

# Concordia Lutheran High School



Course Book  
2019-2020

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## COURSE BOOKLET 2019-2020

Concordia Lutheran High School pursues Christ-centered educational excellence that equips individuals for lifelong learning and service as disciples of Jesus Christ. Discrimination is contrary to the philosophy, the nature and the mission of Concordia. Therefore, Concordia does not and will not discriminate on the basis of race, color, sex or national or ethnic origin, in its admission policies, education policies, scholarship and grant programs, athletics and other school-administered programs.

### CURRICULUM REQUIREMENTS

Increasing college requirements make it imperative that students give very close attention to their high school course selections. Indiana's Core 40 diploma is the required program for existing students planning to continue their education at a 4-year college.

Seniors may take classes at PURDUE UNIVERSITY-FORT WAYNE or at IVY TECH as long as these classes do not interfere with the student's Concordia schedule. Concordia is not responsible for the content or methodology of these courses.

**Athletic Eligibility** – In order to be eligible to compete in athletics, ***a student must have received at least six credits the previous quarter and be currently enrolled in courses yielding at least six credits.*** It is wise for athletes to carry a minimum of six full credits in order to avoid potential problems.

If a student wishes to enroll in summer school, night school or on-line or correspondence courses, prior to enrolling the student needs to see his/her school counselor to establish that the course will be accepted for credit.

***The responsibility for meeting all credit requirements is the student's.*** The counselors will help wherever possible, but the student must know where he/she stands at all times.

For special circumstances (e.g. college attendance, exchange program abroad) arrangements must be made with the Director of Guidance before the end of the junior year. CLHS does not graduate students early, CLHS is a 4-year experience.

### SENIOR ACADEMIC HONORS AWARDS

Every department of Concordia Lutheran High School recognizes academic excellence by naming one student as the outstanding senior in the department for the year. The selection of the student is based upon criteria established by the members of the departments. The names of the students who are recognized are announced at Senior Honors Evening. Each student receives a medallion and his/her name is placed on the Senior Academic Honors Award plaque in the main corridor outside the school office.

### AP/HONORS GRADES

Concordia Lutheran High School traditionally has made "A" the highest grade a student can earn in a class. Honors courses and Advanced Placement courses are raised one level above the grade earned, the highest grade being an A+.

### ADVANCED PLACEMENT

Concordia offers advanced placement testing in English Literature and Composition, English Language and Composition, Biology, Environmental Science, Chemistry, Physics, Probability and Statistics, U.S. History, World History, Psychology, Calculus, Studio Art Portfolio and Microeconomics. A student must check with the Guidance Office if he/she is interested in this program, which can result in college credits for work done and tests taken while in high school.

## HONOR ROLL

To be eligible for Honor Roll, a student must carry a minimum of four full credit classes and have a grade point average of 3.66 or above with no grade lower than a “C”. Honor roll is awarded at the end of each semester. Any grade changes after 2 weeks into the next semester are not reflected on the Honor Roll listings.

## HONORABLE MENTION

To be eligible for Honorable Mention, a student must carry a minimum of four full credit classes and have a grade point average of 3.00 or above with no grade lower than “C” nor more than one “C”. Honorable Mention is awarded at the end of each semester. Any grade changes after 2 weeks into the next semester will not be reflected on the Honorable Mention listings.

## ACADEMIC LETTER

Students who have maintained a cumulative 3.66 GPA or higher for three consecutive semesters are eligible to receive an academic letter and pin. Students who continue to maintain a 3.66 GPA or higher for two additional consecutive semesters are eligible to receive a 2<sup>nd</sup> pin to place on their letter.

## POLICY ON INCOMPLETES

If a student receives an incomplete, the grade changes to an “F” if the incomplete is not made up by the end of the third week after the end of the quarter in which the “I” was received. Making up the work is the student’s responsibility, but teachers are given a list of students to whom they have given incompletes so they can remind them to get the work done.

## COURSE CHANGES

If a student wishes to drop a class after two weeks have passed in a semester, the grade given is WF (withdrawal-failing). The only exceptions to this rule are: (a) the drop is recommended by the classroom teacher because the student is unable to successfully complete the work assigned due to lack of ability in the subject matter; or (b) the parent provides a documented medical reason why the student is unable to complete the class.

## MID-TERM REPORTS

Mid-term reports are made available through OnCampus at the midpoint of each quarter to indicate a student’s improvement or need for improvement. Students and their parents are strongly encouraged to contact the teacher and discuss ways and means for improvement.

## REPORT CARDS

Report cards are issued digitally at the end of each quarter via OnCampus. Parents are encouraged to bring the first quarter report card to parent teacher conferences. The second, third and fourth quarter report cards are published on OnCampus.

## GRADE POINT AVERAGES

A student’s grade point average (GPA) is based on semester grades. It is calculated by dividing the total number of quality points by the number of semester credits earned. Each student receives a semester GPA and a cumulative GPA. All courses earning credit, except service credits, are included in the calculation.

**CORE 40 DIPLOMA – GRADUATION REQUIREMENTS  
FOR STUDENTS ENTERING HIGH SCHOOL**

<b>English</b> .....	<b>8 credits</b>
<b>Mathematics</b> .....	<b>6 credits</b>
(2 credits Algebra I, 2 credits Geometry, and 2 credits Algebra II. In addition, all students must be enrolled in a Mathematics course or a Quantitative Reasoning course each year they are in high school.)	
<b>Science</b> .....	<b>6 credits</b>
(2 credits Biology I and 2 Credits Chemistry I, Physics I or Integrated Chemistry-Physics and 2 additional credits from any Core 40 Science course.)	
<b>Social Studies</b> .....	<b>6 credits</b>
(2 credits World History & Civilization or Geography & History of the World, 2 credits U.S. History, 1 credit United States Government, and 1 credit Economics.)	
<b>Physical Education (two semesters)</b> .....	<b>2 credits</b>
<b>Health &amp; Wellness (one semester)</b> .....	<b>1 credit</b>
<b>Directed Electives</b> .....	<b>5 credits</b>
(World Languages, Fine Arts or Career Technical)	
<b>Electives</b> .....	<b>9 credits</b>
(Career Academic Sequence Recommended – Concordia requires 8 religion classes)	

**CORE 40 WITH ACADEMIC HONORS DIPLOMA  
FOR STUDENTS ENTERING HIGH SCHOOL**

Students must complete all of the Core 40 courses and all of the additional courses listed below with a “C” or above in each course and with a total grade point average of a “B” or above to be considered for receiving an Academic Honors Diploma.

<b>Mathematics</b> .....	<b>2 additional Core 40 Math credits</b>
<b>World Language</b> .....	<b>6-8 Core 40 World Language credits</b>
<b>Fine Arts</b> .....	<b>2 Core 40 Fine Arts credits</b>
<b>Additional</b> .....	<b>Complete ONE of the following</b>

4 credits in 2 or more courses designated as advanced placement under 511 IAC 6.1-5.1 and the corresponding College Board Advanced Placements tests.

Dual high school and college credit courses resulting in 6 transcribed college credits.

A minimum of 3 transcribed college credits and 2 credits in a course or courses designated as advanced placement under 511 IAC 6.1-5.1 and the corresponding College Board Advanced Placement test or tests.

An SAT score of 1260 or higher with a minimum score of 560 on the math section and 590 on the evidenced based reading and writing section or a score of 26 or higher on ACT with completion of the written section.

**FORMAL OPT-OUT**

To graduate with less than Core 40 an opt-out process must be completed after the sophomore year. Students who opt-out of Core 40 must complete the General Diploma requirements.

<b>English</b> .....	<b>8 credits</b>
<b>Mathematics</b> .....	<b>4 credits</b>
(Must include Algebra I)	
<b>Science</b> .....	<b>4 credits</b>
(Must include 2 credits in Biology)	
<b>Social Studies</b> .....	<b>4 credits</b>
(2 credits in U.S. History, 1 credit in U.S. Government, and 1 credit in any Social Studies class)	
<b>PE</b> .....	<b>2 credits</b>
<b>Health and Wellness</b> .....	<b>1 credit</b>
<b>Electives</b> .....	<b>6 credits</b>
<b>Career Academic Sequence</b> .....	<b>6 credits</b>
<b>Flex Credit</b> .....	<b>5 credits</b>

## GRADUATION QUALIFICATION EXAM

Beginning with the class of 2012, all students earning a high school diploma in Indiana must successfully pass an end of course assessment in both Algebra I and English 10. Beginning with the class of 2019 all students earning a high school diploma in Indiana must successfully pass both the Mathematics and English sections of the ISTEP+ 10. The State of Indiana is currently reviewing Graduation Qualification Exams. This information will be updated when Indiana determines what test(s) will be required in the future.

## COLLEGE ADMISSION REQUIREMENTS

***College preparation*** – Colleges and universities have expectations of high school graduates that they consider things other than course work when deciding to accept a student. The student should have satisfactory academic standing and a favorable recommendation of a high school staff member. Involvement and participation in community and school activities is also important. College and university admission personnel favor students who have made the effort to take advantage of available options.

## SERVICE WORK

**SERVICE WORK** – Students may elect service work in any area listed below as one of the daily periods. Before signing up for a service course, the student must receive written permission from the faculty member in charge of the service area. The areas in which service can be taken are as follows: Art, Business, Computer, Developmental Studies Center, English, Industrial Technology, IMC, JROTC, Mathematics, Music, Peer Ministry, Physical Education, Science, Video Production, Athletic Department, Main Office, Student Services, and Cafeteria.

**PEER MINISTRY** – Offers the opportunity to serve other students as a helper in a “Good Samaritan” fashion. Students will help freshmen adjust to high school, introduce transfer students to CLHS, and listen to students in need of a friendly ear. Peer ministers also perform service activities in the community. Students must undergo a training session in order to qualify for this activity and must serve for a class period during at least one semester during each year. Applications for training are available from the Director of Guidance and must be completed and signed before a student can list peer ministry service work on his/her schedule. Students are selected for Peer Ministry.

## **STUDY CENTER**

### **STUDY CENTER**

Elective 9, 10, 11, 12

**PREREQUISITE:** Approval of Guidance Counselor

Study Center is a unique study hall for students who need a little extra attention. Students are able to sharpen their study skills, test taking abilities and their organizational skills. Each student in the Study Center works with a mentor teacher to help meet his/her individual needs. Peer tutors are also available to help students as needed. Students with special learning needs receive an Individualized Service Plan (ISP).

### **PEER TUTORING**

Elective 10, 11, 12

Credit 1 – Semester

AHD – Core 40

**PREREQUISITE:** Approval by the Director of the Study Center

Peer Tutoring provides high school students with an organized exploratory experience to assist other high school students through a helping relationship, with their studies and personal growth and development. The course provides opportunities for the students taking the course to develop a basic understanding of individual differences and to explore career options in related fields. Peer Tutoring experiences are preplanned by the teacher trainer and any cooperating teacher under whom the tutoring is to be provided. It is conducted under the supervision of a licensed teacher. The course provides a balance of class work relating to the development of and use of: (1) listening skills, (2) communication skills, (3) facilitation skills, (4) decision-making skills, and (5) teaching strategies.

## ANTHIS CAREER EDUCATION CENTER

<http://anthis.fwcs.k12.in.us>

The Anthis Career Education Center, located at 1200 South Barr Street, offers courses for post secondary education preparation and entry-level job skills in eleven departments. These include Allied Health Sciences, Automotive Technology, Aviation Mechanics Technology, Careers in Early Education, Construction Trades, Cosmetology, Culinary Arts, ICE, Information Technology, Precision Machine Program, Public Safety and Welding and Fabrication Technology. Within each department, there are many specific career areas.

Students attend their home schools for half day and the career center for half day. They choose either the AM (8:00 – 10:45) or PM (12:15 – 3:00) session and earn three credits each eighteen weeks. Cosmetology students are the exception since they attend 3 ½ hours per day, 8:00 – 11:30, for 2<sup>nd</sup> year students, or 12:00 – 3:00 for 1<sup>st</sup> year students. Career education students work in classrooms, laboratories, and with either on-site community projects or community-based experiences during their first year. Second year students may apply for a cooperative work experience offered only through teacher recommendation or register for the second year of a career program.

Many programs require uniforms, safety equipment and tools. Yellow bus service is available through most home schools. Program space is limited with pre-requisites suggested in most areas. Application is made through your home school.

### ALLIED HEALTH CAREERS

Elective – 11, 12  
Credit 6 – Year

**PREREQUISITES:** 8<sup>th</sup> grade reading level, strong science and math background, excellent attendance, good attitude, caring and compassionate individual, interested in healthcare, student organization involvement and uniforms required.

#### **INTRODUCTION TO ALLIED HEALTH PROFESSIONS: 36 week program**

This program is for students who are interested in exploring careers in the health care industry. It utilizes an in-school curriculum of theory and laboratory skills basic to all health careers. The curriculum includes occupational safety in health care, medical terminology, anatomy and physiology, research on health careers and characteristics of professionalism in a health care worker. Activities connect academic course work to career fields and will include an unpaid community experience in a health care setting.

#### **INTRODUCTION TO ALLIED HEALTH PROFESSIONS: 18 week program**

The 18-week option is for the highly motivated college bound student who is strongly committed to pursuing a degree in health care. This program is designed to help students prepare for pursuing a degree through thorough exploration of the admission, credit and course requirements for various health care degrees. The curriculum includes research, class and lab activities, interaction with local health care professionals and college personnel. In addition, students will receive hands on training in basic skills that are required in entry-level jobs in a health care career and skills that will also be required in many college programs. The curriculum includes an overview of medical terminology and a brief review of Anatomy and Physiology. Students can become certified in CPR and FIRST AID and will receive dual credit through Ivy Tech Community College for internship experience in a health care setting.

#### **DENTAL/CAREERS:**

Dental career students gain knowledge and skills that will enhance job opportunities in dental assisting or confirm a choice in the dental field. Students learn basic dental-assisting skills, dental terminology and laboratory and infection-control procedures. Second semester students get hands-on experience in a dental office two day per week.



**CERTIFIED NURSING ASSISTANT (C.N.A.):**

This program is structured to the Indiana State Nurse Aide 105 Hour Training Program. In this program, the first semester is spent learning theory on occupational safety, nurse aide regulations, patients care skills, professionalism, resident rights and standard precautions. Second semester students complete 75 hours extended lab training in an approved health care facility. After successful completion of the exam, students will be placed on the ISDH Nurse Aide Registry and receive a certificate of completion. Students also gain knowledge in anatomy and physiology, human behavior and medical terminology.

**EMERGENCY MEDICAL TECHNICIAN/BASIC:**

Does the idea of being trained to provide emergency care sound like the job for you? Do you have a passion for helping people that are sick or injured? Then this class is for you? Certifications in CPR, Blood borne Pathogens, or First Responder are possible for students as they train and study to earn their EMT (Emergency Medical Technician) Certification.

**INTRODUCTION TO MEDICAL ASSISTING:**

A student must successfully complete a first year program in the Allied Health Careers Department to enroll in this second year program. The program utilizes an in-school curriculum of theory and laboratory skills basic to medical assistants. There will be an extended unpaid internship second term in area clinics, hospitals and medical offices. Students will build upon the skills they have learned in the first year to gain an understanding of administrative functions in a dental or medical setting. A component of Spanish in the health care industry is taught with one credit being awarded from Ivy Tech Community College.

Dual credit may be obtained from Ivy Tech in C.N.A., Introduction to Allied Health Professions, Dental Careers and Medical Assisting.

**AUTOMOTIVE TECHNOLOGY**

Elective – 11, 12  
Credit 6 – Year

**PREREQUISITES:** Students must be mature and able to handle the college curriculum of this mechanics class. They should also possess good reading and math skills, be able to exercise good diagnostic and troubleshooting skills and good eye-hand coordination.

**AUTOMOTIVE MECHANICS PROGRAM:**

This is a two-year NATEF/ASE certified curriculum consisting of four one-semester courses. Dual credit is offered through Ivy Tech Community College in each course for a two-year total of 15 credit hours possible. There will be lectures, class discussions, videos and hands-on practice with live work. There will be utilization of tools necessary to perform these tasks, some being hand tools, power tools, highly specialized tools and technical service manuals.

**ENGINE PERFORMANCE:**

Instruction and lab work covers theory and diagnosis of fuel injection and computerized engine controls.

**AUTOMOTIVE ELECTRONICS:**

Instruction and lab work covers the complete electrical system of the auto. Diagnosis and repair of lighting, starting and charging systems, switches, motors and relays.

**ENGINE PRINCIPLES AND AUTOMOTIVE TRANSMISSIONS:**

Instruction and lab work covers the theory and repair of a variety of gasoline engines and automatic transmissions.

**BRAKES, SUSPENSION, AND STEERING ALIGNMENT:**

Instruction and lab work covers the theory and repair of brake systems including anti-lock and suspension and steering systems including alignment. Each component will consist of safety, theory, operation, trouble shooting, shop practices and testing according to NATEF standards.

**COLLISION TECHNOLOGY PROGRAM:**

A one-year program offering instruction and lab work in repairing, straightening and painting vehicles using the latest technology on today's vehicles.

**AUTOMOTIVE SERVICE:**

A one-year program designed to provide skills in the use of commercial buffers, cleaning agents and chemicals used in the Detail Industry. Instruction is also given in basic auto repair, tire service, oil change, belt and hose replacement, fluid check and battery service.

**AVIATION MECHANICS TECHNOLOGY**

Elective – 12  
Credit 6 – Year

PREREQUISITES: Algebra I or Integrated Math I, CPA of “C”

Anthis Career Center provides a two-year Federal Aviation and Administration approved course designed to satisfy all FAA criteria for the professional Power Plant Certification. This certificate qualifies the graduate to work on and return to flight status, any and all aircraft engines and their related systems, making the graduate eligible for employment in the aviation industry. In additions, those who continue their education after high school can earn their Airframe Certificate, along with an Associate in Specialized Technology Degree, with only 12 additional months of training in a FAA approved college program.

**CONSTRUCTION TRADES**

Elective – 11,12  
Credit 6 – Year

PREREQUISITES: Safety glasses and work clothes required. Solid math background, Industrial Technology courses in Construction and Design are helpful.

Training in Construction Trades is an investment that can give you a lifelong career! Job entry trade skills will provide the student with strong security and work satisfaction. The program offers excellent opportunities for students to be exposed to the various areas in construction and to learn basic knowledge and hands on skills.

**BUILDING TRADES ROTATION PROGRAM**

Currently the rotation is built around three areas of the construction industry. During the first year students will spend 18 weeks in two of the three trade areas. Students that continue for a second year will be placed in the third area during the first 18 weeks. If attendance, ability and work ethic meet instructor and industry expectations, employment will be sought for co-op experiences. The current areas include:

**HOME BUILDING:**

Students are exposed to many phases of carpentry skills while working at a job site building or remodeling residential homes. Skills taught include reading blue prints, estimating costs and materials and safe use of ladders and power tools. Students will frame the walls and rafters, apply sheathing and shingles to the roof, and install windows, doors and siding.

**BUILDING MECHANICS – ELECTRICAL, HVAC and PLUMBING:**

Students are exposed to all the mechanical parts of a house under construction. Projects include blue print reading, electrical service installations, rough wiring or rewiring and installation of receptacles, switches and light fixtures. Plumbing includes drain and vent systems, water lines and installation of tubs, sinks and toilets. Heating includes installation of ductwork, furnace and air conditioning units.

**MASONRY/CONCRETE AND FINISH CARPENTRY:**

Students are exposed to all aspects of the installation of driveways, sidewalks and brick and block walls or fireplaces. Students will also design, build and install kitchen cabinets and bathroom vanities. They will learn to install, finish, trim and paint interior doors and finish trim. Other projects may include building bookcases, entertainment centers or desks.

## **COSMETOLOGY**

Elective – 11, 12

Credit 6 – Year

Required Summer Session  
(20 days – 8am-4pm) 2 credits

**PREREQUISITES:** 6<sup>th</sup> grade reading level or established support assistance. Excellent attendance during the 9<sup>th</sup> and 10<sup>th</sup> grades, a strong desire to learn this profession, ability to cope with repetitive practice and to stand for long periods of time. Dependable transportation to and from class is necessary. **The yellow bus schedule does not coincide with our attendance schedule.**

The Cosmetology course is regulated by the same laws and rules/regulations of the Indiana State Cosmetology Board as beauty schools that are available after high school. However, this course allows you to attend during your high school years. Connected to the learning of the necessary practical skills of cosmetology are studies that include related chemistry, anatomy/physiology, business management, medical terminology, mathematics, and people skills. An articulation agreement exists with Ivy Tech.

The Cosmetology Careers program is a two-year program requiring 1500 clock hours of instruction in all phases of cosmetology. Students enter in June after the completion of the 10<sup>th</sup> grade. The program requires excellent attendance during the two regular school years plus additional instruction during the summer session and bi-weekly six (6) hour Saturday sessions.

During the school year students attend for three and one-half hours daily; Juniors 12:00 p.m. to 3:00 p.m.; Seniors 8:00 a.m. to 11:30 a.m. After applying, completing and passing the State Board examination, students receive an Indiana Cosmetology License.

The current fee is \$110.00 per year plus the required uniform and shoes. The kit of working tools is provided in the fee costs. Because of the extended hours of attendance, it is best if you have private transportation available.

## **CAREERS IN EARLY EDUCATION**

Elective – 11, 12

Credit 6 – Year

**PREREQUISITES:** 6<sup>th</sup> grade reading level, positive attitude, excellent attendance and communication skills, dress code, transportation for practicum assignments and must pass a criminal history check.

The program allows student to explore careers in elementary and early childhood fields while developing skills to work at early childhood facilities. Students submit an application to enroll in the Careers in Early Education Department. Requirements for acceptance are a criminal history check, personal interview, physical exam and a TB test. Students may also be required to pass a drug screening and central registry check. By studying all aspects of child growth and development, students create and share appropriate activities with the three, four, and five year old children cared for in the on-site licensed child development center. Throughout the year, students participate in practicum opportunities such as Montessori, Head Start, nursery schools, Title I preschools, day care and special needs preschools. Successful 1<sup>st</sup> year students may apply to the Careers in Early Education Internship Program. Interns develop a Child Development Associate (CDA) Resource File and may apply for this nationally recognized credential upon graduation. Interns attend class 4 hours a week at Anthis and work a minimum of 10 hours at internship sites as paid employees or volunteers. In addition, students who complete 2 years with a “B” or better may earn up to 10 credits from Ivy Tech Community College.

## **WELDING AND FABRICATION TECHNOLOGY**

Elective – 11, 12

Credit 6 – Year

### **WELDING TECHNOLOGY**

**PREREQUISITES:** Basic math skills (geometry helpful), good attendance and a willingness to learn.

Students are taught to join metals using arc welding, mig welding, tig welding, oxyacetylene welding and brazing. Students also learn how to cut metals with the plasma arc, oxyacetylene cutting torch and rail torch. A must for the welding field of work is blueprint reading. The American Welding Society (AWS) curriculum and certification is offered. Dual credit agreement with Ivy Tech Community College allows up to 3 hours of credit for WLD 108 and LD 109. Some restrictions apply.

## **PUBLIC SAFETY**

Elective – 11, 12  
Credit 6 – Year

### **FIREFIGHTER I & II**

The Firefighter Program is the combined effort of the Anthis Career Education Program and the Fort Wayne Fire Department and Allen County Fire Departments. The Program is a proficiency-based program, preparing students to pass the national accreditation tests for Firefighter I and II status. Instruction is provided by certified and experienced firefighters who will provide students with a clear understanding of the requirements and skills necessary to become candidates for area fire departments. Three dual credit hours are possible through the Fire Science Program at Ivy Tech Community College. Currently the class is located in the Army National Guard facility at 130 W. Cook Road but may move to the new Public Safety Academy in Southtown upon completion of the building project.

Content: Extinguishers, protective equipment, ropes and knots, rescue ladders, hoses, ventilation, water supply, 1<sup>st</sup> responder medical station visits with apparatus and equipment practice, sprinkler systems, salvage and overhaul, alarms and communications, hazardous materials, electrical and gas hazards, and pump operation.

Criteria for admittance into the program:

Able to lift, carry, or drag 150 pounds	Math
Physical Exam	Recommendations
Reading	Insurance (Must purchase school insurance)
General Information Application Form and Career Goals personal information	

Career Opportunities:

Firefighter	Equipment Sales
Hazardous Waste Careers	Firefighter Safety Education
Military Opportunities	Chemical Industry Safety
Business Management	Fire Insurance

## **CULINARY ARTS**

Elective – 11, 12  
Credit 6 – Year

**PREREQUISITES:** Integrated Math 1 and 2 with drafting recommended. Good attendance and a willingness to learn and explore is a must.

### **CULINARY ARTS I:**

The program is designed to prepare students for employment in the commercial food service/hospitality industry. The focus of this program is Chef's Training. Students rotate through the various areas of the kitchen and become familiar with the proper preparation and presentation techniques of salads, desserts, soups, sauces and entrees.

### **CULINARY ARTS II:**

Prerequisite: Recommendation from Culinary Arts I

Culinary Arts II is an advanced approach to food and cooking principles, appetizers, mother sauces, all meats, fish and desserts. It acquaints students with restaurant style food, menu planning, pricing, inventory, line production and service. Students will participate in the Barr Street Cafe', learning all aspects of the front and back of the house. ACF certified culinarian is awarded after completion of their 2-year program. Class meets 11:30 a.m. to 2:00 p.m.

## **INFORMATION TECHNOLOGY ACADEMY**

Elective – 11, 12  
Credit 6 – Year

**PREREQUISITES:** Keyboarding

Get your CERTIFICATION in an area of high-tech computer careers! Students will learn and work with the latest computer software and equipment in a team-based professional setting. As students study for certification in their field, they may also have an opportunity to showcase their skills while on internship at local companies. Students are encouraged to return for a second year to diversify their skills and earn other certifications. After a rotation in all areas offered in the IT Academy, students will select a major in one of the areas of study.

**CISCO NETWORKING:**

The class is a four-semester program that will be completed in one year. This course covers the principles and practices of designing, building, and maintaining computer networks. Students will receive hands-on experience with state-of-the-art networking equipment. Upon completion of the class, students will be able to install, configure, and operate simple-routed LAN, routed WAN and switched LAN networks. Students will take the CISCO certification exam to earn a CCNA.

**COMPUTER SERVICE AND REPAIR:**

This class will focus on providing the student with the foundation to achieve A+ Certification. This exam is offered through COMPTIA and is an entry-level exam, which tests the skills of computer technicians. Concentration will be on PC systems servicing, troubleshooting, networking, and printing. Students will obtain the knowledge and skills to troubleshoot, upgrade and repair PC Systems. Students may have the opportunity to intern with local companies to enhance their skills.

**GRAPHIC DESIGN:**

Utilizing the latest in graphic software, students will learn to design and create various publications and web pages. Student projects include business cards, logo design, newsletters, web page design, photo manipulation and illustration. Students will learn various software programs relating to this field such as: Illustrator, Photoshop, QuarkXPress and InDesign. Students will also utilize scanners and digital cameras. Students will work toward certification in each of the software packages.

**MULTIMEDIA DESIGN:**

Multimedia uses text, graphics, sound, animation and video for the creation of stylistic presentations. This class is for students who enjoy the creative aspect of putting human motion and sound to computer-generated characters. Projects include e-cards, promotional and information presentations and Web site development. During the course students will learn the following software: Macromedia MX (Flash, Dreamweaver, Fireworks) Director 8, Bryce 5, Adobe Photoshop and Adobe Premiere.

**PROGRAMMING:**

This class will apply programming syntax to HTML documents and develop programming logic skills in Java, Database Design and VB.NET. In addition there will be exposure to other programming languages. Students will create forms and write code to construct substantial Windows applications. They will write complete business applications, create professional-looking and fun Windows programs by combining code with a graphical use interface.

**TECHNOLOGY-BASED ACCOUNTING (PEACHTREE & QUICKBOOKS PRO):**

This hands-on course provides students with the opportunity to learn real-world software (Peachtree and QuickBooks Pro Accounting) while applying accounting principles. Students will use software to record transactions and post in the general journal, prepare financial statements for partnerships and corporations and record payroll. Students will also work toward a certification in Microsoft Excel.

**TELEVISION PRODUCTION:**

TV Production combines storyboarding, script writing, producing, directing, camera operator, editing, studio and control room experiences to learn specialized broadcasting skills and video production skills. Students will be exposed to video production equipment, artistic camera composition, script writing, and how to utilize a variety of Electronic News Gathering techniques. Students will learn several computer programs to enhance their editing skills. Projects produced include commercials, instructional videos, interviews, new shows and many other creative projects.

**MICROSOFT ADVANCE IT TECHNOLOGY:**

**PREREQUISITES:** A 2<sup>nd</sup> year IT program with prerequisites of A+ computer repair, computer programming or Cisco Networking plus teacher recommendation.

Students will work in a closely supervised independent study using the online Microsoft IT Academy Curriculum. Computer programming students will complete the course of study toward their MCAD, Microsoft Certified Application Developer. A+ and/or networking students focus their studies on the MCSA, Microsoft Certified Systems Administrator.

## **CAREER CENTER CO-OP TRAINING PROGRAMS**

Co-op programs are offered through all Career Education Departments. They are designed for seniors whose attendance, attitude, teacher recommendations and skills meet the required standards. Students are placed in part-time positions in a field related to the department in which they have received training. They receive wages, training, credits, and a grade. Students must attend a weekly co-op class.

## **ICE (INTERDISCIPLINARY CO-OP EDUCATION)**

Elective – 12  
Credit 6 - Year

**PREREQUISITES:** Good attendance and employment.

Applications must be obtained from, completed, and returned to the Home High School Guidance Office. Students are required to attend a weekly related class at the Anthis Career Center and must have a job. The ICE program provides a transition from high school to the world of work. ICE gives students the opportunity to receive work experience and earn money while in high school. ICE will provide first-hand experience and information in a variety of career fields.

## **PRECISION MACHINE PROGRAM**

Elective – 11, 12

The Precision Machining Program will be a two-year program starting in the fall of 2015 and offered on the North Campus of Ivy Tech. The partnership with Ivy Tech allows the Anthis Career Education program to offer a first class program using state of the art technology at the Keith Busse Technology Center. The curriculum will be Machine Tool Technology curriculum through Ivy Tech's School of Technology. A student who completes the two-year program will be prepared to enter a manufacturing career as a machinist or CNC operator.

Program Description

- \* Two-year program starting in 2015 with juniors in the afternoon only. In the fall of 2016 it will start with seniors in the morning and juniors in the afternoon.
- \* Students who successfully complete the two-year program will earn a Machine Tool Technology Certificate and multiple industry-recognized NIMS certifications.
- \* The program will provide project-based curriculum experience contextualized learning activities throughout the two-year program.
- \* Students will earn 24 credits in Machine Tool Technology, 3 credits in college English and 3 credits in college Math.
- \* Students will be exposed to industry through real-world projects and industry internships.
- \* Students will have the opportunity after graduation to complete the Associate of Applied Science Degree in Machine Tool Technology.

## AP CAPSTONE

AP Capstone™ is a College Board program that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. It cultivates curious, independent, and collaborative scholars and prepares them to make logical, evidence-based decisions.

AP Capstone is comprised of two AP courses — AP Seminar and AP Research — and is designed to complement and enhance the discipline-specific study in other AP courses. As a participating school, Concordia can use the AP Capstone program to provide unique research opportunities for current AP students, or to expand access to AP by encouraging students to master the argument-based writing skills that the AP Capstone program develops.

Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing, will receive the AP Capstone Diploma™. Students who earn scores of 3 or higher in both AP Seminar and AP Research but not on four additional AP Exams receive the AP Seminar and Research Certificate™.

**AP SEMINAR – this course is not offered in 2019-20.**

Elective 10, 11  
Credit 1 or 2 – Semester or Year

PREREQUISITES: None

COREQUISITES (If Any): AP Capstone and/or Honors Academy

*AP Seminar* is the first of two courses in the AP Capstone™ program. AP Research is the second course. If you earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of your choosing, you will receive the AP Capstone Diploma™. This signifies outstanding academic achievement and attainment of college-level academic and research skills. Alternatively, if you earn scores of 3 or higher in AP Seminar and AP Research only, you will receive the AP Seminar and Research Certificate™. Note: AP Seminar is only available to students whose school is participating in the AP Capstone program. Recommended Grade Level: 11,12. Students should be able to read a college level textbook and write grammatically correct, complete sentences. Credits: 1 to 2 semester course, 1 credit per semester. Counts as an Elective for all diplomas

**AP RESEARCH - this course not offered in 2019-20.**

Elective 11, 12  
Credit 2 - Year

PREREQUISITES: AP Seminar

COREQUISITES (If Any): AP Capstone and/or Honors Academy

*AP Research* is the second course in the AP Capstone™ program. AP Seminar is a prerequisite for AP Research. If you earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of your choosing, you will receive the AP Capstone Diploma™. This signifies outstanding academic achievement and attainment of college-level academic and research skills. Alternatively, if you earn scores of 3 or higher in AP Seminar and AP Research only, you will receive the AP Seminar and Research Certificate™. Students should be able to read a college level textbook and write grammatically correct, complete sentences. Counts as an Elective for all diplomas

## BUSINESS TECHNOLOGY

### INTRODUCTION TO ACCOUNTING

Elective 10, 11, 12  
Credit 2 – Year  
AHD – Core 40

PREREQUISITE: Algebra I

*Introduction to Accounting* is a business course that introduces the language of business using Generally Accepted Accounting Principles (GAAP) and procedures for proprietorships and partnerships using double-entry accounting. Emphasis is placed on accounting principles as they relate to both manual and automated financial systems. This course involves understanding, analyzing, and recording business transactions and preparing, analyzing, and interpreting financial reports as a basis for decision-making. Instructional strategies may include the use of computers, projects, simulations, case studies, and business experiences requiring the application of accounting theories and principles.

### BUSINESS MANAGEMENT

Elective 11, 12  
Credit 1 – Semester  
AHD – Core 40

PREREQUISITE: None

*Business Management* is an advanced level business course that focuses on the opportunities and challenges of ethically managing a business in the free enterprise system. Students will attain an understanding of management theories and processes that contribute to the achievement of organizational goals. The management of human and financial resources is emphasized. Instructional strategies may include job shadowing, simulations, guest speakers, tours, internet research, and business experiences.

### MARKETING

Elective 11, 12  
Credit 1 – Semester  
AHD – Core 40

PREREQUISITE: None

*Marketing* is a business course that provides a basic introduction to the scope and importance of marketing in the global economy. Emphasis is placed on oral and written communications, mathematical applications, problem solving and critical thinking skills as they relate to advertising/promotion/selling, distribution, financing, marketing-information management, pricing, and product/service management. Instructional strategies may include a school-based enterprise, computer/technology applications, real and/or simulated occupational experiences, and projects focused on the marketing functions such as those available through the activities in DECA and BPA co-curricular programs.

### PREPARING FOR COLLEGE AND CAREERS (IDOE 5394)

Elective 9, 10, 11, 12  
Credit 1 - Semester  
AHD – Core 40

PREREQUISITES: None

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



## **PROFESSIONAL CAREER INTERNSHIP**

Elective 12  
Credit 1 – Semester  
AHD – Core 40

*Professional Career Internship* is a Career and Technical Education Business and Information Technology course that is designed to provide opportunities for students to explore careers that require additional degrees or certification following high school. The emphasis of the experience is on applying skills developed through instruction and on learning new career competencies at the internship site. The internship is tailored to the unique needs and interests of the student and is considered a capstone experience towards fulfillment of the student's meaningful future plan. Upon completion of the internship, students review and revise their career plans. A training agreement outlines the expectations of all parties: the intern, parent/guardian, site supervisor/mentor, school, business/industry/organization, State, and Federal guidelines. Internships are unpaid and must include a classroom component (such as a series of seminars, workshops, or class meetings) and regular contact between the interns and internship coordinator. A minimum of 70 hour of workplace experience and a minimum of 15 hours of workshops, seminars, and/or classroom activities is required for one credit.

## ENGINEERING

PLTW INTRODUCTION TO ENGINEERING DESIGN

Elective 9, 10  
Credit 2 - Year  
AHD - Core 40

PREREQUISITE: Algebra I

*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 progress from completing structured activities 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.

## COMPUTER SCIENCE

### COMPUTER SCIENCE I

Elective 9, 10, 11, 12  
Credit 1 – Semester  
AHD – Core 40

PREREQUISITE: None

*Computer Science I* is an introductory computer science class that will utilize Lego MindStorm EV3 robotics to familiarize students with the basic computer concepts, terminology, programming skills and STEM (Science, Technology, Engineering and Mathematics) education while preparing them for future CS and technology classes. Students will be introduced to various aspects of computers including history, design, hardware, software, robotics, internet, networking, programming and ethics. All students at any experience level can expect to gain a better understanding and appreciation of the technologies they encounter daily and how it works. For students interested in a career in Computer Science/Information Technology, this class will be the foundation upon which all future classes are built. THIS COURSE IS ALSO OFFERED FOR DUAL CREDIT WITH PFW.

### COMPUTER SCIENCE II: JAVA

Elective 11, 12  
Credit 2 – Year  
AHD – Core 40

PREREQUISITE: Concurrent enrollment in Algebra II

*Computer Science II: Java* is an introductory computer technology class in which students will learn to program using the Java object-oriented language. They will learn how to translate a real problem into a program description and how to write and test a program to implement their description. The emphasis will be on developing object-oriented programming concepts, the fundamentals of the Java language, interacting classes, simple data structures, simple file input/output, Java class libraries and methods, decision-making, arrays, error handling and basic programming fundamentals so they will have a more thorough understanding of the programming process. THIS COURSE IS ALSO OFFERED FOR DUAL CREDIT WITH PFW.

### COMPUTER PROGRAMMING II: C#

Elective 9, 10, 11, 12  
Credit 1 - Semester

PREREQUISITE: Computer Science I

*Computer Programming II: C#* is a dual-credit course provides an introduction to computer programming using the visual coding language C#. Topics to be covered include the syntax and structure of the C# language; images, controls, dialog boxes, and other interface tools; menu design; multiple forms; error-trapping; and arrays. THIS COURSE IS ALSO OFFERED FOR DUAL CREDIT WITH PFW.

### COMPUTER TECH SUPPORT

Elective 10, 11, 12  
Credit 1 – Semester  
AHD – Core 40

PREREQUISITE: None

*Computer Tech Support* allows students to explore how computers work. Students learn the functionality of hardware and software components as well as suggested best practices in maintenance and safety issues. Students will gain the necessary skills to implement computer systems and deploy software solutions, provide technical assistance and manage information systems with attention to security. Students will develop an understanding of IT professionalism including the importance of ethics, communication skills and knowledge of the “virtual workplace”.

## ENGLISH

### ENGLISH 9

Required 9  
Credit 2 – Year  
AHD – English

PREREQUISITE: None

*English 9* is an integrated English course based on Indiana's Academic Standards for English/Language Arts in Grade 9, is a study of language, literature, composition, and oral communication with a focus on exploring a wide variety of genres and their elements. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 9 in classic and contemporary literature balanced with nonfiction. Students write short stories, responses to literature, expository and persuasive compositions, research reports, and poetry. Students deliver grade-appropriate oral presentations and access, analyze and evaluate online information.

### HONORS ENGLISH 9

Required 9  
Credit 2 – Year  
AHD – English

PREREQUISITES: Screening test and teacher recommendation

*Honors English 9* is an integrated English course based on Indiana's Academic Standards for English/Language Arts in Grade 9, is a study of language, literature, composition, and oral communication with a focus on exploring a wide-variety of genres and their elements. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 9 in classic and contemporary literature balanced with nonfiction. Students write short stories, responses to literature, expository and persuasive compositions, research reports, business letters and technical documents, an autobiography and poetry. Students deliver grade-appropriate oral presentations and access, analyze and evaluate online information. Students are required to do a major long-term inquiry project.

### ENGLISH 10

Required 10  
Credit 2 – Year  
AHD – English

PREREQUISITE: English 9

*English 10* is an integrated English course based on Indiana's Academic Standards for English/Language Arts in Grade 10, is a study of language, literature, composition, and oral communication with a focus on exploring universal themes across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 10 in classic and contemporary literature and nonfiction. Students use similar skills when viewing and responding to visual texts. Students write poetry, responses to literature expository and persuasive compositions, as well as research reports. Students deliver grade-appropriate oral presentations and access, analyze, and evaluate online information.

### HONORS ENGLISH 10

Required 10  
Credit 2 – Year

PREREQUISITE: Superior work in English 9 – Honors or English 9 with teacher recommendation AHD – English

*Honors English 10* is an integrated English course based on Indiana's Academic Standards for English/Language Arts in Grade 10, is a study of language, literature, composition, and oral communication with a focus on exploring universal themes across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 10 in classic and contemporary literature balanced with nonfiction. Students write responses to literature expository and persuasive compositions, research reports, and rhetorical analyses. Students deliver grade-appropriate oral presentations and access, analyze, and evaluate online information. Students are required to do a long-term multi-genre portfolio project.

## AMERICAN LITERATURE & COMPOSITION

Required 11  
Credit 2 – Year  
AHD – English

PREREQUISITE: English 10 or English 10 - Honors

*American Literature and Composition* is a course based on Indiana’s Academic Standards for English/Language Arts and emphasizing the High School Literature Standards, 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 reading 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. Students write a variety of types of compositions with a focus on fictional narratives, reflective compositions, academic essays, and responses to literature.

## AP ENGLISH LANGUAGE & COMPOSITION

Required 11  
Credit 2 – Year  
AHD – English

PREREQUISITE: Superior work in English 10 – Honors or English 10 with teacher recommendation

*Advanced Placement English Language and Composition* is a full-year course of studies in literature and writing which prepares students in their junior year of high school to sit for the Advanced Placement examination in May. Through the course’s accelerated readings and writings, students will learn how to read closely and to analyze critically. The course involves an interdisciplinary study of literature, and students will connect readings and writings to history, art, music, current events, and other disciplines in order to more completely understand the literature of the course. Because of its rigor, the course should be considered writing and reading intensive with a substantial and demanding workload. In order to be successful in the course, students must be organized and disciplined in their studies. Students will be expected to manage in-class activities, outside readings and long-term assignments simultaneously.

The course provides students with the skills and strategies in reading and composition to prepare them for the rigor of academia. By the end of the year, students should be able to analyze and synthesize information from primary and secondary sources, as well as to write in lean, tight, and fluid prose. In order to accomplish this goal, students will annotate works in order to develop close reading skills. As part of this reading process, students will study various modes of writing, such as narrative, synthesis, persuasive, and technical. There will be a special focus on integrating different voices and citing correctly. Students will study these texts for the author’s use of style and purpose. In addition to these tools of prose, students also will study the tools of rhetoric, especially in the context of argumentation and persuasion. When students write, they will participate in a complete writing process, including first drafts, peer editing, rewriting, teacher commentary/conferencing, and final composition.

## ENGLISH LITERATURE & COMPOSITION

Required 12  
Credit 2 – Year  
AHD – English

PREREQUISITE: A junior English course

*English Literature and Composition* is a course based on Indiana’s Academic Standards for English/Language Arts and emphasizing the High School Literature Standards, is a study of representative works of British literature (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. Students write a variety of types of compositions with a focus on reflective compositions, academic essays, and responses to literature.

**AP ENGLISH LITERATURE & COMPOSITION**

Required 12  
Credit 2 – Year  
AHD English

PREREQUISITE: Superior work in previous English course; teacher recommendation  
*Advanced Placement English Literature and Composition* is an advanced placement course based on content established by the College Board. AP Literature and Composition engages students in the close reading and critical analysis of imaginative literature. Through the careful reading and analysis of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work’s structure, style, and themes as well as literary elements such as the use of figurative language, imagery, symbolism, and tone. The course includes the intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. 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>.

**SPEECH (1076)**

Elective – 10, 11, 12  
Credit 1 – Semester  
AHD – Core 40

*Speech* is 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 presentation, including viewpoint, instructional, demonstration, informative, persuasive and impromptu. Students use the same standard English conventions for oral speech that they use in their writing.

**COLLEGE ENTRANCE PREPARATION (0532)**

Elective – 10, 11, 12  
Credit 1 – Semester  
AHD – Core 40

PREREQUISITE: Concurrent enrollment in Algebra II/Honors Algebra II  
*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. Course may also include college selection and application units to better prepare students for overall college-readiness.

## THEATRE

### **ADVANCED ACTING - Course offered in 2018-19**

Elective 9, 10, 11, 12  
Credit 1 - Semester  
AHD – Fine Arts

PREREQUISITES: Theatre Arts

*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. 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.

### **ADVANCED THEATRE ARTS - Course offered in 2018-19**

Elective 10, 11, 12  
Credit 1 - Semester  
AHD – Fine Arts

PREREQUISITES: Theatre Arts I and II

*Advanced Theatre Arts* is based on the Indiana Academic Standards for Theatre. Students enrolled in Advanced Theatre Arts read and analyze plays and apply criteria to make informed judgments. They draw on events and experiences to create scripted monologues and scenes, create scenic designs for existing plays, and build characters through observation, improvisation and script analysis. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore careers in theatre arts and begin to develop a portfolio of their work. They also attend and critique theatre productions and identify ways to support the theatre in their community. 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.

### **MUSICAL THEATRE - Will be offered in 2019-20. Will not be offered in 2020-2021.**

Elective 9, 10, 11, 12  
Credit 1 - Semester  
AHD – Fine Arts

PREREQUISITES: None

*Musical Theatre* is based on the Indiana Academic Standards for Theatre. Students in this course study the history of musical theatre and its place in today's society. They participate in staging, choreographing, rehearsing, and performing an original or existing musical work. This class may be taught collaboratively among music, theatre, dance, and visual arts faculty. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore career opportunities in the theatre, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community. 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.

### **THEATRE ARTS**

Elective 9, 10, 11, 12  
Credit 1 – Semester  
AHD – Fine Arts

PREREQUISITE: None

*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.

## **THEATRE PRODUCTION**

Elective 9, 10, 11, 12  
Credit 1 – Semester

**PREREQUISITE:** None

*Theatre Production* is based on the Indiana Academic Standards for Theatre. Students enrolled in Theatre Production take on responsibilities associated with rehearsing and presenting a fully mounted theatre production. They read and analyze plays to prepare for production; conceive and realize a design for a production, including set, lighting, sound and costumes; rehearse and perform roles in a production; and direct or serve as assistant director for a production. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students investigate a theatre arts career then develop a plan for potential employment or further education through audition, interview, or presentation of a portfolio. Students also attend and critique theatrical productions and volunteer to support theatre in their community.

**TECHNICAL THEATRE** - Will be offered in 2019-20. Will not be offered in 2020-21  
Elective 9, 10, 11, 12  
Credit 1 - Semester  
AHD – Fine Arts

**PREREQUISITES:** None

**DESCRIPTION:** Technical Theatre is based on the Indiana Academic Standards for Theatre. Students enrolled in Technical Theatre actively engage in the process of designing, building, managing, and implementing the technical aspects of a production. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore career opportunities in the theatre, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community.



## MASS MEDIA

### STUDENT MEDIA

Elective 10, 11, 12

Credit 2 – Year

AHD – Core 40

PREREQUISITE: None

*Student Media*, a course based on *the High School Journalism Standards and the Student Media Standards*, is the study of Journalism. Through the yearlong course, students learn skills in layout and design, photography and editing, writing and copyediting, social media, and marketing and sales. During the year, students produce the yearbook, the Luminarian, as well as put out the weekly online newspaper, The Lu-Hi Voice. Fine arts credit is awarded to students for participation in this class.

## FAMILY AND CONSUMER SCIENCE

### NUTRITION AND WELLNESS

Elective 9, 10, 11, 12  
Credit 1 – Semester  
AHD – Core 40

PREREQUISITE: None

*Nutrition and Wellness* enables students to understand the components and lifelong benefits of sound nutrition and wellness practices and empowers them to apply these principles in their everyday lives. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of individual and family issues. Topics include impact of daily nutrition and wellness practices on long-term health and wellness; physical, social, and psychological aspects of healthy nutrition and wellness choices; planning for wellness and fitness; selection and preparation of nutritious meals and snacks based on USDA Dietary Guidelines safety, sanitation, storage, and recycling processes and issues associated with nutrition and wellness; impacts of science and technology on nutrition and wellness issues; and nutrition and wellness career paths. Laboratory experiences which emphasize both nutrition and wellness practices are required components of this course. This course is recommended for all students regardless of their career cluster or pathway, in order to build basic nutrition and wellness knowledge and skills, and is especially appropriate for students with interest in human services, wellness/fitness, health, or food and nutrition-related career pathways.

### ADVANCED NUTRITION AND FOODS (Fall)

Elective 10, 11, 12  
Credit 1 – Semester  
AHD – Core 40

PREREQUISITE: Nutrition and Wellness

*Advanced Nutrition and Foods* is a sequential course that builds on concepts from Nutrition and Wellness. This course addresses more complex concepts in nutrition and foods, with emphasis on contemporary issues, or on advanced special topics such as Food Science, Nutrition, or Dietetics; or with emphasis on a particular aspect of the food industry, such as Baking, Catering, or Entrepreneurial Endeavors. Higher order thinking, communication, leadership and management processes will be integrated in classroom and laboratory activities. Topics include: in-depth study of daily nutrition and wellness throughout the life span; acquiring, organizing, and evaluating information about foods and nutrition; selecting and preparing nutritious meals; safety and sanitation in food production; meal planning and preparation for specific economic, psychological, and nutritional needs; community and world food concerns, including scarcity and hunger; Impact of culture and geography on food choices; advanced impacts of science and technology on nutrition, food, and related tools and equipment; exploring careers in nutrition and food industries. Laboratory experiences with advanced applications are required.

### ADVANCED NUTRITION AND FOODS (Spring)

Elective 10, 11, 12  
Credit 1 – Semester  
AHD – Core 40

PREREQUISITE: Nutrition and Wellness

*Advanced Nutrition and Foods* is a sequential course that builds on concepts from Nutrition and Wellness. This course addresses more complex concepts in nutrition and foods, with emphasis on contemporary issues, or on advanced special topics such as International, Regional, and/or Cultural Foods; Food Science, Nutrition, or Dietetics; or with emphasis on a particular aspect of the food industry, such as Baking, Catering, or Entrepreneurial Endeavors. High order thinking, communication, leadership and management processes will be integrated in classroom and laboratory activities. Topics include: in-depth study of daily nutrition and wellness throughout the life span; acquiring, organizing, and evaluating information about foods and nutrition; selecting and preparing nutritious meals; safety and sanitation in food production; meal planning and preparation for specific economic, psychological, and nutritional needs; community and world food concerns, including scarcity and hunger; advanced impacts of science and technology on nutrition, food, and related tools and equipment; exploring careers in nutrition and food industries. Laboratory experiences with advanced applications are required.

## **FASHION AND TEXTILES FOUNDATIONS**

Elective 9, 10, 11, 12

Credit 1 – Semester

AHD – Core 40

PREREQUISITE: None

*Fashion and Textiles Foundations* addresses knowledge and skills related to design, production, acquisition, and distribution in fashion and textiles arenas. Topics include the history of fashion; fashion designers; exploration of textiles and fashion industries; elements of science and design in textiles and apparel; textiles principles and applications; social, psychological, cultural and environmental aspects of clothing and textiles selection; clothing and textile products for people with special needs; critical thinking applied to consumer options for fashion, textiles, and related equipment and tools; care and maintenance of textile products, equipment, and tools; impacts of technology; construction and alterations skills; contemporary issues, including global applications, exploring careers in fashion production and marketing. Laboratory experiences include hand sewing, garment construction, and crafts.

## **ADVANCED FASHION & TEXTILES**

Elective 10, 11, 12

Credit 1 – Semester

AHD – Core 40

PREREQUISITE: Fashion and Textiles Foundations

*Advanced Fashion and Textiles* addresses knowledge and skills related to design, production, acquisition, and distribution in fashion and textiles arenas. Topics include the history of fashion; fashion designers; principles of design; exploration of textiles and fashion industries including haute couture and retail; elements of science and design in textiles and apparel; textiles principles and applications; social, psychological, cultural and environmental aspects of clothing and textiles selection; clothing and textile products for people with special needs; critical thinking applied to consumer options for fashion, textiles, and related equipment and tools; care and maintenance of textile products, equipment, and tools; impacts of technology; construction and alterations skills; contemporary issues, including global applications; exploring careers in fashion production and marketing. Work-based, entrepreneurial, experimental, laboratory, and/or service learning experiences are included; and portfolio activities are required. *This course may be taken for more than one semester with subsequent semesters building on the concepts and techniques developed in the prior semester(s).*

## **CHILD DEVELOPMENT AND PARENTING**

Elective 10, 11, 12

Credit 1 – Semester

AHD – Core 40

PREREQUISITE: None

*Child Development and Parenting* addresses the knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development of infants and children. A project-based approach that utilizes high order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of child development and parenting. The focus is on research-based nurturing and parenting practices and skills, including brain development research that supports positive development of children. Topics include consideration of the roles, responsibilities and challenges of parenthood; human sexuality; adolescent pregnancy; prenatal development; preparation for birth; the birth process; meeting the physical, social, emotional, intellectual, moral, and cultural growth and developmental needs of infants and children; impacts of heredity, environment, and family and societal crisis on development of the child; meeting children's needs for food, clothing, shelter, and care giving; caring for children with special needs; parental resources, services, and agencies; and career awareness. Applications through authentic settings such as volunteer experiences, internships, and service learning are encouraged. This course is recommended for all students regardless of their career cluster or pathway to build basic parenting skills and is especially appropriate for students with interest in human services and education-related careers.

## **ADULT ROLES AND RESPONSIBILITIES**

Elective 10, 11, 12  
Credit 1 – Semester

**PREREQUISITE:** None

*Adult Roles and Responsibilities* is recommended for all students as life foundations and academic enrichment, and as a career sequence course for students with interest in family and community services, personal and family finance, and similar areas. This course builds knowledge, skills, attitudes, and behaviors that students will need as they complete high school and prepare to take the next steps toward adulthood in today's society. The course includes the study of interpersonal standards, lifespan roles and responsibilities, individual and family resource management, and financial responsibility and resources. A project-based approach that utilizes higher order thinking, communication, leadership, management processes, and fundamentals to college and career success is recommended in order to integrate these topics into the study of adult roles and responsibilities. Direct, concrete mathematics and language arts proficiencies will be applied. Service learning and other authentic applications are strongly recommended. This course provides the foundation for continuing and post-secondary education in all career areas related to individual and family life.

## **JROTC LEADERSHIP EDUCATION AND TRAINING**

Concordia Lutheran High School offers an Army Junior Reserve Officer Training Corp (JROTC) program that provides students the opportunity to develop important skills in leadership, management, and citizenship. The goal of Concordia's JROTC program is to develop students as excellent Christian leaders, increase a student's self-confidence, organizational and interpersonal skills, and instill values of personal responsibility, honor and integrity. JROTC trains students to solve problems, overcome obstacles, set goals and achieve them and work both as part of a team and as a leader. JROTC is open to all Concordia students.

JROTC is not just a series of classes, but a comprehensive program. Students may also choose to participate in a variety of extra-curricular activities such as drill teams, marksmanship teams, outdoor adventure trainings that are designed to amplify the leadership training received in the classroom. School letters may be earned by participating on competitive drill and marksmanship. While most students who complete the JROTC program do not enter the military, interested students may receive special consideration for ROTC scholarships, may be nominated to attend a military academy, or be eligible to enlist at a higher rank in a military service. All materials and uniforms are furnished at no cost. Uniforms are generally worn once a week for inspection and drill.

### **JROTC I**

Elective 9, 10, 11, 12

Credit 2 – Year

AHD – PE (1 Semester)

PREREQUISITE: None

*JROTC I* places an emphasis on appreciation of American heritage, citizenship rights and responsibilities, and an introduction to leadership skills including leadership traits, leadership principles and human behavior. Team building and teamwork are stressed. Instruction also includes improving communications skills, sports, marksmanship, first aid and map reading.

### **JROTC II**

Elective 10, 11, 12

Credit 2 – Year

AHD – PE (1 Semester)

PREREQUISITE: JROTC I

*JROTC II* places an emphasis on the continuing development of leadership skills, including in-depth study of leadership principles styles, temptations, and values. JROTC II students are provided opportunities for the practical application and development of leadership skills. The development of effective communication skills is also stressed. Instruction also includes intermediate map reading, sports, marksmanship, role of the army in American society, financial planning, American military history and advanced first aid topics.

### **JROTC III**

Elective 11, 12

Credit 2 – Year

AHD – Core 40

PREREQUISITE: JROTC II

*JROTC III* places an emphasis on principles of management, effective planning, problem solving and organizing processes, supervision, leadership and societal ethics and mentoring. JROTC III students are provided numerous opportunities for the practical application and development of advanced leadership skills and team building. Instruction also covers advanced written and oral communication skills, the role of the Defense Department and other military services in American Society, advanced map reading, American military history, and sports marksmanship.

### **JROTC IV**

Elective 12

Credit 2 – Year

AHD – Core 40

PREREQUISITE: JROTC III

*JROTC IV* places an emphasis on practical application of student leadership, organization, teambuilding and communication skills. Each student has specific leadership and management responsibilities and projects. Course work involves numerous written and verbal presentations and practice leading other JROTC students. Teamwork and responsibility are stressed throughout the course. Through practical application, students are required to display an understanding of leadership styles, principles, traits, and ethics. Instruction also covers problem-solving skills and decision making processes as well as incorporating technology by using a variety of computer software programs.

## MATHEMATICS

Calculator Policy: Each student needs a TI graphing calculator for math classes. If a student has a TI 83+ from a relative or other source, he/she does not need to purchase a new one. However, if he/she is buying new; he/she should purchase a TI 84. There are many calculators in the TI-84 family, but it is important not to buy another brand such as Casio or a different number TI (many of these are not able to be used on standardized tests, such as the SAT). As a service to the student, the teachers in the math department will engrave each calculator with the student's name.

*9th grade students who desire to take Algebra I—Honors or Geometry – Honors must take a placement exam prior to being placed in one of those Honors mathematics classes. These results, coupled with junior high standardized test scores and 8th grade teacher recommendation, will determine mathematics course placement.*

### ALGEBRA LAB

Elective 9, 10, 11, 12  
Credit 1 per semester

PREREQUISITE: Recommendation of 8<sup>th</sup> grade math teacher

*Algebra Lab* provides students with individualized instruction designed to support success in completing mathematics coursework aligned with Indiana's Academic Standards for Mathematics. Students take Mathematics Lab in addition to the regular Algebra I class. Class time is not used for the completion of homework, but alternate activities are used to strengthen the algebra foundation. Students taking Algebra I for the second time are also eligible to enroll in this course. Students enrolled in Algebra Lab will be a part of a separate Algebra I class period, since the Algebra Lab and Algebra I classes are closely linked and will be taught by the same teacher.

### ALGEBRA 1

Elective 9  
Credit 2 – Year  
AHD – Math

PREREQUISITE: None

*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 (6) nonlinear equations and (7) quadratic equations. REQUIRED: TI 84 GRAPHING CALCULATOR

(See Calculator Policy at the beginning of the mathematics department section.)

### ALGEBRA 1 – HONORS

Elective 9  
Credit 2 – Year  
AHD - Math

PREREQUISITE: Recommendation of 8<sup>th</sup> grade math teacher, junior high standardized test scores and Math placement exam

*Algebra I – Honors* introduces students to axioms and properties in developing the algebra structure. Topics include linear equations and inequalities, functions, relations, graphs, systems of linear open sentences, polynomial and rational expressions, irrational numbers, quadratic equations, and functions, statistics and probability. There is a strong emphasis on problem solving and topics are examined at a greater depth of knowledge than Algebra I. REQUIRED: TI 84 GRAPHING CALCULATOR (See Calculator Policy at the beginning of the mathematics department section.)

## ANALYTICAL ALGEBRA II

Elective 11, 12  
Credit 2 – Year  
AHD – Math

PREREQUISITE: Algebra I and Geometry

*Analytical Algebra II* will focus on the application of mathematics in various disciplines including business, finance, science, career and technical education, and social sciences. This course covers most of the traditional Algebra II standards, but the focus is on the application of algebraic concepts rather than theoretical concepts.

Building on previous work with linear, quadratic, and exponential functions, Analytical Algebra will extend to include polynomial, rational, radical, logarithmic, and other functions. Students will model real-world problems with various functions using and translating between multiple representations. Additionally, students will interpret key features of function models within a given context. Students will build on previous work done with data analysis, statistics, including univariate and bivariate data, and probability. REQUIRED: TI 84 GRAPHING CALCULATOR (See Calculator Policy at the beginning of the mathematics department section.)

*Note: If a student is planning on taking PreCalculus during high school, the student should take Algebra II. Analytical Algebra II is designed as a terminal course to fulfill the Algebra II requirement for a Core 40 diploma. A student may not gain credit for both Algebra II and Analytical Algebra II.*

## GEOMETRY

Elective 10, 11  
Credit 2 – Year  
AHD - Math

PREREQUISITE: Algebra 1 (Not open to freshmen)

*Geometry* students examine the properties of two- and three-dimensional objects. Proof and logic, as well as investigative strategies in drawing conclusions, are stressed. Properties and relationships of geometric objects include the study of: (1) points, lines, angles and planes; (2) polygons, with a special focus on quadrilaterals, triangles, right triangles; (3) circles; and (4) polyhedra and other solids. Use of graphing calculators and computer drawing programs is encouraged. REQUIRED: TI 84 GRAPHING CALCULATOR (See Calculator Policy at the beginning of the mathematics department section.)

## GEOMETRY – HONORS

Elective 9, 10  
Credit 2 – Year  
AHD – Math

PREREQUISITE: Algebra 1 – Honors or 8<sup>th</sup> grade Algebra 1 and junior high standardized test scores and math placement exam

*Geometry – Honors* is an axiomatic, deductive approach to the study of geometry but also includes some inductive and investigative strategies. The fundamental content deals with Euclidean geometry of two and three dimensions. Emphasis is placed on basic as well as more intricate relationships among lines, angles, polygons, circles and polyhedra. Trigonometry of right and oblique triangles will also be investigated. Some structure and relationships are developed through the use of computer software. Projects including in-depth investigative and research activities along with a variety of evaluation techniques are a part of the learning program. REQUIRED: TI84 GRAPHING CALCULATOR (See Calculator Policy at the beginning of the mathematics department section.)

## ALGEBRA II

Elective 10, 11  
Credit 2 – Year  
AHD – Math

PREREQUISITES: Algebra 1 and Geometry

*Algebra II* is a course that extends the content of Algebra 1 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. A project is required each semester. REQUIRED: TI84 GRAPHING CALCULATOR (See Calculator Policy at the beginning of the mathematics department section.)

## ALGEBRA II – HONORS

Elective 10, 11  
Credit 2 – Year  
AHD – Math

PREREQUISITE: Algebra I – Honors, or Algebra I and teacher recommendation

*Algebra II – Honors* uses an axiomatic approach to develop part of the structure. Topics include: linear functions and relations, systems of linear equations and inequalities, three dimensional graphing, polynomial functions, quadratic functions and relations, exponential and logarithmic functions sequences and series, matrices, probability and statistics. Students are introduced to the basic trigonometric and circular functions. There is a strong emphasis on problem solving. Students who complete this course will be properly prepared for Advanced Placement Calculus of the following year. REQUIRED: TI84 GRAPHING CALCULATOR (See Calculator Policy at the beginning of the mathematics department section.) THIS COURSE IS ALSO OFFERED FOR CONCURRENT CREDIT WITH PFW – FORT WAYNE.

## CCR BRIDGE MATH

Elective 12  
Credit 2 – Year

PREREQUISITES: Students have passed Algebra I, Geometry and Algebra II, but may not have passed the Grade 10 Math ISTEP+ and/or have scored below a 45 on the PSAT test.

*CCR Bridge Math* will include and reinforce the Algebra 1, Geometry, Algebra 2 and Statistics skills necessary to be ready for an entry-level college math course. This course emphasizes understanding of math concepts rather than just memorizing procedures. CCR Bridge-Math students learn the context behind the procedure: why to use a certain formula or method to solve a problem, for example. This equips them with higher-order thinking skills in order to apply math skills, functions and concepts in different situations. The course is intended for students who currently have achieved the minimum math requirements collegiate entry at some universities, but are not adequately prepared for pre-calculus. The content of this course is designed to enhance students' math skills so that they are ready for college-level math assignments. It is not designed to prepare students for college-level math in STEM majors. REQUIRED: TI84 GRAPHING CALCULATOR (See Calculator Policy at the beginning of the mathematics department section.)

## PRECALCULUS

Elective 11, 12  
Credit 2 – Year  
AHD – Math

PREREQUISITE: Algebra II (not Analytical Algebra II)

*Precalculus* is a review of algebraic operations, factoring, exponents, radicals and rational exponents, and fractional expressions, linear and quadratic equations and modeling, problem solving, and inequalities, graphs of functions and transformations, including polynomial, rational, exponential and logarithmic functions with applications, trigonometric functions and graphs, analytical trigonometry, vectors, complex numbers, conic sections, matrices, sequences, series, probability, statistics, and binomial theorem. REQUIRED: TI84 GRAPHING CALCULATOR (See Calculator Policy at the beginning of the mathematics department section.)

## AP STATISTICS

Elective 11, 12  
Credit 2 – Year  
AHD – Math

PREREQUISITE: Algebra II – Honors or Algebra II with teacher recommendation

*Advanced Placement Statistics*, is a course based on content established by the College Board. The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Topics include: (1) exploring data: describing patterns and departures from patterns (2) sampling and experimentation: planning and conducting a study, (3) anticipating patterns: exploring random phenomena using probability and simulation, and (4) statistical inference: estimating population parameters and testing hypotheses. The use of graphing calculators and computer software is required. 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>. REQUIRED: TI84 GRAPHING CALCULATOR (See Calculator Policy at the beginning of the mathematics department section.) THIS COURSE IS ALSO OFFERED FOR CONCURRENT CREDIT WITH PFW – FORT WAYNE.



## AP CALCULUS AB

Elective 11, 12  
Credit 2 – Year  
AHD – Math

PREREQUISITE: Algebra II – Honors or Precalculus

*Advanced Placement Calculus AB*, is a course that provides students with the content established by the College Board. Topics include: (1) functions, graphs, and limits: analysis of graphs, limits of functions, asymptotic and unbounded behavior, continuity as a property of functions (2) derivatives: concepts of the derivative, derivative at a point, derivative as a function, second derivatives, application and computation of derivatives, and (3) integrals: interpretations and properties of definite integrals, application of integrals, fundamental theorem of calculus, techniques of anti-differentiation, and numerical approximations to definite integrals. The use of graphing technology is required. Students may earn college credit through the AP exam and/or by taking the course for dual credit. 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/indexhtml>. REQUIRED: TI84 GRAPHING CALCULATOR (See Calculator Policy at the beginning of the mathematics department section.) THIS COURSE IS ALSO OFFERED FOR CONCURRENT CREDIT WITH PFW – FORT WAYNE.

# MUSIC

## INSTRUMENTAL MUSIC

### INTERMEDIATE CONCERT BAND

Elective 9, 10, 11, 12

Credit 2 – Year

AHD – Fine Arts

PREREQUISITE: None

*Intermediate Concert Band* is based on the Indiana Academic Standards for High School Instrumental Music. This course includes a balanced comprehensive study of music that 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. Students study a varied repertoire of 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.

### ADVANCED CONCERT BAND (1322-1323)

Elective 9, 10, 11, 12

Credit 2 – Year

AHD – Fine Arts

PREREQUISITE: Audition

*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 rehearsal and musical goals. Students are required to participate in performance opportunities outside the school day that support and extend learning in the classroom. This group is involved in ISSMA festival activities, tour, pep music, parade and field marching, as well as three concerts. (A participant in a CLHS sport may opt out of marching.) FEES: MARCHING AND TOUR.

### ADVANCED ORCHESTRA

Elective 9, 10, 11, 12

Credit 1 – Year

AHD – Fine Arts

PREREQUISITE: Audition

*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. This group may participate in concerts, local church services and music contests. This course meets two times per week.

## **DANCE CHOREOGRAPHY**

Elective 9, 10, 11, 12

Credit 1 – Semester

AHD – Fine Arts

PREREQUISITE: Audition

*Dance Choreography* is based on the Indiana Academic Standards for Dance. Learning activities in choreography are sequential and systematic and allow students to express themselves. A wide variety of materials and experiences are used in order to provide students with the knowledge skills, and appreciation of the multi-styled and multicultural dance expressions. Choreographic activities provide students opportunities to participate in roles as a soloist, a choreographer or leader, and in a subject role. Students also explore a wide variety of choreographic philosophies as well as administrative and media skills necessary for the promotion and documentation of works to be performed. Students experience and learn to use appropriate terminology to describe, analyze, interpret, and critique dance compositions by professional individuals or companies. The dance corps is selected by audition in the spring of each year. The course requires a large amount of outside rehearsal time to prepare for the significant performance demands. Students will be a part of the marching band in the summer and fall.

## **MUSIC THEORY AND COMPOSITION**

Elective 9, 10, 11, 12

Credit 1 – Semester

AHD – Fine Arts

PREREQUISITE: None

*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.

## **AP MUSIC THEORY**

Elective 10, 11, 12

Credit 2 – Year

AHD – Fine Arts

PREREQUISITES: Instructor approved

*AP Music Theory* is a course based on the content established and copyrighted by the College Board. The AP Music Theory course corresponds to two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Musicianship skills including dictation and other listening skills, sight-singing, and keyboard harmony are considered an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of music that are heard or presented in a score. Development of aural (listening) skills is a primary objective. Performance is also part of the learning process. Students understand basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are emphasized. This course counts as a Directed Elective or Elective for all diplomas. Fulfills Fine Arts requirement for Core 40 with Academic Honors diploma.

## **MUSIC HISTORY AND APPRECIATION**

Elective 9, 10, 11, 12

Credit 1 – Semester

PREREQUISITE: None

*Music History and Appreciation* offers an introduction to music history of the Western world, from ancient chants through the music of the 21st century, supplemented with musical traditions and instruments of various cultures. Students will investigate music's genres, themes, and structures across the course of time and societies. Time will be spent analyzing and appreciating music fundamentals of sound, tone, and rhythm, and how these are used to increase the aesthetic qualities in music found on the radio, in dramatic productions, and in movies.

REQUIRED EQUIPMENT: Earphones

## CHORAL MUSIC

### **BEGINNING CHORUS – MEN** **BEGINNING CHORUS – WOMEN**

Elective 9, 10, 11  
Credit 2 – Year  
AHD – Fine Arts

PREREQUISITE: None

*Beginning Chorus* is based on the Indiana Academic Standards for High School Choral Music. Students taking Beginning Chorus develop musicianship and specific performance skills through ensemble and solo singing. This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Chorus classes provide opportunities for performing, creating, and responding to music. Students develop the ability to understand and convey the 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 rehearsals and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom. Programs include two concerts per year, ISSMA festival involvement, and possible community appearances.

### **INTERMEDIATE CHORUS**

Elective 10, 11, 12  
Credit 2 – Year  
AHD – Fine Arts

PREREQUISITE: Audition

*Intermediate Chorus* is based on the Indiana Academic Standards for High School Choral Music. Students taking Intermediate 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 rehearsals and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom. Programs include three concerts per year, ISSMA festival involvement, and possible community appearances.

### **ADVANCED CHORUS (1912-1913)**

Elective 10, 11, 12  
Credit 2 – Year  
AHD – Fine Arts

PREREQUISITE: Audition

*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 rehearsals and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom. Mastery of basic choral technique must be evident. Areas of refinement include a cappella singing, sight-reading, and critical listening skills. Programs include four concerts per year, ISSMA festival involvement, an annual tour, a major choral work, and community appearances. An average of two performances per month can be expected. FEES: TOUR FEE

## PHYSICAL EDUCATION

### PHYSICAL EDUCATION I – MEN PHYSICAL EDUCATION I – WOMEN

Required 9, 10  
Credit 1 – Semester  
AHD- PE

PREREQUISITE: None

*Physical Education I* focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provides students with opportunities to actively participate in at least four of the following: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; 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.

### PHYSICAL EDUCATION II – MEN PHYSICAL EDUCATION II – WOMEN

Required 9, 10  
Credit 1 – Semester  
AHD – PE

PREREQUISITE: None

*Physical Education II* focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provides students with opportunities to actively participate in at least four of the following that were not in PHYS ED I: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; 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.

### ELECTIVE PHYSICAL EDUCATION – MEN (Semester 1) ELECTIVE PHYSICAL EDUCATION – MEN (Semester 2)

Elective 11, 12  
Credit 1 – Semester  
AHD – Core 40

PREREQUISITE: Physical Education I & II – Men

*Elective Physical Education – Men*, a course based on selected standards from the 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. It includes the study of physical development concepts and principles of sports 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.

### ELECTIVE PHYSICAL EDUCATION – AEROBICS

Elective 11, 12  
Credit 1 – Semester  
AHD – Core 40

PREREQUISITE: Physical Education I & II – Men/Women

*Elective Physical Education – Aerobics* is a course based on selected standards from the 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. In this course, an emphasis, is placed on aerobics: low impact, high-impact, dance, step, and strength building. Leisure and team sport activities may be used as an alternate activity. It 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 performance-based skill evaluation.

**ELECTIVE PE – WEIGHTLIFTING (Fall)**  
**ELECTIVE PE – WEIGHTLIFTING (Spring)**

Elective 10, 11, 12  
Credit 1 – Semester  
AHD – Core 40

PREREQUISITE: Physical Education I and II – Men/Women

*Elective Physical Education – Weightlifting* is a course based on selected standards from the 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 - Weightlifting promotes lifetime sport and recreational activities and provides an opportunity for an in-depth study in one or more specific areas. Three days a week are devoted to weight training. The course will also cover nutrition, injury and safety, muscular anatomy, and proper technique. It 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. Daily assessment includes both written and performance-based skill evaluation. This course may be taken for more than one semester.

**HEALTH AND WELLNESS EDUCATION**

Required 9, 10  
Credit 1 – Semester  
AHD – Health

PREREQUISITE: None

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

**ELECTIVE PE LIFETIME SPORTS**

Elective 11, 12  
Credit 1 – Semester

PREREQUISITE: General PE or 2 year JROTC Credit

*Elective PE Lifetime Sports* - 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. Through a variety of instructional strategies, students will practice skills that demonstrates: competency in motor skills and movement; understanding of movement concepts and strategies; regular participation in physical activity to achieve and maintain a health-enhancing level of physical fitness; good sportsmanship that respects self and others in the physical activity setting; and physical activity as critical to the development and maintenance of good health. This course will educate students in the playing schemes of a variety of lifetime sport activities, including but not limited to: archery, badminton, bowling, golf, tennis, orienteering, ultimate frisbee, disc golf, and pickleball.

## DRIVER EDUCATION

Concordia Lutheran High School offers Driver Education three times throughout the year. There is a winter/spring session starting in March, a summer session starting in June, and a fall session starting in late August or early September. Registration information is available via the CLHS website, [www.clhscadets.com](http://www.clhscadets.com).

### **DRIVER EDUCATION – ONLINE CLASSROOM**

Elective 9, 10, 11, 12

### **DRIVER EDUCATION – BEHIND-THE-WHEEL**

Credit 0

PREREQUISITE: None

*Driver Education* provides students with the knowledge needed to assist them in developing the skills, habits, and attitudes necessary to interact safely and effectively with other highway users in a wide variety of environments, situations, and conditions. This course should always provide a combination of classroom instruction and behind-the-wheel experiences in on-street environments. The Driver Education course also provides for, but is not necessarily limited to, student learning related to: (1) driving skills, (2) traffic laws, (3) the laws of nature, (4) driving attitudes, (5) occupant protection, (6) the effect of physical and mental conditions of the driver, (7) vehicle purchase, (8) insurance and maintenance, (9) the ecology and energy efficiency of various transportation modes, (10) energy efficient driving techniques, and (11) sharing the roadway with other users, including motorcyclists and pedestrians.

FEES: DETERMINED IN JANUARY OF EACH YEAR

## SCIENCE

### BIOLOGY

Required 9, 10  
Credit 2 - Year  
AHD - Science

PREREQUISITE: None

*Biology I* is a course that equips students with an introductory understanding of the scientific study of living organisms, their components, and their interactions. The course provides training in the critical thinking skills necessary to organize, interpret, and present information based on data. The content includes the structure and function of cells, cellular processes and their underlying chemistry, genetic processes and outcomes, and the interdependencies of organisms within populations and ecosystems. Students will deepen their understanding through laboratory investigations. Goals of this course are that students will: (1) gain a more complete understanding of living organisms and life processes, (2) justify conclusions to scientific questions based on thorough and valid data, (3) increase their scientific literacy skills, (4) apply their understanding to make scientifically informed decisions, (5) act as stewards of God's creation.

### INTEGRATED CHEMISTRY/PHYSICS

Elective 10, 11  
Credit 2 – Year  
AHD – Science

PREREQUISITES: Recommended: Biology, Algebra I

*Integrated Chemistry-Physics* is a laboratory-based course in which students explore fundamental chemistry and physics principles. Students enrolled in this course examine, through the process of scientific inquiry, the structure and properties of matter, chemical reactions, forces, motion, and the interactions between energy and matter. Working in a laboratory environment, students investigate the basics of chemistry and physics in solving real-world problems that may have personal or social consequences beyond the classroom.

REQUIRED: SCIENTIFIC CALCULATOR, 3-RING BINDER

### CHEMISTRY I

Elective 10, 11, 12  
Credit 2 – Year  
AHD – Science

PREREQUISITES: Biology, Algebra I

*Chemistry I* is a course based on laboratory investigations of matter, chemical reactions, and the role of energy in those reactions. Students enrolled in Chemistry I compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. In addition, students enrolled in this course are expected to: (1) gain an understanding of the history of chemistry, (2) explore the uses of chemistry in various careers, (3) investigate chemical questions and problems related to personal needs and societal issues, and (4) learn and practice laboratory safety.

REQUIRED: SCIENTIFIC CALCULATOR WITH LOGARITHMS & EXPONENTIAL NOTATION

### HONORS CHEMISTRY

Elective 10, 11, 12  
Credit 2 – Year  
AHD - Science

PREREQUISITES: A- in Biology AND B+ in Honors Algebra/Geometry

*Honors Chemistry* is a course designed to teach the same topics covered in Chemistry I at a greater depth. The course is based on the following core topics: properties and states of matter; atomic structure; bonding; chemical reactions; solution chemistry; behavior of gases, and organic chemistry. Students enrolled in Honors Chemistry will 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.



## PHYSICS I

Elective 11, 12  
Credit 2 – Year  
AHD – Science

PREREQUISITES: Algebra I, Geometry, Chemistry (recommended)

*Physics I* is a laboratory-based course in which students 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 quantities 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.

REQUIRED: SCIENTIFIC CALCULATOR

## ENVIRONMENTAL SCIENCE - ADVANCED

Elective 11, 12  
Credit 2 - Year  
AHD - Science

PREREQUISITE: Biology

*Environmental Science – Advanced* is an interdisciplinary course that integrates biology, Earth science, chemistry, and social disciplines. The course equips students with an understanding of the scientific concepts and critical thinking skills required to identify relationships in the natural world, to analyze environmental issues and their causes, and to evaluate potential methods for resolving these issues. The content includes ecological relationships, the role of water in ecosystems, climate, human population growth, agriculture, energy sources, waste disposal, and demographic disparities. Students will deepen their understanding through laboratory and field investigations and refine their understanding through case studies.

## AP ENVIRONMENTAL SCIENCE

Elective 11, 12  
Credit 2 - Year

PREREQUISITE: B- or better in Biology and a physical science, Algebra I

*Advanced Placement Environmental Science* is an introductory college course in environmental science. The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. This is an interdisciplinary course examining the intersections between biology, chemistry, geology, geography, and social sciences. Students will deepen their understanding through laboratory and field investigations and refine their understanding through analyzing current and historic events.

<https://apcentral.collegeboard.org/courses/ap-environmental-science/course>

## ANATOMY AND PHYSIOLOGY

Elective 11, 12  
Credit 2 – Year  
AHD – Science

PREREQUISITE: Biology

*Anatomy and Physiology* is a course in which students investigate concepts related to the Health Sciences. Through instruction, including laboratory activities, students apply concepts associated with Human Anatomy & Physiology. Studies include the process of homeostasis and the essentials of human function at the level of genes, cells, tissues and organ systems. Students will understand the structure, organization and function of the various components of the healthy human body in order to apply this knowledge in all health-related fields.

## AP BIOLOGY

Elective 11, 12  
Credit 2 – Year  
AHD – Science

PREREQUISITES: B in Biology and in Chemistry

*Advanced Placement Biology* is a course based on the content established by the College Board. Topics include: (1) molecules and cells: chemistry of life, cells, cellular energetics; (2) heredity and evolution: heredity, molecular genetics, evolutionary biology; and (3) organisms and populations: diversity of organisms, structure and function of plants and animals, ecology. The major themes of the course include: science as a process, evolution energy transfer, continuity and change, relationship of structure to function, regulation, interdependence in nature and science, technology, and society. 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>.

## AP CHEMISTRY

Elective 11, 12  
Credit 2 – Year  
AHD – Science

PREREQUISITES: B in Chemistry and taking or B in Algebra II

*Advanced Placement Chemistry* is a course based on the content established by the College Board. 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. 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>.

## AP PHYSICS

Elective 12  
Credit 2 – Year  
AHD – Science

PREREQUISITES: Calculus AB – AP (or currently enrolled); Physics I and Chemistry are strongly encouraged

*Advanced Placement Physics* is a course based on content established by the College Board that is the equivalent of a terminal, one year college physics course. This course is divided into two semesters (and two AP exams). Physics C: Mechanics and Physics C: Electricity and Magnetism. AP Physics C: Mechanics provides instruction in each of the following six content areas: kinematics, Newton’s laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitations. AP Physics C: Electricity and Magnetism provides instruction in each of the following five content areas: electrostatics, conductors, capacitors and dielectrics; electric circuits; magnetic fields; and electromagnetism. 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>.

## PLTW PRINCIPLES OF BIOMEDICAL SCIENCE

Elective 9, 10  
Credit 2 – Year  
AHD - Science

PREREQUISITE: Biology or concurrent enrollment in Biology

*PLTW Principles of the Biomedical Sciences* provides an introduction to this field through “hands-on” projects and problems. Student work involves the study of human medicine, research processes and an introduction to bioinformatics. Students investigate the human body systems and various health conditions including heart disease, diabetes, hypercholesterolemia, and infectious diseases. A theme through the course is to determine the factors that led to the death of a fictional person. After determining the factors responsible for the death, the students investigate lifestyle choices and medical treatments that might have prolonged the person’s life. Key biological concepts included in the curriculum are: homeostasis, metabolism, inheritance of traits, feedback systems, and defense against disease. Engineering principles such as the design process, feedback loops, fluid dynamics, and the relationship of structure to function will be included where appropriate. The course is designed to provide an overview of all courses in the Biomedical Sciences program and to lay the scientific foundation necessary for student success in the subsequent courses.

## PLTW HUMAN BODY SYSTEMS

Elective 10, 11  
Credit 2 - Year  
AHD - Science

PREREQUISITES: Principles of Biomedical Science (PBS)

In the *Human Body Systems (HBS)* course, students examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases, and often play the role of biomedical professionals to solve medical mysteries.

## PLTW MEDICAL INTERVENTIONS

Elective 11,12  
Credit 2 - Year  
AHD - Science

PREREQUISITE: Principles of Biomedical Science (PBS), Human Body Systems (HBS)

*PLTW Medical Interventions* is a course that studies medical practices including interventions to support humans in treating disease and maintaining health. Using a project-based learning approach, students will investigate various medical interventions that extend and improve quality of life, including gene therapy, pharmacology, surgery, prosthetics, rehabilitation, and supportive care. Students will also study the design and development of various interventions. Lessons will cover the history of organ transplants and gene therapy with additional readings from current scientific literature addressing cutting edge developments.

## SOCIAL STUDIES

### ETHNIC STUDIES

Elective 11, 12  
Credit 1 - Semester

PREREQUISITES: None

*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.

### GEOGRAPHY & HISTORY OF THE WORLD

\*Required 9, 10  
Credit 2 – Year  
AHD – Social Studies

PREREQUISITE: None

*Geography and History of the World* is designed with a primary emphasis on geography and geographical themes. The course will also draw from history, economics, political science, sociology and anthropology. It is meant to enable students to use geographical tools, skills and historical concepts to deepen their understanding of the major global themes, peoples and places of our world. From the study of those themes, students will be able to analyze, evaluate, and make predictions about major global developments. Areas of study include the U.S. and Canada, Latin America, Europe, Russia and the Republics, Africa, the Middle East, South Asia, East Asia, Southeast Asia, and Australia and Oceania. Both human (cultural) and physical geography will be studied. This course is designed to nurture perceptive, responsible citizenship, encourage and support the development of critical thinking skills and lifelong learning, and to help prepare Indiana students for the 21st Century.

### INDIANA STUDIES

Elective 11, 12  
Credit 1 - Semester

PREREQUISITES: None

*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.

### TOPICS IN HISTORY – WARS AND SOCIAL CONFLICT

Elective 11, 12  
Credit 1 - Semester

PREREQUISITES: United States History or World History or World Geography

*Topics In History – Wars and Social Conflict* 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. 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.

## WORLD HISTORY AND CIVILIZATION

\*Required 9, 10  
Credit 2 – Year

PREREQUISITE: None

AHD – Social Studies

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

\*Either GEOGRAPHY AND HISTORY OF THE WORLD or WORLD HISTORY AND CIVILIZATION is required in 9 or 10.

## AP WORLD HISTORY MODERN

Elective 10, 11, 12  
Credit 1 – Semester

PREREQUISITE: Recommendation of department

*AP World History Modern* focuses on developing students' understanding of world history from approximately 8000 B.C.E. to the present. The course has students investigate the content of world history for significant events, individuals, developments, and processes in six historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides five themes (interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; development and transformation of social structures) that students explore throughout the course in order to make connections among historical developments in different times and places encompassing the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania.

*Note: Grade 10 students can take this course to fulfill their Indiana Requirement for World History or Geography and History of the World. It serves as an elective class for those who have already taken the World History or Geography and History of the World requirement. If they have scored as "AP Ready" on the PSAT test in English*

## UNITED STATES HISTORY

Required 11  
Credit 2 – Year

PREREQUISITE: None

AHD – Social Studies

*United States History* builds upon concepts developed in previous studies of U.S. History. 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. Students are expected to trace and analyze chronological periods and examine the significant themes and concepts in U.S. History. They will 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.

## AP UNITED STATES HISTORY

Elective 11  
Credit 2 – Year  
AHD – Social Studies

PREREQUISITE: Recommendation of department

*Advanced Placement United States History* is a course based on the content established by the College Board. The course has a chronological frame from 1492 to the present and focuses on multiple causation and change in United States history over time. A variety of historical themes are examined in order to place the history of the United States into larger analytical contexts. Students are expected to analyze and interpret primary sources and develop awareness of multiple interpretations of historical issues in secondary sources. Historical events and issues in U.S. history are to be examined from multiple perspectives. 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>.

## UNITED STATES GOVERNMENT

Required 12  
Credit 1 – Semester  
AHD – Social Studies

PREREQUISITE: None

*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 will 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 will 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 examined. 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.

## ECONOMICS

Required 11, 12  
Credit 1 – Semester  
AHD – Social Studies

PREREQUISITE: None

*Economics* examines the allocation of resources and their uses for satisfying human needs and wants. The course analyzes economic reasoning used by consumers, producers, savers, investors, workers, voters, and government in making decisions. Key elements of the course include study of scarcity and economic reasoning, supply and demand, market structures, role of government, national income determination, the role of financial institutions, economic stabilization, and trade. Students will 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. The functions of government in a market economy and market structures will be examined. Students will understand economic performance, money, stabilization policies, and trade of the United States. The behavior of people, societies and institutions and economic thinking is integral to this course. THIS COURSE IS TAKEN IN THE FALL SEMESTER OF GRADE 12 BY THOSE PURSUING THE ENTREPRENEURSHIP ACADEMY PROGRAM.

## AP MICROECONOMICS

Elective 11, 12  
Credit 1 – Spring Semester  
AHD – Social Studies

PREREQUISITE: Recommendation of department

*Advanced Placement Microeconomics* is an introductory college-level course that focuses on the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

## PSYCHOLOGY

Elective 11, 12  
Credit 1 – Semester  
AHD – Social Studies

PREREQUISITE: None

*Psychology* is the scientific study of mental processes and behavior. The standards have divided the course into six content areas. Scientific Methods explores research methods and ethical consideration. Developmental psychology takes a life span approach to physical, cognitive, language, emotional, social, and moral development. Cognitive aspects of the course focus on learning, memory, information processing and language. Personality, Assessment, and Mental health topics include psychological disorders, treatment, personality, and assessment. Socio-cultural dimensions of behavior deal with topics such as conformity, obedience, perceptions, attitudes and influence of the group on the individual. The Biological Basis focuses on the way the brain and nervous system function, including sensation, perception, motivation, and emotion.

## AP PSYCHOLOGY

Elective 11, 12  
Credit 2 - Year

PREREQUISITE: Recommendation of department

*Advanced Placement Psychology* is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

## **SOCIOLOGY**

Elective 10, 11, 12

Credit 1 – Semester

AHD – Social Studies

PREREQUISITE: None

*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 will describe the development of sociology as a social science and identify methods of research. Through research methods such as scientific inquiry students will 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 will also analyze the role of individuals in the community and social problems in today's world.

## THEOLOGY

Students are required to take a theology class for each semester in attendance at Concordia Lutheran High School. The theology classes are built upon one another and meant to be taken in the following order: *Anthropology, Biblical Literature I, Biblical Literature II, Genres of Literature, Topics in History: Church History, Humanities: Comparative Religions, and Theological Ethics*. During their fourth year of study, students will choose one of three elective classes: *Christian Leadership, Theology in Media, or History and Development of Music in Worship*. For students transferring into Concordia in grades 10, 11 or 12 a modified sequence will be determined by the department.

### ANTHROPOLOGY

Required 9  
Credit 1 – Semester  
AHD – Core 40

PREREQUISITE: None

*Anthropology* is a foundational course where students will examine the trustworthiness of God's Word (especially the Old Testament Scriptures) and study the creation of the world, the origins of man, the fall into sin, God's plan for redemption, and the establishment of His covenantal relationship with Abraham and the Israelite people. This course strives to connect God's Old Testament word to the fulfillment of those promises in Christ.

### BIBLICAL LITERATURE I

Required 9  
Credit 1 - Semester  
AHD - Core 40

PREREQUISITE: None

*Biblical Literature I* continues to connect God's Old Testament word to the fulfillment of His promise of redemption through Christ. This course will study the history and literature of the Old Testament beginning with the establishment of God's chosen people Israel and their entry into the Promised Land through the Old Testament prophets.

### BIBLICAL LITERATURE II

Required 10  
Credit 1 - Semester  
AHD - Core 40

PREREQUISITE: None

*Biblical Literature II* will examine the reliability of the New Testament Scriptures, with careful attention to how they have been received and why they can be trusted to be God's Word. Additionally, this course will focus upon the birth, life, ministry, crucifixion, death, resurrection, and ascension of Jesus Christ, His fulfillment of the Old Testament prophecies, and the redemption He has won for the life of the world.

### GENRES OF LITERATURE

Required 10  
Credit 1 – Semester  
AHD - Core 40

PREREQUISITE: Biblical Literature II or Departmental Approval

*Genres of Literature* will study the different types of writing within the New Testament: historical narrative, epistles, and apocalyptic literature. Through the study of these writings, students will understand the fundamental doctrines of the Church and how the Word of Christ was proclaimed after Christ's ascension and began to spread throughout world.

### TOPICS IN HISTORY: CHURCH HISTORY

Required 11  
Credit 1 – Semester  
AHD - Core 40

PREREQUISITE: Genres of Literature or Departmental Approval

*Topics in History: Church History* will survey and explore the history of Christianity from the apostolic age to the present, with special emphasis on God's continued faithfulness to and preservation of His church. The following topics will be covered: foundational theology of the church, persecution of the early Christians, early church heresies, growth of the church into a worldwide religion, the Crusades, divisions within the church, the Reformation, modern challenges to the church, and how all of church history has shaped and affects the church today

## **HUMANITIES: COMPARATIVE RELIGIONS**

Required 11

Credit 1 – Semester

AHD - Core 40

PREREQUISITE: Topics in History: Church History or Departmental Approval

*Humanities: Comparative Religions* (formerly titled Humanities) is a study of Christianity, cults, and other religions of the world. This course equips students with the knowledge and insight necessary to understand the growth of sects, cults, and movements in our society, defend their Christian faith, and witness to members of other religions confidently and sincerely.

## **THEOLOGICAL ETHICS**

Required 12

Credit 1 – Semester

AHD - Core 40

PREREQUISITE: Biblical Literature II or Departmental Approval

*Theological Ethics* (formerly known as Interpersonal Relationships) is a course which helps students develop Godly attitudes about ethical issues facing our modern age, including life issues, sexuality, relationships, marriage and family, the problem of suffering, and living the Christian life in an unspiritual world. This course must be taken either in the Fall or Spring semester of a student's senior year.

## **CHRISTIAN LEADERSHIP – FALL SEMESTER ONLY**

Elective 12

Credit 1 – Semester

AHD - Core 40

PREREQUISITE: Departmental Approval

*Christian Leadership* is a new course for current spiritual leaders within the school to further develop their leadership awareness, knowledge, and skills. The topics and assignments in this class will have direct application to Koinonia and Chapel. Through a study of Christian leadership and worship practices, students will grow in their capacity to be Godly leaders in their school, their homes, their churches, and in society as a whole. Students taking this class will need to schedule Humanities: Christian Ethics (formerly known as Interpersonal Relationships) in the Spring.

## **THEOLOGY IN MEDIA – SPRING SEMESTER ONLY**

Elective 12

Credit 1 – Semester

AHD - Core 40

PREREQUISITE: Theological Ethics

*Theology in Media* - Since, music, television, movies, the internet, and social media impact how we understand and view the world around us, this class will teach students the importance of maintaining a biblical worldview as they consume these various forms of media. This class will strengthen the theological foundation necessary for students to discern the truth amidst the impact of constant and immediate news, entertainment, and persuasive messages from a variety of media sources. Students taking this class will need to schedule Theological Ethics (formerly known as Interpersonal Relationships) in the Fall.

## **HISTORY AND DEVELOPMENT OF MUSIC IN WORSHIP-SPRING SEMESTER ONLY**

Elective 12

Credit 1 – Semester

AHD - Core 40

PREREQUISITE: Theological Ethics

*History and Development of Music in Worship* will study the history and ongoing relationship of the church and music. Students will discover how theological language has been expressed with music throughout the history of the church and within a variety of cultures. This class will also discover how music can shape and form theological thought. Students taking this class will need to schedule Theological Ethics (formerly known as Interpersonal Relationships) in the Fall.



## VIDEO PRODUCTION

### VIDEO PRODUCTION

Elective 9, 10, 11, 12  
Credit 1 – Semester  
AHD – Fine Arts

PREREQUISITE: None (requires ability to write well)

*Video Production* engages students in sequential learning experiences that encompass broadcasting history, criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create digital photographs, videos, and multi-media projects utilizing a variety of production tools. In addition, students (1) reflect upon the outcome of these experiences, (2) explore historical connections, (3) write about the process, (4) make presentations about their progress at regular intervals, (5) work individually and in groups, (6) find direct correlation to other disciplines, and (7) explore career options related to the mass media. Museums, production studios and other community resources are utilized.

### ADVANCED VIDEO PRODUCTION

Elective 10, 11, 12  
Credit 2 – Year  
AHD – Fine Arts

PREREQUISITE: Video Production

*Advanced Video Production* engages students in sequential learning experiences that encompass broadcasting history, criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students work in production teams to produce material for a television program utilizing a variety of advanced production tools. The program is aired on community cable television. In addition, students (1) reflect upon the outcome of these experiences, (2) explore historical connections, (3) write about the process, (4) make presentations about their progress at regular intervals, (5) work individually and in groups, (6) learn the basics of journalistic reporting with integrity, and (7) explore career options related to the mass media. Museums, production studios and other community resources are utilized.

### MASS MEDIA III – DIGITAL PRODUCTION MASS MEDIA IV – DIGITAL PRODUCTION

Elective 11, 12  
Credit 2 – Year  
AHD – Fine Arts

PREREQUISITE: Mass Media II and III – Studio Production

*Mass Media III and IV – Digital Production* engages students in advanced sequential learning experiences that encompass broadcasting history, criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students work as a production team to produce a weekly television program utilizing a variety of digital production tools. The program is aired on community cable television. In addition, students (1) reflect upon the outcome of these experiences, (2) explore historical connections, (3) write about the process, (4) make presentations about their progress at regular intervals, (5) work individually and in groups, (6) find direct correlation to other disciplines, and (7) create cinematic style works in a variety of genres.

### COMPUTER GRAPHICS I

Elective 10, 11, 12  
Credit 1 – Semester  
AHD – Fine Arts

PREREQUISITE: Mass Media I – Field Production or Commercial Art

*Computer Graphics I* engages students in sequential learning experiences that encompass art history, criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create computer graphics incorporating desktop publishing, multi-media, digitalized imagery, computer animation and web page design. In addition, students (1) reflect upon the outcome of these experiences, (2) explore historical connections, (3) write about the process, (4) make presentations about their progress at regular intervals, (5) work individually and in groups, (6) find direct correlation to other disciplines, and (7) explore career options related to computer generated imagery. Museums, production studios and other community resources are utilized. Students may take advanced levels of this course to explore more computer graphics options and levels of difficulty.

## COMPUTER GRAPHICS II – ANIMATION

Elective 11, 12  
Credit 1 – Semester  
AHD – Fine Arts

PREREQUISITE: Computer Graphics I

*Computer Graphics II – Animation* engages students in sequential learning experiences that encompass art history, criticism, aesthetics, and production and lead to the creation of portfolio quality work. Students create computer animations incorporating the latest desktop software for use in television, multi-media and web page productions. In addition, students (1) reflect upon the outcome of these experiences, (2) explore historical connections, (3) write about the process, (4) make presentations about their progress at regular intervals, (5) work individually and in groups, (6) find direct correlation to other disciplines, and (7) explore career options related to computer generated imagery. Museums, production studios and other community resources are utilized. Students may take advanced levels of this course to explore more computer graphics options and levels of difficulty.

## VISUAL ART

### INTRODUCTION TO TWO-DIMENSIONAL ART

Elective 9, 10, 11, 12  
Credit 1 – Semester  
AHD – Fine Arts

PREREQUISITE: None

*Introduction to Two-Dimensional Art* is a semester course based on the Indiana Academic Standards for Visual Art offering a variety of different activities and using different art techniques and materials for students with little or no past art experience. Students will learn the fundamentals of art, with a focus on the elements and principles of art, as well as composition. Students will complete projects that not only give them a foundational understanding of drawing, painting and photography, but prepare them for upper level art classes. Students will also study art criticism, art aesthetics, and art history in order to gain a better understanding of art from the past to the present. This class will be offered during both fall and spring semesters 2017-18. REQUIRED: SKETCHBOOK

### INTRODUCTION TO THREE-DIMENSIONAL ART

Elective 9, 10, 11, 12  
Credit 1 – Semester  
AHD – Fine Arts

PREREQUISITE: None

*Introduction to Three-Dimensional Art* is a semester 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 three-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. REQUIRED: SKETCHBOOK

Note: All the following Art courses are one semester in length. One semester of Introduction to Two-Dimensional Art and/or Introduction to Three-Dimensional Art is a prerequisite for all the art courses listed below. Any of the art courses listed may be taken a second time as an advanced course. The second semester will build on the concepts and techniques developed in the first semester. Students must pass the prior class with a B- or better to proceed to the advanced class.

### ADVANCED TWO-DIMENSIONAL ART

Elective – 9, 10, 11, 12  
Credit 1 – Semester  
AHD – Fine Art

PREREQUISITES: Introduction to Two-Dimensional Art

*Advanced Two-Dimensional Art* is a course based on the Indiana Academic Standards for Visual Art. Students in this course build on the sequential learning experiences of Introduction to Two-Dimensional Art that encompass art history, art criticism, aesthetics, and production 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. Students identify ways to utilize and support art museums, galleries, studios, and community resources. 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.

### ADVANCED 3D-ART (4006)

Elective – 10, 11, 12  
Credit 1 – Semester  
AHD – Fine Art

*Advanced 3D Art* is a semester based on the Indiana Academic Standards for Visual Arts. Students in this course build on the sequential learning experiences of Introduction to 3D Art that encompass art history, art criticism, aesthetics and production 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 three-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.

## **AP STUDIO ART PORTFOLIO**

Elective – 11, 12

Credit 2 – Year

AHD – Fine Art

PREREQUISITE: Advanced laboratory visual arts courses

*AP Studio Art Portfolio* - The student will choose one of the following portfolio pathways: AP Studio Art Drawing, AP Studio Art 2D Design or AP Studio Art 3D Design. The Studio Art Portfolio courses are established and copyrighted by the College Board. The courses are not intended to be used as dual credit courses. The AP program offers three studio art courses and portfolios: Two-Dimensional Design, Three-Dimensional Design and Drawing. The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. Students submit portfolios for evaluation at the end of the school year. The three AP Studio Art Program portfolios correspond to the most common college foundation courses. Students may choose to submit any or all of the design portfolios. AP Studio Art students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined and applied over the course of the year to produce visual compositions. The portfolio earns you a 1-5 AP score with no exam.

## **CERAMICS**

Elective – 10, 11, 12

### **ADVANCED CERAMICS**

Credit 1 – Semester

AHD – Fine Arts

PREREQUISITE: Introduction to Three-Dimensional Art

*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, production, and integrated studies 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 may utilize the resources of art museums, galleries, and studios, and identify art-related careers. REQUIRED: SKETCHBOOK

## **DRAWING**

Elective 10, 11, 12

### **ADVANCED DRAWING**

Credit 1 – Semester

AHD – Fine Arts

PREREQUISITE: Introduction to Two-Dimensional Art

*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 may utilize the resources of art museums, galleries, and studios, and identify art-related careers. REQUIRED: SKETCHBOOK

## **PAINTING**

Elective 10, 11, 12

### **ADVANCED PAINTING**

Credit 1 – Semester

AHD – Fine Arts

PREREQUISITE: Introduction to Two-Dimensional Art

*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 and 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 may utilize the resources of art museums, galleries, and studios, and identify art-related careers. REQUIRED: SKETCHBOOK, OIL OR ACRYLIC PAINTS

## **INTRODUCTION TO PHOTOGRAPHY**

Elective 10, 11, 12  
Credit 1 – Semester

**PREREQUISITE:** Introduction to Two-Dimensional Art

*Introduction to Photography* is a semester course covering an introduction on how to use a Digital Single Lens Reflex camera. The course focuses on understanding the basic operations and functions of a DSLR camera and the manipulation of its settings to achieve a specific result. Students will experiment and become experienced in all of the functions of his/her DSLR and in the fundamentals of Digital Photography. Four areas of instruction will be emphasized: How the camera works, how composition works, how lighting works and how to use photo-editing software. Students will receive basic instructions, demonstrations, and see samples of desired outcomes. They will be required to take pictures in class and outside of class, based on what they are learning. Part of the classroom instruction will be reviewing/critiquing students photos based on the Elements and Principles of Art. **EQUIPMENT REQUIRED:** DSLR Camera

## **ADVANCED PHOTOGRAPHY - DIGITAL**

Elective 10, 11, 12  
Credit 1 – Semester  
AHD – Fine Arts

**PREREQUISITE:** Introduction to Two-Dimensional Art and Introduction to Photography

*Advanced Photography - Digital* is a semester course offering a more in depth look at Digital photography based on the Indiana Academic Standards for Visual Art. Students in this class will be engaged in sequential learning experiences that encompass photography and camera history, and career options in the photography field. Students will learn image techniques and digital manipulation using Adobe Photoshop and Lightroom, teaching them how to archive, organize and optimize their photographs on an advanced level for print or web purposes. Students will learn how to manage and creatively alter digital images. **EQUIPMENT REQUIRED:** DSLR Camera – See Department Chair of Fine Arts for Details

## **ART HISTORY – Will not be offered in 2019-20. Will be offered in 2020-2021.**

Elective 9, 10, 11, 12  
Credit 1 – Semester

**PREREQUISITES:** None

*Art History* - This semester course is based on the Indiana Academic Standards for Visual Art. Students taking Art History engage in learning experiences that encompass art history, art criticism, aesthetics, art appreciation, and museum functions. Students study works of art and artifacts from world cultures; recognize social, political, economic, technological, environmental, and historical trends and connections in different time periods; analyze, interpret and make informed judgments about artwork and the nature of art; and study the functions of museums and how art is presented to the viewer. Students utilize the resources of art museums, museum websites, galleries, studios, and art history textbooks.

## **VISUAL COMMUNICATION: GRAPHIC DESIGN**

Elective 10, 11, 12  
Credit 1 – Semester  
AHD – Fine Arts

**PREREQUISITES:** Introduction to Two-Dimensional Art

*Visual Communication: Graphic Design* is a course based on the Indiana Academic Standards for Visual Art. Students in Visual Communication engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. They create media utilizing graphic design, typography, illustration, and image creation with digital tools and computer technology (Photoshop, Illustrator, and Indesign). Student 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.

**REQUIREMENTS:** MULTIMEDIA SKETCHBOOK (9 x 12)

## WORLD LANGUAGES

To benefit from the study of a world language the student is strongly encouraged to take a minimum of two consecutive years in the same language. For students interested in taking a placement exam prior to entering college, a minimum of three years of the same language is recommended.

### GERMAN I

Elective 9, 10, 11, 12

Credit 2 – Year

AHD – World Languages

PREREQUISITE: None

*German I* is a course based on Indiana's Academic Standards for World Languages, introduces students to effective strategies for beginning German language learning, and to various aspects of German-speaking culture. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics, and write short passages with guidance. This course also emphasizes the development of reading and listening comprehension skills, such as reading isolated words and phrases in a situational context and comprehending brief written or oral directions. Additionally, students will examine the practices, products and perspectives of German-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 German language and culture outside of the classroom.

### GERMAN II

Elective 9, 10, 11, 12

Credit 2 – Year

AHD – World Languages

PREREQUISITE: German I

*German II* is a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for German language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics, and write cohesive passages with greater independence and using appropriate formats. This course also emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and comprehending longer written or oral directions. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will describe the practices, products and perspectives of German-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 German language and culture outside of the classroom.

### GERMAN III

Elective 10, 11, 12

Credit 2 – Year

AHD – World Languages

PREREQUISITE: German II

*German III* is a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for German language learning by facilitating the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to initiate, sustain and close conversations; exchange detailed information in oral and written form; and write cohesive information with greater detail. This course also emphasizes the continued development of reading and listening comprehension skills, such as using cognates, synonyms and antonyms to derive meaning from written and oral information, as well as comprehending detailed written or oral directions. Students will address the presentational mode by presenting student-created material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will continue to develop understanding of German-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 German language and culture outside of the classroom.

## GERMAN IV

Elective 11, 12  
Credit 2 - Year

PREREQUISITE: German III

AHD – World Languages

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

## GERMAN V

Elective 12  
Credit 2 – Year

PREREQUISITE: German IV

AHD – World Languages

*German V* is 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 German-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 German-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 German speakers.

## LATIN I

Elective 9, 10, 11, 12  
Credit 2 – Year

PREREQUISITE: None

AHD – World Languages.

*Latin I* is a course based on Indiana's Academic Standards for World Languages, introduces students to effective strategies for beginning Latin language learning, and to various aspects of classical Roman culture. This course emphasizes the development of reading and listening comprehension skills, such as reading isolated words and phrases in a situational context and comprehending brief written or oral directions. Though interpersonal communication is not an explicit emphasis of this course, opportunities may be provided for students to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics, and write short passages with guidance. Additionally, students will examine the practices, products and perspectives of classical Roman culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding Latin language and culture outside of the classroom.

## LATIN II

Elective 9, 10, 11, 12  
Credit 2 – Year

PREREQUISITE: Latin I

AHD – World Languages

*Latin II* is a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for Latin language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and comprehending longer written or oral directions. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Though interpersonal communication is not an explicit emphasis of this course, opportunities may be provided for students to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics, and write cohesive passages with

greater independence and using appropriate formats. Additionally, students will describe the practices, products and perspectives of classical Roman culture; report on basic family and social practices of the target culture; and describe contributions from the target culture. This course further emphasizes making connections across content areas and the application of understanding Latin language and culture outside of the classroom.

### LATIN III

Elective 10, 11, 12

Credit 2 – Year

PREREQUISITE: Latin II

AHD – World Languages

*Latin III* is a course based on Indiana’s Academic Standards for World Languages, builds upon effective strategies for Latin language learning by facilitating the use of the language and cultural understanding for self-directed purposes. This course emphasizes the continued development of reading and listening comprehension skills, such as using cognates, synonyms and antonyms to derive meaning from written and oral information, as well as comprehending details written or oral directions. Students will address the presentational mode by presenting student-created material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Though interpersonal communication is not an explicit emphasis of this course, opportunities may be provided for students to initiate, sustain and close conversations; exchange detailed information in oral and written form, and write cohesive information with greater detail. Additionally, students will continue to develop understanding of classical Roman culture through recognition of the interrelations among the practices, products and perspectives of the target culture; discussion of significant event in the target culture; and investigation of elements that shape cultural identity in the target culture. This course further emphasizes making connections across content areas as well the application of understanding Latin language and culture outside of the classroom.

### LATIN IV

Elective 11, 12

Credit 2 – Year

PREREQUISITE: Latin III

AHD – World Languages

*Latin IV* is a course based on Indiana’s Academic Standards for World Languages, provides a context for integration of the continued development of language skills and cultural understanding with other content areas and the community beyond the classroom. Students will continue to develop presentational skills by giving presentations on cultural topics and presenting culturally authentic material, such as plays. This course emphasizes the continued development of reading and listening comprehension skills, such as guessing meaning in familiar and unfamiliar contexts and using elements of word formation to expand vocabulary and derive meaning. Though interpersonal communication is not an explicit emphasis of this course, opportunities may be provided for students to practice strategies that facilitate advanced oral and written communications, such as circumlocution. Additionally, students will continue to develop understanding of classical Roman culture through explaining factors that influence the practices, products, and perspectives of the target culture; reflecting on cultural practices of the target culture; and comparing systems of the target culture and the student’s own culture. This course further emphasizes making connections across content areas as well as exploration of the use and influence of the Latin language and culture in the community beyond the classroom through activities such as the identification and evaluation of resources intended for those fluent in Latin.

### SPANISH I

Elective 9, 10, 11, 12

Credit 2 – Year

PREREQUISITE: None

AHD – World Languages

*Spanish I* is a course based on Indiana’s Academic Standards for World Languages, introduces students to effective strategies for beginning Spanish language learning, and to various aspects of Spanish-speaking culture. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics, and write short passages with guidance. This course also emphasizes the development of reading and listening comprehension skills, such as reading isolated words and phrases in 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.



## SPANISH II

Elective 9, 10, 11, 12

Credit 2 – Year

PREREQUISITE: Spanish I

AHD – World Language

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

## SPANISH III

Elective 10, 11, 12

Credit 2 – Year

PREREQUISITE: Spanish II

AHD – World Languages

*Spanish III* is a course based on Indiana’s Academic Standards for World Languages, builds upon effective strategies for Spanish language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to 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.

## SPANISH IV

Elective 11, 12

Credit 2 – Year

PREREQUISITE: Spanish III

AHD – World Languages

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

## SPANISH V

Elective 12  
Credit 2 – Year

PREREQUISITE: Spanish IV

AHD – World Languages

*Spanish V* is 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.