Burris High School

Curriculum Handbook
2019-2020

Updated February 5, 2019

BURRIS LABORATORY SCHOOL

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INTRODUCTION

The Burris Laboratory High School Curriculum Handbook is published each year to assist students and parents in planning schedules that will prepare them for their college and post-secondary plans. In this handbook, you will find information on high school graduation requirements, information on grade level courses, and course descriptions for each course that will be offered.

During middle school and high school, students take career interest inventories with the school counselor. This information helps drive their paths of study, to best align and prepare them for their intended career pathway. Prior to entering high school, students will work with the school counselor to develop a Graduation Plan. This can be altered as the student progresses through school, but it is meant to prepare students for the courses they need to take, and allow them to explore opportunities for AP classes, dual credit classes, MACC classes, and Internships in the areas that interest them.

Each year during the course scheduling process, students meet with the school counselor to establish class selections for the subsequent year. Copies of tentative schedules are sent home for students to discuss with parents; students will then return them to the Burris Counseling Center with a parent signature and a note of any changes. This allows the school counselor to work with families to best tailor schedules for each student. Once schedules are adjusted and finalized, changes will not be made without administrative approval.

Graduation requirements are very specific and will be reviewed each year with students. Schedules will be audited by the school counselor to make sure that all students are on track for graduation. This allows us to make sure each student can fulfill Burris's Mission: Burris Laboratory School fosters a culture of respect and trust where every student is challenged to pursue excellence by engaging in a well-rounded, technologically enhanced, rigorous curriculum in a safe and secure environment. As a model school, engaged in best-practice research and the preparation of highly effective educators, we collaborate with community partners to prepare students for success in an ever-changing world.

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GRADUATION REQUIREMENTS FOR CLASSES 2018-2022

Each student is required to meet the following in order to graduate:

1. Pass the ISTEP 10 English and Math.

2. Complete all credits per the state of Indiana and other requirements established by Burris Laboratory School.

GRADUATION QUALIFYING EXAMINATION

Students are required to achieve passing scores on the ISTEP 10 English and Math (or qualify for a waiver) in order to meet the Indiana graduation requirement. The ISTEP 10 tests are administered to students at completion of Algebra I and English 10 courses and assess the student's mastery of the Indiana Academic Standards for Algebra I and English 10. There are multiple opportunities to retake the ISTEP 10 exam in subsequent years to achieve a passing score.

EARLY GRADUATION

- The student will meet all graduation credit requirements by the graduation date requested and will have satisfied GQE requirements both the Algebra I AND English 10 ISTEP exams before applying for early graduation.
- The student will request for one-year early graduation must be submitted prior to the start of their junior year.
- The student will request for one semester early graduation must be submitted prior to the start of their senior year.
- The student will fill out the Early Graduation Form, which is available here or in the Burris Counseling Office. Parents, Students, School Counselor, and High School Principal must all sign for the early graduation request to be approved.

GRADUATION REQUIREMENTS STARTING WITH THE CLASS OF 2023

Each student is required to meet all three (3) of the following criteria in order to graduate:

1. Meet the defined diploma credit and curricular requirements for a Core40, Academic Honors, or Technical Honors diploma.

2. Demonstrate Employability Skills by completing one (1) of the following:

    a. Project-Based Learning Experience
    b. Service-Based Learning Experience
    c. Work-Based Learning Experience

3. Complete at least one (1) of the following:
    a. **Honors Diploma**: Fulfill all the requirements for the Academic or Technical Honors diploma
    b. **ACT**: Reach college-ready benchmarks
    c. **SAT**: Reach college-ready benchmarks
    d. **ASVAB**: Earn at least the minimum AFQT score
    e. State and Industry-recognized Credential or Certification
    f. Federally-recognized Apprenticeship
    g. **Career-Technical Education Concentrator:** Earn a C-average in at least two non-duplicative advanced courses
    h. **AP//IB/Cambridge International/Dual Credit courses or CLEP Exams**: Must earn a C average or higher in at least three courses
    i. Locally created pathway: More information can be found here

EARLY GRADUATION

- The student will meet all graduation credit requirements by the graduation date requested and will have satisfied GQE requirements both the Algebra I AND English 10 ISTEP exams before applying for early graduation.
- The student will request for one-year early graduation must be submitted prior to the start of their junior year.
- The student will request for one semester early graduation must be submitted prior to the start of their senior year.
- The student will fill out the Early Graduation Form, which is available here or in the Burris Counseling Office. Parents, Students, School Counselor, and High School Principal must all sign for the early graduation request to be approved.

CORE 40
(Minimum 40 credits)

All students entering the ninth grade should work toward completing the Indiana Core 40. Students completing Core 40 at Burris shall have completed a minimum of 40 credits. The Core 40 diploma is a minimum requirement for admission to Indiana four-year public universities. The same courses are strongly suggested for admission to a two-year public college or entry into the workforce.

CORE 40 DIPLOMA REQUIREMENTS

English/Language Arts	8 Credits
	English 9, English 10, American Literature, Composition, English Literature, AP Literature, AP Language
Mathematics	6 Credits (A math or quantitative reasoning class is required each year of high school)
	Algebra I, **Geometry**, **Algebra II**, Pre-Calculus/Trigonometry, AP Calculus, AP Statistics, and Finite Math
Science	6 Credits
	Biology, **Chemistry**, Environmental Science, Integrated Chemistry/Physics, Anatomy, AP Physics, AP Biology
Social Studies	6 Credits
	World History, **US History**, **US Government**, **Economics**
Physical Education	2 Credits
Health and Wellness	1 Credit
Directed Electives	5 Credits
	World Languages, Band, Choir, Orchestra, Theatre, Intro to 2D Art, Ceramics, Painting, Drawing, AP Studio Art, Computers, Business, Career/Technical
Electives	6 Credits
TOTAL	40 Credits – Minimum Required for a Burris Diploma

It is the responsibility of the student and parent to see that the requirements for graduation are met.

All high school students are required to enroll in six credits per semester. To maintain enrollment at Burris, students must take all course work at Burris Laboratory School, Indiana Academy, Muncie Area Career Center, or Ball State University. It is the responsibility of each student to complete and submit the proper paperwork for approval to take online courses, independent studies, internships, flex physical education, and dual credit courses.

Students considering athletics in college are strongly urged to be familiar with the NCAA Approved Course list and plan their academic courses accordingly. The list can be found on www.ncaaclearinghouse.net.

CORE 40 with ACADEMIC HONORS
(Minimum 47 Credits)

In order for a Burris graduate to be eligible for a Core 40 with Academic Honors Diploma, the student must complete a minimum of forty-seven (47) high school semester credits. The following areas and courses are required:

English/Language Arts	8 Credits
	English 9, English 10, American Literature, Composition, English Literature, AP Literature, AP Language
Mathematics	8 Credits (A math or quantitative reasoning class is required each year of high school)
	Algebra I, Geometry, Algebra II, Pre-Calculus/Trigonometry, AP Calculus, AP Statistics, and Finite Math
Science	6 Credits
	Biology, Chemistry, Environmental Science, Integrated Chemistry/Physics, Anatomy, AP Physics, AP Chemistry, AP Biology
Social Studies	6 Credits
	World History, US History, US Government, Economics
Physical Education	2 Credits
Health and Wellness	1 Credit
World Languages	6-8 Credits
	Spanish, or other languages offered through Indiana Academy or online. Six (6) credits are required in a single world language, or four (4) in each of two (2) different world languages
Fine Arts	2 Credits
	Band, Choir, Orchestra, Theatre, Intro to 2D Art, Ceramics, Painting, Drawing, AP Studio Art
Electives	6-8 Credits
TOTAL	47 Credits – Minimum Required for a Burris Diploma

In addition to the minimum course requirements, courses counting toward a Core 40 with Indiana Academic Honors Diploma are subject to the following requirements:

(1) Earn a grade of a "C" or better in courses that will count toward the diploma
(2) Have a grade point average of a "B" (3.0) or better
(3) Complete one of the following:
   a. Earn 4 credits in 2 or more AP courses and take corresponding AP exams
   b. Earn 6 verifiable transcripted college credits in dual credits courses from priority course list
   c. Earn two of the following: 1. A minimum of 3 verifiable transcripted college credits from the priority course list, 2. Earn two (2) credits in AP courses and corresponding AP exams,
   d. Earn a combined score on the SAT of – 1250 or higher w/a minimum score of 560 on math and 590 on the evidence based reading and writing.
   e. Score a 26 or higher composite on ACT

The overall grade point average must be calculated by counting all courses taken. Thus, if a student retakes a course, the previous course grade or credit(s) cannot be dropped from the calculation of the grade point average. The number of attempted credits recorded on the student's transcript is used in calculating the overall grade point average. Independent studies and internships may not be used to complete the required course credits for a Core 40 with Academic Honors Diploma, but can count towards the total of 47 credits as elective credits.

It is the responsibility of the student and parent to see that the requirements for graduation are met.
All high school students are required to enroll in six credits per semester. To maintain enrollment at Burris, students must take all course work at Burris Laboratory School, Indiana Academy, Muncie Area Career Center, or Ball State University. It is the responsibility of each student to complete and submit the proper paperwork for approval to take online courses, independent studies, internships, flex physical education, and dual credit courses.

Students considering athletics in college are strongly urged to be familiar with the NCAA Approved Course list and plan their academic courses accordingly. The list can be found on www.ncaaclearinghouse.net.

CORE 40 with TECHNICAL HONORS
(Minimum 47 Credits)

In order for a Burris graduate to be eligible for a Core 40 with Technical Honors Diploma, the student must complete a minimum of forty-seven (47) high school semester credits. Students should complete the Core 40 to be considered for admission to Indiana's four-year colleges. The same courses are strongly suggested for admission to a two-year public college or entry into the workforce. The following areas and courses are required:

English/Language Arts	8 Credits
	English 9, English 10, American Literature, Composition, English Literature, AP Literature, AP Language
Mathematics	6 Credits (A math or quantitative reasoning class is required each year of high school)
	Algebra I, Geometry, Algebra II, Pre-Calculus/Trigonometry, AP Calculus, AP Statistics, Finite Math
Science	6 Credits
	Biology, Chemistry, Environmental Science, Integrated Chemistry/Physics, Anatomy, AP Physics, AP Chemistry, AP Biology
Social Studies	6 Credits
	World History, US History, US Government, Economics
Physical Education	2 Credits
Health and Wellness	1 Credit
Career-Technical Pathways	6 or more Credits
	Two or more courses in an approved Career-Technical Pathway.
Electives	6-8 Credits
TOTAL	47 Credits – Minimum Required for a Burris Diploma

In addition to meeting all requirements for Core 40, Technical Honors Diploma track students must:

- Earn 6 credits in the college and career preparation courses in a state-approved College and Career Pathway and one of the following:
  - Pathway designated industry-based certification or credential, OR
  - Pathway dual credits from the lists of priority courses resulting in 6 transcripted college credits
- And complete one of the following:
  - Any one of the options of the Core 40 with Academic Honors (see prior page)
  - Earn the following scores on WorkKeys: Reading for Information-Level 6; Applied Math-Level 6; Locating Information-Level5
  - Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75
  - Earn the following minimum score(s) on Compass: Algebra 66, Writing 70, Reading 80

Only courses in which a student has earned a grade of "C" or above may count toward a Core 40 with Technical Honors Diploma. To be eligible for a Core 40 with Technical Honors Diploma, a student must have a grade point average of "B"/3.0 or above. The overall average must be calculated by counting all courses taken. Thus, if a student retakes a course, the previous course grade or credit(s) cannot be dropped from the calculation of the grade point average. The number of attempted credits recorded on the student's transcript is used in calculating the overall grade point average. Independent studies and internships may not be used to complete the required courses credits for a Core 40 with Technical Honors Diploma, but can count as electives towards the total of 47 credits.

It is the responsibility of the student and parent to see that the requirements for graduation are met.
All high school students are required to enroll in six credits per semester. To maintain enrollment at Burris, students must take all course work at Burris Laboratory School, Indiana Academy, or Ball State University. It is the responsibility of each student to complete and submit the proper paperwork for taking independent studies and Ball State University courses.

Students considering athletics in college are strongly urged to be familiar with the NCAA Approved Course list and plan their academic courses accordingly. The list can be found on www.ncaaclearinghouse.net.

GENERAL DIPLOMA
(Minimum 40 Credits)

English/Language Arts	**8 Credits**
	English 9–12 fulfill this requirement Other English courses may fulfill this requirement.
Mathematics	**4 Credits**
	2 credits: Algebra I or Integrated 2 credits: any math course
Quantitative Reasoning	For the General Diploma, students must earn two credits in a mathematics course or a quantitative reasoning course during their junior or senior year.
Science	**4 Credits**
	2 credits: Biology I 2 credits: any science course (at least one must be from a Physical or Earth and Space Science course)
Social Studies	**4 Credits**
	2 credits: U.S. History 1 credit: U.S. Government 1 credit: any social studies course
Physical Education	**2 Credits**
Health & Wellness	**1 Credit**
College and Career Pathway Courses	**6 Credits**
	Selecting electives in a deliberate manner to take full advantage of college and career exploration and preparation opportunities.
Flex Credit	**5 Credits**
	To earn 5 Flex Credits a student must complete one of the following: • Additional courses to extend the College and Career Pathway • Courses involving workplace learning, which may include the following courses: High school/college dual credit courses Additional courses in: o Language Arts, Social Studies, Mathematics, Science, World Languages, and Fine Arts
Electives	**6 Credits**
TOTAL	**40 Credits – Minimum Required for an MCS Diploma**

To graduate with less than a Core 40 Diploma, the student must go through the General Diploma Process.

The Indiana General Assembly made completion of Core 40 a graduation requirement for all students. The legislation includes a provision for parents who determine that their student could benefit more from the General Diploma. To graduate with less than a Core 40, the following must be completed: (Indiana Code 20-32-4-7, 8, 9, 10)

1. The student, the student's parent or guardian, and the student's counselor (or another staff member who assists students in course selection) meet to discuss the student's progress.

2. The student's career and course plan is reviewed.

3. The student's parent or guardian determines if the student will achieve greater educational benefits by completing the general curriculum or the Core 40 curriculum.

4. If extenuating circumstances apply, the student and parents – or other academic advocate – may petition the principal to pursue a General Diploma. If granted, graduation pathway requirements will be determined in consultation with the Burris school counselor, administration, and if applicable, the Special Education director.

DEFINITIONS OF TERMS

College and Career Pathway: A sequence of high school courses aligned to college dual credit courses that includes certification testing, so that upon graduation, the student is ready to transition to college, an industry-recognized credential or technical certification, or enter a registered apprecnticeship program. Burris students can explore more of the pathways available through the Muncie Area Career Center.

Core 40: The high school curriculum that helps prepare students for college. It includes a series of academically challenging courses in English, Mathematics, Science, and Social Studies. A student must also complete directed electives from world language, fine arts, or career-technical courses.

Core 40 with Academic Honors: This high school curriculum has the Core 40 requirements as its base, with additional requirements in mathematics, world languages, and fine arts, and other rigorous requirements above and beyond those required by the Core 40 diploma.

Core 40 with Technical Honors: This high school curriculum has the traditional Core 40 requriements as its base, with rigorous requirements in career and technical education course work.

Credit: Is earned with satisfactory completion of an approved course with the grade of "D" or better.

Dual Credit – when high school students have the opportunity to earn both high school and college credits simultaneously. Dual credit courses are taught by high school faculty, adjunct college faculty, or sometimes through online courses or distant education.

General Diploma: An official documentation of graduation issued by the governing body of a school coproation certifying that the student has satisfied the minimum requirements for graduation from a high school. This diploma can be used for admittance into two-year schools like Ivy Tech or other trade schools. Students who graduate with a General Diploma who wish to attend a public four-year college need to prove that they are prepared to succeeed in credit-bearing college coursework. They can do this by applying for acceptance as a transfer student upon successful completion of at least 12 credit hours of college-level courses with at least a "C" average or the equivalent in each course.

Graduation Pathways: Starting with the Class of 2023, students will have to complete three requirements in order to graduate. 1) First, students will have to complete the coursework needed for a Core40, Academic Honors, or Technical Honors diploma. 2) Secondly, students will complete either a project-based, service-based, or work-based learning experience. Rubrics for these experiences can be found here. 3) Finally, instead of using ISTEP+ as a graduation qualifying examination, students will be able to choose to take the ACT, SAT, ASVAB, or complete other certification routes. The Armed Services Vocational Aptitude Battery (ASVAB) is the military entrance exam. Burris will give the ASVAB test during the school day for students who need to take it for their graduation pathway. Students and parents will have the option before testing to fill out a waiver to keep their score from being submitted to the military. More information about Graduation Pathways can be found here or by talking with a Burris school counselor.

Graduation Qualifying Examination :The high school test that has to be passed in order to graduate; currently this is the ISTEP+ Grade 10 exam.

IDOE: The Indiana Department of Education. The IDOE sets policy for all Indiana public schools.

Instructional Time: The time during which students are engaged in an approved course or curriculum or an educationally-related activity under the supervision of a teacher.

Laboratory Course: Designated by (L) following a course title, is a course in which a minimum of 25% of the total instructional time is devoted to laboratory activities.

Plan of Study: A curriculum area under which course titles can be grouped in order to define concentrations in the student's career pathway to ensure a broad curriculum base.

Quantitative Reasoning Course: A course that advances a student's ability to apply mathematics in real-world situations and contexts, and that deepens a student's understanding of high school mathematics standards. Each year of high school students must take a math or a quantitative reasoning course. Quantitative Reasoning courses include AP Biology, AP Chemistry, AP Computer Science, Chemistry, Physics, and Economics.

Semester: Half of a regular school year, which is usually 18 weeks. Only the semester grades from students' classes are recorded on their transcripts.

SCHEDULING GUIDELINES

Academy Classes: Burris students may enroll in classes at the Indiana Academy if they meet the class prerequisites and if class space is available. Advanced placement, distance learning, and optional world languages are open to Burris students. Enrollment is by permission only and placement testing may be required. Academy classes taken by Burris students will appear on the official transcript. Students interested in enrolling in an Academy class should discuss this option with their school counselor at Burris. Freshmen and sophomores enrolling in Academy classes must obtain two teacher recommendations; forms and instructions are available in the Burris Counseling Center or online here. Underclassmen must earn at least 85% on their teacher recommendations to sign up for Academy classes. Academy classes will, in most cases, count toward the Indiana Academic Honors Diploma and meet the requirements set by the NCAA for students participating in NCAA athletics. Students should check with their school counselor before enrolling to make certain that courses meet all requirements for the Indiana Academic Honors Diploma and the NCAA, where applicable. Students are not allowed to withdraw from Academy classes after Burris's drop/add period, so it is important for students to make sure when registering that students are prepared for the rigor of the course curriculum. The Indiana Academy Course Catalogue is available at https://academy.bsu.edu/catalog/.

Advanced Placement Courses: Upon successful completion of an Advanced Placement course, students are expected to take the corresponding Advanced Placement Exam if the exam can be administered to the student free of charge. Burris offers a variety of AP courses, including AP Spanish, AP Computer Science Principles, AP Computer Science A, AP Calculus AB, AP Statistics, AP Biology, AP Chemistry, AP Literature, AP Language, AP United States History, and AP Studio Art.

Ball State University Classes: Burris juniors and seniors who have mastered the appropriate courses may investigate taking a course or courses at Ball State University. (Younger students who have not met junior status but who have an interest in a special Ball State offering must seek special permission from the principal). Burris requires that students have a minimum cumulative GPA of 3.0 or above to enroll in college classes. Students receiving a grade lower than a "C" in a college class will be required to take a full load of classes in Burris during the next term. No more than one college class may be taken each semester during the junior year and no more than two college classes may be taken each semester during the senior year unless special permission is granted by the principal. Students interested in taking Ball State courses should first consult with their parents and then discuss their interests with their school counselor. The listing of Ball State dual credit online courses is available here. The appropriateness of said courses will be checked and each student will be informed of the necessary steps to register for a Ball State University course. Please note that a three credit hour course at Ball State University equals one Burris credit. A one or two credit hour course at Ball State University cannot be taken in place of one Burris class unless special permission is granted by the principal. Courses requested by a student are identified, and the school counselor will check to see if the desired course/courses will fit into the student's schedule and meet specific academic needs.

Students looking to take Ball State University courses on-campus will need to complete the registration forms available here and in the Burris Counseling Center. Once the registration forms are completed, including a signature of approval from the Ball State University department chair, the Burris principal will review and approve or deny the student's request. The students are then responsible to register for the BSU course at the Registrar's Office in Lucina Hall (room B-44). A student will be officially enrolled in a Ball State class only if the student has completed all of the designated steps and paid the assigned university fees. If there is a hold or a balance on a student's account, he/she will not be able to register for a Ball State course. A hold will be on a student's account even if the family is following a payment plan with Burris. Any student not appearing as a registered student in the Ball State University computer system cannot count the class as one of their six Burris classes. Students and their parents are responsible for fees associated with university courses. Some students take courses for high school credit only (BSU audit fee). Other students choose to take courses for both high school and college credit (full BSU fees). In such cases, university fees for specific hours apply. The student and parents should make a determination of the type of credit that a student earns. Any questions concerning these options may be addressed to the high school counselor at 285-2341. All courses taken at the university become part of the student's official schedule, appear on the official high school transcript, and count toward the Indiana Academic Honors Diploma requirements, if applicable. Courses may not be dropped during the semester; the university's drop/add dates will not apply to Burris students. More registration and course information can be found at https://www.bsu.edu/academics/collegesanddepartments/dual-credit.

Burris Courses: It is Burris policy that a student attend at least four (4) in-class courses a semester offered at Burris. If a course is offered at Burris, then a student will be expected to attend the Burris course, rather than taking the course online, at Indiana Academy, Ball State University, or through another correspondence course option.

Burris Honors Society: Juniors and Seniors are invited to apply during Fall semester for the Burris Honors Society. The requirements are that they must have a GPA of at least 3.6, show good character, leadership, and service. Interested students should talk with the Burris Honors Society sponsor to fill out the application form, which includes two faculty signatures.

College Athletic Eligibility: Students who plan to enroll in college and participate in Division I or Division II athletics must be certified by the National Collegiate Athletic Association (NCAA) Eligibility Clearinghouse. GPA, SAT, and ACT requirements can be located on the NCAA Eligibility Center website at www.eligibilitycenter.org. Students need to start this process their sophomore year.

Division I 16 Core Courses	Division I Qualifier Requirements	Division II 16 Core Courses
4 years of English	16 core courses	3 years of English
3 years of Mathematics (Algebra I or higher)	Ten core courses completed before the start of the seventh semester. Seven of the ten must be in English, math, or natural physical science. "locked-in" for core-course GPA calculation	2 years of Mathematics (Algebra I or higher)
2 years of Natural/Physical Science (1 year of lab if offered by high school)		2 years of Natural/Physical Science (1 year of lab if offered by high school)
1 year of additional English Mathematics, or Natural/Physical Science	Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on sliding scale.	3 years of additional English, Mathematics, or Natural/Physical Science
2 years of Social Science		2 years of Social Science
4 years of additional Academic courses (any area above, foreign language or comparative religion/philosophy)	Graduate from high school	4 years of additional Academic courses (any area above, foreign language or comparative religion/philosophy)

Credit by Demonstration of Proficiency: Students are allowed the pursuit of course credit by demonstrating that they have mastered the standards of the course and are proficient in course content. Interested students should discuss this option first with the teacher of a specific course, and also obtain permission of the school counselor and principal to pursue this option.

Credit Recovery: In general, students who have failed a course, retake the course in-person. In limited circumstances, the student may be allowed to retake the course online with the approval of the Burris principal. In these circumstances, Burris uses Edgenuity, an online system, to offer classes for credit recovery. Records of all attempts to pass the class will remain on their record.

Dual Credit: Some Burris high school courses will be eligible for Dual Credit with Ball State University or Ivy Tech Community College. Students are responsible for the enrollment fee and tuition (varies per course) and will receive a **college transcript** for courses successfully completed. Tuition fees for dual credit courses are **lower** than regular college tuition rates for the same course. The college transcript should allow the transfer of credits to other colleges within Indiana. Check for course acceptance when transferring credits to out of state colleges.

Early Graduation: At the end of sophomore year, students may opt to petition the principal to graduate at the completion of all graduation requirements regardless of number of semesters completed. Students can apply to graduate in 3 or 3 ½ years from high school. The Early Graduation Application is available in the Burris Counseling Center or online here.

Flex Physical Education Credit: The Flex PE option allows for extra room in a student's schedule to pursue scholastic opportunities of interest. If approved, students can use a Burris Laboratory School sport of their choice to count as their PE I and/or PE II high school credit. Students will need to take an approved online physical education course along with completing a full season of a sport to earn the Flex PE credit. At the beginning of their freshmen year, students must fill out the Flex PE Application if they are interested in pursing this option during their time in high school. They must complete their Flex PE credit(s) by the end of sophomore year, or they will be enrolled in a traditional PE course to complete their high school requirements.

Grade Review Guidelines: Grades are awarded for student achievement and performance, and are determined by the student's teacher. The following guidelines will be used in working with a student or parent request for reviewing a student's grade. 1) A conference with the student and teacher will occur. 2) A conference with parent/guardian and teacher will occur. Other school personnel may be involved if requested. 3) Formal request for grade review must be made within five days following the date that grades are posted. 4) A conference including administration, parent/guardian, student, teacher, and other appropriate school personnel will be scheduled. 5) Closure of a grade review request will occur within ten school days following the date that grades are posted. 6) After closure of the grade review request, a student's grade may be adjusted if that was decided by the review committee at the conference.

High School Credit Below Grade 9: High school credit will be given for high school classes taken during middle school at Burris. Transfer students will receive credit IF the previous school awarded high school credit. Students earning high school credit before entering the ninth grade must work with a school counselor and may need to seek approval from the principal. Approval must be sought before the course is taken. Each request will be considered on an individual basis. Students must complete six math credits in grades 9-12 in order to earn a Core 40 diploma, and eight math credits in grades 9-12 to earn an Academic or Techinical Honors Diploma. High-school level math courses taken before 9th grade count as high school credit, but they do not count towards the six core high school math credits required for graduation.

INC (Incomplete): Should unusual circumstances arise, such as an illness or family emergency, that prevent the student from completing course work at mid-term or the end of the semester by the deadlines for grades to be issued, a teacher may issue an "I" (Incomplete) grade. To request a grade of "I", the teacher must request a form available from the Systems Administrator. This form must be submitted according to the deadlines for the submission of all other mid-term or final grades (8:00 a.m. on the third school day following the end of the mid-term or the semester, unless otherwise noted). Instructions for completing the form are included on the form. A deadline for completing assignments must be indicated on the form. To change the grade from "I", the teacher must complete an official grade change form no later than the end of the second school day following the above deadline. If the above requirements are not met and the grade change form is not filed, the "I" grade will automatically become a "F" on the third school day following the above deadline. Grades of "I" earn no credit, do not affect the GPA, and are not considered passing when determining athletic eligibility for a student. However, when the "I" grade is changed according to the above deadlines, the new grade will be used to determine athletic eligibility. All requests for use of "I" require completion of the form and approval of the principal.

Independent Study: Independent study is an option for seniors only with a cumulative GPA of 3.0 or above. This program provides students with an opportunity to extend their education beyond the courses that are on the schedule for the academic year (No course that appears on the schedule is to be taken as an independent study). Independent studies may not be used to meet the required credits for an Indiana Academic Honors Diploma, but can count as electives towards the total of 47 credits. The NCAA Clearinghouse does not recognize Independent studies. Students planning to participate in NCAA athletics should not take independent study courses unless they are above and beyond regular graduation requirements. A student considering an independent study should discuss the appropriateness of the option with parents and the school counselor. The student must develop the program for the independent study with the assistance of a faculty advisor. Each student may include only one independent study as part of the required six classes each semester. Seniors may not take an independent study if enrolled in an internship. A student pursuing an independent study must prepare the necessary forms that are available in the Burris Counseling Center. An Independent Study Proposal must be filled out appropriately, turned in by the established deadline, and signed by the student, parent, and advisor. The Proposal Approval Committee's approval is required for each completed proposal to be valid. Failure to complete the proposal by the established deadline may result in the denial of the proposal and the placement of the student in a course from the Burris schedule. Grades for independent study are issued at mid-term and at the end of the semester. Time logs are to be maintained. Each independent study is worth one credit, and 90 hours of study must be documented. A final project, determined by the student and advisor of each independent study, is required. Each student will share the final project with peers and faculty personnel in an appropriate setting. Independent studies are part of a student's regular schedule and appear on the official transcript.

Internships: Internships are an option for juniors and seniors only and must be career oriented. Students must have a minimum cumulative GPA of 3.0 or above. This program extends their education beyond the courses on the schedule for the academic year. Only elective credit will be given for a completed internship. Students will not be permitted to take an internship and an independent study during the same semester. Internships require a documented log of 90 hours per semester credit. A student considering an internship should discuss the appropriateness of this option with parents and the school counselor. An Internship Proposal must be completed, turned in by the established deadline, and signed by the student, parent, and supervisor of the internship. The Proposal Approval Committee's approval is required for each internship. Internships are part of a student's regular schedule and appear on the official transcript. Failure to keep an accurate log of hours or complete the proposal by the established deadline may result in the denial of the proposal and the placement of the student in a course from the Burris schedule.

Online/Correspondence Courses: Online courses may be allowed for Burris students under two conditions: 1. Class must not be offered at Burris, Indiana Academy, or at Ball State University or 2. An unresolvable scheduling conflict exists which cannot be remedied any other way. Students must complete an Online Course Request Form, which may be obtained from the school counselor. Administrative approval must be obtained on the Online Course Request Form before a student can register for the online course. The student is responsible to pay for the cost of the course. The course must be taught through an accredited source, such as Indiana Online Academy or BYU Independent Studies. Students should research the technology requirements to make sure they will be able to fully access all course materials and activities before registering for the course. Students must report daily for their online class period to the room assigned on their schedule for attendance.

Muncie Area Career Center (MACC): Burris juniors and seniors must apply to attend classes at the MACC, as long as they are on-track with their graduation requirements. MACC classes are either in the morning (7:55-10:25am) or afternoon (12:30-3:00pm). Students must provide their own transportation to and from MACC classes. Burris assumes no liability for classes taken off Burris property. MACC classes are year-long, and students earn 3 credits per semester. The Muncie Area Career Center has established dual-credit agreements with Ivy Tech and Vincennes University for many of the courses provided at the MACC. In order to assist students with preparing for college, all MACC students are provided the opportunity to take the Accuplacer college placement examination on-site. The Accuplacer test results are one of the prerequisites for enrolling in dual credit courses. To earn dual credit, students must also meet all college course requirements. The programs offered at the MACC are Auto Mechanics, Biomedical Science, Building Trades, Cosmetology, Dental Health, Health Science I and II, Early Childhood Education, Electricity, IT Academy, Public Safety, and Welding Technology. Some of these programs are designed to

allow students to earn a Technical Honors diploma. The MACC also provides seniors the opportunity to take the WorkKeys examination. The WorkKeys certification is a credential that provides evidence of essential workplace skills and can be taken to meet the requirements for a Technical Honors Diploma. Some of the programs allow students to finish with a nationally-recognized certification. Additionally, all MACC students are required to participate in one job shadowing experience each year. The job shadowing activities include telephone contact with an employer, two letters, observation at the work site, and evaluation essay of the experience. More information about the programs available at the Muncie Area Career Center can be found at http://macc.muncie.k12.in.us/programs, or by talking with the Burris school counselor. Students will follow the schedule of Muncie Community Schools regarding delays and closures, and are bound to the expectations in the MCS student handbook during their time at the MACC.

Project Lead The Way (PLTW): Project Lead The Way provides students the opportunity to explore, through hands-on experiences, what the field of engineering is all about. Project Lead The Way is a series of classes that prepares students to be successful in college engineering programs.

Retaking of the next year: Students repeating a course taken during the Fall Semester should take the course again during the following Fall Semester, unless the class is a single-semester course also offered in the Spring. Similarly, students repeating a course taken during the Spring Semester should take the course over during the following Spring Semester. The student's overall grade point average must be calculated by counting all attempted course credits and grades. Thus, if a student retakes a course, the previous course grade and credit(s) cannot be dropped from the calculation of the grade point average. No record of courses is dropped from the transcript. If a student retakes a class which was previously passed in an attempt to earn a higher grade, both grades will remain on the transcript, but the student will earn a credit for only the second course taken. If a student retakes a course previously passed and fails the second attempt, the credit from the first course remains and both grades are listed on the transcript. If a student has a question about retaking a class, the student should ask their school counselor. For athletic eligibility, students must pass 5 full credit courses (A BSU course must be a 3 hour course to count as 1) for which the student has not received prior credit. Example: A student retaking a course for an improved grade when the original grade was a D- or better is not allowed to count that course toward athletic eligibility. Consult the athletic director or school counselor for any clarification of this IHSAA rule.

Special Education: Burris provides support for K-12 students who have been identified for special education services. More information about the Burris Special Education Referral Process can be found here or by talking with the Director of Special Education.

COURSE LISTING

ART

CERAMICS: *HS3180 Fall / HS3180A Spring*
Ceramics is a course based on the Indiana Academic Standards for Visual Art. Students in ceramics engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create works of art in clay utilizing the processes of hand building, molds, wheel throwing, slip and glaze techniques, and the firing processes. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L), Introduction to Three-Dimensional Art (L)
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized
- Counts as a Directed Elective or Elective for all diplomas
- Laboratory Course

DRAWING: *HS3179 Fall / HS3179A Spring*
Drawing is a course based on the Indiana Academic Standards for Visual Art. Students in drawing engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create drawings utilizing processes such as sketching, rendering, contour, gesture, and perspective drawing and use a variety of media such as pencil, chalk, pastels, charcoal, and pen and ink. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Laboratory Course

FIBER ARTS: *HS3186 Fall / HS3186A Spring*
Fiber Arts is a course based on the Indiana Academic Standards for Visual Art. Students in fiber arts engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create fiber art works utilizing processes such as loom and off-loom construction, dyeing, coiling, and stitchery. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L), Introduction to Three-Dimensional Art (L)
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Laboratory Course

INTRODUCTION TO TWO-DIMENSIONAL ART: *HS3177 Fall/HS3177A Spring*
Introduction to Two-Dimensional Art is a course based on the Indiana Academic Standards for Visual Art. Students taking this course engage in sequential learning experiences that encompass art history, art criticism, aesthetics, production, and integrated studies and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create two-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources.

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: none

- Credits: 1 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Laboratory Course

JEWELRY: *HS3185 Fall / HS3185A Spring*
Jewelry is a course based on the Indiana Academic Standards for Visual Art. Students in Jewelry engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create works of jewelry design and fabrication techniques including, sawing, piercing, filing, and soldering. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L), Introduction to Three-Dimensional Art (L)
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized
- Counts as a Directed Elective or Elective for all diplomas
- Laboratory Course

PAINTING: *HS3178 Fall / HS3178A Spring*
Painting is a course based on the Indiana Academic Standards for Visual Art. Students taking painting engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production that lead to the creation of portfolio quality works. Students create abstract and realistic paintings, using a variety of materials such as mixed media, watercolor, oil, and acrylics as well as techniques such as stippling, gouache, wash, and impasto. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Laboratory Course

PRINTMAKING: *HS3182 Fall / HS3182A Spring*
Printmaking is a course based on the Indiana Academic Standards for Visual Art. Students in printmaking engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production that lead to the creation of portfolio quality works. Students apply media, techniques, and processes with sufficient skill to communicate intended meaning. They create abstract and realistic prints using a variety of materials such as linocut, woodcut, stencil, silkscreen, photo silkscreen, and mono-print. They utilize processes such as etching, relief, and lithography to explore a variety of ideas and problems. Students reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Laboratory Course

SCULPTURE: *HS3184 Fall / HS3184A Spring*
Sculpture is a course based on the Indiana Academic Standards for Visual Art. Students in sculpture engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production. Using materials such as plaster, clay, metal, paper, wax, and plastic, students create portfolio quality works. Students at this level produce works for their portfolios that demonstrate a sincere desire to explore a variety of ideas and problems. They create realistic and abstract sculptures utilizing subtractive and additive processes of carving, modeling, construction, and assembling. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L), Introduction to Three-Dimensional Art (L)
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Laboratory Course

ADVANCED PLACEMENT STUDIO ART: *HS4023 Fall/HS4024 Spring*
The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. AP Studio Art is not based on a written exam; instead, students submit portfolios for evaluation at the end of the school year. The AP Studio Art Program consists of three portfolios: **2-D Design, 3-D Design and Drawing** — corresponding to the most common college foundation courses.

The portfolios share a basic, three-section structure, which requires the student to show a fundamental competence and range of understanding in visual concerns (and methods). Each of the portfolios asks the student to demonstrate a depth of investigation and process of discovery through the **Concentration** section (Section II). In the **Breadth** section (Section III), the student is asked to demonstrate a serious grounding in visual principles and material techniques. The **Quality** section (Section I) permits the student to select the works that best exhibit a synthesis of form, technique, and content.

The table below summarizes the section requirements for each of the three portfolios.

	Drawing	2-D Design	3-D Design
Section I: Quality	Five actual drawings; maximum size is 18" x 24"	Five actual works; maximum size is 18" x 24"	Five works; two images of each one are submitted
Section II: Concentration	12 images; some may be details	12 images; some may be details	12 images; some may be second views
Section III: Breadth	12 works; one image of each is submitted	12 works; one image of each is submitted	Eight works; two images of each are submitted

All three sections are required and carry equal weight, but students are not necessarily expected to perform at the same level in each section to receive a qualifying grade for advanced placement. The order in which the three sections are presented is in no way meant to suggest a curricular sequence. The works presented for evaluation may have been produced in art classes or on the student's own time and may cover a period of time longer than a single school year.

Studio Art, Advanced Placement – Drawing Portfolio is designed to address a very broad interpretation of drawing issues and media. Light and shade, line quality, rendering of form, composition, surface manipulation, and illusion of depth are drawing issues that can be addressed through a variety of means, which could include painting, printmaking, mixed media, etc. Abstract, observational, and inventive works may demonstrate drawing competence. Any work that makes use of (appropriate) other artists' works (including photographs) and/or published images must show substantial and significant development beyond duplication. This is demonstrated through manipulation of the formal qualities, design, and/or concept of the source. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

- Permission from course instructor.
- Required Prerequisites: Successful completion of 2 studio visual arts courses: Intro 2D Art, Drawing, Printmaking, Ceramics, Jewelry or Sculpture
- Recommended Grade Level: 11 or 12
- Recommended for students that must complete art portfolio requirements for collage applications.
- This course requires commitment from students to work outside of class and complete assignments before course begins. Failure to complete pre-course assignment will result in non-participation in the course.
- Continuation of second semester dependent on teacher recommendation
- Credits: a 2-semester course, 1 credit per semester
- Fulfills requirement for 2 Fine Arts credits for the Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

Studio Art, Advanced Placement – 2D Design Portfolio
This portfolio is intended to address two-dimensional (2-D) design issues Design involves purposeful decision making about how to use the

elements and principles of art in an integrative way.
The principles of design (unity/variety, balance, emphasis, contrast, rhythm, repetition, proportion/scale, figure/ground relationships) can be articulated through the visual elements (line, shape, color, value, texture, space). They help guide artists in making decisions about how to organize an image on a picture plane in order to communicate content. Effective design is possible whether one uses representational or abstract approaches to art.
For this portfolio, students are asked to demonstrate mastery of 2-D design through any two-dimensional medium or process, including, but not limited to, graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, fashion illustration, painting and printmaking. Video clips, DVDs, CDs and three-dimensional works may not be submitted. However, still images from videos or films are accepted.
A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:
http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

- Permission from course instructor.
- Required Prerequisites: Successful completion of 2 studio visual arts courses: Intro 2D Art, Drawing, Printmaking, Ceramics, Jewelry or Sculpture
- Recommended Grade Level: 11 or 12
- Recommended for students that must complete art portfolio requirements for collage applications.
- This course requires commitment from students to work outside of class and complete assignments before course begins. Failure to complete pre-course assignment will result in non-participation in the course.
- Continuation of second semester dependent on teacher recommendation
- Credits: a 2-semester course, 1 credit per semester
- Fulfills requirement for 2 Fine Arts credits for the Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

Studio Art, Advanced Placement –3D Design Portfolio
This portfolio is intended to address sculptural issues. Design involves purposeful decision-making about using the elements and principles of art in an integrative way. In the 3-D Design Portfolio, students are asked to demonstrate their understanding of design principles as they relate to the integration of depth and space, volume and surface. The principles of design (unity/variety, balance, emphasis, contrast, rhythm, repetition, proportion/scale, and occupied/unoccupied space) can be articulated through the visual elements (mass, volume, color/light, form, plane, line, texture). For this portfolio, students are asked to demonstrate mastery of 3-D design through any three-dimensional approach, including, but not limited to, figurative or nonfigurative sculpture, architectural models, metal work, ceramics, glass work, installation, assemblage and 3-D fabric/fiber arts. There is no preferred (or unacceptable) style or content.

A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:
http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

- Permission from course instructor.
- Required Prerequisites: Successful completion of 2 studio visual arts courses: Intro 2D Art, Drawing, Printmaking, Ceramics, Jewelry or Sculpture
- Recommended Grade Level: 11 or 12
- Recommended for students that must complete art portfolio requirements for collage applications.
- This course requires commitment from students to work outside of class and complete assignments before course begins. Failure to complete pre-course assignment will result in non-participation in the course.
- Continuation of second semester dependent on teacher recommendation
- Credits: a 2-semester course, 1 credit per semester
- Fulfills requirement for 2 Fine Arts credits for the Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ENGLISH

Each course is worth one **English** credit based on Indiana's Academic Standards for English. All English courses listed below are approved for Core 40, AHD and THD. Course descriptions are derived and adapted from *Indiana State Approved Course Guide*.

AMERICAN LITERATURE: *HS3104 Fall / HS3104A Spring*
American Literature, *a course based on the Indiana Academic Standards for English/Language Arts,* is a study of representative works and authors of the United States from pre-Revolutionary times to the present. Students read, analyze, evaluate, critique, and actively respond to a wide variety of literary genres that reflect American culture, including quality works of various ethnic and cultural minorities. Students compare readings and media from literature, history, and other subjects by demonstrating how the ideas and concepts presented in the works are interconnected, distinctly American, and important to an understanding of the development of the current culture.

- Recommended Grade Level: 11
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 to 2 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

CREATIVE WRITING: *HS3106 Fall / HS3106A Spring*
Creative Writing, *a course based on the Indiana Academic Standards for English/Language Arts*, is a study and application of the rhetorical writing strategies for prose and poetry. Using the writing process, students 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. Course can be offered in conjunction with a literature course, or schools may embed Indiana Academic Standards for English/Language Arts reading standards within curriculum.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

ENGLISH 9: *HS1101 Fall/HS2101 Spring*
English 9, an integrated English course based on the *Indiana Academic Standards for English/Language Arts in Grades 9-10,* is a study of language, literature, composition, and oral communication, focusing on literature within an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write, responses to literature, expository (informative), narrative, and argumentative/persuasive compositions, and sustained research assignments. Students deliver grade-appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information.

- Recommended Grade Level: 9
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

This course is required for all freshmen.

ENGLISH 10: *HS1107 Fall/HS2107 Spring*
English 10, an integrated English course based on the *Indiana Academic Standards for English/Language Arts* in Grades 9- 10, is a study of language, literature, composition, and oral communication, focusing on literature with an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write responses to literature, expository (informative) and argumentative/persuasive compositions, and sustained research assignments. Students deliver grade-appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information.

- Recommended Grade Level: 10
- Recommended Prerequisites: English 9 or teacher recommendation
- Credits: 2 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

This course is required for all sophomores.

ENGLISH LANGUAGE AND COMPOSITION ADVANCED PLACEMENT: *HS4025 Fall/HS4026 Spring*

Advanced English/Language Arts, College Credit, is an advanced course based on the *Indiana Academic Standards for English/Language Arts* in grades 11 and 12. This course title covers any English language and composition advanced course offered for credit by an accredited postsecondary institution through an adjunct agreement with a secondary school.

- Recommended Grade Level: 11,
- Recommended Prerequisites: English 9 and English 10, or teacher recommendation
- Credits: 2 semester course, 1 credit per semester.
- Fulfills an English/Language Arts requirement for all diplomas

ENGLISH LITERATURE AND COMPOSITION ADVANCED PLACEMENT: *HS1105 Fall/HS1106 Spring*

AP English Literature and Composition is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

- Recommended Grade Level: 12
- Recommended Prerequisites: English 9, English 10, and AP English Language, or teacher recommendation.
- Credits: 2 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement all diplomas

ENGLISH LITERATURE: *HS1104 Fall / HS2105 Spring*

English Literature, a course based on the *Indiana Academic Standards for English/Language Arts*, is a study of representative works of the English-speaking authors associated with the Commonwealth of Nations, including England, Scotland, Ireland, Wales, Canada, Newfoundland, Australia, New Zealand, India, South Africa, Kenya, Botswana, and others. Students examine a wide variety of literary genres that reflect the English-speaking peoples from the Anglo-Saxon Period to the present. Students analyze how the ideas and concepts presented in the works are both interconnected and distinctly reflective of the cultures and the countries in which they were written.

- Recommended Grade Level: 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

ETYMOLOGY *HS4042 Fall / HS4042A Spring*

Etymology, a language studies 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. Students write about word history and semantics in texts that require etymological sensitivity, such as Renaissance poetry or works in translation.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: 4 credits in English Language Arts, or teacher recommendation
- Credits: 1 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

FILM LITERATURE: *HS3108 Fall / HS3108A Spring*

Film Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of how literature is adapted for film or media and includes role playing as film directors for selected screen scenes. Students read about the history of film, the reflection or influence of film on the culture, and issues of interpretation, production and adaptation. Students examine the visual interpretation of literary techniques and auditory language in film and the limitations or special capacities of film versus text to present a literary work. Students analyze how films portray the human condition and the roles of men and women and the various ethnic or cultural minorities in the past and present. Course can be offered in conjunction with a composition course, or schools may embed Indiana Academic Standards for English/Language Arts writing standards within curriculum.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

NOVELS: *HS1504 Fall / HS1504 Spring*

Novels, a course based on the Indiana Academic Standards for English/Language Arts, is a study of the distinct features of the novel, such as narrative and fictional elements of setting, conflict, climax, and resolution, and may be organized by historical periods, themes, or authors. Students examine novels of a given period, such as Victorian, the Modern Period, or Contemporary Literature, and what distinguishes novels from short stories, epics, romances, biographies, science fiction, and others. Students analyze novels by various important authors from the past and present or sets of novels from a specific era or across several eras. Course can be offered in conjunction with a composition course, or schools may embed Indiana Academic Standards for English/Language Arts writing standards within curriculum.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

SPEECH: *HS3107 Fall / HS3107A Spring*

Speech, a course based on the *Indiana Academic Standards for English/Language Arts*, is the study and application of the basic principles and techniques of effective oral communication. Students deliver focused and coherent speeches that convey clear messages, using gestures, tone, and vocabulary appropriate to the audience and purpose. Students deliver different types of oral and multi-media presentations, including viewpoint, instructional, demonstration, informative, persuasive, and impromptu. Students use the same Standard English conventions for oral speech that they use in their writing. *Course can be offered in conjunction with a composition and literature course, or schools may embed Indiana Academic Standards for English/Language Arts within curriculum.*

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: None
- Credits: 1 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

HEALTH AND PHYSICAL EDUCATION

All courses are for one semester credit unless otherwise noted.

ELECTIVE PHYSICAL EDUCATION: *HS3173 Fall/HS3175 Spring*
Elective Physical Education, a course based on selected standards from *Indiana's Academic Standards for Physical Education,* identifies what a student should know and be able to do as a result of a quality physical education program. The goal of a physically educated student is to maintain appropriate levels of cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life. Elective Physical Education promotes lifetime sport and recreational activities and provides an opportunity for an in-depth study in one or more specific areas. A minimum of two of the following activities should be included: team sports; dual sports activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance. This course includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. Students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEP's and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.). See 511 IAC 7-27-9, 7-27-11.

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: Physical Education I and II
- Credits: 1 credit per semester, maximum of 8 credits
- Counts as an Elective requirement for all diplomas
- The nature of this course allows for successive semesters of instruction provided defined proficiencies and content standards are utilized
- Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender.

HEALTH & WELLNESS EDUCATION: *HS3176 Fall/HS3176A Spring*
Health & Wellness, a course based on *Indiana's Academic Standards for Health & Wellness,* provides the foundational information needed 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; and 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 that addresses critical health knowledge and skills for successfully maintaining a healthy lifestyle during a child's school years and beyond. 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 important core concepts of health and wellness and the knowledge and skills needed to successfully access valid health information, analyze the influence of others on their health behaviors, demonstrate the ability to communicate in a way to enhance and avoid or reduce health risks, demonstrate the ability to use decision-making skills to enhance health, demonstrate the ability to practice health-enhancing behaviors, and demonstrate the ability to advocate for personal, family and community health.

- Required Course
- A one semester class, students take only once during high school

PHYSICAL EDUCATION I: *HS1171 Fall/HS1171A Spring*
Physical Education I focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum that 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 both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEP's and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.). See 511 IAC 7-27-9, 7-27-11.

- Recommended Grade Level: 9, 10, 11, 12
- Required Prerequisites: Grade 8 Physical Education
- Credits: 1 semester course, 1 credit per semester, 1 credit maximum
- Fulfills part of the Physical Education requirement for all diplomas
- Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender.
- Adapted physical education must be offered, as needed, in the least restricted environment and must be based upon an individual assessment.

- As a designated laboratory course, 25% of course time must be spent in activity

PHYSICAL EDUCATION II: *HS2173A Fall/HS2173 Spring*

Physical Education II focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum that provides students with opportunities to actively participate in four of the following areas that were not covered in Physical Education I: 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 both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEP's and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.). See 511 IAC 7-27-9, 7-27-11.

- Recommended Grade Level: 9, 10, 11, 12
- Required Prerequisites: Physical Education I
- Credits: 1 semester course, 1 credit per semester, 1 credit maximum
- Fulfills part of the Physical Education requirement for all diplomas
- Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender.
- Adapted physical education must be offered, as needed, in the least restricted environment and must be based upon an individual assessment.
- As a designated laboratory course, 25% of course time must be spent in activity.

MATHEMATICS

All courses are for one semester credit each semester unless otherwise noted.

ALGEBRA I: *HS1150 Fall/HS2150 Spring*

Algebra I formalizes and extends the mathematics students learned in the middle grades. Algebra I is made up of 5 strands: Real Numbers and Expressions; Functions; Linear Equations, Inequalities, and Functions; Systems of Equations and Inequalities; Quadratic and Exponential Equations and Functions; and Data Analysis and Statistics. These critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. 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.

- Recommended Grade Level: 9, 10, 11, 12
- Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Counts as a Mathematics Course for all diplomas
- Fulfills the Algebra I/Integrated Mathematics I requirement for all diplomas
- Students pursuing Core 40, Core 40 with Academics Honors, or Core 40 with Technical Honors diploma should receive credit for Algebra I by the end of Grade 9

ALGEBRA II: *HS1154 Fall/HS2154 Spring*

Algebra II builds on work with linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Algebra II is made up of 5 strands: Complex Numbers and Expressions; Functions; Systems of Equations; Quadratic Equations and Functions; Exponential & Logarithmic Equations and Functions; Polynomial, Rational, and Other Equations and Functions; and Data Analysis, Statistics, and Probability. 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.

- Recommended Grade Level: 9, 10, 11, 12
- Prerequisite: Algebra I
- Credits: 2 semester course, 1 credit per semester
- Counts as a Mathematics Course for all diplomas
- Fulfills the Algebra II/Integrated Mathematics III requirement for all diplomas

CALCULUS, Advanced Placement AB: *HS1152 Fall/HS2152 Spring*

Calculus expands a student's knowledge of topics like functions, graphs, limits, derivatives, and integrals. Additionally, students will review algebra and functions, modeling, trigonometry, etc. Calculus is made up of five strands: Limits and Continuity; Differentiation; Applications of Derivatives; Integrals; and Applications of Integrals. 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.

- Recommended Grade Level: 11, 12
- Prerequisite: Pre-Calculus and Trigonometry
- Credits: 2 semester course, 1 credit per semester
- Counts as a Mathematics Course for all diplomas
- This course is also offered for dual credit
- Qualifies as a quantitative reasoning course
- Counts as a Mathematics Course for all diplomas

FINITE MATHEMATICS: *HS1501 Fall / HS2501 Spring*

Finite Mathematics is an umbrella of mathematical topics. It is a course designed for students who will undertake higher-level mathematics in college that may not include calculus. Finite Math is made up of five strands: Sets, Matrices, Networks, Optimization, and Probability. The skills listed in these strands indicate what students should know and be able to do in Finite Math. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Recommended Grade Level: 9, 10, 11, 12
- Prerequisite: Algebra II or Integrated Mathematics III
- Credits: 2 semester course, 1 credit per semester

- Counts as a Mathematics Course for all diplomas

GEOMETRY*: HS1152 Fall/HS2152 Spring*
Geometry formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Five critical areas comprise the *Geometry* course: Logic and Proofs; 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.

- Recommended Grade Level: 9, 10, 11, 12
- Prerequisites: Algebra I
- Credits: 2 semester course, 1 credit per semester
- Counts as a Mathematics Course for all diplomas
- Fulfills the Geometry/Integrated Mathematics II requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

MATH 10:
Math 10 is a course designed to reinforce and elevate the Algebra I and 8th grade geometry knowledge and skills necessary for students to successfully complete high school mathematics courses beyond Algebra I and essentials for passing the state's graduation qualifying exam in mathematics. Enrollment will be contingent upon recommendation of the Algebra I or Integrated Math I teacher based on diagnostic results of performance in Algebra I and/or mathematics competency assessments. The standards for this course are aligned to the state standards that students need to master for success with the state's graduation qualifying exam in mathematics and the next level math courses. Emphasis is on a variety of instructional methods designed to meet each student's needs and delivered through competency-based units. Pre- and post-assessment data should be analyzed on a continuous basis to drive instructional design and delivery.

- Recommended Grade Level: 9, 10
- Recommended Prerequisites: Students who have attempted a complete year of Algebra I
- Credits: 2 semester course, 1 credit per semester
- Counts as a Mathematics course for the General Diploma only or as an elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

MATH LAB: *HS1131 Fall/HS3331 Spring*
Mathematics Lab provides students with individualized instruction designed to support success in completing mathematics coursework aligned with *Indiana's Academic Standards for Mathematics*. *Mathematics Lab* is to be taken in conjunction with a Core 40 mathematics course, and the content of *Mathematics Lab* should be tightly aligned to the content of its corresponding course. *Mathematics Lab* should not be offered in conjunction with *Algebra I* or *Integrated Mathematics I*; instead, schools should offer *Algebra I Lab* or *Integrated Mathematics I Lab* to provide students with rigorous support for these courses.

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester, 8 credits maximum
- *Counts as an Elective (not a Mathematics course) for all diplomas*

PRE-CALCULUS/TRIGONOMETRY: *HS1156 Fall/HS2156 Spring*
Pre-Calculus extends the foundations of algebra and functions developed in previous courses to new functions, including exponential and logarithmic functions, and to higher-level sequences and series. The course provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Pre-Calculus is made up of five strands: Polar Coordinates and Complex Numbers; Functions; Quadratic, Polynomial, and Rational Equations and Functions; Exponential and Logarithmic Equations and Functions; and Parametric Equations. Students will also advance their understanding of *imaginary* numbers through an investigation of complex numbers and polar coordinates. The course is designed for students who expect math to be a major component of their future college and career experiences, and as such it is designed to provide students with strong foundations for calculus and other higher-level math courses. 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.

- Recommended Grade Level: 9, 10, 11, 12
- Required Prerequisite: Algebra II and Geometry or Integrated Mathematics III
- Credits: 2 semester course, 1 credit per semester
- Counts as a Mathematics Course for all diplomas

STATISTICS, Advanced Placement: *HS3334 Fall/HS3335 Spring*

This two-semester course focuses on the different methods of gathering and evaluating statistical data. Students utilize the tools acquired and apply them to real life situations. Graphing calculators, spreadsheets, and statistical software to analyze data are used throughout the course. This course examines both descriptive statistics and inferential statistics. Different methods of simulation are used to simplify real life situations so students may more easily explore them. Additionally, experiment design and sampling methods will be studied with an emphasis on the importance of randomization.

- Prerequisite: Algebra II
- A Core 40, AHD and THD course
- Credits: A two credit course
- This course is offered for dual credit
- Qualifies as a quantitative reasoning course
- Counts as a Mathematics Course for all diplomas

MUSIC

All courses are for one semester fine arts credit unless otherwise noted.

ADVANCED CONCERT BAND: *HS3188 Fall/HS3188A Spring*
Advanced Concert Band is based on the Indiana Academic Standards for High School Instrumental Music. This course provides students with a balanced comprehensive study of music through the concert band, which develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature, and integration of other applicable disciplines. Experiences include improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: Beginning and Intermediate Concert Band
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory course

ADVANCED CHORUS: *HS4008 Fall/HS4009 Spring*
Advanced Chorus is based on the Indiana Academic Standards for High School Choral Music. Students taking Advanced Chorus develop musicianship and specific performance skills through ensemble and solo singing. This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Chorus classes provide opportunities for performing, creating, and responding to music. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: Beginning and Intermediate Chorus
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Laboratory course

ADVANCED ORCHESTRA (Strings Only): *HS3190 Fall/HS3190A Spring*
Advanced Orchestra is based on the Indiana Academic Standards for High School Instrumental Music. Students in this ensemble are provided with a balanced comprehensive study of music through the orchestra, string and/or full orchestra, which develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop and refine elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of orchestral literature, and integration of other applicable disciplines. Experiences include improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: Beginning and Intermediate Orchestra
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Laboratory course

MUSIC THEORY AND COMPOSITION: *HS5001 Fall/HS5002 Spring*
Music Theory and Composition is based on the Indiana Academic Standards for Music and standards for this specific course. Students develop skills in the analysis of music and theoretical concepts. They develop ear training and dictation skills, compose works that illustrate mastered concepts, understand harmonic structures and analysis, understand modes and scales, study a wide variety of musical styles,

study traditional and nontraditional music notation and sound sources as tools for musical composition, and receive detailed instruction in other basic elements of music.

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: none
- Credits: 1 or 2 semester course, 1 credit per semester. The nature of this course allows for two successive semesters of instruction, provided that defined standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Laboratory Course

PUBLICATIONS

All courses are for one semester credit. **English credit is not given for any publication course.**

JOURNALISM: *HS3218 Fall / HS3218A Spring*

Journalism, a course based on the *Indiana Academic Standards for English/Language Arts*, is a study of news elements, journalism history, First Amendment law, ethics, fact and opinion, copy editing, news, and features as they apply to print and digital media products. It includes a comparison study of journalistic writing to other types of English writing with practical application of news, features, editorials, reviews, columns and digital media writing forms. For the second credit: Students continue to develop journalistic writing skills in addition to studying graphic design, advertising, public relations, photojournalism and emerging media development and design. By the end of the semester, students write, shoot and design stories for print and digital media products.

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: 2 credits in English Language Arts
- Credits: 1 or 2 semester course, 1 credit per semester. Second credit may be subtitled Advanced to allow for a successive semester of instruction at an advanced level.
- Counts as an Elective for all diplomas
- English/Language Arts credit (1080): If Journalism course work addresses the Indiana Academic Standards for English/Language Arts, and the student also takes a two-credit English Advanced Placement course plus corresponding AP exams OR a two-credit English dual credit course, up to two (2) credits accrued can be counted as part of the eight (8) required English/Language Arts credits for all diplomas.

NOTE: This is not a student publications course. The designated school newspaper or yearbook course is Student Media.

PHOTOGRAPHY: *HS4003 Fall / HS4003A*

Photography is a course based on the Indiana Academic Standards for Visual Art. Students in photography engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works, creating photographs, films, and videos utilizing a variety of digital tools and dark room processes. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Fine Arts or Elective for all diplomas
- Laboratory Course

STUDENT MEDIA – YEARBOOK: *HS3222 Fall/HS3222A Spring*

Student Media, a full-year course based on *the High School Journalism Standards and the Student Media Standards*, is the continuation of the study of journalism. Students demonstrate their ability to do journalistic writing and design for high school media, including school newspapers and yearbooks, and a variety of other media formats. Students follow the ethical principles and legal boundaries that guide scholastic journalism. Students express themselves publicly with meaning and clarity for the purpose of informing, entertaining, or persuading. Students work on high school media staffs so that they may prepare themselves for career paths in journalism, communications, writing, or related fields.

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: Journalism, Mass Media, or teacher recommendation
- Credits: 2 semester course, 1 credit per semester, 8 credits maximum. The nature of this course allows for successive semesters of instruction at advanced levels. May be offered over three or four years by subtitling the course Beginning, Intermediate, or Advanced.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills the Fine Arts requirement for the Core 40 with Academic Honors.

SCIENCE

All courses are for one semester credit unless otherwise noted.

ANATOMY & PHYSIOLOGY: *HS1502 Fall/ HS2502 Spring*
Anatomy & Physiology is a course in which students investigate concepts related to Health Science, with emphasis on interdependence of systems and contributions of each system to the maintenance of a healthy body. It introduces students to the cell, which is the basic structural and functional unit of all organisms, and covers tissues, integument, skeleton, muscular and nervous systems as an integrated unit. Through instruction, including laboratory activities, students apply concepts associated with Human Anatomy & Physiology. Students will understand the structure, organization and function of the various components of the healthy body in order to apply this knowledge in all health related fields.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Biology
- Credits: 1 semester course, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Core 40 science course requirement for all diplomas

BIOLOGY I (L): *HS1163 Fall/HS2163 Spring*
Biology I is a course based on laboratory investigations that include a study of the structures and functions of living organisms and their interactions with the environment. At a minimum, students enrolled in Biology explore the structure and function of cells, cellular processes, and the interdependencies of organisms with in populations, communities, ecosystems, and the biosphere. Students work with concepts, principles, and theories of the living environment. In addition, students enrolled in this course are expected to: (1) gain an understanding of the history and development of biological knowledge, (2) explore the uses of biology in various careers, and (3) investigate biological questions and problems related to personal needs and societal issues.

- Recommended Grade Level: 9, 10
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Fulfills the Biology requirement for all diplomas

CHEMISTRY I (L): *HS1165/HS2165*
Chemistry I is a course based on the following core topics: properties and the states of matter; atomic structure and the periodic table; bonding and molecular structure; reactions and stoichiometry; behavior of gases; thermochemistry; solutions; acids and bases. Students enrolled in Chemistry I compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. 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.

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisite: Algebra II (can be taken concurrently)
- Credits: 2 semester course, 1 credit per semester
- Counts as an Elective for all diplomas
- Fulfills a Core 40 science (physical) course requirement for all diplomas
- Qualifies as a quantitative reasoning course

AP CHEMISTRY (L): *HS4010/HS4011*
AP Chemistry is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The content includes: (1) structure of matter: atomic theory and structure, chemical bonding, molecular models, nuclear chemistry; (2) states of matter: gases, liquids and solids, solutions; and (3) reactions: reaction types, stoichiometry, equilibrium, kinetics and thermodynamics.

- Recommended Grade Level: 12
- Recommended Prerequisite: Chemistry I, Algebra II, Pre-Calculus/Trigonometry
- Credits: 2 semester course, 1 credit per semester
- Counts as a Science Course for all diplomas
- Qualifies as a quantitative reasoning course

EARTH AND SPACE SCIENCE (L): *HS1162 Fall/HS2162 Spring*
Earth and Space Science I is a course focused on the following core topics: the universe; the solar system; Earth cycles and systems; the atmosphere and hydrosphere; the solid Earth; Earth processes. Students analyze and describe earth's interconnected systems and examine

how earth's materials, landforms, and continents are modified across geological time. 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.

- Recommended Grade Level: 9, 10, 11, 12
- Credits: 2 semester course, 1 credit per semester
- Counts as an Elective for all diplomas
- Fulfills a science course requirement for all diplomas

INTEGRATED CHEMISTRY-PHYSICS (L): *HS4027 Fall/HS4028 Spring*

Integrated Chemistry-Physics is a course focused on the following core topics: constant velocity; uniform acceleration; Newton's laws of motion; energy; particle theory of matter; describing substances; representing chemical change; electricity and magnetism; waves; nuclear energy. 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

- Recommended Grade Level: 9
- Recommended Prerequisite: Algebra I (may be taken concurrently with this course)
- Credits: A two credit course
- Counts as an Elective for all diplomas
- Fulfills a science (physical) course requirement for all diplomas

PHYSICS I (L): *HS1168/HS2168*

Physics I is a laboratory-based course in which student synthesize the fundamental concepts and principles related to matter and energy, including mechanics, wave motion, heat, light, electricity, magnetism, atomic and subatomic physics. Through regular laboratory study using such qualities as velocity, acceleration, force, energy, momentum, and charge, students (1) examine the nature and scope of physics, including its relationship to other sciences and its ability to describe phenomena using physical laws, (2) describe the history of physics and its role in the birth of technology, (3) explore the uses of its models, theories, and laws in various careers, and (4) investigate physics questions and problems related to personal needs and societal issues.

- Recommended Grade Level: 11-12
- Recommended Prerequisites: Algebra I or II
- Credits: 2 semester course, 1 credit per semester
- Counts as an Elective for all diplomas
- Fulfills a science (physical) course requirement for all diplomas
- Qualifies as a quantitative reasoning course

SOCIAL STUDIES

All courses are for one semester credit unless otherwise noted.

ECONOMICS: *HS3117 Fall/HS3117A*
Economics examines the allocation of resources and their uses for satisfying human needs and wants. The course analyzes economic reasoning and behaviors of consumers, producers, savers, investors, workers, voters, institutions, governments, and societies in making decisions. Students explain that because resources are limited, people must make choices and understand the role that supply, demand, prices, and profits play in a market economy. Key elements of the course include the study of scarcity and economic reasoning; supply and demand; market structures; the role of government; national economic performance; the role of financial institutions; economic stabilization; and trade.

- Recommended Grade Level: 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester
- Fulfills the Economics requirement for all diplomas
- Qualifies as a quantitative reasoning course

SOCIOLOGY: *HS3119 Fall and HS2805 Spring*
Sociology allows students to study human social behavior from a group perspective. The sociological perspective is a method of studying recurring patterns in people's attitudes and actions and how these patterns vary across time, cultures, and in social settings and groups. Students describe the development of sociology as a social science and identify methods of research. Through research methods such as scientific inquiry students examine society, group behavior, and social structures. The influence of culture on group behavior is addressed through institutions such as the family, religion, education, economics, community organizations, government, and political and social groups. The impact of social groups and institutions on group and individual behavior and the changing nature of society will be examined. Influences on group behavior and social problems are included in the course. Students also analyze the role of individuals in the community and social problems in today's world.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester
- Counts as an Elective for all diplomas

TOPICS IN HISTORY: *HS3120 Fall / HS3120 Spring*
Topics in History provides students the opportunity to study specific historical eras, events, or concepts. Development of historical research skills using primary and secondary sources is emphasized. The course focuses on one or more topics or themes related to United States or world history. Examples of topics might include: (1) twentieth- century conflict, (2) the American West, (3) the history of the United States Constitution, and (4) democracy in history.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: United States History or History and World Civilizations
- Credits: 1 semester course, 1 credit per semester. This course may be repeated if the material in the course is different from one semester to the next. Topics in History can address different topics in World History or U.S. History.
- Counts as an Elective all diplomas

UNITED STATES GOVERNMENT: *HS3116 Fall/HS3116A Spring*
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 and understand 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 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 be able to explain 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.

- Recommended Grade Level: 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester
- Fulfills the Government requirement for all diplomas

UNITED STATES HISTORY: *HS1114 Fall/HS2114 Spring*

United States History is a two-semester course that builds upon concepts developed in previous studies of U.S. History and emphasizes national development from the late nineteenth century into the twenty-first century. After reviewing fundamental themes in the early development of the nation, students are expected to 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, and political, economic, social, and cultural influences in national developments from the late nineteenth century through the present as they relate to life in Indiana and the United States. Students are expected to 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 the cause for changes in the nation over time.

- Recommended Grade Level: 11
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Fulfills the US History requirement for all diplomas

UNITED STATES HISTORY, ADVANCED PLACEMENT: *HS4029 Fall/HS4030 Spring*

AP United States History is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP United States History focuses on developing students' abilities to think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance — identity; peopling; politics and power; work, exchange, and technology; America in the world; environment and f; and ideas, beliefs, and culture — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places.

- Recommended Grade Level: 11
- Recommended Prerequisites: Cumulative GPA of 3.4 or above, and English 9 teacher recommendation, if in 10th grade; cumulative GPA of 3.4 or higher if in 11th or 12th grade. Instructor permission required if recommended without meeting GPA requirement.
- Credits: A 2 semester course, 1 credit per semester
- Fulfills the US History requirement for all diplomas

WORLD HISTORY AND CIVILIZATION: *HS1111 Fall/HS2111 Spring*

World History is a two-semester course. It emphasizes events and developments in the past that greatly affected large numbers of people across broad areas of the earth and that significantly influenced peoples and places in subsequent eras. Some key events and developments pertain primarily to particular people and place; others, by contrast, involve transcultural interactions and exchanges between various peoples and places in different parts of the world. Students are expected to practice skills and processes of historical thinking and inquiry that involve chronological thinking, comprehension, analysis and interpretation, research, issues-analysis, and decision-making. They are expected to compare and contrast events and developments involving diverse peoples and civilizations in different regions of the world. Students are expected to examine examples of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present. Finally, students are expected to apply content knowledge to the practice of thinking and inquiry skills and processes. There should be continuous and pervasive interactions of processes and content, skills and substance, in the teaching and learning of history.

- Recommended Grade Level: 10
- This is a required course; two semesters are required for graduation.
- Credits: 2 semester course, 1 credit per semester
- Fulfills the Geography History of the World/World History and Civilization graduation requirement for all diplomas

WORLD LANGUAGE

Additional World Language options are available through the Indiana Academy. The Indiana Academy course listing is available at https://academy.bsu.edu/catalog/. Freshmen and Sophomores interested in signing up for an Indiana Academy World Language course must have two teachers submit Academy Recommendation Forms found here to the Burris Counseling Center. If students receive strong recommendations, then they will be allowed to register for the Indiana Academy course.

SPANISH I: *HS1130 Fall/HS2130 Spring*
Spanish I, a course based on *Indiana's Academic Standards for World Languages*, introduces students to effective strategies for beginning Spanish language learning, and to various aspects of Spanish-speaking culture. In addition, Spanish I will focus on *World-Readiness Standards for Learning Languages* from the *American Council on the Teaching of Foreign Languages.* This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics, and write short passages with guidance. This course also emphasizes the development of reading and listening comprehension skills, such as reading isolated words and phrases in a situational context and comprehending brief written or oral directions. Additionally, students will examine the practices, products and perspectives of Spanish-speaking culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding Spanish language and culture outside of the classroom.

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma

SPANISH II: *HS1132 Fall/HS2132 Spring*
Spanish II, a course based on *Indiana's Academic Standards for World Languages*, builds upon effective strategies for Spanish language learning by encouraging the use of the language and cultural understanding for self-directed purposes. In addition, Spanish II will focus on *World-Readiness Standards for Learning Languages* from the *American Council on the Teaching of Foreign Languages.* This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics, and write cohesive passages with greater independence and using appropriate formats. This course also emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and comprehending longer written or oral directions. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will describe the practices, products and perspectives of Spanish-speaking culture; report on basic family and social practices of the target culture; and describe contributions from the target culture. This course further emphasizes making connections across content areas and the application of understanding Spanish language and culture outside of the classroom.

- Recommended Grade Level: 9, 10, 11, 12
- Required Prerequisites: Spanish I
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma

SPANISH III: *HS1134 Fall/HS2134 Spring*
Spanish III, a course based on *Indiana's Academic Standards for World Languages*, builds upon effective strategies for Spanish language learning by facilitating the use of the language and cultural understanding for self-directed purposes. In addition, Spanish III will focus on *World-Readiness Standards for Learning Languages* from the *American Council on the Teaching of Foreign Languages.* This course encourages interpersonal communication through speaking and writing, providing opportunities to initiate, sustain and close conversations; exchange detailed information in oral and written form; and write cohesive information with greater detail. This course also emphasizes the continued development of reading and listening comprehension skills, such as using cognates, synonyms and antonyms to derive meaning from written and oral information, as well as comprehending detailed written or oral directions. Students will address the presentational mode by presenting student-created material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will continue to develop understanding of Spanish-speaking culture through recognition of the interrelations among the practices, products and perspectives of the target culture; discussion of significant events in the target culture; and investigation of elements that shape cultural identity in the target culture. This course further emphasizes making connections across content areas as well the application of understanding Spanish language and culture outside of the classroom.

- Recommended Grade Level: 9, 10, 11, 12
- Required Prerequisites: Spanish I and II

- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma

SPANISH LANGUAGE, Advanced Placement: *HS4019 Fall/HS4020 Spring*

This a superior level course that is designed for students who have a strong desire to maximize their Spanish language communicative skills (speaking, listening, reading and writing), deepen their cultural knowledge, successfully complete the Spanish Language Advanced Placement Examination and ultimately reach bilingualism.

Advanced Placement Spanish uses a multi-media approach, which includes but is not limited to authentic films, internet, pod casts, classic and modern works of literature, *telenovelas* in the target language w/out subtitles, magazines, CD's, downloads from iTunes, and DVD's. The course comprises of a comprehensive review of grammatical structures and concepts, conversation tables, the study and practice of essay writing and the translation, analysis and discussion of authentic language text/materials in order to enable students to succeed in attaining a high level of language competency/proficiency on the Spanish Language Advanced Placement Exam. Spanish is the exclusive language of the classroom, and therefore students are always expected to express themselves using the target language to all members of the class and especially when speaking to the instructor, unless the instructor has given the students permission to use the native language.

The goal of this course is for students to attain a high level of proficiency in the four linguistic skills (speaking, listening, reading and writing), succeed on the Spanish Language Advanced Placement Exam and ultimately become bilingual. By the end of this course students should be able to communicate in all communicative modes (interpersonal, interpretive and presentational) at the level of a proficient student enrolled in a 3rd-year Spanish language college course. All four-language skills are practiced every day through the context of the themes and functions evident in the daily classroom Spanish conversation and discussion, daily journal entries, authentic materials presented by students, various Spanish textbooks, Spanish AP® Text, Advanced Spanish Reader, various literary works, authentic texts and films, Spanish AP® practice tests and studies, and other supplemental texts and materials. This course is conducted exclusively in Spanish.

Upon successful completion of the course, students are expected to take the Spanish Language Advanced Placement Exam if the exam can be administered to the student free of charge. Completion of this course and exam may also qualify students to receive the Indiana Certificate of Multilingual Proficiency.

Within this context, the course provides students with opportunities to:

- partake in informal discussions;
- present information to a group of students, and teach parts of class;
- interview others;
- converse and debate;
- give professional reports;
- participate in literature discussions;
- listen to a variety of authentic spoken language;
- listen for certain vocabulary words and grammatical structures and concepts;
- listen to a variety of native speakers from different countries (understanding different accents);
- interpret spoken script from Spanish to English and English to Spanish;
- partake in both discussions and conversations that require both listening and speaking;
- complete a variety of writings;
- respond to factual and interpretive questions, interact in complex social situations, and express opinions and make judgments;
- give presentations on cultural topics including: (1) traditions, (2) historical and contemporary events, and (3) major historical and artistic figures;
- paraphrase or restate what someone else has said;
- read for comprehension from a variety of longer authentic materials, such as newspapers and magazine articles, novels, and essays, as well as make judgments about what is read;
- write well-organized compositions on a given topic;
- be aware of the relationship between various art forms in at least one major historical period;
- be aware of the major literary, musical, and artistic periods and genres of at least one of the cultures in which Spanish is spoken; and
- be able to adjust speech appropriate to the situation and audience

- **Prerequisites: Successful completion of Spanish I, Spanish II, and Spanish III**
- A Core 40, AHD, and THD course
- A two credit course based on Indiana's Academic Standards for AP® World Languages
- Enrollment in second semester is contingent upon the successful completion of the previous semester, or by instructor permission.

OTHER ELECTIVES

ADVANCED ACTING: *HS2703 Fall / HS2703A Spring*
Advanced Acting is based on the Indiana Academic Standards for Theatre. Students enrolled in Advanced Acting research, create, and perform characters through script analysis, observation, collaboration and rehearsal. These activities should incorporate elements of theatre history, culture, analysis, response, creative process and integrated studies. Additionally, students explore career opportunities in the theatre by attending plays, meeting actors and discussing their work, and becoming theatre patrons in their community.

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: Theatre Arts
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of
- Instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

CADET TEACHING EXPERIENCE:
This elective course provides students in grades eleven (11) or twelve (12) organized exploratory teaching experiences in grades kindergarten (K) through grade nine (9). All teaching experiences should be preplanned by the high school Cadet Teaching Experience teacher-trainer and the cooperating teacher(s) who are supervising prospective teachers and providing them with pre-training experiences in one or more classes. This course provides a balance of class work relating to: (1) classroom organization, (2) classroom management, (3) the curriculum and instructional process, (4) observations of teaching, and (5) instructional experiences. Study topics and background reading provide the cadets with information concerning the teaching profession and the nature of the cadet teachers' assignments. Evaluation is based upon the cadet teachers' cooperation, day-to-day practical performance, and class work including the cadets' potential ability to teach. The total workload of the Cadet Teaching course is comparable to those for other subjects in the high school curriculum.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: None
- Credits: 1 credit per semester, up to 4 semesters, 4 credits maximum
- Cadet teaching experience for high school students is limited to grades kindergarten through grade nine
- Counts as a Directed Elective or Elective for all diplomas

CITIZENSHIP AND CIVICS: *HS1701 Fall / HS1701A Spring*
Citizenship and Civics is an overview of citizenship roles and responsibilities designed to help students become independent thinkers and conscientious citizens. This course deals with political trends and behavior which citizens consider to be relevant to the most pressing issues of the day. The course provides students experiences that will develop attitudes of citizenship within a democratic society. Topics include: (1) the policymaking process, (2) public participation in policymaking, (3) citizenship rights and responsibilities in a changing society, and (4) the relationship between modern society and government. Study of the local government should be a component of this course.

- Recommended Grade Level: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester
- Counts as an Elective for all diplomas

COMPUTER SCIENCE PRINCIPLES, AP: *HS1702 Fall / HS2702 Spring*
The *AP Computer Science Principles* course will introduce you to the essential ideas of computer science and show how computing and technology can influence the world around you. Students will creatively address real-world issues and concerns while using the same processes and tools as artists, writers, computer scientists, and engineers to bring ideas to life. The course is not intended to be used as a dual credit course.

- Recommended Grade Level: 9- 12
- Required Prerequisite: Algebra I
- Credits: 2 semester course, 1 credit per semester
- Counts as a Math Course for all diplomas

AP COMPUTER SCIENCE A: *HS1812 Fall / HS2812 Spring*
AP Computer Science A is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. *AP Computer Science A* is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the

ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The curriculum for *AP Computer Science A* is compatible with many CS1 courses in colleges and universities.

- Recommended Grade Level: 11, 12
- Prerequisite: AP Computer Science Principles and Algebra II
- Credits: 2 semester course, 1 credit per semester
- Counts as an Mathematics or Elective for all diplomas
- Qualifies as a quantitative reasoning course

CURRENT PROBLEMS, ISSUES, AND EVENTS: *HS3122A Fall/ HS3122 Spring*
Current Problems, Issues, and Events gives students the opportunity to apply investigative and inquiry techniques to the study of significant problems or issues. Students develop competence in (1) recognizing cause and effect relationships, (2) recognizing fallacies in reasoning and propaganda devices, (3) synthesizing knowledge into useful patterns, (4) stating and testing hypotheses, and (5) generalizing based on evidence. Problems or issues selected will have contemporary historical significance and will be studies from the viewpoint of the social science disciplines. Community service programs and internships within the community may be included.

- Recommended Grade Level: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester. Course may be repeated for credit if the content of the course changes.
- Counts as an Elective for all diplomas

ETHNIC STUDIES: *HS4013 Fall / HS4013A Spring*
Ethnic Studies provides opportunities to broaden students' perspectives concerning lifestyles and cultural patterns of ethnic groups in the United States. This course will either focus on a particular ethnic group or groups, or use a comparative approach to the study of patterns of cultural development, immigration, and assimilation, as well as the contributions of specific ethnic or cultural groups. The course may also include analysis of the political impact of ethnic diversity in the United States.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit
- Counts as an Elective for all diplomas

INDIANA STUDIES: *HS1703 Fall / HS1703A Spring*
Indiana Studies is an integrated course that compares and contrasts state and national developments in the areas of politics, economics, history, and culture. The course uses Indiana history as a basis for understanding current policies, practices, and state legislative procedures. It also includes the study of state and national constitutions from a historical perspective and as a current foundation of government. Examination of individual leaders and their roles in a democratic society will be included and student will examine the participation of citizens in the political process. Selections from Indiana arts and literature may also be analyzed for insights into historical events and cultural expressions.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester
- Counts as an Elective for all diplomas

INTRODUCTION TO COMPUTER SCIENCE*: HS 4803*
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.

- Recommended Grade Level: 9, 10
- Recommended Prerequisites: None
- Credits: 1 semester course, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

INTRODUCTION TO ENGINEERING DESIGN:
Introduction to Engineering Design is a fundamental pre-engineering course where students become familiar with the engineering design process. Students work both individually and in teams to design solutions to a variety of problems using industry standard sketches and current 3D design and modeling software to represent and communicate solutions. Students apply their knowledge through hands-on projects and document their work with the use of an engineering notebook. Students begin with completing structured activities and move

to solving open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. Ethical issues related to professional practice and product development are also presented.

- Recommended Grade Level: 9
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

TECHNOLOGY SYSTEMS:

Technology Systems is a course that focuses on the technologies used in the career pathways related to Architecture & Construction, Arts, A/V Technology & Communications, Manufacturing, Science, Technology, Engineering & Mathematics and the Transportation, Distribution, & Logistics career clusters. Instructional strategies include creative problem solving activities that address real-world problems and opportunities. Computer experiences are used to incorporate graphics, simulations, networking, and control systems. Students are also introduced to, and engaged in, investigating career opportunities within a career cluster of their choice. Systems thinking skills are used by students to study, diagram, and test a solution to a scenario related to their career interests.

- Recommended Grade Level: 9
- Recommended Prerequisite: none
- Credits: 1 semester course, 1 credit per semester, 1 credit maximum
- Counts as a Directed Elective or Elective for all diplomas

THEATRE ARTS: *HS2701 Fall / HS2701 Spring*

Theatre Arts is based on the Indiana Academic Standards for Theatre. Students enrolled in Theatre Arts read and analyze plays, create scripts and theatre pieces, conceive scenic designs, and develop acting skills. These activities incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore career opportunities in the theatre, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community.

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of
- instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

FORMS AND INFORMATION

Students and families who have questions about the scheduling process can stop by the Burris Counseling Center, room 112.

Additional resources and forms can also be found on the Burris Counseling Website
https://burrislab.bsu.edu/resources-for-students-and-parents/counseling/

Scheduling Forms available on the Burris Counseling Center website:

*Independent Study Application
*Internship Application
*Online Class Request
*Indiana Academy Class Request
*Early High School Graduation Request
*Flex PE Credit Application
*Ball State University Online Dual Credit Registration Forms
*Ball Sate University On-campus Class Registration Forms
*Graduation Pathways Requirements List (Class of 2023 and following)
*Service, Project, and Work-Based Learning Experience Rubrics

Additional information available on the Burris Counseling Center website:

*Scholarship and Financial Aid Information
*College Information
*ACT/SAT
*Summer Programs
*Information about Transcripts
*Senior Bulletins
*Coffee with the Counselors Parent Meetings
*College Visit Form
*Burris Honors Society Application Form