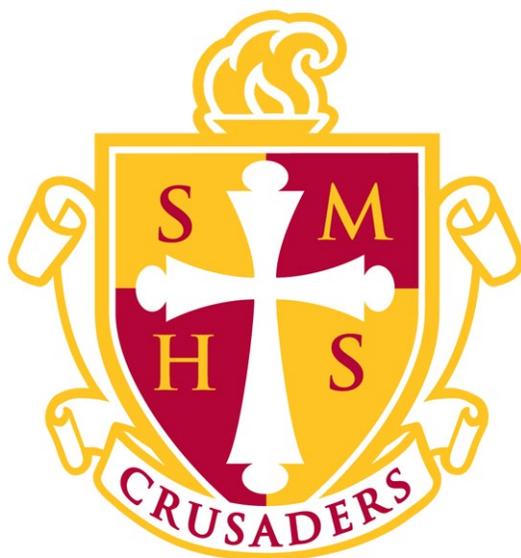


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# Seccina Memorial High School Course Directory 2022-2023

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## ***MISSION STATEMENT***

5000 Nowland Ave • Indianapolis, IN 46201  
Phone: 317.356.6377 • Fax: 317.322.4287

*updated 02/04/2022*

# ADMINISTRATION

Joe Therber.....*President*  
David Dellacca.....*Principal*  
Damian Schmitt.....*Assistant Principal, Curriculum and Instruction*  
Kalynn Huntoon.....*Interim Director of School Counseling*  
Mark Paras.....*Dean of Students*

Dear Parents and Students:

This course directory is an important part of the planning process for every student. The brief course descriptions will help you understand the class content, while the prerequisites are designed to ensure academic success of enrolled students to meet and exceed the established course competencies.

During the last several years, many legislative issues have impacted the academic expectations and standards for high school students across the State of Indiana. Seccina Memorial High School is a Core 40 high school which prepares our students for the future. Many Indiana post-secondary institutions are using the Core 40 standards as a minimum requirement for admission.

We look forward to assisting you as you plan and prepare for your child's future during the scheduling process.

***All classes will be subject to availability. Parent and student will be notified if the course requested is not available. Course changes will be made only for the following reasons: (1) academic misplacement as determined by classroom teacher, division chair, and administration, (2) medical hardship, (3) to maintain enough credits in required classes, (4) fulfillment of graduation requirements.***

David Dellacca  
*Principal*

# ACADEMIC POLICY

## Grade Point Average

The Grade Point Average (GPA) for each semester is determined by dividing honor points earned for all classes taken by the total number of credits attempted. This is a school-wide grading scale approved by the Board of Directors.

## Grading Scale

93 – 100	A
85 – 92	B
77 – 84	C
70 – 76	D
0 – 69	F

A modified grading scale is available for students with that requirement on an official IEP.

## Course Credit Recovery

An 'F' in a pre-requisite course will require recovering the credit for that course prior to advancing to the next course. Credit recovery may require summer school or another approved credit recovery option.

## (W) INDICATOR – WEIGHTED COURSE

Weighted courses provide students an opportunity to heavily impact their GPA. Weighted courses in the course catalog are found with a (W) indicator beside the course name. When GPA is calculated, an additional .5 is added to the points awarded to the final grade point earned for the course. As an example, traditionally, an A is worth 4 points towards a student's GPA calculation. For a weighted course, an A is worth 4.5 points towards a student's GPA calculation.

## MULTIDISCIPLINARY

*Multidisciplinary courses offer students the ability to develop skills that apply across all disciplines. These courses have the goal of instructing and teaching students on the tools and strategies to be successful in all walks of life. These courses are elective and may be recommended for the student based upon a wide range of criteria.*

### STUDY SKILLS DEVELOPMENT

**ELECTIVE**

**Course Number: 0500**

**Grades 9-10-11-12**

**FULL YEAR 2 Credits**

**A learning support program**

*Study Skills Development* is a multidisciplinary course that provides students continuing opportunities to develop basic skills including: (1) reading, (2) writing, (3) listening, (4) speaking, (5) mathematical computation, (6) note taking, (7) study and organizational skills, and (8) problem-solving skills, which are essential for high school course work achievement. Determination of the skills to be emphasized in this course is based on Indiana's standards, individual school corporation general curriculum plans, and the student's Individualized Education Programs (IEP) or other individualized plans. Skills selected for developmental work provide students with the ability to continue to learn in a range of different life situations.

## **PREPARING FOR COLLEGE AND CAREERS**

**ELECTIVE**

**Course Number: 5394**

**Grades 9-10**

**ONE SEMESTER 1 Credit**

**Pair with Health and Wellness Education**

*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 281 Indiana Department of Education 2021-2022 High School Course Titles and Descriptions based approach, including computer and technology applications, cooperative ventures between school and community, simulations, and real world experiences, is recommended.

## **ENGLISH AS A NEW LANGUAGE**

**ELECTIVE**

**Course Number: 2188**

**Grades 9-10-11-12**

**FULL YEAR 2 Credits**

*English as a New Language*, an integrated English course based on the WIDA English Language Development (ELD) Standards, is the study of language, literature, composition and oral communication for English learners (ELs) so that they improve their proficiency in listening, speaking, reading, writing and comprehension of standard English. Students study English vocabulary used in fictional texts and content-area texts, speak and write English so that they can function within the regular school setting and an English-speaking society, and deliver oral presentations appropriate to their respective levels of English proficiency.

# **BUSINESS EDUCATION**

*The Business Education Department at Scecina Memorial High School incorporates Catholic identity through the analysis of ethical situations that occur in all aspects of the business world. By guiding students to interpret the past and current actions of business leaders, Business teachers give students the tools to make logical and morally responsible decisions based on Catholic Values. Through experience in oral and written expression, students learn to articulate and defend their beliefs as they relate to both business objectives and their Catholic identity.*

## **ACCOUNTING FUNDAMENTALS**

**ELECTIVE**

**Course Number: 4524**

**Grades 10-11**

**FULL YEAR 2 Credits**

*Accounting Fundamentals* 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.

## **INTRODUCTION TO BUSINESS**

**ELECTIVE**

**Course Number: 4518**

**Grades 9-10**

**ONE SEMESTER 1 Credit**

*Introduction to Business* introduces students to the world of business, including the concepts, functions, and skills required for meeting the challenges of operating a business in the twenty-first century on a local, national, and/or international scale. The course covers business management, entrepreneurship, marketing fundamentals, and business ethics and law. The course develops business vocabulary and provides an overview of business and the role that business plays in economic, social, and political environments.

## **PRINCIPLES OF BUSINESS MANAGEMENT (Dual Credit) (W)**

**ELECTIVE**

**Course Number: 4562**

**Grades 11-12**

**FULL YEAR 2 Credits**

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

## **PERSONAL FINANCIAL RESPONSIBILITY**

**ELECTIVE**

**Course Number: 4540**

**Grades 9-10-11-12**

**ONE SEMESTER 1 Credit**

**Qualifies as a quantitative reasoning course and paired with Introduction to Business**

Personal Financial Responsibility addresses the identification and management of personal financial resources to meet the financial needs and wants of individuals and families, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. This course helps students build skills in financial responsibility and decision making; analyze personal standards, needs, wants, and goals, identifying sources of income, savings, and investing; understand banking, budgeting, record-keeping and managing risk, insurance and credit card debt. A project based approach and applications through authentic settings such as work based observations and service learning experiences are appropriate. Direct, concrete applications of mathematics proficiencies in projects are encouraged.

## **ADVANCED ACCOUNTING**

**ELECTIVE**

**Course Number: 4522**

**Grades 10-11-12**

**FULL YEAR 2 Credits**

**Prerequisite: Accounting Fundamentals**

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

# **COMPUTER SCIENCE**

*The Computer Science Department introduces students to a wide range of computer languages and applications of computer science, including basic architecture of the internet, and how computers function. These courses are electives for students with all students beginning coursework in Computer Science I course. These courses are hands-on and requires heavy use of the computer.*

## **COMPUTER SCIENCE I**

**ELECTIVE**

**Course Number: 4801**

**Grades 10-11-12**

**FULL YEAR 2 Credits**

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

## COMPUTER SCIENCE II

ELECTIVE

**Course Number: 5236**

**Grades 11-12**

**FULL YEAR 2 Credits**

*Computer Science II* explores and builds skills in programming and a basic understanding of the fundamentals of procedural program development using structured, modular concepts. 67 Indiana Department of Education High School Course Titles and Descriptions Coursework emphasizes logical program design involving user-defined functions and standard structure elements. Discussions will include the role of data types, variables, structures, addressable memory locations, arrays and pointers, and data file access methods. An emphasis on logical program design using a modular approach, which involves task-oriented program functions.

## ENGLISH

*The English Department at Seccina Memorial High School incorporates Catholic identity through the analysis of diverse types of literature that examine the human condition and the conflicts human beings have faced and continue to face. Using discussion and reflective study, the department encourages understanding and the need to respect the dignity of all individuals, as Christ taught us to do. By guiding students to interpret current media, English instructors give them tools to make logical and morally responsible decisions based on Catholic values. Through experience in oral and written expression, students learn to articulate and defend their beliefs, arguing them effectively and courteously. All of these skills have as their ultimate goal the preparation of our students to live lives in accordance with the Franciscan tenets of responsible stewardship, service, and reconciliation with others.*

## ENGLISH 9

CORE

**Course Number: 1002**

**Grade 9**

**FULL YEAR 2 Credits**

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

## ENGLISH 9 HONORS (W)

CORE

**Course Number: 1002H**

**Grade 9**

**FULL YEAR 2 Credits**

**Prerequisite: B Average in English and/or teacher recommendation**

This course consists of all the subject content and requirements of *English 9*, but it is characterized by literary and composition skills that challenge the more advanced students. The literature chosen for this course requires higher-level thinking and the ability to comprehend and analyze more difficult texts. The composition element includes a more in-depth approach to writing effective and well-developed papers with varied sentence structure and academic vocabulary.

## ENGLISH 10

CORE

**Course Number: 1004**

**Grade 10**

**FULL YEAR 2 Credits**

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

## ENGLISH 10 HONORS (W)

CORE

**Course Number:** 1004H      **Grade 10**

**FULL YEAR**      **2 Credits**

**Prerequisite:** *Teacher recommendation*

This course consists of all the subject content and requirements of *English 10*, but it is characterized by literary and composition skills that challenge the more advanced students. The world literature chosen for this course requires higher-level thinking and the ability to comprehend and analyze more difficult texts. The composition element includes a more in-depth approach to writing effective and well-developed papers with varied sentence structure and academic vocabulary.

## ENGLISH 11

CORE

**Course Number:** 1006      **Grade 11**

**FULL YEAR**      **2 Credits**

*English 11*, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 11-12, is a study of language, literature, composition, and oral communication focusing on literature with an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate in classic and contemporary literature balanced with nonfiction. Students write narratives, responses to literature, academic essays (e.g. analytical, persuasive, expository, summary), and more sustained research assignments incorporating visual information in the form of pictures, graphs, charts and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

## ENGLISH 11 HONORS (W)

CORE

**Course Number:** 1006H      **Grade 11**

**FULL YEAR**      **2 Credits**

**Prerequisite:** *Teacher recommendation*

This course meets all the requirements of *English 11* with a more intensified focus on literary analysis and, through the literature chosen, a closer look at aspects of American culture including religion, family structure, and male and female roles. Higher standards are also placed on honors students in the writing and language usage elements. More sophisticated language and substantial content is expected in the research and analytical papers students produce.

## ENGLISH 12

CORE

**Course Number:** 1008      **Grade 12**

**FULL YEAR**      **2 Credits**

*English 12*, an integrated English course based on the Indiana Academic Standards for English/Language Arts for Grades 11- 12, is a study of language, literature, composition, and oral communication focusing on an exploration of point of view or perspective 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 in classic and contemporary literature balanced with nonfiction. Students write narratives, responses to literature, academic essays (e.g. analytical, persuasive, expository, summary), and more sustained research assignments incorporating visual information in the form of pictures, graphs, charts, and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

## ENGLISH 12 HONORS (Dual Credit) (W)

CORE

**Course Number:** 1008H      **Grade 12**

**FULL YEAR**      **2 Credits**

**Prerequisite:** *Teacher recommendation*

This is a survey course with an emphasis on British literature from early times to the present. It is designed for students who seek a more rigorous course of study than the one offered in *English 12*, yet who do not wish to take the Advanced Placement course during their senior year. Students use this literature as a basis for developing skills in literary analysis, determining structural features of literary works, and evaluating the historic and cultural significance of such works. Students are expected to read extensively and in-depth, and to be able to do so independently. The composition element of the course focuses on developing students' understanding of the purposes of various rhetorical devices and writing styles, as well as refining their skills in preparing and composing

essays, research papers, reports, and technical documents. Integrated into the study of composition and literature is the continuing development of vocabulary and grammar skills.

## **AP ENGLISH LANGUAGE AND COMPOSITION (W)**

**CORE**

**Course Number: 1056** **Grade 11-12**

**FULL YEAR** **2 Credits**

**Prerequisite: Teacher recommendation**

*AP English Language and Composition* is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The course focuses on the development and revision of evidence-based analytic and argumentative writing and the rhetorical analysis of nonfiction texts. The course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. There is no prescribed sequence of study.

## **AP ENGLISH LITERATURE & COMPOSITION (W)**

**CORE**

**Course Number: 1058** **Grade 11-12**

**FULL YEAR** **2 Credits**

**Prerequisite: Teacher recommendation**

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

## **ADVANCED SPEECH AND COMMUNICATION (Dual Credit) (W)**

**ELECTIVE**

**Course Number: 1078** **Grades 11-12**

**ONE SEMESTER** **1 Credit** **Pair with Journalism**

*Advanced Speech and Communication*, a course based on the Indiana Academic Standards for English/Language Arts and emphasizing the High School Speech and Communication Standards, is the study and application of skills in listening, oral interpretation, media communications, research methods, and oral debate. Students deliver different types of oral and multimedia presentations, including speeches to inform, to motivate, to entertain, and to persuade through the use of impromptu, extemporaneous, memorized, or manuscript delivery.

## **JOURNALISM**

**ELECTIVE**

**Course Number: 1080** **Grades 10-11-12**

**ONE SEMESTER** **1 Credit** **Pair with Speech or Advanced Speech and Communication**

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

## **SPEECH**

**ELECTIVE**

**Course Number: 1076** **Grades 10-11-12**

**ONE SEMESTER** **1 Credit** **Pair with Journalism**

*Speech*, a course based on the Indiana Academic Standards for English/Language Arts, is the study and application of the basic principles and techniques of effective oral communication. Students deliver focused and coherent speeches that convey clear messages, using gestures, tone, and vocabulary appropriate to the audience and

purpose. Students deliver different types of oral and multimedia presentations, including viewpoint, instructional, demonstration, informative, persuasive, and impromptu. Students use the same Standard English conventions for oral speech that they use in their writing.

## **CREATIVE WRITING**

**ELECTIVE**

**Course Number: 1092**

**Grades 11-12**

**ONE SEMESTER 1 Credit**

**Pair with Themes in Literature**

*Creative Writing*, a course based on the Indiana Academic Standards for English/Language Arts, is a study and application of the rhetorical writing strategies for prose and poetry. Using the writing process, students demonstrate a command of vocabulary, the nuances of language and vocabulary, English language conventions, an awareness of the audience, the purposes for writing, and the style of their own writing. Course can be offered in conjunction with a literature course, or schools may embed Indiana Academic Standards for English/Language Arts reading standards within curriculum.

## **THEMES IN LITERATURE**

**ELECTIVE**

**Course Number: 1048**

**Grades 11-12**

**ONE SEMESTER 1 Credit**

**Pair with Creative Writing**

*Themes in Literature*, a course based on the Indiana Academic Standards for English/Language Arts, is a study of universal themes, such as the journey of the hero, the trials of youth, the search for identity, and other themes appropriate to the level and interests of students. The course may be limited to a few important related themes. Students examine representative works in various genres by authors of diverse eras and nationalities and the way themes may be treated differently in the works because of the cultural context. Students analyze how themes illuminate humanity's struggle to understand the human condition. Course can be offered in conjunction with a composition course, or schools may embed Indiana Academic Standards for English/Language Arts writing standards within curriculum.

# **FINE ARTS**

*The Fine Arts Department at Scecina Memorial High School incorporates Catholic identity through religious imagery and music. Through the use of different media, students are able to express their Catholic beliefs and spirituality. Students learn how art and music are influenced by Catholic symbolism.*

# **FINE ARTS: ART**

## **INTRODUCTION TO TWO-DIMENSIONAL ART**

**ELECTIVE**

**Course Number: 4000**

**Grades 9-10-11-12**

**ONE SEMESTER 1 Credit**

**Pair with Introduction to Three-Dimensional Art**

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

## **INTRODUCTION TO THREE-DIMENSIONAL ART**

**ELECTIVE**

**Course Number: 4002**

**Grades 9-10-11-12**

**ONE SEMESTER 1 Credit**

**Pair with Introduction to Two-Dimensional Art**

*Introduction to Three-Dimensional Art* is a course based on the Indiana Academic Standards for Visual Art. Students taking this course engage in sequential learning experiences that encompass art history, art criticism, aesthetics,

production, and integrated studies and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create 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.

## **CERAMICS**

**ELECTIVE**

**Course Number: 4040**

**Grades 10-11-12**

**ONE SEMESTER 1 Credit**

**Pair with Jewelry**

**Prerequisite: Introduction to Two-Dimensional Art; 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, and production and lead to the creation of portfolio quality works. Students create works of art in clay utilizing the processes of hand building, molds, wheel throwing, slip and glaze techniques, and the firing processes. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.*

## **JEWELRY**

**ELECTIVE**

**Course Number: 4042**

**Grade 10-11-12**

**ONE SEMESTER 1 Credit**

**Pair with Ceramics**

**Prerequisite: Introduction to Two-Dimensional Art; Introduction to Three-Dimensional Art**

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

## **DRAWING**

**ELECTIVE**

**Course Number: 4060**

**Grade 10-11-12**

**ONE SEMESTER 1 Credit**

**Pair with Painting**

**Prerequisite: Introduction to Two-Dimensional Art; Introduction to Three-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 utilize the resources of art museums, galleries, and studios, and identify art-related careers.*

## **PAINTING**

**ELECTIVE**

**Course Number: 4064**

**Grade 10-11-12**

**ONE SEMESTER 1 Credit**

**Pair with Drawing**

**Prerequisite: Introduction to Two-Dimensional Art; Introduction to Three-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 that lead to the creation of portfolio quality works. Students create abstract and realistic paintings, using a variety of materials such as mixed media, watercolor, oil, and acrylics as well as techniques such as stippling, gouache, wash, and impasto. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.*

## **ADVANCED TWO-DIMENSIONAL ART**

**ELECTIVE**

**Course Number: 4004**                      **Grades 11-12**

**ONE SEMESTER 1 Credit**

**Pair with Advanced Three-Dimensional Art**

**Prerequisite: Introduction to Two-Dimensional Art; Introduction to Three-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. They identify ways to utilize and support art museums, galleries, studios, and community resources.

## **ADVANCED THREE-DIMENSIONAL ART**

**ELECTIVE**

**Course Number: 4006**                      **Grades 11-12**

**ONE SEMESTER 1 Credit**

**Pair with Advanced Two-Dimensional Art**

**Prerequisite: Introduction to Two-Dimensional Art; Introduction to Three-Dimensional Art**

*Advanced Three-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 Three-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 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.

## **PORTFOLIO PREP**

**ELECTIVE**

**Course Number: 4004P/4006P**                      **Grades 11-12**

**FULL YEAR 2 Credits**

**Prerequisite: Teacher Recommendation**

*The Portfolio Prep* class is for students bound to enter college and major in art. In this class, students put together their electronic and a hard copy art portfolio. This class is for serious high achieving Sececina artists only. In this class, students will make a 20+ artifact college art portfolio.

# **FINE ARTS: MEDIA**

## **STUDENT MEDIA – YEARBOOK**

**ELECTIVE**

**Course Number: 1086**                      **Grades 10-11-12**

**FULL YEAR 2 Credits**

**Prerequisite: Application to Teacher**

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

## **ELECTIVE CREDIT COURSES (NOT FOR CREDIT REQUIREMENTS IN FINE ARTS)**

### **RADIO AND TELEVISION I (Dual Credit) (W)**

**ELECTIVE**

**Course Number: 5986**                      **Grades 10-11**

**FULL YEAR**                      **2 Credits**

*Radio and Television I* focuses on communication, media and production. Emphasis is placed on career opportunities, production, programming, promotion, sales, performance, and equipment operation. Students will also study the history of communication systems as well as communication ethics and law. Students will develop oral and written communication skills, acquire software and equipment operating abilities, and integrate teamwork skills. Instructional strategies may include a hands-on school-based enterprise, real and/or simulated occupational experiences, job shadowing, field trips, and internships.

### **RADIO AND TELEVISION II (Dual Credit) (W)**

**ELECTIVE**

**Course Number: 5992**                      **Grades 11-12**

**FULL YEAR**                      **2 credits**

**Prerequisite: Radio and Television I**

*Radio and Television II* prepares students for admission to television production programs at institutions of higher learning. Students train on professional equipment creating a variety of video projects. During this second-year program students integrate and build on first-year curriculum while mastering advanced concepts in production, lighting and audio.

## **FINE ARTS: MUSIC**

### **BEGINNING CHORUS**

**ELECTIVE**

**Course Number: 4182**                      **Grades 9-10-11-12**

**FULL YEAR**                      **2 Credits**

*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 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 CHORUS (W)**

**ELECTIVE**

**Course Number: 4188**                      **Grades 10-11-12**

**FULL YEAR:**                      **2 Credits**

**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 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.

## **BEGINNING CONCERT BAND**

**ELECTIVE**

**Course Number: 4160**

**Grades 9-10-11-12**

**FULL YEAR 2 Credits**

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

## **ADVANCED CONCERT BAND (W)**

**ELECTIVE**

**Course Number: 4170H**

**Grades 9-10-11-12**

**FULL YEAR 2 Credits**

**Prerequisite: Teacher recommendation**

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

## **APPLIED MUSIC : ROCK BAND**

**ELECTIVE**

**Course Number: 4200**

**Grades 9-10-11-12**

**FULL YEAR 2 Credits**

*Applied Music* is based on the Indiana Academic Standards for High School Choral or Instrumental Music. Applied Music offers high school students the opportunity to receive small group or private instruction designed to develop and refine performance skills. A variety of music methods and repertoire is utilized to refine students' abilities in performing, creating, and responding to music.

## **JAZZ BAND**

**ELECTIVE**

**Course Number: 4164**

**Grades 10-11-12**

**FULL YEAR 2 Credits**

*Jazz Ensemble* is based on the Indiana Academic Standards for High School Instrumental Music. Students taking this course develop musicianship and specific performance skills through group and individual settings for the study and performance of varied styles of instrumental jazz. Instruction includes the study of the history, formative, and stylistic elements of jazz. Students develop their creative skills through improvisation, composition, arranging, performing, listening, and analyzing. A limited amount of time outside of the school day may be scheduled for rehearsals and performances. In addition, a limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students must participate in performance opportunities outside of the school day that support and extend the learning in the classroom. Student participants must also be receiving instruction in another band or orchestra class offering at the discretion of the director.

## **MUSIC HISTORY AND APPRECIATION**

**ELECTIVE**

**Course Number: 4206**

**Grades 9-10-11-12**

**ONE SEMESTER 1 Credit**

**Paired with Music Theory and Composition**

*Music History and Appreciation* is based on the Indiana Academic Standards for Music and standards for this specific course. Students receive instruction designed to explore music and major musical styles and periods

through understanding music in relation to both Western and Non-Western history and culture. Activities include analyzing and describing music; evaluating music and music performances; and understanding relationships between music and the other arts, as well as disciplines outside of the arts.

## **MUSIC THEORY AND COMPOSITION**

**ELECTIVE**

**Course Number: 4208**

**Grades 9-10-11-12**

**ONE SEMESTER 1 Credit**

***Paired with Music History and Appreciation***

*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. Students 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.

## **FINE ARTS: DRAMA**

### **THEATRE ARTS**

**ELECTIVE**

**Course Number: 4242**

**Grades 9-10-11-12**

**ONE SEMESTER 1 Credit**

***Paired with Technical Theatre***

*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.

### **TECHNICAL THEATRE**

**ELECTIVE**

**Course Number: 4244**

**Grades 9-10-11-12**

**ONE SEMESTER 1 Credit**

***Paired with Theatre Arts***

*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.

### **ADVANCED TECHNICAL THEATRE**

**ELECTIVE**

**Course Number: 4252**

**Grades 10-11-12**

**FULL YEAR 2 Credits**

*Advanced Technical Theatre* is based on the Indiana Academic Standards for Theatre. Students enrolled in Advanced Technical Theatre actively lead and supervise in the process of designing, building, managing, programming, drafting, and implementing the technical aspects of a production. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students investigate technical theatre careers 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.

# WORLD LANGUAGES

The World Language Department at Scecina Memorial High School incorporates Catholic identity through the analysis of diverse languages and cultures. Using discussion and reflective study, the department encourages students to interpret current media. Instructors give them tools to make logical and morally responsible decisions based on Catholic values. Through experience in oral and written expression, students learn to articulate and defend their beliefs, arguing them effectively and courteously. All of these skills have as their ultimate goal the preparation of our students to live lives in accordance with the Franciscan tenets of responsible stewardship, service, and reconciliation with others.

**Scecina Memorial High School requires 2 years of a single foreign language to graduate.**

## FRENCH I

**ELECTIVE**

**Course Number: 2020**

**Grades 9-10-11-12**

**FULL YEAR 2 Credits**

*French I*, a course based on Indiana's Academic Standards for World Languages, introduces students to effective strategies for beginning French language learning, and to various aspects of French-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 French-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 French language and culture outside of the classroom.

## FRENCH II

**ELECTIVE**

**Course Number: 2022**

**Grades 10-11-12**

**FULL YEAR 2 Credits**

**Prerequisite: French I and recommendation from the teacher.**

*French II*, a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for French 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 French-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 French language and culture outside of the classroom.

## FRENCH III (W)

**ELECTIVE**

**Course Number: 2024**

**Grades 11-12**

**FULL YEAR 2 Credits**

**Prerequisite: French I, II and recommendation from the teacher.**

*French III*, a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for French 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

## **FRENCH IV (W)**

**ELECTIVE**

**Course Number: 2026**

**Grades 12**

**FULL YEAR 2 Credits**

**Prerequisite: French I, II, III and recommendation from the teacher.**

*French IV*, a course based on Indiana's Academic Standards for World Languages, provides a context for integration of the continued development of language skills and cultural understanding with other content areas and the community beyond the classroom. The skill sets that apply to the exchange of written and oral information are expanded through emphasis on practicing speaking and listening strategies that facilitate communication, such as the use of circumlocution, guessing meaning in familiar and unfamiliar contexts, and using elements of word formation to expand vocabulary and derive meaning. Additionally, students will continue to develop understanding of French-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 French language and culture in the community beyond the classroom is explored through the identification and evaluation of resources intended for native French speakers.

## **AP FRENCH LANGUAGE (W)**

**ELECTIVE**

**Course Number: 2032**

**Grade 12**

**FULL YEAR 2 Credits**

**Prerequisite: French I, II, III and recommendation from the teacher.**

*AP French Language and Culture* is a course established and copyrighted by the College Board and follows the College Board course guidelines for AP French Language and Culture. The course prepares students to be successful on the AP French Language and Culture exam. The course is not intended to be used as a dual credit course. The AP French Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP French Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in French. The AP French Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

## **SPANISH LANGUAGE FOR HERITAGE SPEAKERS I**

**ELECTIVE**

**Course Number: 2190**

**Grades 9-10-11-12**

**FULL YEAR 2 Credits**

*Language for Heritage Speakers I* is a course designed for heritage speakers of world languages who have demonstrated some degree of oral proficiency. The purpose of this course is to enable Heritage Language Learners to increase proficiency and bi-literacy in their native language by providing opportunities to improve reading and listening comprehension, as well as writing and grammar skills. Special attention will be given to grammar and vocabulary of the standard language, as well as to the importance of biculturalism and bilingualism in the United States today. Placement of students and development of the course curriculum is dependent upon the population of students enrolled in this course.

## **SPANISH LANGUAGE FOR HERITAGE SPEAKERS II**

**ELECTIVE**

**Course Number: 2192**

**Grades 9-10-11-12**

**FULL YEAR 2 Credits**

*Language for Heritage Speakers II* builds upon *Language for Heritage Speakers I*, and is a course designed for heritage speakers of world languages who have demonstrated some degree of oral proficiency. The purpose of this course is to enable Heritage Language Learners to increase proficiency and bi-literacy in their native language by providing opportunities to improve reading and listening comprehension, as well as writing and grammar skills. Special attention will be given to grammar and vocabulary of the standard language, as well as to the importance

of biculturalism and bilingualism in the United States today. Placement of students and development of the course curriculum is dependent upon the population of students enrolled in this course.

## **SPANISH I**

**ELECTIVE**

**Course Number: 2120**

**Grades 9-10-11-12**

**FULL YEAR 2 Credits**

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

## **SPANISH II**

**ELECTIVE**

**Course Number: 2122**

**Grades 9-10-11-12**

**FULL YEAR 2 Credits**

**Prerequisite: Spanish I and recommendation from the teacher.**

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

## **SPANISH III (W)**

**ELECTIVE**

**Course Number: 2124**

**Grades 10-11-12**

**FULL YEAR 2 Credits**

**Prerequisite: Spanish I, II and recommendation from the teacher.**

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

## **SPANISH IV (W)**

**ELECTIVE**

**Course Number: 2126**

**Grade 11-12**

**FULL YEAR 2 Credits**

**Prerequisite: Spanish I, II, III and recommendation from the teacher.**

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

## **AP SPANISH LANGUAGE AND CULTURE (W)**

**ELECTIVE**

**Course Number: 2132**

**Grade 12**

**FULL YEAR 2 Credits**

**Prerequisite: Spanish I, II, III and recommendation from the teacher.**

*AP Spanish Language and Culture* is a course established and copyrighted by the College Board and follows the College Board course guidelines for AP Spanish Language and Culture. The course prepares students to be successful on the AP Spanish Language and Culture exam. The course is not intended to be used as a dual credit course. The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

# **HEALTH AND PHYSICAL EDUCATION**

*The Health and Physical Education Department of Scecina Memorial High School incorporates Catholic identity by teaching students the importance of health and activity. Students must learn fair play, sportsmanship, and teamwork with a diversity of people and work towards a common goal.*

## **PHYSICAL EDUCATION I**

**CORE**

**Course Number: 3542**

**Grade 9-10**

**ONE SEMESTER 1 Credit**

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

## PHYSICAL EDUCATION II

CORE

**Course Number:** 3544 **Grade 9-10**

**ONE SEMESTER 1 Credit**

**Prerequisite:** Physical Education I

*Physical Education II* focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum that provides students with opportunities to actively participate in four of the following areas that were not included in Physical Education I: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all of which are within the framework of the skills, knowledge and confidence needed by the student for a lifetime of healthful physical activity and fitness. Ongoing assessment includes both written and performance-based skill evaluation.

## ELECTIVE PHYSICAL EDUCATION (PHYSICAL ACTIVITY)

ELECTIVE

**Course Number:** 3560 **Grades 10-11-12**

**FULL YEAR 2 Credits**

**Prerequisite:** Physical Education I and II

*Elective Physical Education*, a course based on selected standards from Indiana's Academic Standards for Physical Education, identifies what a student should know and be able to do as a result of a quality physical education program. The goal of a physically educated student is to maintain appropriate levels of cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life. Elective Physical Education promotes lifetime sport and recreational activities and provides an opportunity for an in-depth study in one or more specific areas. A minimum of two of the following activities should be included: team sports; dual sports activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance. This course includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. Students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness. Ongoing assessment includes both written and performance-based skill evaluation.

## ELECTIVE PHYSICAL EDUCATION (WEIGHTLIFTING)

ELECTIVE

**Course Number:** 3560A **Grades 10-11-12**

**FULL YEAR 2 Credits**

**Prerequisite:** Physical Education I and II

*Elective Physical Education*, a course based on selected standards from Indiana's Academic Standards for Physical Education, identifies what a student should know and be able to do as a result of a quality physical education program. The goal of a physically educated student is to maintain appropriate levels of cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life. Elective Physical Education promotes lifetime sport and recreational activities and provides an opportunity for an in-depth study in one or more specific areas. This course includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. With staff support, students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness and includes self-monitoring. Ongoing assessment may include individual progress and/or performance-based skill evaluation.

## HEALTH AND WELLNESS EDUCATION

CORE

**Course Number:** 3506 **Grade 9-10**

**ONE SEMESTER 1 Credit**

**Pair with Preparing for College and Career**

*Health and Wellness*, a course based on Indiana's Academic Standards for Health and Wellness and provides the basis to help students adopt and maintain healthy behaviors. Health education should contribute directly to a student's ability to successfully practice behaviors that protect and promote health and avoid or reduce health risks. Through a variety of instructional strategies, students practice the development of functional health information (essential concepts); determine personal values that support health behaviors; develop group norms that value a healthy lifestyle; develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors. This course includes the application of priority areas in a planned, sequential, comprehensive health education curriculum. Priority areas include: promoting personal health and wellness, physical activity, and healthy eating; promoting safety and preventing unintentional injury and violence; promoting mental and emotional health, a

tobacco free lifestyle and an alcohol- and other drug-free lifestyle; and promoting human development and family health. This course provides students with the knowledge and skills of health and wellness core concepts, analyzing influences, accessing information, interpersonal communication, decision-making and goal-setting skills, health-enhancing behaviors, and health and wellness advocacy skills.

## MATHEMATICS

*The Mathematics Department at Scecina Memorial High School incorporates Catholic identity by recognizing the Franciscan value of the dignity of the individual and understanding all of our students are capable of achieving high standards in mathematics regardless of their background or perceived limitations. All students are capable of completing higher level math classes and take college level mathematics while at Scecina. The entire math department is committed to meeting this high standard and will strive to accomplish it with each and every one of our students.*

### ALGEBRA I

CORE

**Course Number: 2520**                      **Grade 9-10**  
**FULL YEAR**                      **2 Credits**

*Algebra I* formalizes and extends the mathematics students learned in the middle grades. Algebra I is made up of 6 strands: Real Numbers and Expressions; Functions; Linear Equations, Inequalities, and Functions; Systems of Equations and Inequalities; Quadratic and Exponential Equations and Functions; and Data Analysis and Statistics. These critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. Students will also engage in methods for analyzing, solving, and using quadratic functions. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

### ALGEBRA I HONORS (W)

CORE

**Course Number: 2520H**                      **Grade 9**  
**FULL YEAR**                      **2 Credits**

**Prerequisite: Test scores and teacher recommendation**

This course is an intense study of algebra for students who are motivated to excel beyond an average student's capability. Students will be required to have mastered basic skills of properties and operations of real numbers and have mastered solving basic algebraic equations before enrolling in this course. The course will concentrate on more complex skills and research problems of higher difficulty than the *Algebra I* course.

### ALGEBRA II

CORE

**Course Number: 2522**                      **Grade 10-11**  
**FULL YEAR**                      **2 Credits**

**Prerequisite: Algebra I**

*Algebra II* builds on work with linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Algebra II is made up of seven strands: Complex Numbers and Expressions; Functions; Systems of Equations; Quadratic Equations and Functions; Exponential & Logarithmic Equations and Functions; Polynomial, Rational, and Other Equations and Functions; and Data Analysis, Statistics, and Probability. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

## **ALGEBRA II HONORS (W)**

**CORE**

**Course Number: 2522H**                      **Grade 10**

**2 Semesters – 2 Credits**

**Prerequisite: Algebra I and teacher recommendation.**

An intense study of advanced algebraic skills and more complex problems than those covered in the Algebra II course. Probabilities, statistics, and matrices will also be covered. The course will include more extensive use of graphing calculators.

## **GEOMETRY**

**CORE**

**Course Number: 2532**                      **Grades 9-10-11**

**2 Semesters – 2 Credits**

**Prerequisite: Algebra I**

*Geometry* formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Seven critical areas comprise the Geometry course: Logic and Proofs; Points, Lines, Angles, and Planes; Triangles; Quadrilaterals and Other Polygons; Circles; Transformations; and Three-dimensional Solids. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

## **GEOMETRY HONORS (W)**

**CORE**

**Course Number: 2532H**                      **Grades 9-10-11**

**FULL YEAR**                      **2 Credits**

**Prerequisite: Algebra I and teacher recommendation**

This course is an intense study of geometry in which the student will be motivated to excel beyond the average student's capability. Course topics will be similar to the academic geometry course but will explore more complex problems and will include an introduction to trigonometry.

## **CALCULUS**

**ELECTIVE**

**Course Number: 2527**                      **Grades 12**

**FULL YEAR**                      **2 credits**

**Prerequisite: Pre-Calculus and Trigonometry**

*Calculus* expands a student's knowledge of topics like functions, graphs, limits, derivatives, and integrals. Additionally, students will review algebra and functions, modeling, trigonometry, etc. Calculus is made up of five strands: Limits and Continuity; Differentiation; Applications of Derivatives; Integrals; and Applications of Integrals. The eight Process Standards for 231 Indiana Department of Education High School Course Titles and Descriptions Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

## **FINITE MATHEMATICS**

**ELECTIVE**

**Course Number: 2530**                      **Grades 12**

**FULL YEAR**                      **2 credits**

**Prerequisite: Algebra II**

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

**PRE-CALCULUS: Algebra (W)****ELECTIVE****Course Number: 2564**      **Grades 11-12****ONE SEMESTER 1 Credit**      **Paired with Trigonometry****Prerequisite: Algebra I, II, and Geometry**

*Pre-Calculus* extends the foundations of algebra and functions developed in previous courses to new functions, including exponential and logarithmic functions, and to higher-level sequences and series. The course provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Pre-Calculus is made up of five strands: Polar Coordinates and Complex Numbers; Functions; Quadratic, Polynomial, and Rational Equations and Functions; Exponential and Logarithmic Equations and Functions; and Parametric Equations. Students will also advance their understanding of imaginary numbers through an investigation of complex numbers and polar coordinates. The course is designed for students who expect math to be a major component of their future college and career experiences, and as such it is designed to provide students with strong foundations for calculus and other higher-level math courses. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

**PRE-CALCULUS: TRIGONOMETRY (W)****ELECTIVE****Course Number: 2566**      **Grades 11-12****ONE SEMESTER 1 Credit**      **Paired with Pre-Calculus****Prerequisite: Algebra I, II, and Geometry**

*Trigonometry* provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Trigonometry provides the foundation for common periodic functions that are encountered in many disciplines, including music, engineering, medicine, finance, and nearly all other STEM disciplines. Trigonometry consists of seven strands: conics, unit circle, geometry, periodic functions, identities, polar coordinates, and vectors. Students will also advance their understanding of imaginary numbers through an investigation of complex numbers and polar coordinates. A strong understanding of complex and imaginary numbers is a necessity for fields such as engineering and computer programming. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

**PRE-CALCULUS: ALGEBRA HONORS (W)****ELECTIVE****Course Number: 2564H**      **Grades 11-12****ONE SEMESTER 1 Credit**      **Paired with Trigonometry Honors****Prerequisite: Algebra I, II, Geometry and teacher recommendation**

This course blends together concepts and skills that must be mastered prior to enrollment in a college-level calculus course. It covers topics such as coordinate geometry, polynomial functions, trigonometric functions and formulas, analytic geometry, systems of equations, logarithms, use of a graphing calculator, and matrices.

**PRE-CALCULUS: TRIGONOMETRY HONORS (W)****ELECTIVE****Course Number: 2566H**      **Grades 11-12****ONE SEMESTER 1 Credit**      **Paired with Pre-Calculus Honors****Prerequisite: Algebra I, II, Geometry and teacher recommendation**

This course blends together concepts and skills that must be mastered prior to enrollment in a college-level calculus course. It covers topics such as coordinate geometry, polynomial functions, trigonometric functions and formulas, analytic geometry, systems of equations, logarithms, use of a graphing calculator, and matrices.

**AP CALCULUS AB (W)****ELECTIVE****Course Number: 2562**      **Grade 12****FULL YEAR 2 Credits****Prerequisite: A or B in Pre-Calculus or teacher recommendation**

*AP Calculus AB* is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP Calculus AB is equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. This course covers topics in these areas, including concepts

and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

### **PROBABILITY AND STATISTICS**

**ELECTIVE**

**Course Number: 2546**

**Grades 11-12**

**ONE SEMESTER 1 Credit**

**Prerequisite: Algebra I and II**

**Paired with Quantitative Reasoning**

Probability and Statistics includes the concepts and skills needed to apply statistical techniques in the decision-making process. Probability and Statistics are made up of three strands: Data Analysis; Experimental Design; and Probability. Practical examples based on real experimental data are used throughout. Students plan and conduct experiments or surveys and analyze the resulting data. The use of graphing technology and computer programs is encouraged. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

### **QUANTITATIVE REASONING**

**ELECTIVE**

**Course Number: 2550**

**Grades 11-12**

**ONE SEMESTER 1 Credit**

**Prerequisite: Algebra I and II**

**Paired with Probability and Statistics**

*Quantitative Reasoning* is a mathematics course focused on the study of numeracy, ratio and proportional reasoning, modeling, probabilistic reasoning to assess risk, and statistics. Students build knowledge of and confidence with basic mathematical/analytical concepts and operations required for problem solving, decision making, and economic productivity in real-world applications and prepare for an increasingly information-based society in which the ability to use and critically evaluate information, especially numerical information, is essential. Technology, such as computers and graphing calculators, should be used frequently. This higher-level mathematics course is designed to align with college-level quantitative reasoning courses for dual secondary/college credit. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

### **AP STATISTICS (W)**

**ELECTIVE**

**Course Number: 2570**

**Grades 11-12**

**FULL YEAR 2 Credits**

**Prerequisite: A grade of a B or better in Algebra II or a B or better in Pre-Calculus or teacher recommendation**

*AP Statistics* is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

## **CATHOLIC THEOLOGY**

*The scope and sequence of the courses in the Catholic Theology Department at Scecina Memorial High School are in accordance with the national high school curriculum as designed by the United States Conference of Catholic Bishops and is centered around the life of Jesus. The entire series of courses is broken into eight semesters. Each course is required for graduation from Scecina. As stated in the Scecina Handbook, a student must pass Catholic Theology for each semester he/she is enrolled as a student at Scecina or at another Catholic school.*

## **CATHOLIC THEOLOGY 1-2**

**CORE**

**Course Number: 0410**

**Grade 9**

**FULL YEAR 2 Credits**

### ***Semester 1: Christ, the Eternal Word***

This course is designed as an introduction to the study of God and human beings' relationships with Him. The primary source for this study is through the Holy Revelation of the Scriptures and relates to the concept of Christ as the Word made Flesh. Time will be devoted to the concepts of Tradition, the development of the Bible, and the Old and New Testaments. Throughout the course, implications for Catholics will be explored and discussed.

### ***Semester 2: Christ, Who is Jesus?***

This course follows naturally from the New Testament and the Gospels. The person of Jesus will be explored through the gift of Revelation. The concepts of faith and the Trinity will be extensively explored. The relationship of Jesus to ourselves will also be stressed. Challenges to faith and implications for the Catholic believer will also be covered.

## **CATHOLIC THEOLOGY 3-4**

**CORE**

**Course Number: 0420**

**Grade 10**

**FULL YEAR 2 Credits**

### ***Semester 3: What Did Christ Accomplish? (The Paschal Mystery)***

This course is one that explores the works of Jesus as seen in previous semesters and relates them to the accomplishments they have for the world and our lives today. Christ's role as the fulfillment of the promise of the Messiah will be explored, as well as concepts of sin and evil in the world. Christ's gift of Redemption through the Pascal Mystery will be the overarching theme of this course, and implications for the Catholic believer will be expressed.

### ***Semester 4: How Does Christ's Work Continue in the World Today? (The Church)***

This course continues the previous course's theme of the acts of Jesus and their impact on the world through history and continuing today. The main focus of this course will be on the Church, particularly its biblical roots and especially in its birth through the Gift of the Holy Spirit at Pentecost and the Acts of the Apostles. Catholic Church history will be explored from early times through the present, with emphasis given to the gifts of martyrs through the persecution era, the challenges to the Church through various schisms and disagreements throughout Church history, and the adaptation of the Church without sacrificing its core characteristics and beliefs. Challenges for the Church and implications for the Catholic believer will also be discussed, both throughout history and continuing today.

## **CATHOLIC THEOLOGY 5-6**

**CORE**

**Course Number: 0430**

**Grade 11**

**FULL YEAR 2 Credits**

### ***Semester 5: Sacraments as the Principal Manifestation of Christ***

This course explores the sacramental nature of the Catholic Church. It explores concepts of Grace and Sacrament and relates them to the presence of Christ in our lives today through ritual events that confer God's grace upon us in special ways. Each of the seven Sacraments of the Catholic Church will be thoroughly covered, divided into their natural categories of the Sacraments of Initiation, Sacraments of Healing, and Sacraments in Service of Communion. Challenges to the Sacraments and implications for the Catholic believer will be incorporated into the discussion of each Sacrament.

### ***Semester 6: Life in Christ (Part 1)***

This course discusses how one can live a life in Christ by discussing God's plan for us and for creation. The overarching theme for this unit will be personal morality and one's obligation to establish and live by a correct value system. It will explore challenges to living in Christ through concepts relating to sin including various types of sin. Sources for helping us live in Christ will be thoroughly covered including the Ten Commandments, Moral Order, Natural Law, New Covenant, Grace, Conscience, and other Catholic tenets. Implications for the Catholic believer will be integrated throughout the course.

## CATHOLIC THEOLOGY 7-8

CORE

Course Number: 0440

Grade 12

FULL YEAR 2 Credits

Semester 7: *Sacraments in the Service of Communion*

This course explores God's call to each of us, both through the universal call to holiness and his personal call to each of us. The concept of vocation will be constantly stressed throughout the semester through vocations of married life; the single life lived for others, and the ordained bishop, priest, or deacon, and the consecrated life. The Sacraments of Marriage and Holy Orders will be thoroughly explored in this course. Challenges to living life in the way we are called through our vocation will be explored, and implications for the Catholic believer will be incorporated so that life beyond high school will be impacted by these teachings.

Semester 8: *Life in Christ (Part II)*

This course explores the social teaching of the Church throughout history. Major themes of Catholic Social Justice will be covered including but not limited to life and dignity of the human person, the call to family and community, participation, rights, and responsibilities of humanity, the option for the poor and the vulnerable, the dignity of work and the rights of workers, the solidarity of the human race as one family, and the care for the environment. The concept of stewardship will be especially emphasized in this course. Sin and its social dimensions and relationship to social teaching will be expressly covered, particularly through the Commandments. Challenges and implications for the Catholic believer will be woven throughout the course.

## RELIGION/MORAL ISSUES (W)

ELECTIVE

Course Number: 0550

Grades 11-12

FULL YEAR 2 Credits

A study of moral theology in relationship to current moral issues with a particular emphasis on the dignity of the human person, conscience formation, and the struggle to live authentically in our culture. Moral issues concentrate on a consistent ethic of life encompassing the personal, social, economic, and ecological dimensions.

# SCIENCE

*The Science Department at Scecina Memorial High School incorporates Catholic identity as God is the creator of the universe. Science students will learn Creation through their study of the physical and life sciences. They will come to respect the complexity of the world around them, making them better stewards of the environment and protectors of all life in the interconnectedness of creation.*

## BIOLOGY I

CORE

Course Number: 3024

Grades 9-10

FULL YEAR 2 Credits

*Biology I* is a course based on the following core topics: cellular structure and function, matter cycles and energy transfer; interdependence; inheritance and variation in traits; evolution. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation, by designing and conducting investigations guided by theory, and by evaluating and communicating the results of those investigations according to accepted procedures.

## BIOLOGY I HONORS (W)

CORE

Course Number: 3024H

Grades 9

FULL YEAR 2 Credits

**Prerequisite:** *B or better in 8<sup>th</sup> grade science; recommendation from previous science teacher*

*Biology I Honors* is a course based on the following core topics: cellular structure and function, matter cycles and energy transfer; interdependence; inheritance and variation in traits; evolution. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation, by designing and conducting investigations guided by theory, and by evaluating and communicating the results of those investigations according to accepted procedures. In addition, this course will go

into more depth on biological issues and move at a more rapid pace. This course is strongly advised for students interested in AP Biology.

## **CHEMISTRY I (W)**

**CORE**

**Course Number: 3064** **Grades 10-11-12**

**FULL YEAR** **2 Credits**

**Prerequisite: B in Honors Algebra I or B in Algebra I, C in Algebra II**

*Chemistry I* is a course based on the following core topics: properties and states of matter; atomic structure and the Periodic Table; bonding and molecular structure; reactions and stoichiometry; behavior of gases; thermochemistry; solutions; acids and bases. Students enrolled in Chemistry I compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation, by designing and conducting investigations guided by theory, and by evaluating and communicating the results of those investigations according to accepted procedures.

## **EARTH AND SPACE SCIENCE I**

**ELECTIVE**

**Course Number: 3044** **Grades 9-10-11-12**

**FULL YEAR** **2 Credits**

*Earth and Space Science I* is a course focused on the following core topics: universe; solar system; Earth cycles and systems; atmosphere and hydrosphere; solid Earth; Earth processes. Students analyze and describe earth's interconnected systems and examine how earth's materials, landforms, and continents are modified across geological time. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation, by 283 Indiana Department of Education High School Course Titles and Descriptions designing and conducting investigations guided by theory, and by evaluating and communicating the results of those investigations according to accepted procedures.

## **INTEGRATED CHEMISTRY-PHYSICS**

**CORE**

**Course Number: 3108** **Grades 10-11-12**

**FULL YEAR** **2 Credits**

**Prerequisite: Algebra 1 (may be taken concurrently)**

*Integrated Chemistry-Physics* is a course focused on the following core topics: constant velocity; uniform acceleration; Newton's Laws of motion (one dimension); energy; particle theory of matter; describing substances; representing chemical change; electricity and magnetism; waves; nuclear energy. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation using the Science and Engineering Practices (SEPS) and cross-cutting concepts.

## **PHYSICS I**

**CORE**

**Course Number: 3084** **Grades 10-11-12**

**FULL YEAR** **2 Credits**

**Prerequisite: Biology**

*Physics I* is a course focused on the following core topics: constant velocity; constant acceleration; forces; energy; linear momentum in one dimension; simple harmonic oscillating systems; mechanical waves and sound; simple circuit analysis. 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 HONORS (W)**

**CORE**

**Course Number: 3084H** **Grades 10-11-12**

**FULL YEAR** **2 Credits**

**Prerequisite: Algebra II (C or better)**

*Physics I* is a course focused on the following core topics: constant velocity; constant acceleration; forces; energy; linear momentum in one dimension; simple harmonic oscillating systems; mechanical waves and sound; simple circuit analysis. 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 II (W)**

**ELECTIVE**

**Course Number: 3086**

**Grades 11-12**

**FULL YEAR 2 Credits**

**Prerequisite: Physics I and Pre-Calculus/Trigonometry (can be taken concurrently)**

*Physics II* is an extended laboratory, field, and literature investigations-based course. Students enrolled in *Physics II* investigate physical phenomena and the theoretical models that are useful in understanding the interacting systems of the macro- and microcosms. Students extensively explore the unifying themes of physics, including such topics and applications of physics as: energy and momentum in two dimensions; temperature and thermal energy transfer; fluids; electricity; simple and complex circuits; magnetism; electromagnetic induction; geometric optics; particle and wave nature of light; modern physics. Use of laboratory activities aimed at investigating physics questions and problems concerning personal needs and community issues related to physics are embedded within the course.

## **ANATOMY/PHYSIOLOGY (W)**

**ELECTIVE**

**Course Number: 5276**

**Grades 11-12**

**FULL YEAR 2 Credits**

**Prerequisite: B or better in Biology I; B or better in Chemistry**

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

## **AP BIOLOGY (W)**

**ELECTIVE – offered 21-22**

**Course Number: 3020**

**Grade 11-12**

**FULL YEAR 2 Credits**

**Alternate Years with AP Environmental Science**

**Prerequisites: Biology I and Chemistry I**

*AP Biology* is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The major themes of the course include: The process of evolution drives the diversity and unity of life, Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis, Living systems store, retrieve, transmit and respond to information essential to life processes, Biological systems interact, and these systems and their interactions possess complex properties.

## **AP ENVIRONMENTAL SCIENCE (W)**

**ELECTIVE**

**Course Number: 3012**

**Grades 11-12**

**FULL YEAR 2 Credits**

**Alternate Years with AP Biology**

**Prerequisite: 1 year of Biology; 1 year of Chemistry or Physics II**

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

## **ACP CHEMISTRY (Dual Credit) (W)**

**ELECTIVE**

**Course Number: 3090C**                      **Grade 11-12**

**FULL YEAR**                      **2 Credits**

**Prerequisites: Algebra I & Chemistry I with a grade of at least a B.**

*Introduction to aspects of general chemistry/Introduction to the techniques and reasoning of experimental chemistry. The two sequences, C101-C121 and C102-C122, usually satisfy programs that require only two semesters of chemistry. Admission to advanced courses on the basis of C101-C121 and C102-C122 is granted only in exceptional cases. May be taken in preparation for C117 by students with deficiencies in chemistry. Credit given for only one of C101 or C103.*

## **ELECTIVE CREDIT COURSES (NOT FOR CREDIT REQUIREMENTS IN SCIENCE)**

### **HEALTH SCIENCE EDUCATION I**

**ELECTIVE**

**Course Number: 5282**                      **Grades 11- 12**

**FULL YEAR**                      **2 credits**

**Prerequisite: Application to Teacher**

*Health Science Education I is a course designed to provide a foundation of skills development to specific health careers including; patient care, nursing care, dental care, animal care, medical laboratory, and public health. Students will also receive an introduction to healthcare systems, anatomy, physiology, and medical terminology. Laboratory experiences with industry applications are organized and planned around the activities associated with the student's career objectives. Job seeking and job maintenance skills, personal management skills, self-analysis to aid in career selection and completion of the application process for admission into a post-secondary program of their choice are also included in this course. Participation in HOSA encourages the development of leadership, communication and career related skills, and opportunities for community service.*

### **BIOMEDICAL SCIENCES**

*The Biomedical Sciences (BMS) Program is a sequence of courses, all aligned with appropriate national learning standards, which follows a proven hands-on, real-world problem-solving approach to learning. Students explore the concepts of human medicine and are introduced to topics such as physiology, genetics, microbiology and public health. Through activities, like dissecting a heart, students examine the processes, structures and interactions of the human body – often playing the role of biomedical professionals. They also explore the prevention, diagnosis and treatment of disease, working collaboratively to investigate and design innovative solutions to the health challenges of the 21st century such as fighting cancer with nanotechnology.*

*Throughout BMS, students acquire strong teamwork and communication practices, and develop organizational, critical-thinking, and problem-solving skills. Along the way students investigate a variety of careers in biomedical sciences. During the first year of implementation, schools are required to offer at least one of the foundation courses and ultimately implement all three foundation courses. The capstone course is optional.*

*BMS courses complement traditional science courses and can serve as the foundation for STEM-centered or specialized academies. The program is designed to prepare students to pursue a post-secondary education and careers in the biomedical sciences.*

### **PRINCIPLES OF THE BIOMEDICAL SCIENCES (Year One)**

**ELECTIVE**

**Course Number: 5218**                      **Grade 9-10**

**FULL YEAR**                      **2 Credits**

*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.

### **HUMAN BODY SYSTEMS** (Year Two)

**ELECTIVE**

**Course Number: 5216** **Grade 10-11**

**FULL YEAR** **2 Credits**

**Prerequisite: Principles of Biomedical Sciences**

*Human Body Systems* is a course designed to engage students in the study of basic human physiology and the care and maintenance required to support the complex systems. Using a focus on human health, students will employ a variety of monitors to examine body systems (respiratory, circulatory, and nervous) at rest and under stress, and observe the interactions between the various body systems. Students will use appropriate software to design and build systems to monitor body functions.

### **MEDICAL INTERVENTIONS** (Year Three) (W)

**ELECTIVE**

**Course Number: 5217** **Grade 11-12**

**FULL YEAR** **2 Credits**

**Prerequisite: Human Body Systems**

*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.

### **BIOMEDICAL INNOVATION** (Year Four) (W)

**ELECTIVE**

**Course Number: 5219** **Grade 12**

**FULL YEAR** **2 credit class**

**Prerequisite: Medical Interventions**

*Biomedical Innovation* is a capstone course designed to give students the opportunity to design innovative solutions for the health challenges of the 21st Century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. Students have the opportunity to work on an independent project and may work with a mentor or advisor from a healthcare or postsecondary industry. Throughout the course, students are expected to present their work to an adult audience that may include representatives from the local business and healthcare community.

## **SOCIAL STUDIES**

*The Social Studies department of Scecina Memorial High School incorporates Catholic identity through the study of the Catholic Church as well as religious history and Franciscan values. Students learn to respect the dignity of the individual through their studies of the human being, culture and history. History and government classes focus on peace and justice and the ways in which wars and injustices have affected people. Reconciliation is important as tolerance and forgiveness are fostered through the understanding of differences among people. Through the study of the earth and its peoples, students grow in their knowledge of the gifts of this earth and their duty to care for them and exercise responsible stewardship.*

### **WORLD HISTORY AND CIVILIZATION**

**CORE/ELECTIVE**

**Course Number: 1548** **Grades 9-10**

**(NEED TO TAKE EITHER GRADE 9 OR 10)**

**FULL YEAR** **2 Credits**

*World History and Civilization* emphasizes events and developments in the past that greatly affected large numbers of people across broad areas and that significantly influenced peoples and places in subsequent eras. Key events related to people and places as well as transcultural interaction and exchanges are examined in this course. Students are expected to compare and contrast events and developments involving diverse peoples and civilizations in different regions of the world. They will examine examples of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present. Students are also expected

to practice and process skills 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.

### **AP WORLD HISTORY MODERN (W)**

**CORE/ELECTIVE**

**Course Number: 1612** **Grade 10**

**FULL YEAR** **2 Credits**

*AP World History Modern* is designed to be the equivalent of a two- semester introductory college or university world history course. According to the College Board AP World History Modern students “investigate significant events, individuals, developments, and processes in historical periods from approximately 1200 CE to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; making historical comparisons; utilizing reasoning about contextualization, causation, and continuity and change over time; and developing historical arguments. The course provides five themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures.

### **UNITED STATES HISTORY**

**CORE**

**Course Number: 1542** **Grade 11**

**FULL YEAR** **2 Credits**

*United States History* is a two-semester course that builds upon concepts developed in previous studies of U.S. History and emphasizes national development from the late nineteenth century into the twenty-first century. After reviewing fundamental themes in the early development of the nation, students are expected to identify and review significant events, persons, and movements in the early development of the nation. The course then gives major emphasis to the interaction of key events, people, and political, economic, social, and cultural influences in national developments from the late nineteenth century through the present as they relate to life in Indiana and the United States. Students are expected to trace and analyze chronological periods and examine the significant themes and concepts in U.S. History. Students develop historical thinking and research skills and use primary and secondary sources to explore topical issues and to understand the cause for changes in the nation over time.

### **AP UNITED STATES HISTORY (W)**

**CORE**

**Course Number: 1562** **Grade 11**

**FULL YEAR** **2 Credits**

**Prerequisite: Teacher recommendation**

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

### **UNITED STATES GOVERNMENT**

**CORE**

**Course Number: 1540** **Grade 12**

**ONE SEMESTER** **1 Credit**

*United States Government* provides a framework for understanding the purposes, principles, and practices of constitutional representative democracy in the United States. Responsible and effective participation of citizens is stressed. Students understand the nature of citizenship, politics, and governments and understand the rights and responsibilities of citizens and how these are part of local, state, and national government. Students examine how the United States Constitution protects rights and provides the structure and functions of various levels of government. Analysis of how the United States interacts with other nations and the government’s role in world affairs is included in this course. 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**

**CORE**

**Course Number: 1514**                      **Grade 12**

**ONE SEMESTER 1 Credit**

*Economics* examines the allocation of resources and their uses for satisfying human needs and wants. The course analyzes economic reasoning and behaviors of consumers, producers, savers, investors, workers, voters, institutions, governments, and societies in making decisions. Students 266 Indiana Department of Education High School Course Titles and Descriptions explain that because resources are limited, people must make choices and understand the role that supply, demand, prices, and profits play in a market economy. Key elements of the course include the study of scarcity and economic reasoning; supply and demand; market structures; the role of government; national economic performance; the role of financial institutions; economic stabilization; and trade.

## **AP UNITED STATES GOVERNMENT AND POLITICS (W)**

**CORE**

**Course Number: 1560**                      **Grade 12**

**ONE SEMESTER 1 Credit**

**Prerequisite: AP US History or teacher recommendation**

*AP United States Government and Politics* is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behavior. They also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they complete a political science research or applied civics project.

## **AP MACROECONOMICS (W)**

**CORE**

**Course Number: 1564**                      **Grade 12**

**ONE SEMESTER 1 Credit**

*AP Macroeconomics* is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP Macroeconomics is an introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination; it also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. Topics include: Basic Economic Concepts; Measurement of Economic Performance; National Income and Price Determination; Financial Sector; Stabilization Policies; and Economic Growth.

## **AP EUROPEAN HISTORY (W)**

**ELECTIVE**

**Course Number: 1556**                      **Grades 11-12**

**FULL YEAR 2 Credits**

*AP European History* is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. In AP European History students investigate significant events, individuals, developments, and processes in four historical periods from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing historical evidence; contextualization; comparison; causation; change and continuity over time; and argument development. The course also provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; individual and society; and national and European identity.

## **AP PSYCHOLOGY (W)**

**ELECTIVE**

**Course Number: 1558**                      **Grades 11-12**  
**FULL YEAR**                      **2 Credits**

*AP Psychology* is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas. Topics include: History and Approaches; Research Methods; Biological Bases of Behavior; Sensation and Perception; States of Consciousness; Learning; Cognition; Motivation and Emotion; Developmental Psychology; Personality; Testing and Individual Differences; Abnormal Behavior; Treatment of Abnormal Behavior; and Social Psychology.

## **ETHNIC STUDIES**

**ELECTIVE**

**Course Number: 1516**                      **Grades 9-10-11-12**  
**ONE SEMESTER**                      **1 credit**                      **Paired with Indiana Studies**

*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.

## **INDIANA STUDIES**

**ELECTIVE**

**Course Number: 1518**                      **Grades 9-10-11-12**  
**ONE SEMESTER**                      **1 credit**                      **Paired with Ethnic Studies**

*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.

## **PSYCHOLOGY**

**ELECTIVE**

**Course Number: 1532**                      **Grades 10-11-12**  
**ONE SEMESTER**                      **1 Credit**                      **Paired with Abnormal Psychology**

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

## **SOCIOLOGY**

**ELECTIVE**

**Course Number: 1534**

**Grades 10-11-12**

**ONE SEMESTER 1 Credit**

**Paired with War and Society**

*Sociology* allows students to study human social behavior from a group perspective. The sociological perspective is a method of studying recurring patterns in people's attitudes and actions and how these patterns vary across time, cultures, and in social settings and groups. Students describe the development of sociology as a social science and identify methods of research. Through research methods such as scientific inquiry students examine society, group behavior, and social structures. The influence of culture on group behavior is addressed through institutions such as the family, religion, education, economics, community organizations, government, and political and social groups. The impact of social groups and institutions on 272 Indiana Department of Education High School Course Titles and Descriptions group and individual behavior and the changing nature of society will be examined. Influences on group behavior and social problems are included in the course. Students also analyze the role of individuals in the community and social problems in today's world.

### **TOPICS IN HISTORY: INTEGRATED STUDIES**

**ELECTIVE**

**Course Number: 1538A**

**Grades 10-11-12**

**ONE SEMESTER 1 credit**

**Paired with Topics in History Through the Movies**

*Topics in History: Integrated Studies* provides an in-depth study of topics in United States History, including, but not limited to, the following: Women's History, Black American History, Asian American History, Latino American History, and Indigenous American History. Events such as the American Suffragette movement, Tulsa Race Massacre, Chinese Exclusion Act, United Farm Workers Movement, and Native American Boarding schools will be studied in detail. This course will incorporate student-led learning; students will have the opportunity to research topics of their choice. Student interests will guide the structure and development of the course.

### **TOPICS IN HISTORY: HISTORY THROUGH THE MOVIES**

**ELECTIVE**

**Course Number: 1538**

**Grades 10-11-12**

**ONE SEMESTER 1 credit**

**Paired with Topics in History: Integrated Studies**

*History through the Movies* provides students the opportunity to study specific historical eras, events, or concepts. Development of historical research skills and critical thinking is emphasized as students question the historical accuracy of Hollywood films and explore the role of Hollywood in shaping society's understanding of historical events. Examples of topics might include: 1) World War II 2) Rwandan Genocide 3) Middle Eastern Conflicts 4) Role of sports in breaking down racial barriers.

### **TOPICS IN SOCIAL SCIENCE: ABNORMAL PSYCHOLOGY**

**ELECTIVE**

**Course Number: 1550A**

**Grades 10-11-12**

**ONE SEMESTER 1 Credit**

**Paired with Psychology**

*Abnormal Psychology* will provide an overview of the scientific study of mental illness (also known as psychopathology). About 25% of the course will cover basic concepts and definitions, historical perspectives on psychopathology, different theoretical models of psychopathology, the assessment and diagnosis of mental illness, and research methods for studying mental disorders. The remaining 75% of the course will concern the leading categories of mental disorders among adults, children and adolescents, including the description and classification of these disorders, the leading theories and evidence explaining their origins, and some of the treatments for these disorders. Legal and ethical issues pertaining to the assessment and treatment of mental illness will be discussed, as well as the role of culture and diversity in assessment and treatment.

### **TOPICS IN SOCIAL SCIENCE: WAR AND SOCIETY**

**ELECTIVE**

**Course Number: 1550W**

**Grades 10-11-12**

**ONE SEMESTER 1 Credit**

**Paired with Sociology**

War is a large scale social endeavor, often the most sophisticated coordination carried out by a polity. Here we investigate the nature of war, the sociological characteristics of the organizations developed for its pursuit, and its connection with different political forms. This is not a class on violence, nor is it a class on military sociology. While we will bump into these topics, our focus is on war first and foremost, the preparations for and consequences of secondly, and only thirdly these other topics.

# MISCELLANEOUS

## PE ASSISTANT

**ELECTIVE**

**Course Number: 0200**                      **Grades 12**

**FULL YEAR**                      **NO Credit**

**Prerequisite: Must have a 2.5 Cumulative GPA and be on track with current graduation requirements.**

*PE Assistant* will help the PE teacher in daily classroom activities. Activities include coursework preparation, instruction assistance and participation as needed. This course does not receive a letter grade and students will not receive credit for taking it. This course is for 12th grade students who are currently on track to meet graduation requirements at the end of the school year.

## TEACHING ASSISTANT

**ELECTIVE**

**Course Number: 0100**                      **Grades 12**

**FULL YEAR**                      **NO Credit**

**Prerequisite: Must have a 3.0 Cumulative GPA and be on track with current graduation requirements.**

*Teaching Assistant* will support their assigned teacher in daily classroom activities. Activities include coursework preparation, instruction assistance and other help as directed by the supervising teacher. This course is reserved for 12th grade students. In order to serve as a teaching assistant, students must have a 3.0 GPA and be on track to meet all graduation requirements at the end of the school year. Students are responsible for finding their own placement as a teaching assistant. Teachers must email the counseling staff to let them know what period they would like the student to serve as an assistant. Teachers are limited to one teaching assistant during the school day.

## TECHNOLOGY ASSISTANT

**ELECTIVE**

**Course Number: 0120**                      **Grades 10-11-12**

**FULL YEAR**                      **NO Credit**

**Prerequisite: Technology approval**

*The Technology Assistant* will be involved with the day to day support and configuration of our student laptops as well as helping out with support task related to staff and teachers. The Technology Assistant will be involved with audio/visual and tech setup of events going on around the school. Experience and/or understanding of technology hardware and software setup/configuration is needed to complete the support aspect of this position. Being organized and following directions is very important to this role. The Technology Assistant should have a good understanding of policies, procedures, and confidentiality responsibilities that have to be followed and maintained as part of their role.

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