



**Trinity Lutheran High School**

**7120 North County Road 875 East**

**Seymour, IN 47274**

**812.524.8547**

**[www.trinitycougars.org](http://www.trinitycougars.org)**



# **Trinity Lutheran High School**

**Course Offerings**

**2018-2019**

The mission of Trinity Lutheran High School is to educate, develop, and prepare Christian servants and leaders.

## AGRICULTURE

**Advanced Life Science, Animals (L)** is a standards-based, interdisciplinary science course that integrates biology, chemistry, and microbiology in an agricultural context. Students formulate, design, and carry out animal-based laboratory and field investigations as an essential course component. Students investigate key concepts that enable them to understand animal growth, development and physiology as it pertains to agricultural science. This course stresses biology and chemistry as students work with concepts associated with animal taxonomy, life at the cellular level, organ systems, genetics, evolution, ecology, and historical and current issues in animal agriculture. Students completing this course will be able to apply the principles of scientific inquiry to solve problems related to biology and chemistry in highly advanced agricultural applications of animal development.

**Agriculture Power, Structure, and Technology** is developing an understanding of basic principles of selection, operation, maintenance, and management of agriculture equipment in concert with incorporating technology.

**Animal Science** provides students with an overview of domestic and farm animals. Topics covered include management practices for the care and maintenance of both large and small animals.

**Agribusiness Management** introduces students to the principles of farm organization and management with the utilization of technology. It covers the effects of good and poor management on a farm, economic principles, decision-making, methods for organizing and planning, getting started in the farming business, farm record keeping systems, risk management, and career opportunities in the field of farm management.

**Horticultural Science** gives students a background in garden and flower plants in the field of horticulture. It addresses the biology and technology involved in the production, processing, and marketing of horticultural plants and products.

## World Language continued

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

## World Language

**Spanish I** is an introduction to the four basic language skills – listening, speaking, reading, and writing. Students master the vital communication skills of greetings and goodbyes, describing people and objects, expressing like or dislike, asking questions, and using the present tense.

**Spanish II** builds upon the language skills learned in Spanish I. Students master expressing reflexive actions, storytelling, and speaking in the past and present tenses.

**Spanish III** builds upon the language skills learned in Spanish I and II. Students master expressing emotions and uncertainty, and forming complex phrases in the past, present, and future tenses. Students are encouraged to speak and write in Spanish at all times.

**Spanish IV** strengthens the language skills learned in Spanish I, II, and III. Students are expected to speak and write in Spanish. Vocabulary and grammar continue to be the core of the curriculum, but research projects, authentic cuisine, media, and music are supplementary sources of learning. These activities are tailored to the interests of the class.

## AGRICULTURE continued

**Introduction to Agriculture, Food, and Natural Resources** is highly recommended as a prerequisite and foundation course for all other agricultural classes. The nature of this course is to provide students with an introduction to the fundamentals of agriculture science and business.

**Landscape Management** provides the student with an overview of landscaping and related areas. Students are introduced to the procedures used in the planning and design of a landscape using current technology practices.

**Natural Resource Management** introduces students to resource conservation practices. Topics covered include air, energy, soil, water, wildlife, forestry, conservation, resource management, pollution, outdoor recreation, and weather.

**Plant and Soil Science** provides students with a background of career opportunities available in production agriculture and related areas. Information covered includes plant growth, development and management of agricultural crops, as well as, an overview of our soil types and components.

**Supervised Agricultural Experience (SAE)** is designed to provide students with opportunities to gain experience in the agriculture field(s) in which they are interested. Students will experience and apply what is learned in the classroom, laboratory and training site to real-life situations with a standards-based plan for learning. Students work closely with their agriculture teacher(s), parents and/or employers to get the most out of their SAE program. This course can be offered each year as well as during the summer session. Curriculum content and competencies need to be varied so that school year and summer session experiences are not duplicative. Recommended Grade Levels: 10, 11, 12  
Recommended Prerequisite: Introduction to Agriculture Credits: 1 credit per semester, 8 credits maximum

## BUSINESS

**Personal Financial Responsibility** is a business course that focuses on personal financial planning. The content includes financial planning, income and asset protection, income and money management, and spending and credit management. Students will learn the financial concepts and principles that provide a basis for avoiding financial pitfalls. This course prepares students for the roles and responsibilities of consumers, producers, entrepreneurs, and citizens. These standards are aligned with the National Business Education Association (NEBA), Jump\$tart Coalition for Personal Financial Literacy, and Indiana State University Networks Financial Institute standards and guidelines.

## ELECTIVES

### Basic Skills Development

Basic Skills Development is a multidisciplinary course that provides students continuing opportunities to develop basic skills including: reading, writing, listening, speaking, mathematical computation, note taking, study and organizational skills, and problem-solving skills, which are essential for high school course work achievement. Determination of the skills to be emphasized in this course is based on Indiana's standards, individual school corporation general curriculum plans, and the student's Individualized Education Programs (IEP) or other individualized plans. Skills selected for developmental work provide students with the ability to continue to learn in a range of different life situations.

## THEOLOGY

**Theology I** is a two-semester course for students in grades 9 and 10. The primary focus of Theology I is the Christ-centered study of fundamental historic, thematic, and theological aspects of the Old Testament of the Holy Bible. Students will also initiate a regular ongoing four-year Bible reading plan, and will demonstrate knowledge of Scripture through regular memory of selected passages and through quizzes over the Bible reading plan assignments.

**Theology II** is a two-semester course for students in grades 9 and 10. The primary focus of Theology II is the Christ-centered study of fundamental historic, thematic, and theological aspects of the New Testament of the Holy Bible. Students will also continue a regular ongoing four-year Bible reading plan, and will demonstrate knowledge of Scripture through regular memory of selected passages, and through quizzes over the Bible reading plan assignments.

**Theology III** is a two-semester course for students in grades 11 and 12. The primary focus of Theology III is the history of the Church, including Early Church history and the Reformation, and basic doctrine of the Lutheran Church. An introduction to apologetics is initiated with an introduction to the study of other religions and heretical teachings. Students will also continue a regular ongoing four-year Bible reading plan, and will demonstrate knowledge of Scripture through regular memory of selected passages, and through quizzes over the Bible reading plan assignments.

**Theology IV** is a two-semester course for students in grades 11 and 12. Emphases of Theology IV are an advanced study of Lutheran doctrine, apologetics, and Scriptural teaching related to contemporary issues. Students will also continue a regular ongoing four-year Bible reading plan, and will demonstrate knowledge of Scripture through... regular memory of selected passages and through quizzes over the Bible reading plan assignments.

## **SOCIAL STUDIES Continued**

**World History and Civilization** provides for a study of selected world cultures, past and present. The content of this course provides a basis for students to compare and analyze patterns of culture, emphasizing both the diversity and commonality of human experience and behavior. This course emphasizes the interaction of local cultures with the natural environment, as well as the connections among civilizations from the earliest times to the present. This course is designed to focus on: (1) prehistory; (2) early world civilizations, including the rise of civilizations of the Middle East, Africa, and Asia; (3) the classical civilizations of Europe, Asia, Africa, and Latin America; and (4) the development of modern societies.

## **TECHNOLOGY**

**Introduction to Engineering Design (IED)** is a dual credit course and is designed as an introduction class for students who may be interested in engineering. The major focus of IED is the design process and its application. Through hands-on projects, students apply engineering standards and document their work. Students use industry standard 3D modeling software to help them design solutions to solve proposed problems, document their work using an engineer's notebook, and communicate solutions to peers and members of the professional community.

**Principles of Engineering** is a dual-credit course designed for students who have taken Introduction to Engineering Design (IED). Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

## **ELECTIVES continued**

### **Cadet Teaching**

This elective course provides students in grade twelve organized exploratory teaching experiences in grades kindergarten through grade nine. Teaching experiences are preplanned by the high school Cadet Teaching Experience teacher-trainer and the cooperating teacher(s) who are supervising prospective cadets and providing them with pre-training experiences in one or more classes. This course provides a balance of class work relating to: classroom organization, classroom management, the curriculum and instructional process, observations of teaching, and 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.

### **Career Exploration Internship**

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

## **ELECTIVES continued**

### **College Entrance Preparation**

College-Entrance Preparation utilizes individual student score reports from the PSAT, PLAN, and/or ACCUPLACER to prepare students for the SAT, ACT, ACCUPLACER and/or Compass college readiness assessments. Based on student score reports, students will receive targeted instruction to strengthen their foundations in critical reading, writing, mathematics, and science sections of college admission and placement exams. As appropriate, the course will also encompass test taking strategies to prepare students for success on a high-stakes assessment. Teachers are encouraged to use a curriculum with longitudinal, successful results. Course may also include college selection and application units, to better prepare students for overall college-readiness. Being “college ready” means being prepared for any postsecondary education or training experience, including readiness for study at two-year and four-year institutions leading to a post-secondary credential (i.e., a certificate, license, Associate’s or Bachelor’s degree). Being ready for college means that a high school graduate has the English and mathematics knowledge and skills necessary to qualify for and succeed in entry-level, creditbearing college courses without the need for remedial coursework.

### **Language Arts Lab**

Language Arts Lab is a supplemental course that provides students with individualized or small group instruction designed to support success in completing course work aligned with the Indiana Academic Standards for English Language/Arts focusing on the writing standards.

### **Mathematics Lab**

Mathematics Lab provides students with individualized instruction designed to support success in completing mathematics coursework aligned with Indiana’s Academic Standards for Mathematics.

## **SOCIAL STUDIES Continued**

### **United States History**

United States History I emphasizes pre-Colombian, colonial, and early national history to the Civil War. United States History II emphasizes national development in the late nineteenth and twentieth centuries and builds upon concepts developed in US History I. Students in these courses also identify and review significant events, figures, and movements in the development of the nation. After providing such a review, these courses give major emphasis to the interaction of historical events and geographic, social, and economic influences on national development. A chronological, topical, or comparative approach can be used in developing themes from America’s past as they relate to life in Indiana and the United States today. Students demonstrate the ability to trace and analyze chronological periods and examine the relationships of significant themes and concepts in United States history. Students will be able to sequence historical events, examine cause and effect, identify different perspectives, and relate... historical situations to current issues. Opportunities are given to develop inquiry skills by gathering and ... organizing information from primary source material and a variety of historical and contemporary sources, accounts, and documents. Investigation of themes and issues include analysis of the importance of cultural pluralism and diversity of opinion in American society. Students learn to exercise their skills as citizens in a democratic society by engaging in problem solving and civic decision making in the classroom, school, and community settings.

## SOCIAL STUDIES

**American Government** provides a framework for understanding the nature and importance of responsible civic participation and for learning the rights and responsibilities of individuals in a constitutional democracy. The course enables students to explore the historic origins and evolution of political philosophies into contemporary political and legal systems. Constitutional structure and the processes of the legislative, executive, and judicial branches of the national, state, and local levels of government are examined. Students learn to draw conclusions about the impact and interrelationships of history, geography, and economics upon our system of government. They also learn to demonstrate an understanding of the governmental structures of the United States and other political systems, as well as the relationship of American government to world affairs. Students learn to analyze the roles of individuals and groups in the political process by identifying and analyzing political issues. They also learn to access data from primary and secondary resources and use current technology to access relevant source materials and as a tool for producing documents in support of learning projects. Students have opportunities to take defend, and evaluate positions on current issues that impact political decision making. They should understand their ability to influence policies and decisions as individuals and in groups. The study of United States government also offers students opportunities to develop knowledge, inquiry skills, and the means to preserve and improve our constitutional democracy.

**Economics** includes a study of the allocation of scarce resources and their alternative uses for satisfying human wants. This course examines basic models of decision making at various levels and in different areas including: decisions made as a consumer, producer, saver, investor, and voter; business decisions to maximize profits; and public policy decision in specific markets dealing with output and prices in the national economy.

## ELECTIVES Continued

### Preparing for College and Careers

Preparing for College and Careers addresses the knowledge, skills, and behaviors all students need to be prepared for success in college, career, and life. The focus of the course is the impact of today's choices on tomorrow's possibilities. Topics to be addressed include twenty-first century life and career skills; higher order thinking, communication, leadership, and management processes; exploration of personal aptitudes, interests, values, and goals; examining multiple life roles and responsibilities as individuals and family members; planning and building employability skills; transferring school skills to life and work; and managing personal resources. This course includes reviewing the 16 national career clusters and Indiana's College and Career Pathways, indepth investigation of one or more pathways, reviewing graduation plans, developing career plans, and developing personal and career portfolios. A project-based approach, including computer and technology applications, cooperative ventures between school and community, simulations, and real life experiences, is recommended.

## ENGLISH

**American Literature** is designed to explore great authors of American literature, both in written and oral form, in the context of the time period in which they wrote. Throughout this course students will encounter various authors and their time periods including Emily Dickinson, Abraham Lincoln, Carl Sandburg, Arthur Miller, Ernest Hemingway, Nathaniel Hawthorne, and F. Scott Fitzgerald. *Recommended Grade Level: 10*

**AP Language and Composition** is designed to teach the fundamentals of rhetoric and logic through college-level reading and writing. It includes the study of visual media in the form of photographs, films, advertisements, cartoons, and documentaries, as well as print media, specifically non-fiction. This course builds on and partners with the AP English Literature and Composition course also offered to Trinity students. *Recommended Grade Level: 11 or 12*

**AP Literature and Composition** is designed to teach the fundamentals of rhetorical analysis through college-level writing and thoughtful response to literature. Students learn to recognize and explain the effectiveness of literary devices and the way language is used to make meaning. Focusing primarily on works of fiction, this course builds on and partners with the AP English Language and Composition course. *Recommended Grade Level: 11 or 12*

**Composition & Themes in Literature** is a study of universal themes, such as the journey of the hero, the trials of youth, the search for identity, and other themes appropriate to the level and interest of students. The course may be limited to a few important related themes, eras, and nationalities and the way themes may be treated differently in the works because of cultural context. Students analyze how themes illuminate humanity's struggle to understand the human condition. *Recommended Grade Level: 11 or 12*

## SCIENCE continued

**Integrated Chemistry and 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 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.

**Physics** is the study of matter and energy and their interactions. It provides a systematic understanding of the fundamental laws that govern our world and the mathematical equations behind them. This course is designed to: instruct students in foundational physics concepts, develop the students' analytical, problem solving, and laboratory skills, and integrate math, science, and technology. Topics covered include: motion and forces, energy and momentum, Newton's laws, temperature and thermal energy, electricity and magnetism, vibrations and waves, light and optics, and modern physics.

## SCIENCE continued

**Chemistry I** provides students with a modern view of the fundamental concepts of chemistry. Topics include matter and energy, atomic structure, bonding, the periodic table, the mathematics of chemistry, kinetics and equilibrium, acid-base theories, redox reactions, and organic chemistry. Students participate in various lab activities and develop detailed lab reports.

**AP Chemistry** covers similar topics as Chemistry I and provides students with a modern view of the fundamental concepts of chemistry. Topics include matter and energy, atomic structure, bonding, the periodic table, the mathematics of chemistry, kinetics, and equilibrium, acid-base theories, redox reactions, and organic chemistry. Students participate in various advanced labs and develop detailed lab reports.

**Earth/Space Science** is a course focused on the following core topics: study of the earth's layers, atmosphere and hydrosphere, structure and scale of the universe, the solar system, and earth processes. Students analyze and describe Earth's interconnected systems and examine how Earth's materials, landforms, and continents are modified across geological time.

**AP Environmental Science** is a course based on content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. Students enrolled in AP Environmental Science investigate the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative.

## ENGLISH continued

**English Literature** is designed to explore great authors of British Literature, both in written and oral form, in the context of the time period in which they wrote. British Literature will assist students in developing their own critical thinking, analysis, and exploratory processes as readers, writers, and speakers. Students will create literature of their own through writing, visuals, and a variety of oral presentations.  
*Recommended Grade Level:* 11 or 12

**English 9** focuses on reading and analyzing classical novels of various time periods, composition, vocabulary (beginning with Greek, Latin, prefix and suffix word roots and origins), daily oral language, capitalization and punctuation, writing a short research paper, and oral presentations.

**English as a New Language**, an integrated English course incorporating both the Indiana Academic Standards for English Language Arts and the WIDA English Language Development (ELD) Standards, is the study of language, literature, composition and oral communication for Limited English Proficient (LEP) students. The purpose of the course is to achieve proficiency in listening, speaking, reading, writing and comprehension of Standard English. Students study English vocabulary used in fictional texts and content-area texts, speak and write English so that they can function within the regular school setting and an English-speaking society, and deliver oral presentations appropriate to their respective levels of English proficiency. Students will be recommended to take the course based on their WIDA scores and/or demonstrated level of English proficiency. They may also be referred by a parent or teacher. Students can take this course for more than one year. They can also take it at the same time that they take another English course.

**Speech** is designed to introduce students to various forms of communication, both formal and informal, and give them opportunity to explore these forms. Students will be reminded of the communication process, the purpose behind various forms of communication, and the goals of public speaking. Each student will participate formally in several public speaking opportunities and will observe and evaluate a variety of formal and informal speaking settings.

## FINE ARTS

**Advanced Two Dimensional or Advanced Three Dimensional Art** are open to any senior who has already taken and passed both introductory art level courses as well as at least two other art classes in a specialized area. Throughout this semester the student will be able to explore his or her own style of two/three-dimensional design. Students should be pushing the envelope and using advanced thought and problem solving skills to not only come up with a creative project, but also to accomplish the end result in a skillful and timely fashion. Students will interact with the teacher when deciding upon final projects; this is something that will spark brainstorming habits and will maintain individuality when developing final pieces. All students entering these courses should have had ample experience in many different art media and should have goals that he or she is wishing to reach in this short time frame. Projects are to remain two/three-dimensional in order to be considered for this semester.

**Band** is a two semester course for students in grades 9 – 12. This course will develop the instrumental skills of the student while exploring a variety of instrumental musical styles and genres. Concert Band is a “co-curricular” class due to the performance opportunities outside of the school day. Concert Band will include participation in marching band, pep band, jazz band, chapel and church services, and ISSMA (contest).

**Ceramics** is an intermediate level art course that focuses on the study of construction methods including basic hand-building, surface development, throwing, and glazing sculptural ceramic forms. Intro to Two-Dimensional and Three-Dimensional Art is a prerequisite.

**Choir** is a two semester course for students in grades 9 – 12. This course will develop the vocal skills of the student while exploring a variety of vocal musical styles and genres. Concert Choir is a “co-curricular” class due to the performance opportunities outside of the school day. Concert Choir will include participation in the musical, swing choir, chapel and church services, and ISSMA (contest).

## PHYSICAL EDUCATION

**Alternative Supervised Program (ASPF)** allows students to earn a physical education credit during the fall, winter, or spring sessions in an IHSA school sponsored sport.

**Health and Wellness Education** focuses on the goals to acquire, interpret, and understand basic knowledge of health information. We will focus on the relationship that exists among physical, mental, emotional, spiritual, and social health. Students will learn that their decisions affect all of those areas of health. The decisions that students make can promote their health and their enjoyment of life now and in the future

**Weights** is a one semester class for students in grades 9 -12. This course will develop the core muscle groups while concentrating on the three main lifts: bench, squats, and power clean.

## SCIENCE

**AP Biology** 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 major themes of the course include: The process of evolution drives the diversity and unity of life, Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis, Living systems store, retrieve, transmit and respond to information essential to life processes, Biological systems interact, and these systems and their interactions possess complex properties.

**Biology I** is a two semester lab science that gives the student the basic skills, knowledge, concepts, and applications to prepare them for life. Topics covered are ecology, cell processes, genetics, evolution, taxonomy and human biology. Projects and labs are due each semester.

## ONLINE CLASSES Continued

### Sociology

This online dual credit class is offered through our partner, Concordia University Wisconsin. 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.

Additional Online Classes for a fee include: Foundations of Education, American Civilization, Civilization & Worldviews: Literature, Intro to Writing, Principles of Management, Principles of Marketing, Financial Accounting, Foundations of Computer Science, Principles of Economics, American Government, Old Testament, New Testament, Intro to Pharmacy, Business Writing, and others.

## FINE ARTS Continued

**Drama I** focuses on theater as "action"; students will "do" drama. They will act. They will create. They will work. Through this work students will learn a variety of terms and discover how a production comes to be. Also essential will be theater as an "idea." Students will analyze characters and their actions, discover the theme of a play, and decide how it might be portrayed. Students will also discover the historical significance of theater and the impact certain actors have had on society.

**Drama II** Students taking Drama II have already met the requirements of Drama I and have participated in a previous play or musical at TLHS. Students should have experience in performance or other production aspects. Drama II students will be expected to participate in the fall production and will be given leadership opportunities in the musical after conferencing with the Drama teacher. Drama II students will also participate in research and explore different types of performance as individuals and in groups.

**Drama III & IV** Students taking Drama III have already met the requirements of previous drama courses and have participated in a previous play or musical at TLHS. Students should have experience in performance or other production aspects. Drama III students will be expected to participate in the fall production and will be given leadership opportunities in the musical after conferencing with the Drama teacher. Drama III students will also participate in research and explore different types of theater, costumes, and approaches as well as careers and colleges they might attend in pursuit of a career connected to the field of theatre. Drama IV students will research the role patrons play in theatre and will create and promote new ways patrons might support the fine arts.

**Drawing** is an intermediate level art course that focuses on the study of various drawing media and techniques. Media include graphite and colored pencils, pen and ink, charcoal, and pastel. Intro to Two-Dimensional and Three-Dimensional Art is a prerequisite.

## FINE ARTS Continued

**Guitar** is a two semester course for students in grades 9 – 12. Guitar class will provide a positive learning experience for each student through the development of guitar skills. Acoustic guitars and method books will be provided. Guitar class will allow the student to explore a variety of musical styles, including, rock, jazz, blues, country, folk, and classical, while performing as a soloist and in ensembles.

**Introduction to Two-Dimensional and Three-Dimensional Art** focuses on the study of the elements of art (line, shape, value, form, color, texture, and space) and the principles of design (balance, rhythm, unity, contrast, emphasis, pattern, and movement). Students learn to identify and apply these concepts while creating drawings, paintings, sculptures, and digital media projects. Media include graphite and colored pencils, pen and ink, charcoal, pastel, watercolor and acrylic paint, plaster, and clay.

**Jewelry Making** 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, discover opportunities for integration; incorporate literacy and presentational skills; and identify art-related careers.

**Painting** is an intermediate level art course that focuses on the study of various painting media and techniques. Media include watercolor and acrylic paint. Intro to Two-Dimensional and Three-Dimensional Art is a prerequisite.

## ONLINE CLASSES (for an additional fee)

### American Sign Language I-III

This course is offered online. American Sign Language is a course that introduces students to American Sign Language (ASL) and the deaf community. The course focuses on frequently used signs through a functional-notional approach, and discusses cultural features of the deaf community. Emphasis is placed on development of receptive and expressive language skills. Through this course, students are given the opportunity to develop visual acuity; follow brief verbal instructions; understand short statements, questions, and dialogues; develop short descriptions with guidance; begin to understand the current GLOSSING system used to write ASL; and examine other methods developed to write ASL, including Sign Writing. Students also learn to recognize the difference between the pathological and psychological definitions of deafness, recognize the widespread use of ASL throughout the United States, and develop an understanding of the relationship between languages and cultures as a whole.

### Psychology

This online dual credit class is offered through our partner, Concordia University Wisconsin. Psychology is the scientific study of mental processes and behavior. The course is divided into eight content areas. History & Scientific Method explores the history of psychology, the research methods used, and the ethical considerations that must be utilized. Biological Basis for Behavior focuses on the way the brain and nervous system function, including sensation, perception, motivation and emotion. Development looks at all the changes through one's life; physical, cognitive, as well as emotional, social and moral development. Cognition focuses on learning, memory, information processing, and language development. Personality and Assessment looks at the approaches used to explain one's personality and the assessment tools used. Abnormal Psychology explores psychological disorders and the various treatments used for them. Socio-Cultural Dimensions of Behavior covers topics such as conformity, obedience, perceptions, attitudes and influence of the group on the individual. Psychological Thinking explores how to think like a psychologist and expand critical thinking skills needed in the day-to-day life of a psychologist.

## MATH continued

**Pre-Calculus/Trigonometry** is a year-long course that is designed to help students grow in their study of mathematics by connecting to previous skills learned in algebra and by developing new skills that are linked to other branches of mathematics, such as trigonometry, to prepare the student for the study of Calculus.

**AP Probability and Statistics** includes the concepts and skills needed to apply statistical techniques in the decision making process. Probability and Statistics are made up of three strands: Data Analysis, Experimental Design, and Probability. Practical examples based on real experimental data are used throughout. Students plan and conduct experiments or surveys and analyze the resulting data. The use of graphing calculators and computer programs is encouraged. 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.

## FINE ARTS Continued

**Print Making** 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, silk-screen, 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.

**Sculpture** is an intermediate level art course that focuses on the study of various sculpting media and techniques. Media include clay, plaster, wood, and metal. Intro to Two-Dimensional and Three-Dimensional Art is a prerequisite.

## MATH

**Algebra I** provides a formal development of the algebraic skills and concepts necessary for students to succeed in advanced courses. In particular, the instructional program in this course provides for the use of algebraic skills in a wide range of problem-solving situations. The concept of function is emphasized throughout the course. Topics include: (1) operations with real numbers, (2) linear equations and inequalities, (3) relations and functions, (4) polynomials, (5) algebraic fractions, and (6) nonlinear equations.

**Algebra II** is a course that extends the content of Algebra I and provides further development of the concept of a function. Topics include: (1) relations, functions, equations and inequalities; (2) conic sections; (3) polynomials; (4) algebraic fractions; (5) logarithmic and exponential functions; (6) sequences and series; and (7) counting principles and probability.

**Math 10** is a new two-semester course designed to reinforce and elevate the Algebra 1 and 7th and 8th grade geometry knowledge and skills necessary for students to successfully complete high school mathematics courses beyond Algebra 1 and essentials for passing the state's graduation qualifying exam in mathematics. Enrollment will be contingent upon recommendation of the Algebra 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 with frequent pre and post assessment data analyzed to drive instructional design and delivery. Recommended Grade Level: 10,11,12 Recommended Prerequisites: Students who have attempted a complete year of Algebra 1 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 continued

**Calculus** is a two-semester course in which students will learn techniques of differentiation and integration. The techniques of Calculus are used every day in engineering, business, and science. We will be working examples of these applications throughout the course. Calculus is a challenging course, but it is also a very exciting course. You will need to recall and be able to use many algebraic and geometric concepts to complete your work.

**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.

**Geometry** provides students with experiences that deepen the understanding of shapes and their properties. Deductive and inductive reasoning as well as investigative strategies in drawing conclusions are stressed. Properties and relationships of geometric figures includes the study of: (1) angles, (2) lines, (3) planes, (4) congruent and similar triangles, (5) trigonometric ratios, (6) polygons, and (7) circles and spatial drawings. An understanding of proof and logic is developed. Use of graphing calculators and computer drawing programs is encouraged.