM DIVISION:

Participation in the Drama Division of the CHS Performing Arts Department is open to all students. Theatre, Film and Theatre Technology students will be encouraged to participate in extracurricular theatrical and film productions and all students are encouraged to work toward induction into The International Thespian Society. Placement in advanced theatre courses requires an audition. International Baccalaureate classes are two-year courses.

Activity Fee: A student fee of \$10.00 will be assessed to each student enrolled in a Theatre, Film or Theatre Technology class. The money is used for, but not restricted to, tickets to professional productions, workshops, guest artists, scripts, technology guide books, and theatrical supplies. The fee will be due at the beginning of the school year and is payable to Carmel High School.

THEATRE ARTS 1-2 (L) (4242)

Classification: Regular

Prerequisite: None

Open to: 9, 10, 11, and 12

Credit: 2 RW

Students enrolled in this full year course will develop acting skills such as improvisation, improving the voice, stage combat and acting for the camera. They will create scripts, conceive scenic designs, and analyze plays. These activities should incorporate elements of theatre history, culture, analysis, response, creative process and integrated studies. Additionally, students explore career opportunities in the theatre, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community.

Theatre Arts students are required to audition for at least one production during this course to gain experience. Students will be required to see all Carmel High School dramatic productions performed during this course and write play review papers accordingly. Students will be encouraged to participate in the extra- curricular theatre program both as performers and stage technicians.

ADVANCED THEATRE ARTS 1-2 (L) (4240)

Classification: Regular

Prerequisite: Theatre Arts 1-2 and audition

Open to: 10, 11, and 12

Credit: 2 RW

Students enrolled in Advanced Theatre Arts will further develop acting skills through monologues, scenes, improvisation and script analysis. They will create scenic designs for existing plays and will build characters through observation, improvisation and script analysis. They will also have the opportunity to participate in the Young Authors project in which students will adapt elementary school stories and produce them for the elementary audience. These activities should incorporate elements of theatre history, culture, analysis, response, creative process and integrated studies.

Additionally, students explore careers in theater arts and begin to develop a portfolio of their work. Students also attend and critique theatre productions and identify ways to support the theatre in their community.

Advanced Theatre Arts students are required to prepare and audition for at least two Carmel High School productions to gain experience. In addition, they are required to gain backstage experience on a crew; as well as attend all Carmel High School productions performed during the course and write play reviews accordingly.

ADVANCED ACTING 1-2 (L) (4250)

Classification: Regular

Prerequisite: Advanced Theatre Arts 1-2 and audition

Open to: 10, 11, and 12

Credit: 2 RW

Students enrolled in Advanced Acting will research, create, and perform characters through script analysis, observation, collaboration and rehearsal. Activities include the production of original scenes for the Red Ribbon Players and exploring the skills of a director. These activities should incorporate elements of theatre history, culture, analysis, response, creative process and integrated studies.

Advanced Acting students are required to prepare and audition for at least two Carmel High School productions. In addition, they are expected to learn leadership skills and are encouraged to take an active role in extracurricular productions both as a performer and technician. They are required to attend all Carmel High School productions performed during the course and write play reviews accordingly.

THEATRE PRODUCTION 1-2 (L) (4248)

Classification: Regular

Prerequisite: Advanced Acting 1-2 and audition

Open to: 12

Credit: 2 RW

Students enrolled in Theatre Production will take on responsibilities associated with rehearsing and presenting a fully-mounted theatre production. They will read and analyze plays to prepare for production; conceive and realize a design for a production, including set, lighting, sound and costumes; rehearse and perform roles in a production; and direct or serve as assistant director for a production. Various acting, directing and design approaches will be explored and utilized. These activities should incorporate elements of theatre history, culture, analysis, response, creative process and integrated studies.

Theatre Production students are required to prepare and audition for all Carmel High School productions. In addition, they are expected to develop their leadership skills and are required to take a leadership role in extracurricular productions both as a performer and a crew head. They are required to attend all Carmel High School productions performed during the course and write play reviews accordingly.

TECHNICAL THEATRE 1-2 (L) (4244)

Classification: Regular

Prerequisite: None

Open to: 9, 10, and 11

Credit: 2 RW

Students enrolled in Technical Theatre will actively engage in the process of designing, building, managing, and implementing the technical aspects of a production. These activities should incorporate elements of theatre history, culture, analysis, response, creative process and integrated studies.

Additionally, students explore career opportunities in the theatre, attend and critique theatrical productions and recognize the responsibilities and the importance of individual theatre patrons in their community. Students will be required to work at least 25 hours after school per semester.

ADVANCED TECHNICAL THEATRE 1-2 (L) (4252)

Classification: Regular

Prerequisite: Technical Theatre 1-2 and Permission of Instructor

Open to: 10, 11, and 12

Credit: 2 RW

Students enrolled in Advanced Technical Theatre will actively lead and supervise in the process of designing, building, managing, programming, drafting and implementing the technical aspects of a production. These activities should incorporate elements of theatre history, culture, analysis, response, creative process and integrated studies.

Additionally, students investigate technical theater careers and then develop a plan for potential employment or further education through audition, interview or presentation of a portfolio. Students also attend and critique theatrical productions and volunteer to support theatre in their community. Students will be required to work at least 35 hours after school per semester.

Advanced Technical Theatre students begin to lead projects which may mandate additional time management.

ADVANCED THEATRE ARTS (L) (4240)

Advanced Theatre Management 1-2

Classification: Regular

Prerequisite: Advanced Technical Theatre 1-2 and Permission of Instructor

Open to: 11, 12

Credit: 2 RW

Students enrolled in Advanced Theatre Arts will actively lead and supervise in the process of designing, building, managing, programming, drafting and implementing the technical aspects of a production. These activities should incorporate elements of theatre history, culture, analysis, response, creative process and integrated studies.

Additionally, students investigate technical theater careers and then develop a plan for potential employment or further education through audition, interview or presentation of a portfolio. Students also attend and critique theatrical productions and volunteer to support theatre in their community.

Students will be required to work at least 50 hours after school per semester. Advanced Theatre Management students are expected to manage projects and this will mandate additional time management.

ADVANCED THEATRE ARTS (L) (4240)

Advanced Theatre Design 1-2

Classification: Regular

Prerequisite: Advanced Theatre Management 1-2 and Permission of Instructor;

Open to: 12

Credit: 2 RW

Students enrolled in Advanced Theatre Design will actively lead and supervise in the process of designing, building, managing, programming, drafting and implementing the technical aspects of a production. These activities should incorporate elements of theatre history, culture, analysis, response, creative process and integrated studies.

Students will be required to work after school in leadership positions. Advanced Theatre Design students must serve as designers, crew heads, stage managers, student technical directors.

IB THEATER ARTS SL & HL (4264/4262)

Classification: International Baccalaureate

Prerequisite: none

Open to: 11 & 12

Credit: 4 semester course, 1 credit earned per semester (2 year course), Full Weight

Theater Arts SL and HL involves the development of performance skills through working on devised and scripted scenes, working collaboratively in an ensemble, exploring new performance techniques, acting techniques and characterization. Students will also study drama from the point of view of the director and will investigate methods of turning a script into performance. Students will reflect upon personal and universal concerns revealed in dramatic literature from other cultures and develop a global perspective. Specifically, students will focus on ways that theatre and those who work in all aspects of theatre reflect and influence culture. Students will apply their practical and theoretical studies to at least two productions. Students electing to pursue the Higher Level Theatre Arts course will also need to complete the Individual Project. This project requires the student to complete a practical study based on his/her own interest of a specific aspect of theatre. Curriculum and assessments within this course are designed to prepare students for International Baccalaureate's evaluation of their work.

IB FILM SL & HL (4272/ 4270)

Classification: International Baccalaureate

Prerequisite: none

Open to: 11 & 12

Credit: 4 semester course, 1 credit earned per semester (2 year course), Full Weight

Film SL and HL are designed to provide students with opportunities to explore film as an art form and to understand how it differs from, and at the same time incorporates, other art forms. Students will study film history of more than one culture, analyze, interpret, and critique film texts. As well students will work to understand and participate in the processes involved in film productions. Students will also produce their own films. Film SL and HL are forums for students to make sense of the world around them and to use film to develop ideas, think critically, and reflect on their place within an international community in a collaborative setting. Film HL is a more sophisticated study of these concepts. Curriculum and assessments within this course are designed to prepare students for International Baccalaureate's evaluation of their work.

PIANO/MUSIC THEORY DIVISION:

Participation in the Piano/Music Theory Division of the Performing Arts Department is open to all students. Anyone who wishes to learn basic piano skills or learn advanced musical theory concepts is welcome. Students who have completed beginning piano may automatically enroll in intermediate piano, anyone who feels they should be directly admitted to intermediate piano must audition for the director. Exceptions will be made only at the discretion of the director.

PIANO AND ELECTRONIC KEYBOARD (L) (4204)

Beginning Class Piano 1-2

Classification: Regular

Prerequisite: none

Open to: 9, 10, 11, and 12

Credit: 2 RW

Students taking this course are offered keyboard classes, including piano and electronic keyboard, in order to develop music proficiency and musicianship. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Students: (1) perform with proper posture, hand position, fingering, rhythm, and articulation; (2) compose and improvise melodic and harmonic material; (3) create and perform simple accompaniments; (4) listen to, analyze, sight-read, and study the literature performed; (5) study the elements of music as exemplified in a variety of styles; and (6) make interpretive decisions.

PIANO AND ELECTRONIC KEYBOARD (L) (4204)

Intermediate Class Piano 1-2

Classification: Regular

Prerequisite: Beginning Class Piano or Audition/Permission of Instructor

Open to: 10, 11, and 12

Credit: 2 RW

Students taking this course are offered keyboard classes, including piano and electronic keyboard, in order to develop music proficiency and musicianship. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Students: (1) perform with proper posture, hand position, fingering, rhythm, and articulation; (2) compose and improvise melodic and harmonic material; (3) create and perform simple accompaniments; (4) listen to, analyze, sight-read, and study the literature performed; (5) study the elements of music as exemplified in a variety of styles; and (6) make interpretive decisions.

PIANO AND ELECTRONIC KEYBOARDING (L) (4204)

Advanced Class Piano 1-2

Classification: Regular

Prerequisite: Intermediate Class Piano or Audition/Permission of Instructor

Class Piano 1-2

Open to: 10, 11, and 12

Credit: 2 RW

Students taking Advanced Piano develop skills through ensemble and solo playing. Mastery of basic piano technique must be evident. Instruction creates the development of the highest caliber in the diverse styles of piano literature appropriate in difficulty for the students. Instruction is designed so that students are able to connect, examine, imagine, define, try, extend, refine, and integrate music study into their other subject areas. Students: (1) perform with proper posture, hand position, fingering, rhythm, and articulation; (2) compose and improvise melodic and harmonic material; create and perform intermediate accompaniments; (4) listen to, analyze, sight-read, and study the literature performed. Class recital is given the second semester serving as a culmination of daily practice and musical goals. Students are required to participate.

MUSIC THEORY AND COMPOSITION (L) (4208)

Music Theory 1-2

Classification: Regular

Prerequisite: Permission of instructor

Open To: 9, 10, 11, and 12

Credit: 2 RW

Students taking this course develop skills in the analysis of music and theoretical concepts. Students: (1) develop ear training and dictation skills, (2) compose works that illustrate mastered concepts, (3) understand harmonic structures and analysis, (4) understand modes and scales, (5) study a wide variety of musical styles, (6) study traditional and nontraditional music notation and sound sources as tools for musical composition, and (7) receive detailed instruction in other basic elements of music. Students have the opportunity to experience live performances, by professionals, during and outside of the school day.

PHYSICAL EDUCATION

Courses in the Physical Education department include both physical education and health courses. Health courses educate students to become health literate individuals who possess the skills and knowledge to lead healthy, active lives. Physical Education courses help develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of physical activity.

HEALTH AND WELLNESS EDUCATION (3506)

Classification: Regular

Prerequisite: None

Open to: 9 & 10 (recommended), 11, 12

Credit: 1 RW

Students are provided opportunities to explore the effect of health behaviors on an individual's quality of life. This course assists students in understanding health is a lifetime commitment by analyzing individual risk factors and wellness decisions that promote health and prevent disease. Students are also encouraged to assume individual responsibility for becoming competent health consumers. Class discussions, group activities, individual assignments and guest speakers are included to develop sound health principles.

PHYSICAL EDUCATION I (3542)

Classification: Regular

Prerequisite: None

Open to: 9 & 10 (recommended), 11, 12

Credit: 1 RW

This course emphasizes health-related fitness and helps develop skills and habits necessary for a lifetime of physical activity. Skill development, application of rules and strategies in a variety of activities are included (activities are different from P.E. II). A Carmel Clay Schools P.E. uniform and a heart rate strap are required.

PHYSICAL EDUCATION II (3544)

Classification: Regular

Prerequisite: None

Open to: 9 & 10 (recommended), 11, 12

Credit: 1 RW

This course emphasizes health-related fitness and helps develop skills and habits necessary for a lifetime of physical activity. Skill development, application of rules and strategies in a variety of activities are included (activities are different from P.E. I). A Carmel Clay Schools P.E. uniform and a heart rate strap are required.

PHYSICAL EDUCATION II (ALTERNATIVE)

(3544)

Classification: Regular

Open to: 9, 10

Credit: 1 RW

Students may earn course credit by participating in the following alternative activities: marching band, Ambassadors, Accents, Coquettes, Charisma, cheerleading, or a Carmel High School varsity sport.. Students in a fall sport/activity should sign up for the fall course. Students in a winter sport/activity should sign up for the winter/spring course. Students must participate in at least 90% of group activities (injury free), or 66% due to major injury (CHS Athletic Trainer or physician signature required). Activities must be completed before the start of the junior year unless otherwise approved by the P.E department chair and counselor.

APPLIED PHYSICAL EDUCATION 1-2 (3542 and 3544))

Classification: Special Services

Prerequisite: IEP Placement or permission of PE Department Chair

Open to 9, 10, 11, 12

Credit: 1 RW

Counts as a Physical Education requirement for the Certificate of Completion.

Applied Physical Education I-2 focuses on instructional strategies through a planned, sequential and comprehensive physical education curriculum which provides students with opportunities to actively participate in at least four of the following: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all which are within the framework of lifetime physical activities and fitness. Ongoing assessment includes individual progress and performance-based skill evaluation.

ELECTIVE HEALTH AND PHYSICAL EDUCATION OPTIONS (For Physical Education electives, students must have taken P.E. I and P.E. II, or taken P.E. I and currently enrolled in the P.E. II by alternate means course).

LIFETIME FITNESS (3560)

Classification: Regular

Prerequisite: P.E. I and P.E. II, or taken P.E. I and be currently enrolled in the P.E. II alternative course

Open to 9,10, 11, 12

Credit: 1 RW

This course is designed to foster proficiencies, competition, and fitness in team and individual activities including: soccer, softball, tennis, volleyball, basketball, flag football, pickleball, badminton, golf, archery, and ultimate Frisbee. Students will develop strategies and skills for each activity with an emphasis on lifetime fitness. The uniform is a CHS shirt, athletic shorts and tie tennis shoes.

PHYSICAL CONDITIONING (3560)

Classification: Regular

Prerequisite: P.E. I and P.E. II, or taken P.E. I and be currently enrolled in the P.E. II alternative course

Open to: 9,10, 11, and 12

Credit: 1 RW

This course allows for in-depth work in physical development through various forms of fitness. Strength training and cardiovascular fitness will be emphasized. Some classroom work related to these topics will be included.. The uniform is a CHS t-shirt, athletic shorts, tie tennis shoes, and a heart rate strap.

ADVANCED PHYSICAL CONDITIONING (3560)

Classification: Regular

Prerequisite: P.E. I and P.E. II, or taken P.E. I and be currently enrolled in the P.E. II alternative course

Open to: 9, 10, 11, and 12

Credit: 1 RW

This course allows the student to achieve maximum performance in physical activities and athletics. Designed primarily for the physically active student, this course emphasizes weight training, flexibility, agility, quickness, speed improvement, and cardiovascular endurance. Specific lifts are taught that allow each athlete to enhance athletic performance. Some classroom work related to these topics will be required. Students should be on a current CHS athletic roster in an IHSAA sport. The uniform is a CHS t-shirt, athletic shorts and tie tennis shoes.

PERSONAL FITNESS AND WELLNESS (3560)

Classification: Regular

Prerequisite: P.E. I and P.E. II, or taken P.E. I and be currently enrolled in the P.E. II alternative course

Open to: 9,10, 11, 12

Credit: 1 RW

This course includes the most current fitness activities. Students will develop a personal fitness profile, set personal goals, and learn the importance of including exercise and physical activity in their lives. Fitness activities include aerobics, flexibility training, Pilates, Yoga, exercise walking, and toning. The uniform is a CHS t-shirt, athletic shorts, tie tennis shoes and a heart rate strap.

AQUATIC FITNESS & SPORTS (3560)

Classification: Regular

Prerequisite: P.E.I and P.E. II, or taken P.E. I and be currently enrolled in the P.E. II alternative course

Open to: 9, 10, 11, and 12

Credit: 1 RW

This course introduces students to different forms of aquatic fitness and sports. Students will be exposed to a variety of water activities including water polo, water volleyball, snorkeling, kayaking and water fitness. Students will be able to update their American Red Cross Lifeguard Training and CPR for the Professional Rescuer certifications.

CARDIOVASCULAR DEVELOPMENT (3560)

Classification: Regular

Prerequisite: P.E. I and P.E. II, or taken P.E. I and be currently enrolled in the P.E. II alternative course

Open to: 9,10, 11, 12

Credit: 1 RW

Students in this course will learn the latest trends, methods and techniques of cardiovascular development. This includes examining the five components of fitness, learning proper stretching techniques, improving cardiovascular fitness through running and other activities, and analyzing and applying fitness principles. Students will be setting personal goals and evaluating their fitness ability. The uniform is a CHS t-shirt, athletic shorts, tie tennis shoes and a heart rate strap.

LIFEGUARD CERTIFICATION (3560)

Classification: Regular

Prerequisite: P.E. I and P.E. II, or taken P.E. I and be currently enrolled in the P.E. II alternative course

Open to: 9, 10, 11, and 12 RW (may be taken only once; student must be 15 or turn 15 during the semester)

Credit: 1 RW

Students in this course will have the opportunity to become certified as an American Red Cross Lifeguard. This includes CPR for the Professional Rescuer, Basic First Aid, and learning to use an Automated External Defibrillator. Students will be charged fees for an American Red Cross certification card.

Students must be 15 years of age on or before the end of the semester and successfully complete a swimming assessment consisting of: (1) Swim 300 yards continuously demonstrating the front crawl, breaststroke or a combination of both. (2) Tread water for 2 minutes using only the legs. (3) Complete a timed event within 1 minute, 40 seconds.

Starting in the water, swim 20 yards surface dive, feet- first or head-first, to a depth of 7-10 feet to retrieve a 10 pound object return to the surface and swim 20 yards on the back to return to the starting point with both hands holding the object and keeping the face at or near the surface. You must exit the water without using a ladder or steps.

OUTDOOR EXPLORATION (3560)

Classification: Regular

Prerequisite: P.E. I and P.E. II, or taken P.E. I and be currently enrolled in the P.E. II alternative course

Open to: 9,10, 11, 12

Credit: 1 RW

This course offers students the opportunity to learn technical skills, implement safe practices, and build confidence as they try something new or hone an existing passion. Course activities (most will be on--site at CHS) include orienteering, team challenges, kayaking, paddle boarding, fishing, physical pursuit games, map and compass reading, first aid and gear maintenance. Students will become skilled and confident in their ability to be lifelong outdoor enthusiasts while fostering social interaction and being aware of the importance of maintaining physical fitness.

SPORTS MEDICINE 1 (3500)

Classification: Regular

Open to: 10, 11, and 12

Prerequisite: Health and Wellness or Interpersonal Relationships

Credit: 1 RW

This course is designed for the student who has an interest in medicine and athletics. The course is a combination of lecture and laboratory experiences, with emphasis in the areas of: kinesiology, exercise physiology, injury recognition and prevention, first-aid, taping techniques, physical conditioning, rehabilitation of injuries, and sports nutrition.

SPORTS MEDICINE II (3500)

Classification: Regular

Prerequisite: Health and Wellness or Interpersonal Relationships, Sports Medicine I

Open to 10, 11, and 12

Credit: 1 RW

Sports Medicine II is designed for students interested in the student athletic program and/or the sports medicine field, and provides a more in-depth study and application of the components of sports medicine including but not limited to: rehabilitative techniques; therapeutic modalities; prevention, recognition, and care of injuries to the upper and lower extremities; drugs in sports; and modern issues in sports medicine. Individualized and independent assignments will be included.

CURRENT HEALTH ISSUES (3508)

Classification: Regular

Prerequisite: Health and Wellness, Interpersonal Relationships

Open to: 10, 11, and 12

Credit 1 RW

This course focuses on emerging trends in health including, but not limited to (1) medical technology (2) local, state, and national health policies (3) health care issues (4) health careers and (5) chronic and communicable diseases. Student selection of topics and individual learning techniques are emphasized.

RECREATIONAL LEADERSHIP (0522)

Classification: Regular

Open to 9, 10, 11, 12

Credit 1 RW

Students will have the opportunity to explore interests in the diverse field of the sports industry. This includes officiating (pursuing Carmel Dad's Club and IHSAA certifications), coaching, sports management including sports marketing, sports psychology, strength and conditioning coaching/personal training and management in the park and recreation field. Students will also learn the process of implementation of new events, teams and opportunities for the community while learning how to develop promotional campaigns with professional resumes.

IB SPORTS, EXERCISE AND HEALTH SCIENCES (3510)

Classification: IB

Credit: 2 semester course, 1 credit earned per semester (1 year course), Full Weight

Prerequisite: Health and Wellness or Interpersonal Relationships

Recommended Prerequisites: Sports Medicine I & II or Anatomy & Physiology, or PLTW: Human Body Systems

IB Sports, Exercise, and Health Science Standard Level involves the science that underpins physical performance and allows students opportunities to apply these principles both through inquiry and experimentation (field and laboratory). Topics covered include anatomy, exercise physiology, energy systems, movement analysis, skill in sport and measurement, and evaluation of human performance. Students are required to do in-depth study of two of the following options: optimizing physiological performance, psychology of sport, physical activity and health, and nutrition for sport, exercise, and health. Students taking this course will also address issues and ethics on an international scale by considering sport, exercise, and health within a global context relevant to the individual. The course is based on the curriculum published by the International Baccalaureate Organization. Curriculum and assessments within this course are designed to prepare students for International Baccalaureate's evaluation of their work. While it is not required that students take the IB Sports, Exercise, and Health SL exam, students will be prepared for that end goal.

APPLIED HEALTH AND WELLNESS EDUCATION (3506)

CLASSIFICATION: Regular

Open to 9, 10, 11, 12

Applied units: 2 maximum

Applied Health & Wellness, a course based on Indiana's Academic Standards for Health & Wellness and provides the basis to help students adopt and maintain healthy behaviors. Health education should contribute directly to a student's ability to successfully practice behaviors that protect and promote health and avoid or reduce health risks. Through a variety of instructional strategies, students practice the development of functional health information (essential concepts); determine personal values that support health behaviors; develop group norms that value a healthy lifestyle; develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors. This course includes the application of priority areas in a planned, sequential, comprehensive health education curriculum. Priority areas include: promoting personal health and wellness, physical activity, and healthy eating; promoting safety and preventing unintentional injury and violence; promoting mental and emotional health, a tobacco-free lifestyle and an alcohol- and other drug-free lifestyle; and promoting human development and family health. This course provides students with the knowledge and skills of health and wellness core concepts, analyzing influences, accessing information, interpersonal communication, decision-making and goal-setting skills, health-enhancing behaviors, and health and wellness advocacy skills. Counts as an Elective or Health & Wellness requirement for the Certificate of Completion

SCIENCE

Indiana Education Roundtable: “Research clearly establishes that a rigorous academic curriculum is the single-most significant factor in determining a student’s success in college.”

All Carmel High School science courses are Core 40 approved.

COURSES AVAILABLE TO FRESHMEN:

Biology I

Biology I, Honors

PLTW - Principles of Biomedical Science

COURSES AVAILABLE TO SOPHOMORES:

Integrated Chemistry – Physics

Earth and Space Science I

Chemistry I

Chemistry I, Honors

PLTW - Principles of Biomedical Science

PLTW - Human Body Systems

COURSES AVAILABLE TO JUNIORS:

All courses listed above except Biology I, Honors Biology, and PLTW Principles of Biomedical Science

Advanced Science, Human Anatomy and Physiology

Advanced Science, Human Genetics

Advanced Science, Zoology

Advanced Science, Botany

Advanced Science, Ecology

Advanced Science, Astronomy

Advanced Science, Meteorology

Advanced Science, Materials Chemistry

Advanced Science, Physical Geology

Advanced Science, Organic and Biochemistry Chemistry

Advanced Placement/ Physics-I

Advanced Placement, Chemistry

Advanced Placement, Biology

Advanced Placement, Environmental Science

International Baccalaureate Biology HL

International Baccalaureate Biology, SL

International Baccalaureate Environmental Systems and Societies, SL

International Baccalaureate Physics SL

International Baccalaureate Physics HL

Project Lead the Way - Human Body Systems

Project Lead the Way - Medical Interventions

COURSES AVAILABLE TO SENIORS:

All courses listed above except Biology I, Honors Biology, PLTW Principles of Biomedical Science and PLTW Human Body Systems

Advanced Placement, Physics-2

Advanced Placement, Physics C

International Baccalaureate Physics SL 3&4

International Baccalaureate Physics HL 3&4

Project Lead the Way - Biomedical Innovations

Advanced Science, Independent Study

BIOLOGICAL SCIENCES**BIOLOGY I (3024)**

Classification: Regular

Prerequisite: None

Open to: 9

Course Length: Two Semesters

Credit: 2 RW

Biology I is a course based on regular laboratory investigations, including study of the characteristics of living organisms as outlined in the Indiana Academic Standards. Students enrolled in Biology I explore the functions and processes of cells, including cellular chemistry, matter and energy cycles, cellular reproduction, and the molecular basis of heredity. In addition, the topics of genetics, biological evolution, and the ecology are explored. Throughout the course, students will gain an understanding of the nature of science including the history and development of biological knowledge. This is a required Core 40 and AHD course. The Biology I Learn will be administered in the spring.

BIOLOGY I, Honors (3024)

Classification: Honors

Prerequisite: Recommendation

Open to: 9

Course Length: Two Semesters

Credit: 2 PW

Honors Biology I provides an in depth study of life at different levels of organization as outlined in the Indiana Academic Standards. All content is covered with an emphasis on the nature of scientific inquiry. Topics include cellular chemistry, cell structure and function, matter and energy cycles, DNA and gene expression, cellular reproduction, genetics, biological evolution, and ecology. Peer collaboration, laboratory investigations, communication of scientific data, and student projects are major components of this course. This is a required Core 40 and AHD course. The Biology I Learn will be administered in the spring.

ADVANCED SCIENCE, Zoology (3092)

Classification: Regular

Prerequisite: Biology

Open to: 11-12

Course Length: One Semester

Credit: 1 RW

This Advanced Science Core 40 course will present an in-depth study of evolutionary relationships used in the classification of organisms into their representative phyla. Students will study comparative embryology, taxonomy, anatomy and physiology of the major phyla of invertebrates and vertebrates. Students will do laboratory work in dissection and histology. The purpose of a study in invertebrate and vertebrate zoology is to expose the students to an evolutionary, embryological, systematic, and physical comparison of phyla of the animal kingdom.

ADVANCED SCIENCE, Botany (3092)

Classification: Regular

Prerequisite: Biology I

Open to: 11-12

Course Length: One Semester

Credit: 1RW

Botany is an upper level science course that will study plant varieties, functions and environmental roles. The course will include laboratory and field work.

ADVANCED SCIENCE, Human Anatomy and Physiology Biology (5276)

Classification: Regular, Career-Technical

Prerequisites: Biology (Bs or better) and Chemistry (Bs or better)

Open to: 11-12

Course Length: Two Semesters

Credits: 2 FW

Human Anatomy and Physiology is the study of the structure and function of the body and how those parts relate to one another. The course begins at the molecular/cellular level and proceeds through the study of tissues and organ systems. Discussions on disease and injuries are an integral part of the course. Dissections of animal organs and a fetal pig will also be performed. This is a college level anatomy and physiology class.

ADVANCED SCIENCE, Human Genetics (3092)

Classification: Regular

Prerequisite: Biology

Open to: 11-12

Course Length: One Semester

Credit: 1 RW

This one-semester course in Human Genetics will include: a review of basic genetics, embryology, human traits and variations, causes and prevention of birth defects, karyotyping, pedigrees, blood groups, cloning, DNA fingerprinting, telomeres and aging, the Human Genome Project, chromosome syndromes and bioethics.

ADVANCED SCIENCE, Ecology (3092)

Classification: Regular

Prerequisite: Biology

Open to: 11-12

Course Length: One Semester

Credit: 1 RW

Ecology is the study of the distribution and abundance of life and interactions between and among organisms and their environment, including the impact of human activities on the natural world. It draws on elements from biology, chemistry, physics, mathematics, and the social sciences. This course is lab and field based. Whenever possible careers related to ecology and relevant case studies will be emphasized.

BIOLOGY, Advanced Placement (3020)

Classification: AP

Prerequisites: Biology and Chemistry

Open to: 11-12

Course Length: Two Semesters

Credit: 2 FW

AP Biology is a challenging course designed for students who may be interested in studying life sciences in college. Topics covered include evolution, ecology, biochemistry, cells, microbiology, animals, plants, and genetics. The AP Biology curriculum centers on four "Big Ideas": 1) The process of evolution drives the diversity and unity of life. 2) Biological systems utilize energy and molecular building blocks to grow, to reproduce and to maintain homeostasis. 3) Living systems store, retrieve, transmit and respond to information essential to life processes. 4) Biological systems interact, and these systems and their interactions possess complex properties.

PLTW, Principles of Biomedical Science (5218)

Classification: PLTW

Prerequisite: None

Open to: 9-10

Course Length: Two Semesters

Credit: 2 FW

In this course, students explore concepts of biology and medicine as they take on roles of different medical professionals to solve real-world problems. Over the course of the year, students are challenged in various scenarios including investigating a crime scene to solve a mystery, diagnosing and proposing treatment to patients in a family medical practice, to tracking down and containing a medical outbreak at a local hospital, stabilizing a patient during an emergency, and collaborating with others to design solutions to local and global medical problems.

PLTW, Human Body Systems (5216)

Classification: PLTW

Prerequisite: Principles of Biomedical Science

Open to: 10-11

Course Length: Two Semesters

Credit: 2 FW

Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Exploring science in action, students build organs and tissues on a skeletal Maniken®; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases.

PLTW, Medical Interventions (5217)

Classification: PLTW

Prerequisites: Principles of Biomedical Science and Human Body Systems

Open to: 11-12

Course Length: Two Semesters

Credit: 2 FW

Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

PLTW, Biomedical Innovations (5219)

Classification: PLTW

Prerequisites: Strong grades in PBS, HBS and Medical Innovations

Open to: 12

Course Length: Two Semesters

Credit: 2 FW, Dual Credit Ivy Tech

In this capstone course, students apply their knowledge and skills to answer questions and solve problems related to the biomedical sciences. Students design innovative solutions for the health challenges of the 21st century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. Students will also spend the final quarter working on an independent project.

In addition to the regular coursework, students will be provided opportunities to shadow professionals with careers in biomedical science and health care. Because students will be expected to shadow a minimum of 20 hours, students should be motivated to explore biomedical related careers. Applicants will be responsible for arranging his/her own transportation to and from the shadowing locations. The school reserves the right to reassign participants to a study hall if they are unwilling or unable to satisfactorily represent Carmel High School in a professional setting. For students to be successful in this course, they need strong time management skills, an enthusiasm for learning, the ability to take initiative and be self directed, a positive attitude, and strong work ethic. Shadowing could be done on designated school days if the student's senior schedule allows for it.

PHYSICAL SCIENCES**ADVANCED SCIENCE, Materials Science (3092)**

Classification: Regular

Prerequisite: Chemistry

Open to: 11,12

Course Length: One Semester

Credit: 1RW

Materials science course is a 1 semester course that will focus on solids. Students will do numerous labs for various types of solids. This class is intended for students who enjoyed Chemistry I but are not inclined to take AP Chemistry.

INTEGRATED CHEMISTRY PHYSICS (3108)

Classification: Regular

Prerequisite: Algebra I

Open to: 10-12. This course is not open to students who have earned credit in Chemistry or Physics

Course Length: Two Semesters

Credits: 2 RW

Integrated Chemistry-Physics is an introductory, laboratory-based course in which students explore fundamental chemistry and physics principles. Students will examine the structure and properties of matter, chemical reactions, motion, forces, and the interactions between energy and matter. Students in need of a more conceptual introduction to either Chemistry or Physics should consider this course. ICP is not a substitute for full-year chemistry or physics, but it does satisfy Indiana Core 40 diploma requirements in the physical sciences category.

CHEMISTRY I (3064)

Classification: Regular

Prerequisite: Algebra I

Open to: 10-12

Course Length: Two Semesters

Credits: 2 RW

In this course, students will study aspects of chemistry such as physical and chemical changes, matter, the arrangement of the periodic table, the mole, chemical reactions, gas laws, thermochemistry and other various topics. This course requires good problem solving skills and is a laboratory course. Students will need a scientific calculator. This course satisfies the Indiana Core 40 diploma requirement for physical science.

CHEMISTRY I, Honors (3064)

Classification: Honors

Prerequisites: Biology, Algebra I, Geometry is also recommended

Open to: 10-11

Course Length: Two Semesters

Credits: 2 PW

Honors Chemistry students will be challenged to a depth of understanding and analytical problem solving skills in the following topics: matter and change, measurement, atomic structure, periodic law, chemical bonding and nomenclature, reaction types and balancing, stoichiometry, gas laws, solutions and colligative properties, acids and bases, energy and kinetics, equilibrium, redox and electrochemistry, and the basics of organic chemistry. This course satisfies the Indiana Core 40 diploma requirement for physical science.

ADVANCED SCIENCE, Introduction to Organic and Biochemistry (3092)

Classification: Regular

Prerequisite: Chemistry I (L)

Open to: 11-12

Course Length: One Semester

Credit: 1 RW

Organic chemistry studies carbon compounds and their reactions to produce new and unique molecules. The course focuses on the application of chemical concepts to understanding how and why reactions occur, and ultimately how reactions can be used to create a desired product. Laboratory work and independent research are used to build essential skills and learn important applications such as aspirin synthesis and alcohol fermentation.

CHEMISTRY, AP (3060)

Classification: AP

Prerequisites: Algebra II with a B or better (or recommendation from Honors Chemistry teacher.) Honors Chemistry with a B or better.

Open to: 11-12

Course Length: Two Semesters

Credits: 2 FW

Chemistry, Advanced Placement (L) is a course that follows the College Board's Advanced Placement course outline. The course is intended for the students who are planning on pursuing a career in a field of science. The course emphasizes problem solving. Approximately 30-50% of class time will be devoted to laboratory activities. The course meets Indiana Core 40 and AHD requirements in the area of Physical Science. Students enrolled in the course prepare for the College Board's Chemistry Advanced Placement Examination.

PHYSICS I (3084)

Classification: Regular

Prerequisites: Geometry and Algebra II, strong math students can take concurrently with Algebra II

Open to: 11-12

Course Length: Two Semesters

Credit: 2 RW

Physics I is a laboratory-based course in which students will study the laws which dictate our universe. Topics include mechanics (kinematics, forces, energy and momentum), electricity, magnetism, waves (sound, light and optics), temperature and some aspects of modern physics. Regular laboratory experiments will be performed in small groups promoting collaboration among peers. Physics I will emphasize problem solving using mathematics.

PHYSICS-I, AP (3080)

Classification: AP

Prerequisites: Geometry and Algebra II. Recommended only for students with Bs or better.

Open to: 11-12

Course Length: Two Semesters

Credit: 2 FW

AP Physics I follows the College Board guidelines for Advanced Placement Physics I. This course is intended for the students who plan to major in science in college or for those who plan to take AP Physics II or AP Physics C the following year. It is a laboratory-based course in which students will study the laws which dictate our universe. Topics include mechanics (kinematics, forces, energy and momentum), electricity, magnetism, waves (sound, light and optics), thermodynamics, fluid mechanics and modern physics. AP Physics I will emphasize problem solving using higher levels of mathematics than required in regular Physics I and the pace of AP Physics I is faster than Physics I since more material is covered during the year. Trigonometry will be taught to the extent it is needed. This course prepares students for the Physics 1 Advanced Placement Exam.

PHYSICS-II, AP (3080)

Classification: AP

Prerequisites: Algebra II and Physics 1 AP

Open to: 11-12

Course Length: Two Semesters

Credit: 2 FW

AP Physics II follows the College Board guidelines for Advanced Placement Physics II. AP Physics II is an algebra-based, introductory college-level physics course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. This course prepares students for the Physics 2 Advanced Placement Exam.

PHYSICS C, Advanced Placement (3088)

Classification: Advanced Placement

Prerequisite: AP Physics I or IB Physics SL, Calculus AB or BC (concurrent or already taken) or Calculus Survey with physics teacher recommendation

Open to: 12

Course Length: Two semesters

Credit: 2 FW

AP Physics C follows the College Board guidelines for Advanced Placement Physics C. This course is designed for students who plan to major in science or engineering in college. The first semester of this course covers advanced topics in Mechanics. A basic working knowledge of Calculus will be taught and applied to Physics problems and concepts. The second semester of this course covers advanced topics in Electricity and Magnetism. Students enrolled in this course prepare for the College Board's Physics C Advanced Placement Examination.

EARTH AND SPACE SCIENCES**EARTH AND SPACE SCIENCE I (3044)**

Classification: Regular

Prerequisite: None

Open to: 10-11 (Grade 12 students should consider Astronomy, Meteorology or Physical Geology)

Course Length: Two Semesters

Credits: 2 RW

Earth Science is a laboratory science course which explores the origins and connections between the physical, chemical, and biological processes of the Earth system. This course examines Earth's materials, and changes of the surface and interior. Included is a look at the forces which cause these changes, interpreted within the context of plate tectonics. Earth Science also examines the interaction between Earth's weather and climate. Finally, a major division of Earth Science is astronomy, the study of our solar system, stars and the universe.

ADVANCED SCIENCE, Astronomy (3092)

Classification: Regular, Dual Credit Available

Prerequisite: Geometry

Open to: 11-12

Course Length: One Semester

Credit: 1 RW

Astronomy is the study of the physical nature of objects in the universe and methods used by scientists to understand them. Topics covered in this course are: the Solar System, stars, nebulae, galaxies and cosmology. Current and future NASA projects and research are a key aspect of the course. Students use the Carmel Planetarium as a classroom.

ADVANCED SCIENCE, Meteorology (3092)

Classification: Regular

Prerequisites: None

Open to: 11-12

Course Length: One Semester

Credit: 1 RW

This course will focus on the basic principles of weather. Topics include developing an understanding of physical processes responsible for daily weather changes, through laboratory and field studies. We will begin with an overview of the components making up the atmospheric environment. Weather fronts, air masses, and severe weather will be examined. Various types of technology will be used in monitoring weather patterns. Guest speakers may be used to discuss how professional services develop forecasts on a daily basis. Students enrolled in this course will research and prepare class presentations.

ADVANCED SCIENCE, Physical Geology (3092)

Classification: Regular

Open To: 11-12

Prerequisite: None

Course Length: One Semester

Credit: 1 RW

This course is an overview of concepts studied in physical geology. Students will study the structure and dynamics of Planet Earth and their impact on human beings. Plate tectonics and its relationship to landforms and catastrophic events, weathering and erosion, and earth resources are some topics that will be studied.

ENVIRONMENTAL SCIENCE, AP (3012)

Classification: Advanced Placement

Open to: 11-12

Prerequisites: B or better in Biology or Chemistry, C or better in Honors Biology or Honors Chemistry

Course Length: Two Semesters

Credit: 2 FW

AP Environmental Science integrates concepts from Biology, Earth Science, Chemistry, and Social Sciences in the study of modern environmental issues. This college-level course is designed to provide students with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems, both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Through lab and field investigations, students will explore ecosystems, populations, renewable and non-renewable resources, land and water use, pollution, and global change. Curriculum is aligned to that recommended by the College Board and is designed to prepare students for the Advanced Placement Environmental Science Examination.

INDEPENDENT RESEARCH SCIENCE RESEARCH, INDEPENDENT STUDY

(3008)

Classification: Science Research

Prerequisite:

Open to: 12 and occasionally 11

Course Length: Up to Two Semesters

Credit: Up to 2 RW

Independent Study is a course reserved for seniors and occasionally juniors that have the opportunity to do research with a college or university. Independent study will require students to provide their own transportation to their research opportunity and will require students to enter their research into a science fair or research competition.

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

ENVIRONMENTAL SYSTEMS AND SOCIETIES (3016)

Classification: IB

Prerequisites: Biology and Chemistry

Open to: 11-12

Course Length: Two Semesters

Credit: 2 FW

Through studying environmental systems and societies (ES&S) students will be provided with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face. While it is not required that students take the IB Environmental Systems and Societies exam, it is expected—the focus of the class is to adequately prepare students toward this end.

BIOLOGY, HIGH LEVEL, IB (3032)

Classification: IB

Prerequisites: Biology and Chemistry

Open to: 11-12

Course Length: Four Semesters

Credit: 4 FW

IB Biology Higher Level focuses on six core topics: cell biology, molecular biology, genetics, ecology, evolution/biodiversity, and human physiology. It is based on the curriculum published by the International Baccalaureate Organization, which provides a practical approach to the course delivery, emphasized through the interdisciplinary group project, and a mixture of both short-term and long-term experiments and investigations. In this HL level, students are required to study the SL topics in greater depth, as well as an additional eight topics: nucleic acids, metabolism, cell respiration, photosynthesis, genetics and evolution, animal physiology, and plant biology. Optional course topics for students include neurobiology and behavior, biotechnology and bioinformatics, ecology and conservations, and human physiology. IB Biology HL is a two-year course taken over a student's junior and senior years. The junior year covers the SL topics, and the senior year covers the additional 8 topics and prepares students for the IB assessments and exam. While it is not required that students take the IB Biology HL exam, it is expected—the focus of the class is to adequately prepare students toward this end.

BIOLOGY, STANDARD LEVEL, IB (3034)

Classification: IB

Prerequisites: Biology and Chemistry

Open to: 11-12

Course Length: Two Semesters

Credit: 2 FW

IB Biology Standard Level focuses on six core topics: cell biology, molecular biology, genetics, ecology, evolution and biodiversity, and human physiology. It is based on the curriculum published by the 223 Indiana Department of Education High School Course Titles and Descriptions International Baccalaureate Organization, which provides a practical approach to the course delivery, emphasized through the interdisciplinary group project, and a mixture of both short-term and long-term experiments and investigations. Optional course topics include neurobiology and behavior, biotechnology and bioinformatics, ecology and conservation, and human physiology. IB Biology SL is a one year IB course. While it is not required that students take the IB Biology SL exam, it is expected—the focus of the class is to adequately prepare students toward this end.

PHYSICS, STANDARD LEVEL IB (3098)

Classification: IB

Prerequisites: Biology, Chemistry and Algebra 2

Open to: 11-12

Course Length: Two Semesters

Credit: 2 FW

IB Physics (SL) is a course focused on the study of Newtonian mechanics, forces, thermal physics, waves, electricity, magnetism, and nuclear physics. Students will have opportunities to learn the historical development of physics through models, laws, theories, and their applications. The course emphasizes problem solving and student-driven lab inquiry. This course intends to develop student understanding, use, and evaluation of scientific facts, concepts, methods, and techniques. IB Physics SL is a beneficial class to students pursuing a science-related field in college and/or an IB diploma. While it is not required that students take the IB Physics SL exam, it is expected—the focus of the class is to adequately prepare students toward this end. This course is a 2 year commitment.

PHYSICS, HIGHER LEVEL IB (3096)

Classification: IB

Prerequisites: Biology, Chemistry and Algebra 2

Open to: 11

Course Length: Four Semesters

Credit: 4 FW

IB HL Physics is a two-year course. IB Physics HL is a course focused on the study of Newtonian mechanics, thermal physics, waves, electricity, magnetism, and nuclear physics. Students will have opportunities to learn the historical development of physics through models, laws, theories, and their applications. The course emphasizes problem solving and student-driven lab inquiry.

The level of the course is comparable to a first-year course in physics at a university, but with an emphasis on conceptual understanding. The HL Physics course is designed to give students a good preparation for the demands of university calculus-based courses in physics. IB Physics HL is ideal for students with a strong interest in fields such as engineering, physics, mathematics, or architecture. While it is not required that students take the IB Physics HL exam, it is expected—the focus of the class is to adequately prepare students toward this end.

APPLIED BIOLOGY

Classification: Special Services

Prerequisites: None

Open to: 9,10,11,12

Applied Units: 2

Counts as a Science Requirement for the Certificate of Completion

Applied Biology I is a course based on the following core topics: cellular chemistry, structure and reproduction; matter cycles and energy transfer; interdependence of organisms; molecular basis of heredity; genetics and evolution. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

APPLIED EARTH SPACE SCIENCE

Classification: Special Services

Prerequisites: None

Open to: 9,10,11,12

Applied Units: 2

Counts as a Science Requirement for the Certificate of Completion

Applied Earth Space Science is a course in which students develop problem solving skills and strategies while performing laboratory and field investigations of fundamental chemical, physical, and related earth and space science concepts and principles that are related to students' interests and that address everyday problems.

SOCIAL STUDIES

Social Studies teaches students their roles and responsibilities, particularly in relation to social and civic affairs. It helps students develop the ability to think critically, develop a basic understanding of the significant developments in human history, participate competently and productively as concerned citizens, and teaches them to address societal and global concerns. Social studies include history, geography, political science, sociology, psychology, economics and civics, and it is an integral part in ensuring well-rounded education.

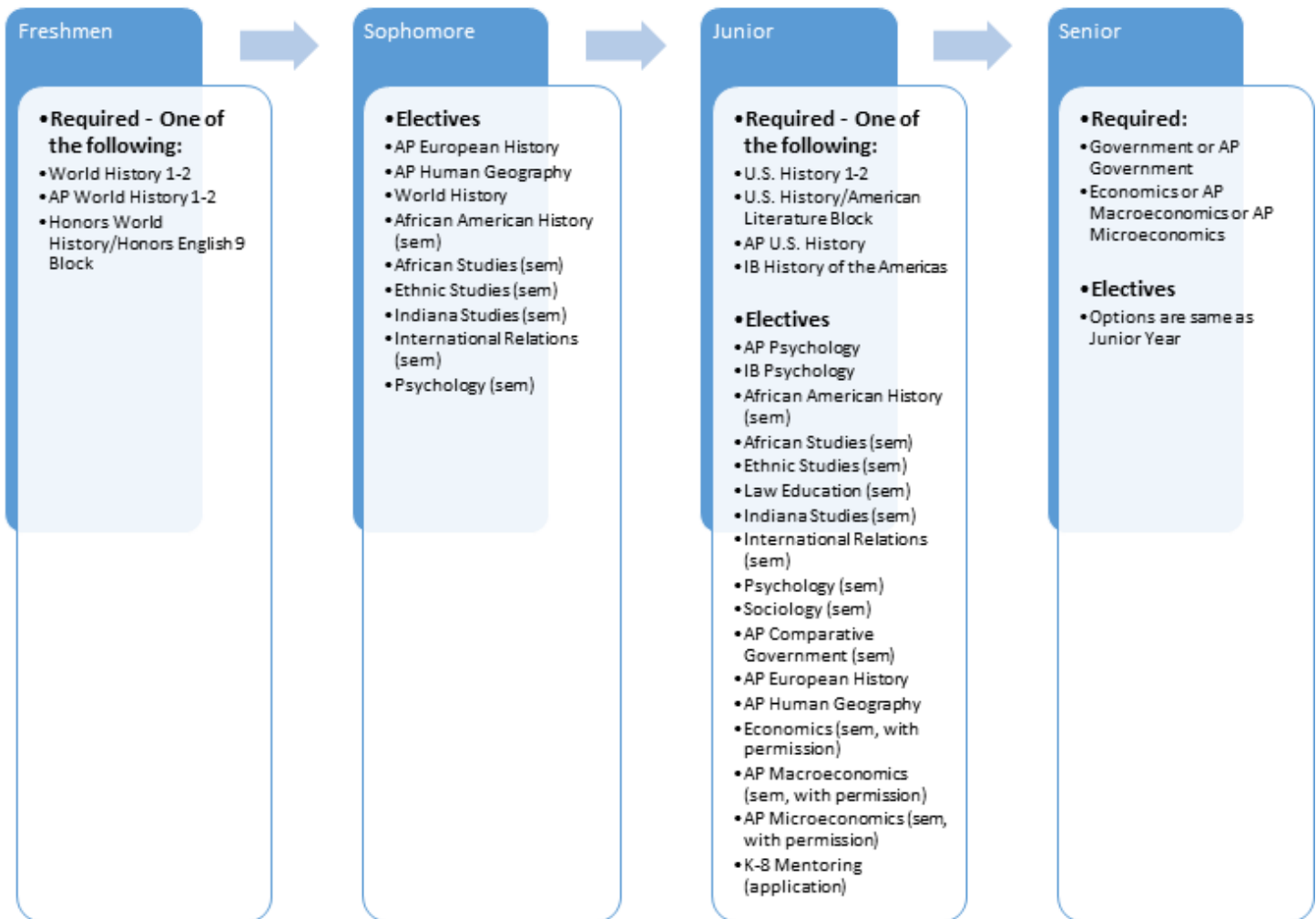
RECOMMENDED ADVANCED PLACEMENT MAP FOR STUDENTS IN SOCIAL STUDIES:

Freshman:	AP World History Modern
Sophomore:	AP European History or AP Human Geography
Junior:	AP US History and AP Psychology (elective)
Senior:	AP Government (1 semester, meets government requirement) AP Macroeconomics (1 semester, meets economics requirement) OR AP Microeconomics (1 semester, meets economics requirement) AP Comparative Government (1 semester elective, does not meet government requirement) AP Psychology (elective)

RECOMMENDED IB DIPLOMA PROGRAMME MAP FOR STUDENTS IN SOCIAL STUDIES

Freshman:	AP World History or Honors World History/Honors English 9
Sophomore:	AP European History or AP Human Geography Economics or AP Macroeconomics (both require departmental approval) Government or AP Government (both require departmental approval)
Junior:	IB History of the Americas 1-2 HL IB Psychology SL Government or AP Government Economics or AP Macroeconomics or AP Microeconomics
Senior:	IB History of the Americas 3-4 HL Government or AP Government Economics or AP Macroeconomics or AP Microeconomics

Social Studies Course Offerings & Sequencing



WORLD HISTORY AND CIVILIZATION (1548)

Classification: Regular

Prerequisite: None

Open to: 9, 10, 11, and 12

Credit: 2 RW

This curriculum is designed to provide students with a general survey of world history with an emphasis on teaching critical reading and writing skills. This two-semester course emphasizes key events and developments in the past that influenced peoples and places in subsequent eras. Students are expected to practice skills and processes of historical thinking and historical research. They examine the key concepts of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present. This course focuses on beginning to build skills for college bound students. This course provides sufficient background for students who plan to take more challenging social studies courses (AP/IB) in the future and will satisfy the freshman social studies requirement.

HONORS WORLD HISTORY AND CIVILIZATION/HONORS ENGLISH 9 BLOCK (1548/1002)

Classification: Honors

Prerequisite: None

Open to: 9

Credit: 2 PW English/2 PW History

This course offers interdisciplinary study of the history, literature, and culture of societies throughout the history of the world, while exploring the essential questions of the human condition. The course emphasizes reading, writing, and critical thinking through the textual analysis of literature and primary historical documents, modern research techniques, and oral presentation. Students will receive .5 weighted credit for Honors English, and .5 weighted credit for World History. It is intended for strong English and Social Studies students, though having been in a previous honors class is not a prerequisite. This course requires a two-period block of time and is team- taught and will satisfy the freshman English and social studies requirement.

AP WORLD HISTORY MODERN (1612)

Classification: Advanced Placement

Prerequisite: Recommended for students with exceptional reading and analytical skills

Open to: 9

Credit: 2 FW

This two-semester class is recommended for college bound students and is specifically designed for students who are planning to take the AP examination in World History and is the only AP social studies offering open to freshmen. AP World History will emphasize the intellectual, cultural, political, economic, social, and diplomatic developments in world history and will serve as a springboard for students electing to take AP European history as a sophomore or beyond. In order to do well in this course, the student should be highly motivated as a social studies student and be willing to challenge themselves through a rigorous national college level curriculum. While it is not required that students take the AP World History exam, it is expected — the focus of the class is to adequately prepare students toward that end. A summer reading will be assigned. Although it is open to all students, counselors will identify students most likely to be successful in this course; it will satisfy the freshman social studies requirement.

AP EUROPEAN HISTORY (1556)

Classification: Advanced Placement

Prerequisite: None

Recommended 3.0 GPA or higher, World History or AP World History

Open to: 10, 11, and 12

Credit: 2 FW

European History AP gives students a thorough understanding of the major themes in modern European history (1450-present) in preparation for the national AP exam in May. The course's primary emphasis on the intellectual, cultural, political, diplomatic, social, and economic developments in modern European history serve to give students a comprehensive understanding of this period in European history. In order to do well in this course, the student should be highly motivated as a social studies student and be willing to challenge himself through a rigorous national college level curriculum. While it is not required that students take the AP European History exam, it is expected that students will be prepared.

AP HUMAN GEOGRAPHY (1572)

Classification: AP

Prerequisite: World History, AP World History, or U.S. History (any level)

Recommended: 3.0 GPA or higher, World History or AP World History

Open to: 10, 11, and 12

Credit 2 FW

AP Human Geography is a two- semester introductory course of college-level geography designed to challenge students in furthering critical thinking about the world in which we live. Students are introduced to fundamental concepts of geography including the systematic study of patterns and processes that have shaped human understanding, use and alteration of the Earth's surface. Students will use spatial concepts and landscapes to analyze human social organization and its environmental consequences. Also, students will learn the methods geographers use in their science and practice and meet the goals determined by the National Geographic Standards. While not required, students will be encouraged to take the AP Human Geography exam given in the spring.

UNITED STATES HISTORY (1542)

Classification: Regular

Prerequisite: None

Open to: 11, 12

Credit: 2 RW

This two-semester course builds upon concepts developed in previous studies of American history and emphasizes national development from the late nineteenth century into the twenty-first century. After a brief review of early development of the nation, students study the key events, people, groups and movements in the late nineteenth, the twentieth and early twenty-first centuries as they relate to life in the United States. This course will satisfy the United States History requirement for graduation from Carmel High School and is open to all levels of students.

UNITED STATES HISTORY/AMERICAN LITERATURE BLOCK (1542/1020)

Classification: Regular

Prerequisite: None

Open to: 11

Credit: 4 RW (2 in Social Studies and 2 in English)

Course content includes the basic requirements of American literature, composition and United States history. The interdisciplinary approach will enhance students' awareness of the relationship of historical events and literature from the Puritan period to the twenty-first century. Writing skills will be emphasized. Successful completion of this course satisfies the junior requirements for junior level English and Social Studies. The second semester of the course will be devoted to 20th -Century American literature and history. This course requires a two-period block of time and is team-taught. It satisfies the United States History requirement for graduation from Carmel High School.

AP UNITED STATES HISTORY 1-2 (1562)

Classification: AP

Prerequisite: None

Recommended: 3.0 or higher; AP European History or AP Human Geography

Open to: 11

Credit: 2 FW

This is a two-semester course designed for the highly academically motivated student who has a very strong interest and aptitude in United States history and strong analytical writing skills. During the first semester, course content covers from the colonial period to the end of the 19th Century. The second semester is devoted to the 20th Century. While it is not required that students take the AP U.S. History exam, it is expected—the focus of the class is to adequately prepare students toward this end. Extensive reading and writing in American history is required. This course will satisfy the full year requirement in United States history. Students enrolling in AP United States History will be given a summer reading assignment covering the first five chapters in the Advanced Placement text. Students may pick up their rental texts from the CHS bookstore after the first week of summer school. Students are encouraged to purchase their texts. An examination over summer reading material will be given in the first week of class. It satisfies the United States History requirement for graduation from Carmel High School.

IB HISTORY OF THE AMERICAS 1-2 HL (1590)

Classification: IB

Prerequisites: None

Recommended: AP European History or AP Human Geography

Credit: 2 FW

The High Level (HL) history program is a two-year curriculum. It will include History of the Americas in the first year and study of 20th century topics in the second year. The Americas course will integrate the histories of Canada, Latin America, and the United States with special focus on a study of the Civil War, the Age of Imperialism, and World War II. It is designed to promote and enhance an awareness of international understanding through focusing on the Western Hemisphere. This two-year program will introduce students to the common experience of the Americas through a comparative analysis of cultural, political, social, and economic issues. Curriculum and assessments within this course are designed to prepare students for International Baccalaureate's evaluation of their work at the end of the two year course. History of the Americas 1-2 HL satisfies the United States History requirement for graduation from Carmel High School.

IB HISTORY OF THE AMERICAS 3-4 HL (1590)

Classification: IB

Prerequisites: IB History of the Americas 1-2

Open to: 12

Credit: 2 FW

This course takes a topical approach to studying the 20th century world, focusing on the causes, practices, and effects of war, the rise of single-party states, the Cold War, and rights and protests at the end of the century. It is to be taken as a continuation of History of the Americas 1-2 to fulfill the IB HL curriculum and prepare students for the HL exam at the end of their senior year. Students will also complete a historical investigation of their choosing. The IB approach to history seeks to pose questions without providing definitive answers. Students are taught to engage with it both through exposure to primary historical sources and through the work of historians. Students are taught to select and interpret data and then begin a critical evaluation of it. Curriculum and assessments within this course are designed to prepare students for International Baccalaureate's evaluation of their work. While it is not required that students take the IB exam, students will be prepared for that end goal.

UNITED STATES GOVERNMENT (1540)

Classification: Regular

Prerequisites: United States History

Open to: 11, 12

Credit: 1 RW

This course examines the tripartite organization of government in the United States—the legislative, executive and judicial branches—at the federal, state and local levels. Consideration is given to the relationships between and responsibilities of the three branches, as well as the various governmental levels. Included will be a study of 1) how laws are made by the legislative bodies—Congress, the Indiana General Assembly, county councils, city councils and other representative or regulatory bodies; and 2) administration of the laws by the President, the governor, and various county officials and mayors. This course satisfies the United States Government requirement for graduation from Carmel High School.

AP UNITED STATES GOVERNMENT AND POLITICS (1560)

Classification: AP

Prerequisite: United States History

Open to: 12

Credit: 1 FW

This course will give students an analytical perspective on government and politics in the United States. The course will include both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. It also will include the study of various institutions, groups, beliefs, and ideas that constitute U.S. politics. Students will become acquainted with a variety of theoretical perspectives and explanations for various behaviors and outcomes. The course will be presented at a college freshman instructional level and students should be highly motivated and possess superior writing skills. While it is not required that students take the appropriate AP exam, it is expected—the focus of the class is to adequately prepare students toward this end. This course satisfies the United States Government requirement for graduation from Carmel High School.

ECONOMICS (1514)

Classification: Regular

Prerequisite: None

Open to: 11, 12

Credit: 1 RW

This course for college-bound students concentrates on the overall view of America's economic operation. Special emphasis will be placed on the basic theories that are the backbone of the American economic system. Emphasis will be placed on the comparison of the capitalistic economic system to those of other nations. Attention will be given to the role of the individual as he is involved in the total process. The forces of supply and demand will be studied as they originate in the specific behavior of buyers and sellers. Investment, employment, and consumption will be related to individual decisions to expand or curtail production, to hire or fire workers, or to buy a commodity. Emphasis will be on the behavior patterns of individuals and firms. The role of the individual in other economic systems and international trade and its implications will also be studied. The course will be a combination of lecture, research, group work, and independent study. This course satisfies the state graduation requirement in economics for the Core 40 Diploma.

AP MACROECONOMICS (1564)

Classification: AP

Prerequisite: None

Open to: 11, 12

Credit: 1 FW

This college-level course gives students a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course places particular emphasis on the study of national income and price determination, and also develops students' familiarity with economic performance measures, economic growth, and international economics. While it is not required that students take the AP Macroeconomics exam, it is expected—the focus of the class is to adequately prepare students toward this end. This course satisfies the state graduation requirement in economics for the Core 40 and Academic Honors Diploma. This course also qualifies as a quantitative reasoning course. It would be wise to check with potential universities on their acceptance of AP Micro versus AP Macro credit.

AP MICROECONOMICS (1566)

Classification: AP

Prerequisite: None

Open to: 11, 12

Credit: 1 FW

This college-level course gives students a thorough understanding of economics that apply to the functions of individual decision makers within the larger economy. While it is not required that students take the AP Microeconomics exam, it is expected—the focus of the class is to adequately prepare students toward this end. This course satisfies the state graduation requirement in economics for the Core 40 and Academic Honors Diploma. This course also qualifies as a quantitative reasoning course. It would be wise to check with potential universities on their acceptance of AP Micro versus AP Macro credit.

AP PSYCHOLOGY (1558)

Classification: AP

Prerequisite: None

Recommended: Some AP experience; student must be a strong reader

Open to: 11, 12

Credit: 2 FW

This college-level two-semester course is designed for qualified students who wish to complete studies in secondary school equivalent to a college psychology introductory course. The aim is to provide the student with learning experience in the study of behavior and mental processes of humans and animals. The Advanced Placement course introduces students to the discipline of psychology by emphasizing the history of psychology as a science, the different theoretical approaches that underlie explanations of behavior and the contemporary research methods used by psychologists. Students will learn about methods psychologists use in their science and practice. While it is not required that students take the AP Psychology exam, it is expected. This course will satisfy two semesters as an elective in Social Studies. This course is only open to juniors and seniors because of the maturity necessary for some of the content. This course is open to students who have received credit for regular Psychology.

IB PSYCHOLOGY SL (1606)

Classification: IB

Open to: 11, 12

Credit: 2 FW

Psychology SL is two-semester course designed to develop the student's capacity to identify, to analyze critically, and to evaluate theories, concepts and arguments about the nature and activities of the individual and society. Students will be asked to promote the appreciation of the way in which learning is relevant to both the culture in which the student lives and the culture of other societies. Over the course of one year, students will interpret and/or conduct psychological research to apply the resulting knowledge for the benefit of human beings. Students will develop an understanding of the biological, cognitive-learning, and socio-cultural influences on behavior. An emphasis will be placed on the students developing an awareness of how applications of psychology in everyday life are derived from psychological theories. Curriculum and assessments within this course are designed to prepare students for International Baccalaureate's evaluation of their work. While it is not required that students take the IB Psychology SL exam, students will be prepared for that end goal. This course is open to students who have received credit for regular Psychology.

PSYCHOLOGY (1532)

Classification: Regular

Prerequisite: None

Open to: 10, 11, and 12

Credit: 1 RW

This course takes a general look at the field of Psychology. Psychology is the study of mental processes and human behavior. Six theories or approaches to studying Psychology are used throughout the semester to examine why we do the things we do and how we react to the environment. In accordance with state standards, the curriculum focuses on Brain, Body and Awareness, Cognition, Principles of Learning, Information Processing, Intelligence, Personality, Mental Disorders and Treatment. Students will be challenged to complete an experiment project as well as a mental health project. Sophomores are cautioned that many aspects of the study of psychology require a high level of analytical skills, maturity, and sensitivity. This course will satisfy one semester as an elective in Social Studies. Students who take this course can go on to take AP and/or IB Psychology courses.

IB THEORY OF KNOWLEDGE (0560)

Classification: IB

Prerequisite: None

Recommended: United States Government (regular or AP)

Open to: 11, 12 (Note: Student start the course second semester junior year & finish during first semester senior year)

Credit: 2 FW

Theory of Knowledge is an interdisciplinary course that is central to the educational philosophy of the International Baccalaureate Diploma Program. It challenges students to reflect critically on diverse ways of knowing and areas of knowledge and to consider the role which knowledge plays in a global society. It encourages students to become aware of themselves as thinkers, to become aware of the complexity of knowledge, and to recognize the need to act responsibly in an increasingly interconnected world. Students engage in daily discussions, prepare presentations relevant to course content, read selections from a variety of disciplines, and write about their understandings by drawing on their experiences inside and outside of the classroom. Students who are not pursuing the full IB Diploma may sign up to take this course, space and scheduling constraints permitting. Scheduling preference will be given to full DP students for whom this course is required.

AP COMPARATIVE GOVERNMENT AND POLITICS (1552)

Classification: AP

Prerequisite: United States History

Recommended: United States Government (regular or AP)

Open to: 11, 12

Credit: 1 FW

This is an elective course with a strong interest in the field of political science. Within this challenging curriculum, students will develop an understanding of some of the world's diverse political structures and practices by studying both specific countries as well as the general concepts used to interpret the political relationships and institutions found in virtually all national polities. General topics covered will include the following: sources of public authority and political power; the relationship between state and society; the relationships between citizens and states; political institutions and frameworks; political change; and the comparative method. The course will follow the national Advanced Placement curriculum in Comparative Government. This course will satisfy one semester as an elective in Social Studies, but does NOT meet the United States Government requirement for graduation.

INTERNATIONAL RELATIONS (1520)

Classification: Regular

Prerequisite: None

Open to: 10, 11, and 12

Credit: 1 RW

This course is a study of United States foreign policy. This class will take a current events approach to examining the US role in international affairs. This course will also utilize guest speakers with a focus on real-world application. This course will satisfy one semester as an elective in Social Studies.

SOCIOLOGY (1534)

Classification: Regular

Prerequisite: None

Open to: 11, 12

Credit: 1 RW

This course consists of the study of the relationships among people and the social conditions in which those relationships occur. The sociological concepts of culture, socialization, social structure and social inequality are the primary areas of study. Included within these general areas of study are the topics of deviance, social control, organizations, stratification, social institutions and the family. This course will satisfy one semester as an elective in Social Studies.

LAW EDUCATION (1526)

Classification: Regular

Prerequisite: None

Open to: 11, 12

Credit: 1 RW

This course is designed to provide students with a practical understanding of law and the legal system and its development, the United States and Indiana constitutions, criminal and juvenile law, consumer law, family law, housing law and individual rights and liberties. This course will satisfy one semester as an elective in social studies.

AFRICAN-AMERICAN HISTORY (1538)

Classification: Regular

Prerequisite: None

Recommended: US History

Open to: 10, 11, and 12

Credit: 1 RW

The purpose of this course is to examine the African-American experience in the United States. We will look at this from pre-Civil War to the present. Prominent themes include the trans-Atlantic and domestic slave trade, Emancipation, end of the Civil War, Reconstruction, the Great Migration, African Americans' urbanization experiences, the modern civil rights movement, and contemporary social justice movements. This course will utilize the leadership and thought of: Frederick Douglass, Booker T. Washington, Ida B. Wells-Barnett, W.E.B. Du Bois, Marcus Garvey, Martin Luther King Jr., and Malcolm X. This is a one-semester course for elective social studies credit.

AFRICAN STUDIES (1500)

Classification: Regular

Prerequisite: None

Recommended: World History, AP Human Geography or AP European History

Open to: 10, 11, and 12

Credit: 1 RW

African Studies provides students with the opportunity to explore the rich history, cultures, and peoples of Africa. Included in this is the study of African kingdoms, European imperialism and the 20th Century independence movements that lead to the formation of modern African states. This course will also offer insight on the African diaspora and impact of African culture in the Americas. Additionally, African Studies will create opportunities for students to explore African cultural expressions through music, food, dance, literature, and art. This course will satisfy one semester as an elective in Social Studies.

ETHNIC STUDIES (1516)

Classification: Regular

Prerequisite: None

Open to: 10, 11, and 12

Credit: 1 RW

Ethnic Studies is a course designed to broaden students' perspectives and increase awareness of ethnic pluralism in the United States. This course will provide students with the opportunity to explore topics such as politics, migration, and acculturation contextualized to ethnic group experiences and interrelationships. Students will learn about the contribution different ethnic groups have made that have promoted the cultural mosaic of the United States. Diversity within the United States will be analyzed from both a historical and current perspective to provide students with a comprehensive course of study. This course will satisfy one semester as an elective in Social Studies.

INDIANA STUDIES (1518)

Classification: Regular

Prerequisite: None

Open to: 10, 11, and 12

Credit: 1 RW

Indiana Studies is a course that provides students with a unique approach to studying the paradigm between state and national levels of government within our federal system. Themes of economics, history, politics, and culture will be examined throughout this course. This course will dive into founding documents of Indiana and the United States and examine how they function as tools of democratic governance. Students will also analyze the political role that individuals have played in the development of Indiana and the United States. This course will satisfy one semester as an elective in Social Studies.

APPLIED US HISTORY (1542A)

Classification: Special Services

Prerequisite: None

Open to: 11, 12

Applied Units: 2 units maximum

Requirement for the Certificate of Completion

Applied United States History is a course that builds upon concepts of U.S. History emphasizing national development from the late nineteenth century into the twenty-first century. After reviewing fundamental themes in the early development of the nation, students identify and review significant events, persons, and movements in the early development of the nation. The course then gives major emphasis to the interaction of key events, people, political, economic, social, and cultural influences in national developments from the late nineteenth century through the present as they relate life in Indiana and the United States. Students trace and analyze chronological periods and examine the significant themes and concepts in U.S. History. Students develop historical thinking and research skills, and use primary and secondary sources to explore topical issues, and to understand specific topics or causes of change in the nation over time.

APPLIED ECONOMICS (1514A)

Classification: Special Services

Prerequisite: None

Open to: 12

Applied Units: 2 units maximum

Requirement for the Certificate of Completion

Applied Economics examines the allocation of resources and their uses for satisfying human needs and wants. The course identifies economic behavior of consumers, producers, savers, investors, workers, voters, institutions, governments, and societies in making decisions. Students explain that because resources are limited, people must make choices and understand the role that supply, demand, prices, and profits play in a market economy. Key elements of the course include the study of scarcity and economic reasoning; supply and demand; market structures; the role of government; national economic performance; the role of financial institutions; economic stabilization; and trade. Students may be offered opportunities to better understand and apply course content through a variety of instructional strategies including project- and community-based instruction and real world experiences.

APPLIED UNITED STATES GOVERNMENT (1540A)

Classification: Special Services

Prerequisite: None

Open to: 11, 12

Applied Units: 2 units maximum

Requirement for the Certificate of Completion

Applied United States Government provides a framework for understanding the purposes, principles, and practices of constitutional representative democracy in the United States. Responsible and effective participation of citizens is stressed. Students understand the nature of citizenship, politics, and governments; the rights and responsibilities of citizens; and how these are part of local, state, and national government. Students examine how the United States Constitution protects the rights and provides the structure and functions of various levels of government. How the United States interacts with other nations and the government's role in world affairs will be included. Using primary and secondary resources, students will articulate, evaluate, and defend positions on political issues. As a result, they will recognize their own impact, the role of individuals and groups in government, politics, and civic activities and the need for civic and political engagement of citizens in the United States.

WORLD LANGUAGE

Knowledge of another language and culture is not only desired in business, but rewarded through choice positions, raises, and promotions. International companies both here in Indiana and throughout the country are in need of bilingual employees ranging from secretaries to chief executive officers. Cities and states throughout the US are recruiting foreign investors and businesses. More and more, world language skills are recognized as a definite asset in the competitive, global economy of the 21st century.

Most colleges require world languages courses for admission and many colleges that do not require world languages for admission do require it for graduation. Most colleges offer world language placement tests to incoming freshmen and, depending on the student's scores, they will grant tuition-free college credits for the world language learned in high school. In addition, some schools grant free "bonus credits" to students who take additional college language courses as freshmen and receive a grade of "C" or higher. Some universities, like IU, require that students entering certain programs demonstrate proficiency in a world language. If a student cannot demonstrate proficiency, the student must take remedial world language courses for which no college credit is given. Since 2004 the Schools of Education, Engineering, Health Sciences, Liberal Arts, Management, Pre-pharmacy, Agriculture, Science and the Undergraduate Studies Program require four semesters of world language for admission consideration.

Research has established a definite link between second language learning and improved basic skills. Annual studies conducted by the College Board have also shown that students who study a world language score significantly better both on the verbal and mathematics portions of the SAT. Studying a language helps students learn about the rest of the world. Studying a second language enriches critical thinking concerning:

- New knowledge about another language and culture
- Enhanced awareness of one's own spoken and literary language
- New perspective on one's own culture
- Greater understanding and tolerance of the diversity of a global society
- Realization that beyond the barrier of a language, exist human beings very much like us

Besides the traditional professions where world language is a primary skill such as translators, Foreign Service, and the military, there are many others in which knowledge of a world language and culture is an important secondary skill. In business, it is important to know the language and understand the culture of the country where business is being conducted.

Retaking World Language Courses:

Due to the sequential development of world language courses, the world language department allows students to retake courses at Carmel High School to improve their skills. Students who have earned a credit in a course with a grade of a "C-" or lower may retake the course to better master its content or to meet minimum grade requirements to qualify for a Core 40 with Academic Honors diploma or a Technical Honors diploma. With permission of the academic department chair, students who plan to retake the second semester of a year-long course may also retake the first semester.

When retaking a course, the original grade and the grade earned when the class is retaken will both be on the student's transcript. The higher grade will be associated with the credit and factored into the student's GPA. The lower grade will remain on the transcript with a notation that the course was retaken, but will not be included in the calculation of the student's GPA.

In some cases, students transferring to Carmel High School may audit a class if the audit is recommended after appropriate evaluation by an academic department and is approved by the principal.

During the regular school year, an audit or retake may be denied if placing a student in a particular class for this purpose causes the class size to be excessive. Again, the principal will make the decision in such cases.

Grades earned in audited courses do not count toward athletic eligibility.

Incoming 9th graders with high school credit earned in middle school may retake those courses at Carmel High School if the placement grade $[(40\% \text{ Q1 or Q2 grade}) + (40\% \text{ Q3 or Q4 grade}) + (20\% \text{ WLPT})]$ is lower than 80%. When retaking a course previously taken in middle school, the course, credit, and grade earned in middle school will not be a part of the Carmel High School transcript.

AMERICAN SIGN LANGUAGE I 1-2 (2156)

Open to: 11, 12

Classification: Regular

Prerequisite: None

Credit: 2 RW

Greetings, exchanging personal, background information, telling about your family, and describing your typical school days are the topics covered in the first semester. Sports, activities, describing physical and personal qualities of people, giving directions, telling about jobs, food, and animals are what we will explore in the second semester. Some of typical classroom activities include building vocabulary, learning basic grammar through translation, and maintaining conversations in ASL with partners. Signing skills are assessed in both receptive and expressive manner. We have discussions and journal entries based on a variety of topics in Deaf Culture. Attending and/or participating in a Deaf Culture Event per grading period is required.

AMERICAN SIGN LANGUAGE II 1-2 (2158)

Classification: Regular

Prerequisite: ASL I

Open to: 11, 12

Credit: 2RW

Expanding vocabulary and exploration of advanced narrative techniques are several of the objectives in the second level. When learning how to locate objects, we will be using new classifiers and master our signing space. Temporal inflection is a concept we will learn how to demonstrate and apply to recurring and continuous events. Complaining about annoying behaviors or problems, making requests and suggestions are some of the topics covered in the first semester. We will be signing songs before the winter break. Life events, family nationalities, physical qualities of objects, recipes, and narrating about trips are the topics of the second semester. Throughout level two, we will be reading a book and participating in chapter discussions online. Our ASL II students will host our annual Deaf Deaf World event and teach our visitors basic signs. Attending and/or participating in a Deaf Culture Event per grading period is required.

CHINESE I 1-2 (2000)

Classification: Regular

Prerequisite: None

Open to: 9, 10, 11, 12

Credit: 2 RW

This is an introductory Chinese course. The focus of the content begins by exploring the topics relating to the individual, family, and school activities. Students will learn basic skills of listening, speaking, reading, and writing for daily communication and further study. Students will learn basic vocabulary and sentence structures in essential everyday situations, such as greetings, exchanging names and nationalities, introducing self and others, making a phone call, saying the time and date, asking appropriate questions and describing the daily routines. Students will also master approximately 200 words and expressions in Pinyin and characters to write simple passages about self, family, and daily routines. They will recognize perspectives, practices, and products of the social and cultural background of the Chinese culture, such as the major holidays, Chinese families, Chinese names, and the Chinese educational system.

CHINESE II 1-2 (2002)

Classification: Regular

Prerequisite: Chinese I or placement exam

Open to: 9, 10, 11, 12

Credit: 2 RW

This course builds upon the foundation established in Chinese I. The focus of the content gradually expands to include wider social occasions and cultural contexts. Students will continue to learn more essential skills of listening, speaking, reading, and writing for everyday communication. Building upon the vocabulary and sentence structures taught in the first year, students will learn more practical expressions and the sentence patterns necessary for use in daily life, such as ordering food at a restaurant, going shopping, talking about travel plans, describing the four seasons, describing the symptoms of an illness and expressing feelings. Students will continue to learn to read and write core Chinese characters and grammar structures in each lesson. They will write questions and responses to various situations, and write short letters using culturally appropriate format and style. They will also investigate different aspects of Chinese culture and society, such as Chinese food, Chinese traditional dress, Chinese Zodiac, Chinese traffic signs and rules, and Traditional Chinese Medicine.

CHINESE III 1-2 (2004)

Classification: Regular

Prerequisite: Chinese II 1-2 or placement exam

Open to: 10, 11, 12

Credit: 2 RW

This course is intermediate Chinese and the continuation of Chinese II. The focus of the content expands to various topics related to modern Chinese society. Students learn various expressions and complicated sentence structures so they can continue to expand the breadth and depth of their skills in listening, speaking, reading, and writing for daily communication as well as their knowledge of Chinese societies. Students will learn a broad variety of expressions and sentence structures so that they can participate in conversations on various topics related to modern Chinese society. Students will complete authentic forms and documents, and write brief summaries and short compositions as well as discuss significant events unique to the target cultures.

CHINESE LANGUAGE, AP (2014)

Classification: AP

Prerequisites: Chinese III or placement exam

Credit: 2 FW

The purpose of the materials and activities of the AP level Chinese class is to expand on previously learned grammatical, communicative and cultural concepts of the Chinese language and culture. This year serves as a review and an expansion of grammatical, historical, and cultural concepts studied in the previous levels, thus it is essential that every student has completed level I - III. The AP-level course will prepare students to successfully take the AP Exam and/or college placement tests by emphasizing the 3 modes of communication in written and spoken forms and formal and informal settings. To facilitate these higher level thinking skills, students will engage in a variety of presentational, interpersonal, and interpretive speaking, writing and reading activities, while working on grammatical accuracy and cultural competence. The course is conducted entirely in the target language.

FRENCH I 1-2 (2020)

Classification: Regular

Prerequisite: None

Open to: 9, 10, 11, 12

Credit: 2 RW

French I: Bienvenue!!! This beginning course offers students an introduction to the French language and the cultures of French-speaking peoples throughout the world. Students are taught to apply effective language learning strategies and to communicate through speaking and listening. Students will also learn to read and comprehend simple dialogs, letters and short narrative texts. We will also be doing some collaborative projects that will enhance your understanding of the French speaking world. In addition, students will listen to current French music, will enjoy French films and will explore the language through authentic video and other varied media sources. You will also have the opportunity to enjoy some French food!

FRENCH II 1-2 (2022)

Classification: Regular

Prerequisite: French I- 2 or placement exam

Open to: 9, 10, 11, 12

Credit: 2 RW

Come join us on *un voyage fantastique* avec le cours de français 2! In French II students review the basic material learned in French I before proceeding with the French II curriculum. At this level students will participate in conversations dealing with daily activities, personal interests and meeting personal needs. This course will bring French to life for you! At this level students will participate in conversations dealing with daily activities, personal interests and meeting personal needs. You will actually begin to speak authentic French! We will dive deeper into the French speaking world using authentic resources such as video, music and text. In this course you will also become familiar with music from around the French speaking world and enjoy two French films. And, let's not forget FOOD! We will have French cultural exploration with food tasting days such as the Mardi Gras celebration in class.

FRENCH III 1-2 (2024)

Classification: Regular

Prerequisite: French II 2 or placement exam

Open to: 10, 11, 12

Credit: 2 RW

Come join us on *un voyage magnifique* avec le cours de français 3! In French III, students review the material acquired in French I and II before proceeding with the French III curriculum. At this level, students will learn about the cultures of French countries in Africa as well as traditional French culture such as the unit on Les Misérables by Victor Hugo. Students will be given the opportunity to explore francophone culture through modern and traditional music, modern French films and French Internet sites as well. Students will communicate orally by responding to factual and interpretive questions, interacting in more complex social situations and giving short presentations/dialogs in a cultural context. Students read for comprehension from a variety of authentic materials. In writing, students respond to questions on a variety of topics preparing them to live/stay for an extended time in a French-speaking country.

FRENCH IV 1-2/ WORLD LANGUAGE, CHS PRE-IB (2026)

Classification: Regular

Prerequisite: French III 2 or placement exam

Open to: 11, 12

Credit: 2 FW

Come join us on *un voyage fantastique* avec le cours de français 4! In French 4 students review and expand the material of French 1-3 and nearly all of the class is conducted in the French language. Students will be given the opportunity to depthfully explore francophone culture through modern and traditional music, modern French films and French Internet sites as well. There are multiple cultural field trips for this course, all of which involve using French in the Carmel community. Time will be spent on vocabulary building and grammar, with the focus being on how to use these vocabulary phrases and grammatical structures in speaking and writing. Students will review and expand their knowledge of the geography of the francophone world, including emphasis on French speaking areas in Africa. Students will read modern, authentic texts from French newspapers and magazines and they will write summaries in French of these articles as well as present those summaries to the class. Students will participate in group and partner discussions and debates on various topics concerning the French speaking world.

FRENCH V 1-2 (2028)

Classification: Regular

Prerequisite: French IV 2

Open to: 12 or placement exam

Credit: 2 FW

In French V students participate in a wide variety of conversations dealing with daily life and news in the francophone cultures as well as their own. They learn the tools for gaining maximum comprehension in reading authentic literary texts, articles and novels. They summarize these texts and learn to analyze the texts and their reactions to the content of the texts. During second semester the students choose a research topic on an aspect of French culture, and then, using the internet to locate French- language websites, prepare an oral and written project to be shared with their peers.

FRENCH LANGUAGE, AP (2032)

Classification: AP

Prerequisites: French IV or placement exam

Credit: 2 FW

Come join us on *un voyage incroyable* avec le cours de français AP! The purpose of AP French Language is to expand on previously learned grammatical, communicative and cultural concepts of the French language and culture. Students will be given the opportunity to explore francophone culture through modern and traditional music, modern French films and French Internet sites as well. There are multiple field trips for this course, all of which involve using French in the Carmel and Central Indiana community including trips to the Indianapolis Museum of Art and the IU campus. This course serves as a review and an expansion of the concepts studied in levels I-IV; thus it is essential that every student has completed the previous levels. This AP course will prepare students to successfully take the AP Exam and/or college placement tests. The emphasis will be on journal and essay writing, conversational skills, as well as reading and listening comprehension, grammatical accuracy and cultural competence.

IB FRENCH LANGUAGE B SL or HL (2308/2306)

Classification: IB

Prerequisites: French IV or placement exam

Open to: 11, 12

Credit: 2 FW

In International Baccalaureate French B equal emphasis is placed on the skills of speaking, reading, writing and listening. Students will communicate through listening and speaking in various cultural contexts within various Francophone cultures and within the student's own culture. Students will learn to recognize and demonstrate an awareness of the interrelatedness of languages, literatures, and cultures through knowledge of the artifacts, expressions, and traditions of Francophone cultures. Lastly, students will demonstrate behaviors appropriate in the Francophone culture(s). Curriculum and assessments within this course are designed to prepare students for International Baccalaureate's evaluation of their work. While it is not required that students take the IB French SL or HL exam, students will be prepared for that end goal.

GERMAN I 1-2 (2040)

Classification: Regular

Prerequisite: None

Open to: 9, 10, 11, 12

Credit: 2 RW

Level I German is an introduction to the German language, reasons for studying the language, and understanding the customs and culture of German speaking countries. Students will apply effective strategies for acquisition of both written and oral language skills in order to perform in various cultural situations. Students will also be able to read and comprehend simple directions, as well as write basic questions and phrases. Additionally, students will learn appropriate behavior for social greetings and nonverbal communications of German speaking countries. Level I also provides the opportunity for students to learn about traditional celebrations and geographic regions of German speaking countries.

GERMAN II 1-2 (2042)

Classification: Regular

Prerequisite: German I-2 or placement exam

Open to: 9, 10, 11, 12

Credit: 2 RW

Level II German enables students to utilize their language skills in extracurricular activities as well as in the classroom by expressing personal interests and daily routines. Students will verbally interact by narrating an experience, reading aloud, and asking appropriate questions in German. Students will also be able to write responses to various situations using acquired vocabulary and grammar knowledge. Short stories and poems are introduced along with the geographical, historical and political makeup of the German speaking countries.

GERMAN III 1-2 (2044)

Classification: Regular

Prerequisite: German II-2 or placement exam

Open to: 10, 11, 12

Credit: 2 RW

Level III German provides students with information fostering an understanding and appreciation of foreign cultures. Basic skills of reading, writing, listening, and speaking are enhanced. Level III students will read and understand more challenging texts, by reading a variety of readers and interpreting authentic materials, such as films, articles, and fairy tales. Students will write brief texts with clear messages using an appropriate level of grammar and structure. Students will also initiate their own expression of emotions and desires without memorized phrases through presentations, interviews, and dialogs and will work towards using the target language almost exclusively during the second semester.

GERMAN IV 1-2/ WORLD LANGUAGE, CHS PRE-IB (2046)

Classification: Regular

Prerequisite: German III 2 or placement exam

Open to: 11, 12

Credit: 2 FW

Level IV German allows students to participate in leadership roles in the classroom and extracurricular activities related to German. Students of this level will be able to give presentations, interpret complex situations, and read for comprehension. Level IV German students creatively use the language to produce poetry, prose, and compositions. Students will read a full-length work of historical fiction. Students also combine their knowledge of historical periods and artistic genres to make connections in their relationship. A concise review of grammar is also included. The course is conducted in German and students are expected to use as much German as possible.

GERMAN V 1-2 (2048)

Classification: IB

Prerequisite: German IV 2 or placement exam

Open to: 12

Credit: 2 FW

Level V German encourages authentic activities for students such as attending concerts, plays, and community activities in German or pertaining to German culture. Students are also given opportunities to actively promote the study of German by participating in the German Honor Society. Students will read a full-length work of fiction, analyze and create their own literature, expressing concerns as well as possible solutions to current events, by reading authentic material, watching news programs, and current German TV shows and films. Students will also demonstrate culturally appropriate behaviors for both adults and adolescents. They will refine their communication and writing skills by engaging in a variety of presentational, interpersonal, and interpretive speaking, writing and reading activities. The course is conducted entirely in the target language.

GERMAN LANGUAGE, AP (2052)

Classification: AP

Prerequisite: German IV or placement exam

Open to: 12

Credit: 2 FW

The purpose of the materials and activities of the AP level German class is to expand on previously learned grammatical, communicative and cultural concepts of the German language and culture. This year serves as a review and an expansion of grammatical, historical, and cultural concepts studied in the previous levels, thus it is essential that every student has completed level I - IV. The AP-level course will prepare students to successfully take the AP Exam and/or college placement tests by emphasizing the 3 modes of communication in written and spoken forms and formal and informal settings. To facilitate these higher level thinking skills, students will engage in a variety of presentational, interpersonal, and interpretive speaking, writing and reading activities, while working on grammatical accuracy and cultural competence. The course is conducted entirely in the target language.

IB GERMAN LANGUAGE B, SL or HL (2308/2306)

Classification: IB

Prerequisite: German IV 2 or placement exam

Open to: 11, 12

Credit: 2 FW

Equal emphasis in the German B course will be placed on the four skills of speaking, reading, writing and listening. Students will communicate through listening and speaking in cultural contexts and within the students' own culture. Using a variety of types of text (correspondence, speeches, magazine and newspaper articles, reports, short stories, poems and essays) students will learn to apply effective strategies in order to comprehend developmentally appropriate reading materials. Students will also apply developmentally appropriate writing strategies for different purposes and audiences. Students will recognize an awareness of the interrelatedness of languages, literatures, and cultures through knowledge of the artifacts, expressions, and traditions of German-speaking cultures. Lastly, students will demonstrate behaviors appropriate in the culture(s) of the German-speaking world. Curriculum and assessments within this course are designed to prepare students for International Baccalaureate's evaluation of their work. While it is not required that students take the IB German SL or HL exam, students will be prepared for that end goal.

HEBREW I (2240)

Classification: Regular

Prerequisite: None

Open to: 9, 10, 11, 12

Credit: 2 RW

Hebrew is an exciting language to learn since it is both an ancient language, with roots dating back thousands of years, and it is a modern language that is continuously being updated to fit the times in which we live. This beginner-level Hebrew course encourages interpersonal communication through dynamic classroom activities and personalized learning. Listening comprehension and speaking are developed through consistent use of Hebrew in the classroom supplemented through video and audio clips that bring modern Hebrew culture and language to life. Themes covered in Hebrew 1 include greetings, feelings, food, family, hobbies, and shopping, all of which enable students to talk about themselves, their surroundings, and activities in their lives. This class is open to all students regardless of their background and is a great opportunity to expand one's cultural and linguistic understanding by learning a language that not only uses a different letter system but also approaches communication in a very direct, expressive, engaging, and fun manner.

HEBREW II (2242)

Classification: Regular

Prerequisite: Hebrew I or placement exam

Open to: 9, 10, 11, 12

Credit: 2 RW

Continue the adventure of learning Hebrew, a language grounded in ancient roots and full of modern innovations, in Hebrew 2! In this course students build upon the basic reading skills and vocabulary learned in Hebrew 1 and expand their ability to communicate in Hebrew. Students continue to explore Hebrew language and culture through creative and individualized activities that strengthen their listening, speaking, reading, and writing skills. They deepen their understanding of Hebrew through learning about the roots (שורשים) that serve as the foundation for all Hebrew words. By grasping Hebrew roots, students can comprehend the meaning of words that they have not yet learned as well as words that are newly created by the Hebrew Language Academy. The use of commercials, songs, and video clips highlights the ways in which Hebrew is constantly evolving and developing new words from its ancient origins to reflect our lives today. Themes covered in Hebrew 2 include locations, occupations, weather, entertainment, and travel, all of which enable students to expand their ability to communicate in Hebrew about their lives and the world around them.

HEBREW III (2244)

Classification: Regular

Prerequisite: Hebrew II or placement exam

Open to: 9, 10, 11, 12

Credit: 2 RW

Hebrew 3 is the next step on the road (בְּדֶרֶךְ) to Hebrew fluency. In Hebrew 3, students continue to strengthen their understanding of Hebrew by identifying the ways words and concepts are linked in this ancient yet continuously evolving modern language. They build upon their knowledge of Hebrew roots (שׁוֹרָשִׁים) by mastering verb conjugations in the Hebrew verb system (בְּנִינִים). Understanding verb constructions opens up new avenues of communication for Hebrew 3 students. They are able to describe not only the present world around them but also past and future events. Themes covered in Hebrew 3 include texts related to Israeli history and past events, current events, fables, and Hebrew poetry. Throughout Hebrew 3 students have opportunities to demonstrate their expanding Hebrew knowledge through verbal and written presentations as well as interpersonal dialogue and discussions.

HEBREW IV (2246)

Classification: Regular

Prerequisite: Hebrew II or placement exam

Open to: 9, 10, 11, 12

Credit: 2 RW

The goal of Hebrew 4 is for students to feel comfortable engaging with contemporary Israeli culture and expressing themselves in Hebrew. This course provides deeper development, refinement, and understanding of Hebrew language and culture. The curriculum focuses on synthesizing everything learned in prior years and connecting it with Hebrew literature, media, and music. Throughout the year, students learn the final components of the Hebrew verb system (בְּנִינִים) as well as irregular verb and noun patterns. Students deepen their fluency through reading Hebrew short stories and poetry as well as encountering movies and songs that relate to famous Israeli pieces of literature and historical events.

HEBREW V (2248)

Classification: Regular

Prerequisite: Hebrew II or placement exam

Open to: 9, 10, 11, 12

Credit: 2 RW

Hebrew 5 is designed as an exploration of Israeli culture and history through delving into Hebrew literature and poetry. The course emphasizes mastery of reading comprehension and oral expression. Students study various literary periods, develop an appreciation and understanding of the writers, and improve literary analytical skills through their coursework. The core themes of Hebrew 5 relate to how Israel's history, culture, and major events are reflected in literature, poetry, media, and movies. This course serves as a review and expansion of the concepts studied in levels I-IV, which makes it essential that every student has completed the previous levels prior to enrolling in Hebrew 5.

JAPANESE I 1-2 (2060)

Classification: Regular

Prerequisite: None

Open to: 9, 10, 11, 12

Credit: 2 RW

One of the main points of emphasis of this beginning course is the written language. Students will master the two native Japanese writing systems, hiragana and katakana, and will begin learning the third writing system borrowed from the Chinese language, kanji. Students will be able to respond to classroom requests, use familiar words and phrases both orally and in writing, and answer short-answer questions in the target language. They will learn the days of the week, the months of the year, how to tell time and how to ask for and give personal information such as phone numbers, age, grade level in school, number of family members, etc. Students will be able to give information about their family both orally and in writing. Students will create a family project, such as a family tree or photo album in this course. They will also be holidays, and talk about their daily school schedules in the target language. They will compare/contrast what goes on in Japanese and American schools. Students will use newly learned descriptive words to describe their school, classes and teachers. They will learn the basics of how to express what they want and what they want to do. Students will be introduced to simple sickness vocabulary and to the 4 seasons in Japan. Students will be briefly introduced to places, clothing and food vocabulary. They will learn how to properly use giving/receiving verbs. Lastly, students will be introduced to many aspects of Japanese culture such as shopping, money, eating, etc.

JAPANESE II 1-2 (2062)

Classification: Regular

Prerequisite: Japanese 1-2 or placement exam

Open to: 9, 10, 11, 12

Credit: 2 RW

In this course students will be expected to build upon previously learned material. Students will learn and have lots of practice with verb and adjective conjugation, particles, and many new vocabulary words. Students will learn how to make suggestions. They will expand their knowledge of counters. Students will be introduced to the two existence verbs and will learn to use them properly in simple location phrases. Students will learn days of the month, research important Japanese deal of verb, adjective and noun kanji. They will be introduced to the plain (dictionary) form of verbs. Creating complex compound sentences is a goal in this course. Students will become familiar with the map of Japan, learning the kanji for all 4 directions, the 4 main islands and Okinawa. Students will also be expected to recognize the kanji for the major cities, learn important facts for each and be able to place each on a map. Students will learn to use the present tense to be able to describe what someone is doing. Students will learn how to create more complex location phrases and will be expected to use the kanji for locations when writing. Students will be given many opportunities to speak in the target language. Class will begin each day with a discussion over what they did the night before. Students will be expected to use complex rather than simple sentences. Students will learn about birthdays in Japan. They will be using the target language during class. Students will go in depth about ailments/sickness and they will also be able to have a proper phone conversation. Students will have contact with native speakers daily and will be required to ask/answer questions in the target language as much as possible. Students will be able to discuss what they plan on doing and what they are expected to do. They will learn about how Christmas is celebrated in Japan and about the most important Japanese holiday, New Year's Day. Students will create and send traditional Japanese new year's cards to classmates. They will learn about Japanese religions and compare those to religions in the United States. Students will continue learning informal Japanese and will be encouraged to use it in conversations with their classmates. Students will create and give their own weather report. Students will learn how to compare two or more items and will ask/answer comparison questions orally in the target language. They will learn about Japanese department stores and go into depth with shopping terminology and grammatical concepts used in shopping. Students will learn to use noun modifiers and the potential forms of verbs. Students will read two novels during the year. *Memoirs of a Geisha* and *Lost Names*. Students will answer discussion questions as they read and each class will begin with a class discussion of the assigned reading.

JAPANESE III 1-2 (2064)

Classification: Regular

Prerequisite: Japanese II-2 or placement exam

Open to: 9, 10, 11, 12

Credit: 2 RW

In this course students will be expected to build upon all previously introduced to six different wearing verbs and many new clothing vocabulary words. They will learn how to use colors as adjectives so that they can describe what people are wearing. Students will learn how to say that something is or is not allowed so that they are able to speak and write about their school regulations in the target language. Students will be introduced to the informal way of speaking Japanese. Students will be introduced to Japanese cuisine and will learn how to order food in Japanese. They will discuss proper table etiquette at home and at restaurants in Japan.

JAPANESE IV 1-2 (2066)

Classification: Regular

Prerequisite: Japanese III-2 or placement exam

Open to: 9, 10, 11, 12

Credit: 2 RW

In this course students will be expected to build upon previously learned material. Students will continue the transition from writing Japanese to speaking Japanese. They will be required to utilize learned nationalities, occupations, languages, and body parts. Students will be presented with a minimal amount of action verbs and will learn some very basic grammatical sentence structures.

LATIN I 1-2 (2080)

Classification: Regular

Prerequisite: None

Open to: 9,10,11,12

Credit: 2 RW

Latin I, a course based on Indiana's Academic Standards for World Languages, introduces students to effective strategies for beginning Latin language learning, and to various aspects of classical Roman culture. This course emphasizes the development of reading and listening comprehension skills, such as reading isolated words and phrases in a situational context and comprehending brief written or oral directions. Although interpersonal communication is not an explicit emphasis of this course, opportunities may be provided for students to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics, and write short passages with guidance. Additionally, students will examine the practices, products and perspectives of classical Roman culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding Latin language and culture outside of the classroom.

LATIN II 1-2 (2082)

Classification: Regular

Prerequisite: Latin I 2 or placement exam

Open to: 9, 10, 11, 12

Credit: 2 RW

Latin II, a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for Latin language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and comprehending longer written or oral directions. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Although interpersonal communication is not an explicit emphasis of this course, opportunities may be provided for students to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics, and write cohesive passages with greater independence and using appropriate formats. Additionally, students will describe the practices, products and perspectives of classical Roman culture; report on basic family and social practices of the target culture; and describe contributions from the target culture. This course further emphasizes making connections across content areas and the application of understanding Latin language and culture outside of the classroom.

LATIN III 1-2, CHS PRE-IB (2084)

Classification: Regular

Prerequisite: Latin II 2 or placement exam

Open to: 10, 11, 12

Credit: 2 RW ----change to FW

Latin III, a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for Latin language learning by facilitating the use of the language and cultural understanding for self-directed purposes. This course emphasizes the continued development of reading and listening comprehension skills, such as using cognates, synonyms and antonyms to derive meaning from written and oral information, as well as comprehending details written or oral directions. Students will address the presentational mode by presenting student-created material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Although interpersonal communication is not an explicit emphasis of this course, opportunities may be provided for students to initiate, sustain and close conversations; exchange detailed information in oral and written form; and write cohesive information with greater detail. Additionally, students will continue to develop understanding of classical Roman culture through recognition of the interrelations among the practices, products and perspectives of the target culture; discussion of significant events in the target culture; and investigation of elements that shape cultural identity in the target culture. This course further emphasizes making connections across content areas as well the application of understanding Latin language and culture outside of the classroom.

LATIN IV/ 1-2 (2086)

Classification: Regular

Prerequisite: Latin III 2 or placement exam

Open to: 11, 12

Credit: 2 FW

The Level IV Latin course enables students to participate in classroom and extracurricular activities related to the Latin language such as presentations to the student body and to parent groups as well as taking leadership roles in language clubs. Students will read for comprehension from a variety of longer authentic materials and make judgments about what is read. Students will learn to use the language creatively in writing poetry, prose and essays. Students are aware of the relationship between various artistic and literary genres and history.

IB CLASSICAL LANGUAGE LATIN, SL or HL (2300/2302)

Classification: IB

Prerequisite: Latin III-2

Open to: 11, 12

Credit: 2 FW

IB Latin builds upon the basic vocabulary and grammatical structures learned in previous years, enhancing students' abilities to read and understand the cultural ideals of antiquity through the study of various genres of literature. A portfolio containing samples of student work in three skill areas will be kept by students throughout their study of Latin. Students will research assigned topics concerning historical, social, political, and cultural influence of the ancient world upon global issues. Students will read for comprehension from a variety of longer authentic materials as they learn to use the language creatively in writing poetry, prose and essays. Curriculum and assessments within this course are designed to prepare students for International Baccalaureate's evaluation of their work. While it is not required that students take the IB Latin SL or HL exam, students will be prepared for that end goal.

LATIN, AP (2092)

Classification: AP

Prerequisite: Latin I, Latin II, Latin III

Open to: 11, 12

Credit: 2 FW

Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma. A Career Academic Sequence or Flex Credit course Latin: Advanced Placement This college level course prepares students to take the AP Latin examination. Students develop the ability to read, translate, understand analyze and interpret the entire text in English of Vergil's Aeneid, and Caesar's Gallic War (Books 1,6,7) the historical, social, cultural, and political context of Vergil's Aeneid, Caesar's Gallic War and the examination of sight passages from other Roman authors. Student work will be required outside of class time.

SPANISH I 1-2 (2120)

Classification: Regular

Prerequisite: None

Open to: 9, 10, 11, 12

Credit: 2 RW

In Spanish Level I, students are introduced to the Spanish language. Students acquire elementary grammar (present tense verbs, nouns and gender, adjectives and agreement, formation of statements and questions), vocabulary, and Spanish pronunciation, and an introduction to Hispanic culture. Students develop foundational listening, speaking, reading, and writing skills.

In Spanish Level 1, students are introduced to the Spanish language.

Students will acquire elementary grammar skills (present tense verbs, noun/adj agreement, and formation of questions/statements) and vocabulary. Students will also work on Spanish pronunciation and develop foundation listening, speaking, reading and writing skills through the context of daily routines, school, vacations, sports/hobbies and family. They will be introduced to Hispanic cultures in the United States, Spain, Ecuador, Mexico, Puerto Rico and Cuba.

SPANISH II 1-2 (2122)

Classification: Regular

Prerequisite: Spanish I 2 or placement exam

Open to: 9, 10, 11, 12

Credit: 2 RW

After a review of level one material, students move to more advanced grammar concepts (past tenses, reflexive and irregular verbs, object pronouns), and expand their vocabulary. Students become familiar with cultural aspects of various Hispanic areas within the United States, Puerto Rico, Costa Rica, and Mexico. Students practice reading, speaking, listening, and writing, within the context of shopping, travel, art, food and other similar themes.

SPANISH III 1-2 (2124)

Classification: Regular

Prerequisite: Spanish II 2 (taken at CHS) or placement exam

Open to: 10, 11, 12

Credit: 2 RW

After a review of materials from Spanish II, students master more advanced grammar concepts (future, conditional, commands, and present subjunctive) additional vocabulary, and culture. Students rely more on Spanish as the means of communication in class, and further develop listening, reading, writing, and speaking skills. Students write short compositions to improve writing skills, and read short literary selections to improve reading skills, going deeper into the vocabulary of personal information, professions, travel, and daily activities. Students will work towards using the target language almost exclusively towards the end of semester 2.

SPANISH IV 1-2/ WORLD LANGUAGE, CHS PRE-IB (2126)

Classification: Regular

Prerequisite: Spanish III 2

or placement exam

Open to: 11, 12

Credit: 2 FW

In Spanish IV/IB students will review and expand upon the material of Spanish 1-3 and nearly all of the class is conducted in Spanish. Time will be spent on vocabulary building and grammar, with the focus on how to use these vocabulary phrases and grammatical structures. Students will review and expand their knowledge of the geography, history, and culture of the Spanish speaking world. Students read authentic material such as poems, short stories, and current events. Journal and essay writing, presentational and conversational skills, as well as reading and listening comprehension are also emphasized.

SPANISH V 1-2 (2128)

Classification: Regular

Prerequisite: Spanish IV 2 or placement exam

Open to: 11, 12

Credit: 2 FW

The emphasis of Spanish V is the use of 100% Spanish for communication in speaking, reading, writing, and listening. Students move from Spanish IV to more complex vocabulary and grammar. Students greatly increase their vocabulary, refine their knowledge of grammar, and focus on speaking, writing, and reading skills. Students read short stories, poems, magazines and newspaper articles. Students learn in- depth information about traditions, customs, and cultures of all Spanish- speaking countries. This rigorous course is conducted entirely in Spanish, and students are expected to speak in Spanish daily.

IB SPANISH LANGUAGE B, SL or HL (2308/2306)

Classification: IB

Prerequisite: Spanish IV 2 or placement exam

Open to: 11, 12

Credit: 2 FW

The emphasis of the Spanish B course is speaking, reading, writing, and listening. In IB Spanish students move to more complex vocabulary and grammar. Students greatly increase their vocabulary, refine their knowledge of grammar, and focus on speaking, writing, and reading skills with more complex texts. Students continue to learn in-depth information about traditions, customs, and cultures of all Spanish-speaking countries. Curriculum and assessments within this course are designed to prepare students for International Baccalaureate's evaluation of their work. While it is not required that students take the IB Spanish SL or HL exam, students will be prepared for that end goal.

SPANISH LANGUAGE, AP (2132)

Classification: AP

Prerequisite: Spanish IV

Open to: 11,12

Credit: 2 FW

The purpose of AP Spanish Language is to expand on previously learned grammatical, communicative and cultural concepts of the Spanish language and culture. This course serves as a review and an expansion of the concepts studied in levels I-IV; thus it is essential that every student has completed the previous levels. This AP course will prepare students to successfully take the AP Exam and/or college placement tests. The emphasis will be on journal and essay writing, presentational and conversational skills, as well as reading and listening comprehension, grammatical accuracy and cultural competence.

SPANISH LITERATURE and CULTURE, AP (2134)

Classification: AP

Prerequisite: Spanish I, II, III, and IV;

Students who have not taken Sp IV, by teacher recommendation only.

Open to: 11, 12

Credit: 2 FW

AP Spanish Literature approximates a 3rd year introductory literature course at the college level. Students read a variety of discourse: short stories, parts of novels, poetry and drama. The reading list includes works from the 17th-20th century literature of Spain and 19th and 20th century literature of Latin America and Latinos in the US. Students study the historical and cultural context of each work and analyze themes such as race, gender differences, social inequality, social corruption, and the perception of reality. Class discussions and written and oral presentations help students to think deeply, make judgments and support their opinions in Spanish while connecting these universal themes to their own lives and the present world.

2021 SUMMER SCHOOL OPTIONS

Summer School at Carmel High School

- A credit recovery program, utilizing a computer based program called Edmentum, is available for current CHS students who are enrolled in a credit recovery Edmentum course during the spring semester, and who need additional time to complete the course(s) in progress. Arrangements to finish the course in progress during summer school can be made by contacting the student's CHS counselor.
- Credit Recovery Summer School Dates and Times: June 1 - July 1, 2021; Monday-Thursday 8:00 a.m. to 12:00 p.m.

Indiana Online Summer School

CHS students have the opportunity to take approved courses during the summer offered by [Indiana Online](#). At Indiana Online, course content is delivered online with the opportunity for students to communicate with the instructor throughout the summer session. Online courses allow for flexible hours, enabling students to travel or participate in other activities. Indiana Online courses are rigorous, standards-based, and NCAA approved. During Summer 2021, final exams for Indiana Online courses will be unproctored and project-based.

How to Register:

- Go to indianaonlineacademy.org and follow the link to enroll for **SUMMER** session.
- The student's CHS counselor must approve the enrollment before it is finalized.
- **Registration Window:** 11-1-20 thru 5-28-21 except for PE I & PE II (see dates below)
- **Do I need approval?:** Yes. Once the student is registered for a course, the student's CHS counselor must approve the enrollment before it is finalized.
- **Costs for the course:** None (*Note: some advanced courses may require students to purchase their book. CHS will not provide textbook rental for IOA summer courses*)
- **Indiana Online Summer School Dates:** June 7-July 18, 2021
- **How does IOA work? Visit:** <https://indianaonlineacademy.org/howdoesioawork.aspx> or call 317-759-5559
- Students can enroll in a **maximum of two summer classes** (*Note: only one PE course can be taken per summer*).
- **The only IOA option for incoming freshmen students is PE I.**

COURSES OFFERED AT INDIANA ONLINE:

PE I or PE II (NOTE: CHS student can only take one PE course per summer session) PE Course Registration Window: November 2, 2020 thru March 1st, 2021
College Entrance Preparation
Any course a student is eligible to take under the CHS retake policy. See the CHS retake policy in the Scheduling Procedures section of the Program of Studies.
Math courses to get back on sequence (Note: student cannot take a math course to work ahead unless the student is trying to get back on track.)
Any course the student has failed and needs to take to recover the credit