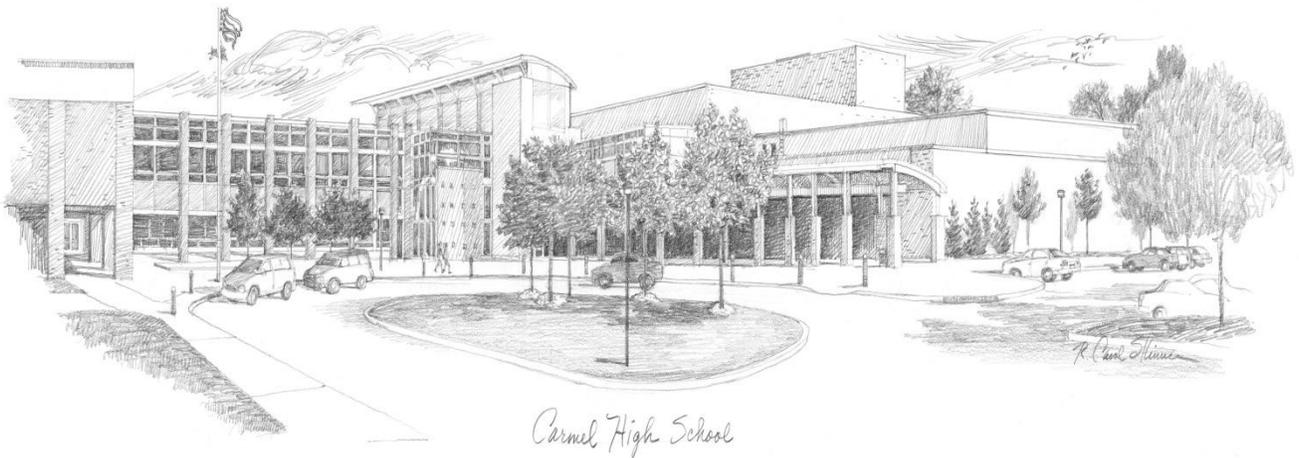
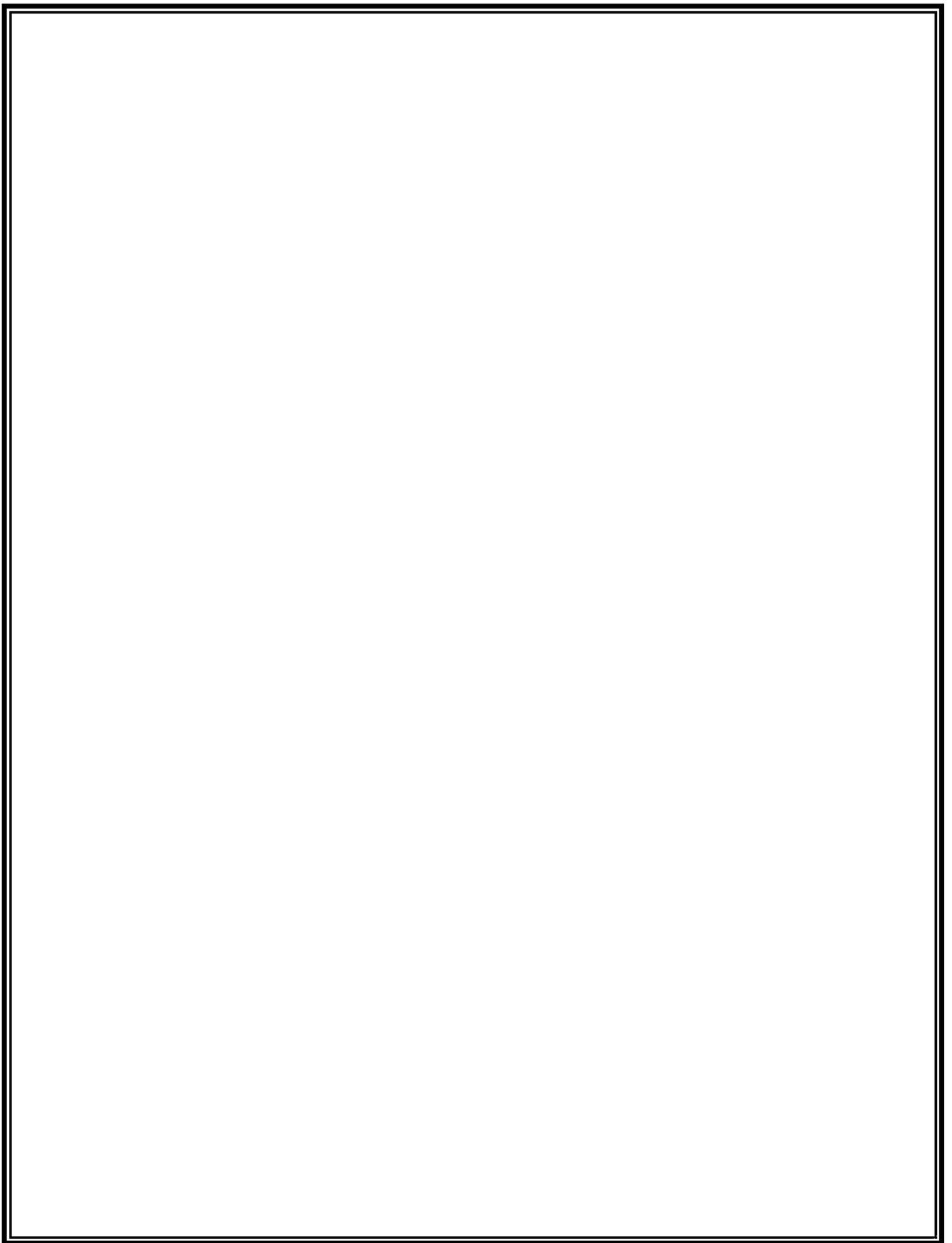


*Carmel High School*

# *Program of Studies*



2010-2011



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# CARMEL HIGH SCHOOL

## GRADUATION REQUIREMENTS (for Classes of 2011 and beyond)

### CORE 40 DIPLOMA (for the Class of 2011 and beyond)

Beginning with students who entered high school in 2007-2008 (Class of 2011 and beyond), the completion of Core 40 is an Indiana graduation requirement. Indiana's Core 40 curriculum provides the academic foundation all students need to succeed in college and the workforce.

**Earn the Core 40 by earning 40 credits and completing the following requirements:**

<b>ENGLISH</b>	<p><b>8 credits</b></p> <ul style="list-style-type: none"> <li>▪ English 9, 1-2 or English 9, Honors, 1-2 or English 9, 1-2 / World History.1-2 <span style="float: right;">2 credits</span></li> <li>▪ English 10, 1-2 or English 10-1, Honors / English 10-2 <span style="float: right;">2 credits</span></li> <li>▪ English 11, 1-2 or English 11, 1-2 / U.S. History, 1-2 or English Literature &amp; Composition, 1-2, AP / AP U.S. History, 1-2 or English Literature and Composition, 1-2, AP <span style="float: right;">2 credits</span></li> <li>▪ Adv. Comp or Adv. Comp, ACP and one literature or communications English elective or English Language &amp; Composition, AP <span style="float: right;">2 credits</span> <ul style="list-style-type: none"> <li>○ IB English A 1-4, HL satisfies the 4 credits required in 11<sup>th</sup> and 12<sup>th</sup> grade.</li> </ul> </li> </ul>
<b>MATH</b>	<p><b>6 credits</b></p> <ul style="list-style-type: none"> <li>▪ Algebra I, 1-2 <span style="float: right;">2 credits</span></li> <li>▪ Geometry, 1-2 <span style="float: right;">2 credits</span></li> <li>▪ Algebra II, 1-2 <span style="float: right;">2 credits</span></li> </ul> <p>(Students who earn high school credit for Algebra I in middle school must complete Geometry and Algebra II at the high school level and must earn either two additional math credits or two credits in physics during the junior or senior years. Students who earn high school credit for Algebra I and Geometry in middle school must complete Algebra II at the high school level and must earn either two additional math credits or two credits in physics during the junior or senior years.)</p>
<b>SCIENCE</b>	<p><b>6 credits</b></p> <ul style="list-style-type: none"> <li>▪ Biology I <span style="float: right;">2 credits</span></li> <li>▪ Chemistry I, Physics I, or Integrated Chemistry-Physics <span style="float: right;">2 credits</span></li> <li>▪ Additional Core 40 Science courses <span style="float: right;">2 credits</span></li> </ul>
<b>SOCIAL STUDIES</b>	<p><b>6 credits</b></p> <ul style="list-style-type: none"> <li>▪ U.S. History 1-2 or U.S. History 1-2 / English 11, 1-2 or U.S. History 1-2, AP / English Literature &amp; Composition 1-2, AP or U.S. History 1-2, ACP or U.S. History, AP, 1-2 or IB History of the Americas HL, 1-2 <span style="float: right;">2 credits</span></li> <li>▪ U.S. Government or U.S. Government &amp; Politics, AP <span style="float: right;">1 credit</span></li> <li>▪ Economics or Macroeconomics, AP or <span style="float: right;">1 credit</span></li> <li>▪ World History 1-2 or Geography &amp; History of the World 1-2 or World History 1-2 / English 9, 1-2 <span style="float: right;">2 credits</span></li> </ul>
<b>PHYSICAL ED</b>	<p><b>2 credits</b></p> <ul style="list-style-type: none"> <li>▪ P.E. I &amp; II <span style="float: right;">2 credits</span></li> </ul>
<b>HEALTH</b>	<p><b>1 credit</b></p> <ul style="list-style-type: none"> <li>▪ Health and Wellness or Interpersonal Relationships <span style="float: right;">1 credit</span></li> </ul>
<b>DIRECTED ELECTIVES</b>	<p><b>5 credits</b></p> <ul style="list-style-type: none"> <li>▪ World Languages, Fine Arts or Career/Technical <span style="float: right;">5 credits</span></li> </ul>
<b>ELECTIVES</b>	<p><b>6 credits</b> <span style="float: right;">6 credits</span></p>
<b>ADDITIONAL INFORMATION:</b>	<ul style="list-style-type: none"> <li>▪ Language Arts Lab and Math Lab are 0.5 credits/semester</li> <li>▪ No more than two remedial credits in math and two remedial credits in English may be counted toward the diploma.</li> <li>▪ Marketing Foundations 3-4, Vocational Building Trades 1-4, are 3 credits/semester; Advanced Child Development and Education Professions are 2 credits/semester.</li> <li>▪ Greyhound Greeter and Service Learning are 0.5 credits/semester. No more than one credit earned in these courses may count toward the 40 credit graduation requirement.</li> </ul>

### **CORE 40 with ACADEMIC HONORS DIPLOMA (For Class of 2011 and beyond)**

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

- Earn 2 additional Core 40 math credits
- Earn 6 or 8 credits in world languages
  - Students may meet this requirement by earning 6 credits in a single world language or 4 credits in each of two different world languages. High school credit earned during middle school may apply.
- Earn 2 Core 40 fine arts credits, and
- Earn a grade of “C” or above in courses that will count toward the diploma, and
- Have a grade point average of “B” (3.0) or above, and
- Complete *one* of the following:
  - Earn 4 credits in Advanced Placement courses and complete the corresponding AP exams
  - Earn 4 credits in Higher Level International Baccalaureate courses and complete the corresponding IB exams
  - Complete dual high school/college credit courses from an accredited postsecondary institution resulting in 6 transferable college credits
  - Earn 2 credits in Advanced Placement courses and complete the corresponding AP exam and earn academic transferable dual high school/college course(s) from an accredited postsecondary institution resulting in 3 transferable college credits
  - Earn a combined score of 1200 or higher on the SAT in critical reading and mathematic
  - Score a 26 or higher composite on the ACT

### **CORE 40 with TECHNICAL HONORS DIPLOMA (For Classes of 2011 and beyond)**

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

- Earn a grade of “C” or above in courses that will count toward the diploma
- Have a grade point average of “B” (3.0) or above
- Complete a career-technical program (8 or more related credits)
- Complete two of the following, one of which must be A or B:
  - A. Score at or above the following levels on WorkKeys: Reading for Information – Level 6; Applied Mathematics – Level 6; Locating Information – Level 5
  - B. Complete dual high school/college credit courses in a technical area resulting in 6 college credits
  - C. Complete a Professional Career Internship or Cooperative Education course (2 credits)
  - D. Complete an industry-based work experience as part of two-year technical education program (minimum 140 hours)
  - E. Earn a state-approved, industry-recognized certification

## GENERAL DIPLOMA (for Class of 2011 and beyond)

To graduate with less than a Core 40 diploma in 2011 or later, the following formal opt-out process must be completed:

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

## GENERAL DIPLOMA (for the Class of 2011)

<b>ENGLISH</b>	<b>8 credits</b> <ul style="list-style-type: none"> <li>▪ English 9, 1-2 or English 9, Honors, 1-2 English 9, 1-2 / World History.1-2 2 credits</li> <li>▪ English 10, 1-2 or English 10-1, Honors / English 10-2 2 credits</li> <li>▪ English 11, 1-2or English 11, 1-2 / U.S. History, 1-2 or English Literature &amp; Composition, 1-2, AP / AP U.S. History, 1-2 or English Literature and Composition, 1-2, AP 2 credits</li> <li>▪ Adv. Comp or Adv. Comp. ACP and one literature or communications English elective or English Language &amp; Composition, AP 2 credits <ul style="list-style-type: none"> <li>○ IB English A 1-4, HL satisfies the 4 credits required in 11<sup>th</sup> and 12<sup>th</sup> grade</li> </ul> </li> </ul>
<b>MATH</b>	<b>4 credits</b> <ul style="list-style-type: none"> <li>▪ Algebra I, 1-2 2 credits</li> <li>▪ Geometry, 1-2 2 credits</li> </ul>
<b>SCIENCE</b>	<b>4 credits</b> <ul style="list-style-type: none"> <li>▪ Biology I, 1-2 2 credits</li> <li>▪ Any other physical or earth science course(s) 2 credits</li> </ul>
<b>SOCIAL STUDIES</b>	<b>4 credits</b> <ul style="list-style-type: none"> <li>▪ U.S. History 1-2 or U.S. History 1-2 / English 11, 1-2 or U.S. History 1-2, AP / English Literature &amp; Composition, 1-2, AP or U.S. History 1-2, ACP U.S. History, AP, 1-2 or IB History of the Americas HL, 1-2 2 credits</li> <li>▪ U.S. Government or U.S. Government &amp; Politics, AP 1 credit</li> <li>▪ One other social studies class from the following: Comparative Govt, AP, Economics, IB Hist. of the Americas, 3-4, International Relations, Macroeconomics, AP, Psychology, AP or IB Psychology, or Sociology 1 credit</li> </ul>
<b>PHYSICAL ED</b>	<b>2 credits</b> <ul style="list-style-type: none"> <li>▪ P.E. I &amp; II 2 credits</li> </ul>
<b>HEALTH</b>	<b>1 credit</b> <ul style="list-style-type: none"> <li>▪ Health and Wellness or Interpersonal Relationships 1 credit</li> </ul>
<b>CAREER ACADEMIC SEQUENCE</b>	<b>6 credits</b> <ul style="list-style-type: none"> <li>▪ Electives to take full advantage of career exploration and preparation opportunities 6 credits</li> </ul>
<b>FLEX CREDITS</b>	<b>5 credits</b> 5 credits To earn the 5 Flex Credits a student must complete one of the following: <ul style="list-style-type: none"> <li>▪ Additional courses to extend the career-academic sequence</li> <li>▪ Courses involving workplace learning</li> <li>▪ High school/college dual credit courses</li> <li>▪ Additional courses in English, Social Studies, Math, Science, World Languages or Fine Arts</li> </ul>
<b>ELECTIVES</b>	<b>6 credits</b> 6 credits
<b>ADDITIONAL INFORMATION:</b>	<ul style="list-style-type: none"> <li>▪ Language Arts Lab and Math Lab are 0.5 credits/semester.</li> <li>▪ No more than two remedial credits in math and two remedial credits in English may be counted toward the diploma.</li> <li>▪ Marketing Foundations 3-4, Vocational Building Trades 1-4, are 3 credits/semester; Advanced Child Development and Education Professions are 2 credits/semester.</li> <li>▪ Greyhound Greeter and Service Learning are 0.5 credits/semester. No more than one credit earned in these courses may count toward the 40 credit graduation requirement.</li> </ul>

## **INDIANA GRADUATION QUALIFYING EXAM REQUIREMENTS (Class of 2011)**

To receive a diploma, every Indiana student must demonstrate mastery of the academic standards assessed by the Graduation Qualifying Exam (GQE). The four ways to meet the GQE requirement outlined below are the options for receiving a diploma that are available to students under IC 20-10.1-16-13.

- 1. Pass the Math and English/Language Arts portions of the ISTEP+/GQE, or**
- 2. Fulfill the requirement for the Core 40 Waiver (available until July 1, 2011), or**
- 3. Fulfill the requirements for the GQE “Evidence-based” Waiver, or**
- 4. Fulfill the requirements for a GQE “Work-readiness” Waiver**

### **GQE “Core 40” Waiver (available until July 1, 2011)**

Complete Core 40 with a “C” or better in all directed and elective Core 40 courses, as certified by the principal.

### **GQE “Evidence-based” Waiver**

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

1. Takes the GQE in each subject area in which the student did not achieve a passing score at least one time every school year after the school year in which the student first take the GQE.
2. Completes required remediation opportunities provided to the student by Carmel High School.
3. Maintains a school attendance rate of at least ninety-five percent (95%) with excused absences not counting against the student’s attendance.
4. Maintains at least a “C” average in the courses specifically required for graduation by rule of the Indiana Board of Education.
5. Satisfies all state and local graduation requirements.
6. Obtains a written recommendation from a teacher in each subject area in which the student has not achieved a passing score on the GQE. The written recommendation must be concurred by the principal and be supported by documentation that the student has attained the academic standard in the subject area based on (a) tests other than the GQE, or (b) classroom work.

### **GQE “Work Readiness” Waiver**

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

1. Takes the GQE in each subject area in which the student did not achieve a passing score at least one time every school year after the school year in which the student first takes the GQE.
2. Completes required remediation opportunities provided to the student by Carmel High School.
3. Maintains a school attendance rate of at least ninety-five percent (95%) with excused absences not counting against the student’s attendance.
4. Maintains at least a “C” average in the courses specifically required for graduation by rule of the Indiana Board of Education.
5. Satisfies all state and local graduation requirements.
6. Completes the course and credit requirements for a general diploma, including the career academic sequence; a workforce readiness assessment; and at least one (1) career exploration internship, cooperative education, or workforce credential recommended by the student’s school.

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

### **REQUIRED END OF COURSE ASSESSMENTS-Core 40 Exams (Class of 2012 and beyond)**

**Beginning with students in the Class of 2012, these assessments replace ISTEP+ as the Graduation Qualifying Exam required for a diploma. To be eligible for a diploma, students must earn passing scores on the Algebra I and the English 10 Core 40 End-of-Course Assessments. Details about a waiver process for students not earning passing scores on the required English 10 and Algebra I tests are not yet available from the Indiana Department of Education. Students must also take Core 40 End-of-Course Assessments in some other subject areas, although passing scores on these tests are not required for a student to be eligible for a diploma. These Core 40 End-of-Course assessment scores are expected to appear on students’ high school transcripts.**

## **GRADUATION**

Commencement exercises include those students who have successfully completed requirements for graduation as certified by the Carmel High School principal. Those students who are within two (2) credits of meeting diploma requirements may

participate in Commencement exercises. CHS reserves the right to deny students the opportunity to participate in all graduation activities if personal conduct so warrants.

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

### **GRADUATION PRIOR TO COMPLETION OF EIGHT FULL SEMESTERS**

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

- fulfill all state and local graduation requirements.
- make arrangements with his/her counselor to graduate early.
- complete an application for early graduation signed by parents and counselor.

### **CREDIT FOR HIGH SCHOOL COURSES COMPLETED IN MIDDLE SCHOOL**

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

- The course taken in middle school must be equivalent to the high school course and cover the same academic standards.
- Grades and credits for the course must be included on the student's high school transcript and be factored into the student's cumulative GPA.
- The student has the option of receiving math credit only if the student is enrolled in the next-level math course.
- Parents and students may also choose to decline applying these credits toward the CHS diploma and to request they be removed from the CHS transcript. Procedures are in place for this. Please contact the student's counselor.

Incoming 9<sup>th</sup> graders with high school credit earned in middle school may retake those courses at Carmel High School if the grade earned in the middle school is lower than a "B-." When retaking a course previously taken in middle school, the course, credit, and grade earned in middle school will not be a part of the Carmel High School transcript.

### **NCAA ELIGIBILITY REQUIREMENTS**

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

Prospective student-athletes should register with the eligibility center by their junior year of high school. Specific information about eligibility for all NCAA divisions can be found on the NCAA Eligibility Center website at [www.ncaaeligibilitycenter.org](http://www.ncaaeligibilitycenter.org). Information on recruiting and eligibility can also be found on the NCAA website at [www.ncaa.org](http://www.ncaa.org).

### **COLLEGE ENTRANCE REQUIREMENT INFORMATION**

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

## DUAL CREDIT COURSES

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

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

## J. EVERETT LIGHT CAREER CENTER

Junior and senior students have the opportunity to take courses at J. Everett Light Career Center. Most classes at the career center are three credits per semester, and each program usually lasts two years. To be considered for programs at J. Everett Light Career Center, students must complete an application which is available in the Counseling Center. A transfer request form must also be completed by a parent. Students enrolled at J. Everett Light Career Center may take three or four credits of classes at Carmel High School each semester. These would usually include courses needed to meet specific graduation requirements.

The following programs are available at the career center with suggested prerequisites listed in parentheses: Automotive Collision Repair, Auto Maintenance and Detailing, Automotive Services Technology, Barbering, Business Technology, CNA & Medical Terminology, Computer Repair, Cosmetology, Dental Assisting, Digital Media Arts, Early Childhood Education, Emergency Medical Technology, EMS First Responder, Firefighting, Hospitality-Food Service & Lodging, Graphic Imaging Technology, Law Enforcement, Manufacturing Technology, Medical Assisting, Veterinary Assisting, Visual Design & Advertising, Web & Software Programming, and Welding.

Additional information about in the programs at the J. Everett Light Career Center is available in the Counseling Center.

## ADVANCED PLACEMENT AND ADVANCE COLLEGE PROJECT

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

Each May the **College Board AP** examinations are offered at Carmel High School. All of the examinations contain either an essay or problem-solving section and another section consisting of multiple-choice questions. In May, 2010, the exam fee was to be \$86.00. In order to encourage students to enroll in AP courses and to take the AP exams, the State of Indiana usually pays most of the fee for some math and science exams. Carmel students pay an \$8.00 fee for these exams. Students taking AP exams in subject areas not covered by state assistance must pay the full exam fee. The test fee in May 2011 and subsequent years, is subject to change.

The **Advance College Project** is a national program offered through Indiana University. Students who meet admission criteria for Indiana University may choose to take courses in English, Chemistry, Calculus, Finite Math, and History for Indiana University credit. Students pay tuition directly to Indiana University. The tuition has been at a rate below current on-campus tuition fees. Three hours of credit are possible in Advanced Composition, ACP W131, and Genres of Literature, ACP A202 (IU Literary Interpretation). Three credit hours are available in Chemistry AP, C105. Three credit hours are available in Brief Survey of Calculus, M119. Four credit hours are available in Calculus-AB AP, M215, and five hours are possible in Calculus-BC AP, M215. Six credit hours are available in U.S. History, ACP H105 and H106. Students who enroll in the I.U. ACP program and earn credit in these courses will have a separate Indiana University transcript showing the course name, grade earned and credit hours established. If enrolling at another college or university, students may present their I.U. transcript for evaluation for possible transfer credit. Be sure to check this website to be sure credit will be accepted: <http://www/indiana/edu/~acp/program/what.html>.

## SCHEDULING PROCEDURES

Carmel High School students select their courses within the framework of the following procedures and suggestions: Subjects are distributed in a Block-8 format over two days. Each day begins at 7:50 a.m. and continues until 3:05 p.m. Day 1, Blue Day, consists of four periods of ninety-minute classes. Day 2, Gold Day, consists of three periods of ninety-minute classes and one ninety-minute period of Student Resource Time (SRT). All students are required to attend school all periods each semester. Students are expected to enroll in seven periods of class.

Students should keep in mind that subjects completed in high school may be completed at a fraction of the cost of college hours. Courses required in college which are available in high school should, in most cases, be taken at the high school level. Juniors and seniors and their parents are also advised that vocational courses may never be taken as economically as in high school.

Student athletes who plan to participate in sports must be enrolled in, and be passing, at least five full-credit courses (or the equivalent) to be eligible for participation in IHSAA-sanctioned contests. Grades earned in audited courses do not count toward athletic eligibility. Carmel High School recommends that all athletes enroll in a minimum of seven one-credit courses.

Students must complete prerequisite courses with a passing grade before attempting the related subsequent courses.

Students and parents are advised that all requests for schedule changes for 2010-2011 *must* be made by May 1, 2010. Requests for schedule changes made between March 1 and May 1, 2010, will be honored if space is still available in the course.

After May 1, 2010, changes in a student's schedule may be made only for the following reasons:

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

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

### **Auditing or Retaking Classes:**

Students who have earned a credit in a course at Carmel High School with a grade lower than a "C" may retake the course to better master its content or to meet minimum grade requirements to qualify for an Indiana Academic Honors diploma. With permission of the academic department chair, students who plan to retake the second semester of a year-long course may also retake the first semester. When retaking a course, the original grade and the grade earned when the class is retaken will both be on the student's transcript and factored into the student's GPA.

Incoming 9<sup>th</sup> graders with high school credit earned in middle school may retake those courses at Carmel High School if the grade earned in the middle school is lower than a "B-." When retaking a course previously taken in middle school, the course, credit, and grade earned in middle school will not be a part of the Carmel High School transcript.

In some cases, students transferring to Carmel High School may audit a class if the audit is recommended after appropriate evaluation by an academic department and is approved by the principal. During the regular school year, an audit or retake

may be denied if placing a student in a particular class for this purpose causes the class size to be excessive. Again, the principal will make the decision in such cases.

### **Carmel High School Transcript:**

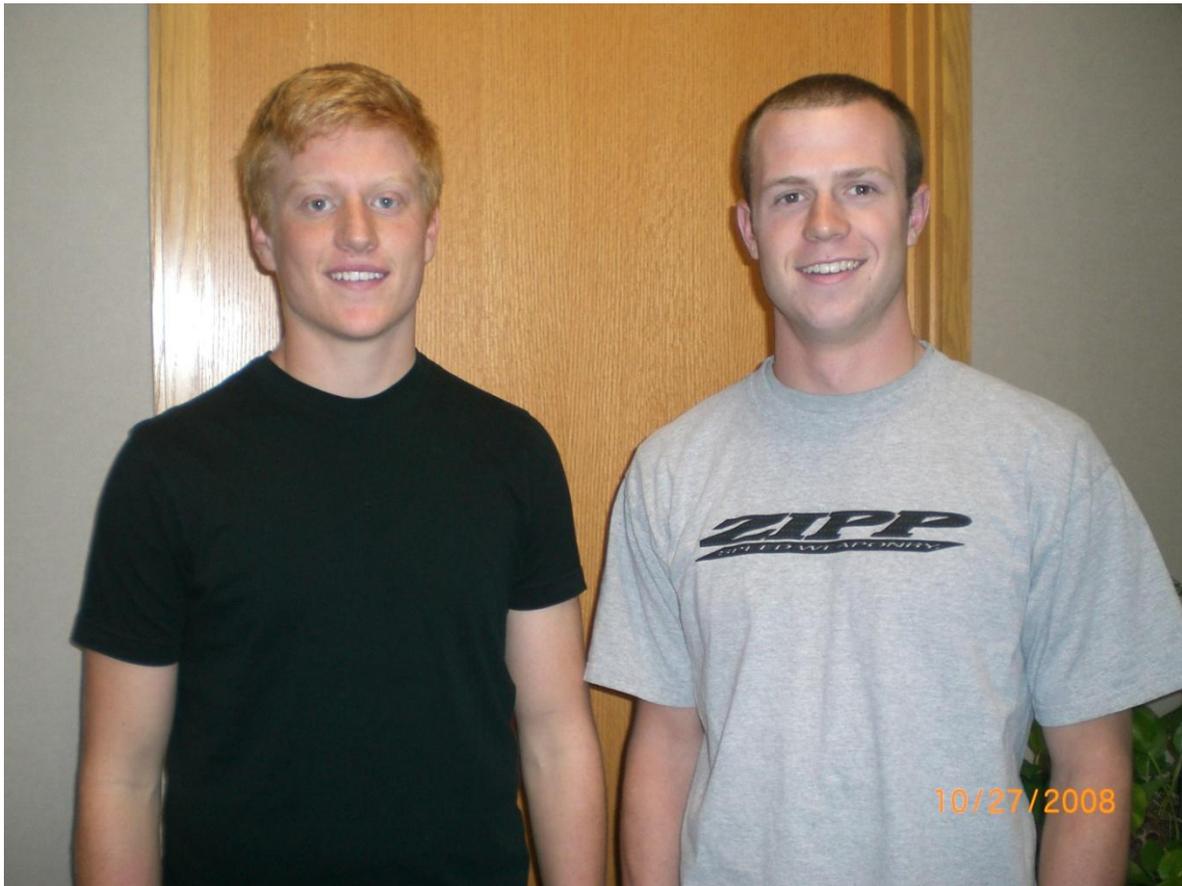
A student's Carmel High School transcript is the official record of the student's academic history at Carmel High School. The Carmel High School transcript includes

- **all** courses taken at CHS, final grades and credits earned in those courses.
- \*courses, grades and credits earned at other accredited secondary programs if the student has received **prior, written authorization** from CHS to take the course to meet diploma requirements.
- **all** courses attempted, grades and credits earned by the student while attending another accredited high school.
- high school level courses, final grades and credits earned prior to grade 9 if approved to count toward CHS diploma requirements.
- standardized test scores including: IStep+, Core 40, PSAT, SAT, ACT and Advanced Placement

\*Carmel High School students enrolling in special summer programs, on-line courses, correspondence courses, or other accredited programs must have prior, written authorization to have the courses count toward CHS diploma requirements and for the record of such coursework to be added to the student's transcript.

### **Distinguished Graduates**

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



Approximately 100 students will be honored.

- 3% will be Distinguished
- 7% will be Commended

## DISTINGUISHED GRAD

ACADEMIC		SERVICE/LEADERSHIP	EXTRA AND CO-CURRICULAR	
<u>GPA</u>	<u>VALUE</u>		<u>VALUE</u>	<u>VALUE</u>
4.3	100	<b>3 Class Awards</b>	10	<b>Varsity Letter</b> 10
4.2	95		(10 points max.)	(30 points max.)
4.1	90	<b>Student Government</b>		<b>Sports Participant</b> 10
4.0	80		(20 points max.)	(20 points max.)
3.9	70	Class Officer	}	- Any CHS Sanctioned Sport
3.8	60	Senate/House Cabinet		10
3.7	50	House	5	(10 points max.)
3.6	40			<b>Participation in a full year of the following:</b> 10
3.5	30	<b>Speaker</b>	10	(30 points max.)
3.4	20	<b>Student Body</b>		Ambassadors
3.3	10	<b>President</b>	10	Accents
<b>National Merit</b>				Wind Symphony I
<b>or</b>		<b>GKOM</b>	5	Symphony Orchestra
<b>National Achievement</b>	20		(5 points per year)	Drama 4
<b>Commended</b>	10			Theater Tech 4
<b>Pass/+ (must score in both)</b>	10	<b>NHS</b>	10	Marching Band
	(10 points per year)			<b>Performing Arts</b>
		<b>Club (Actively Involved)</b>		<b>Participation</b> 10 per year
<b>AP Scholar</b>	10	Service and competition hours	10	(20 points max.)
		(40 hours)	(20 points max.)	Participation in a full year of:
<b>IB Diploma Candidate</b>	10			Beginning, intermediate or advanced concert band, jazz ensemble, dance performance, beginning, intermediate or advanced chorus, beginning, intermediate or advanced orchestra, , advanced acting, theatre production, advanced theatre management, advanced theater design
		<b>Club Officer</b>	10	<b>Lead Cast Member, Student Director or Stage Manager</b> 10
			(10 points max.)	(10 points max.)
		DECA		
		Yearbook		
		Newspaper Editor		
		Program Director		
		(Radio & TV)		
		Key Club		

## Weighted Grades

Beginning with classes taken in the 2007/08 school year, Carmel High School has implemented a weighted grading system to recognize and reward academic work in selected honors courses and courses that follow a national curriculum or are given college credit by an accredited university. While weighted grades will not be retroactive when figuring GPAs, those students who have taken classes that now qualify for a weighted grade, may ask for a letter from the counseling department outlining the implementation of the new system and stating an unofficial weighted GPA. The weight given for courses and the list of weighted courses are outlined below.

Letter grade	Standard course Regular Weight	Honors courses in the Core Academic Areas Partial Weight *	IB, AP, ACP Full Weight
A	4.0	4.5	5.0
A-	3.667	4.167	4.667
B+	3.333	3.833	4.333
B	3.0	3.5	4.0
B-	2.667	3.167	3.667
C+	2.333	2.833	3.333
C	2.0	2.5	3.0
C-	1.667	2.167	2.667
D+	1.333	1.833	2.333
D	1.0	1.5	2.0
D-	0.667	1.167	1.667
F	0	0	0

### Advanced Placement

AP Computer Science A  
 AP Computer Science AB  
 AP English Language and Composition  
 AP English Literature and Composition  
 AP Statistics  
 AP Calculus AB  
 AP Calculus BC  
 AP Biology  
 AP Chemistry  
 AP Physics-B  
 AP Physics-C  
 AP Environmental Science  
 AP European History  
 AP World History  
 AP United States History  
 AP US History/ English Language Block  
 AP Government and Politics  
 AP Comparative Government & Politics  
 AP Human Geography  
 AP Microeconomics  
 AP Macroeconomics  
 AP Psychology  
 AP Studio Art  
 AP German Language  
 AP Spanish Literature  
 AP Spanish Language  
 AP Japanese Language and Culture  
 AP French Language

### Advanced College Project

ACP W131 Advanced Composition  
 ACP A202 Genres of Literature  
 ACP M119 Brief Survey of Calculus  
 ACP M118 Finite Mathematics  
 ACP M211 Calculus  
 ACP H105/106 U.S. History  
 ACP Chemistry

### Project Lead the Way

Introduction to Engineering Design  
 Digital Electronics  
 Principles of Engineering

### International Baccalaureate

IB English A1 HL  
 IB French B SL/ French IV-V  
 IB Spanish B SL/ Spanish IV-V  
 IB German B SL/ German IV-V  
 IB Latin SL, HL/ Latin IV-V  
 IB History of the Americas HL  
 IB Psychology SL  
 IB Biology HL/ Human Anatomy & Physiology  
 IB Chemistry SL  
 IB Physics SL  
 IB Mathematics SL, HL/ Honors Pre-Calculus  
 IB Visual Arts SL, HL  
 IB Music SL, HL  
 IB Theatre Arts SL, HL  
 IB Film SL, HL  
 --IB Math Studies receives partial weight  
 --IB Theory of Knowledge is NOT a weighted course

### Honors (core academic areas)

\* Honors English 9  
 \* Honors English 10  
 \* Honors English Literature  
 \* Honors Algebra II  
 \* Honors Geometry  
 \* Honors Biology  
 \* Honors Chemistry

**All classes in the program of studies will be designated as follows:**

**RW= Regular Weight    PW= Partial Weight  
 FW= Full Weight**

# ART:

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

## ART HISTORY

Classification: (690)

Prerequisites: none

Open to: 10,11,12

Credit: 1 RW

This is an interdisciplinary course which integrates the visual arts, the natural sciences, religion, world history, and literature. Students will use critical thinking skills, develop visual perception, expand art vocabulary, and gain an appreciation for art forms of many different cultures and civilizations. This course will allow students who prefer a diverse learning experience the opportunity to engage in multi-media projects, oral presentations, and written expression of ideas. Fee: \$20.00

## DRAWING 1-2 (L)

Classification: Regular (657N-658N 9<sup>TH</sup> grade) (657-658 grades 10-12)

Prerequisite: None

Open to: 9, 10, 11, 12

Credit: 2 RW

Drawing 1-2 will introduce the students to basic drawing techniques and media. The emphasis is on traditional approaches to line, form, texture, composition, perspective, and the elements and principles of design. A variety of subject matter will be covered including nature studies, perspective, landscape, still life, and portraiture. The following media will be introduced in Drawing 1: pen and ink, charcoal, colored pencil, marker, and graphite. The following media will be introduced in Drawing 2: pastels, opaque and transparent watercolor, acrylic paint, and mixed media. Color theory will be studied in Drawing 2. These courses are the foundation courses for the advanced visual arts classes. Fee: \$30.00

## DRAWING 3-4 (L)

Classification: Regular (659-660)

Prerequisite: Drawing 2

Open to: 10, 11, 12

Credit: 2 RW

Artists will develop and strengthen drawing skills while creating a strong foundation for use with any other art medium. In Drawing 3-4 we look to natural forms for much of our inspiration and understanding of compositional design, while themes may be developed from object studies, visual collage, or subjects of personal interest. Through a variety of media, including graphite and colored pencil, conte' crayon, charcoal, and pen and ink, students will combine previous art experiences with a keen focus not only on developing drawing technique, but also intensifying observational skills. Just as Georgia O'Keeffe explored the beauty of flowers while recognizing that many people never take the time to look closely at them, Drawing 3-4 students will look more closely and through their work help others to see more clearly. Fee: \$30.00

## DRAWING 5-6 (L)

Classification: Regular (661-662)

Prerequisite: Drawing 4

Open to: 11, 12

Credit: 2 RW

This course is intended for students who take enjoyment in their drawing but also see the importance and need to continue developing their skills. Images come to life through realistic pencil renderings or through work of a much looser nature. Exposure to diversity is important and students work from small to large drawings with lengthy or quick studies. While experiencing a variety of paper types, students create with drawing materials including and beyond graphite and colored pencil, charcoal, pastel, and mixed media. At this stage, we further explore and develop creative and expressive qualities of the artist through guided as well as self-directed themes. While sketching by the creek and listening to the water, or working indoors from a visual while listening to music, students have an opportunity

to continue their drawing enjoyment and to develop an exceptional talent!

Fee: \$30.00

## INTRODUCTION TO TWO-DIMENSIONAL ART

Classification: Regular (650)

Prerequisite: none

( Not open to students who have taken Drawing I)

Open to: 9, 10

Credit: 1RW

Students will experiment with a wide variety of media, techniques, and design concepts in order to determine future direction in the visual arts. Drawing, painting, printmaking, collage, mixed media, and relief sculpture will be explored. Students will be introduced to the elements and principles of design, art history, and art criticism. This course is recommended for beginning visual art students. Students will be required to purchase some art supplies in addition to the course fee. Fee: \$15.00

## PAINTING 1-2 (L)

Painting 1: Classification: Regular (667)

Prerequisite: Drawing 2

Painting 2: Classification: Regular (668)

Prerequisite: Painting 1

Open to: 10, 11, 12

Credit: 1 RW Per semester

Through Painting 1 and 2 students work with oil, pastel, watercolor, and acrylic paint. Students explore color and brushwork through oil painting. Initial studies allow for experience with various brushes as students mix and apply colors before working in a traditional painting style on the stretched canvas. Students also work with pastel and learn to layer and develop pigment through this dry medium. Students work in watercolor and acrylic with exposure to both traditional and contemporary technique, style and artists. Through each medium, subject matter will vary

as students work from subjects such as landscapes, figures, portraits, object studies or other visual sources. This course allows students to develop a level of confidence in painting through experience and practice with various media. Time may allow students to pursue a final work in a media and subject matter of choice. Fee: \$30.00 per semester

### **STUDIO ART (Pre-AP Studio Art)**

Classification: Regular (691-692)  
Prerequisite: 4 semesters Fine Art/or 4 semesters of Crafts  
Open To: 11

Presented as an optional AP Studio preparatory course for the purpose of providing additional time for the development of an AP Studio Art portfolio.

(L) Art course  
Credit: 1-year course

In order to provide additional time for AP Studio portfolio development, this course is highly recommended to be taken as a one-year introduction to AP Studio. At the completion of this course, students have an option to continue into the AP Studio Art program during their senior year. Studio Art is a course for students who want to get started developing their portfolio for AP Studio Art. These students should be serious about developing their artwork in a concentrated area through the improvement of technique and design skills. Focus will be on developing quality, concentration, and breadth of work that follows requirements of the AP Studio Art Program. Creative thought is essential, combined with the investigation of concepts, issues, and personal themes and subject matter through individual research and involved decision making. Students are challenged to become independent thinkers who will contribute inventively and critically to their culture through the making of art. Students will develop ideas through their sketchbook, explore artist connections, and present their work through critiques and exhibitions. Students must be willing to accept the

committed challenge of a rigorous studio art program. Fee: \$30.00

### **AP STUDIO ART Advanced Placement 1-2**

Classification: Advanced Placement (680W-681W)  
Prerequisite: Drawing 4, or 4 semesters of crafts classes and teacher approval.  
Open To: 12 as a 1-year AP Studio (L) Art course  
Credit: AP Studio 2 FW

Students may elect to work toward AP Credit in one of the following areas:

Studio Art: Drawing  
Studio Art: 2-D Design  
Studio Art: 3-D Design

Studio Art-AP is a course for students who are serious about developing their portfolio of artwork in a concentrated area through the improvement of technique and design skills. Focus will be on the quality, concentration, and breadth of work produced. Creative thought is essential, combined with the investigation of concepts, issues, and personal themes and subject matter through individual research and involved decision making. Students are challenged to become independent thinkers who will contribute inventively and critically to their culture through the making of art. Students will develop ideas through their sketchbook, explore artist connections, and present their work through critiques and exhibitions. Students must be willing to accept the committed challenge of a rigorous studio art program, and formal evaluations will be made according to national standards of performance through an examination of completed portfolio work. Along with the chance to receive college credit and/or advanced placement for college, Studio Art-AP offers the advanced art student a rewarding opportunity to develop artistic skills while building and preparing a portfolio of art for college or work. Fee: \$30.00

### **CERAMICS 1**

Classification: Regular (651)  
Prerequisite: None  
Open to: 9, 10, 11, 12  
Credit: 1 RW

In Ceramics 1, emphasis is placed strictly on hand building techniques and the elements and principles of design. Glaze application is introduced along with a brief introduction to stains. Fee: \$20.00.

### **CERAMICS 2 (L)**

Classification: Regular (652)  
Prerequisite: Ceramics 1  
Open to: 9, 10, 11, 12  
Credit: 1 RW  
Ceramics 2 is a continued study in hand building techniques and design. Students will be introduced briefly to the potter's wheel and the techniques needed for throwing. Fee: \$20.00

### **CERAMICS 3 (L) (Hand building)**

Classification: Regular (653)  
Prerequisite: Ceramics 2  
Open to: 10, 11, 12  
Credit: 1 RW  
Ceramics 3 is considered an advanced hand building course and is designed for the serious ceramics student. The students will have an opportunity to work with different clays and decorative methods. There may be opportunities to work on the wheel, but not in-depth. Working with design principles is also a large part of this course. In addition to the course fee, students will need to purchase wood during the 3rd six-weeks for a tile project. Fee: \$20.00.

### **CERAMICS 4 (L) (Hand building)**

Classification: Regular (654)  
Prerequisite: Ceramics 3  
Open to: 10, 11, 12  
Credit: 1 RW  
Ceramics 4 is a continuation of in-depth three-dimensional design study. Sculptural forms and pit firing will be new experiences during this semester. Advanced independent projects in sculpture, throwing, and hand building will be assigned. Fee: \$20.00

### **CERAMICS 5-6 (L) (Throwing)**

Classification: Regular (654A-654B)  
Prerequisite: Ceramics 2  
Open to: 10, 11, 12  
Credit: 2 RW  
This course is designed for the serious ceramics student interested in working

on the potter's wheel. Students will have an opportunity to work with different clays on the wheel and develop different ways to decorate their pieces. While a majority of the class will be spent on the potter's wheel, there will be some hand building that may be added to wheel-thrown pieces. A large amount of clay will be used during this class as well as glazes. The second semester will be a continuation of an in-depth study of the potter's wheel. Projects will include making a four-place-setting dish set, teapot, cookie jar, casserole dish and other lidded forms.

Alternate firing techniques may be included. A period of independent study will finish out the semester. Fee: \$20.00 per semester.

### **FIBER DESIGN 1 (L)**

Classification: Regular (673)

Prerequisite: None

Open to: 10, 11, 12

Credit: 1 RW

This course exposes the student to various fiber design techniques, such as Basketry, Macramé, and Beading. The exposure to textile art forms is used to encourage creative work and good craftsmanship. In addition to the course fee, the student must supply some materials. Fee: \$20.00.

### **FIBER DESIGN 2 (L)**

Classification: Regular (674)

Prerequisite: Weaving/Fiber Design 1

Open to: 10, 11, 12

This course is a continuation of textile design and construction methods in the fiber and fabric medium. Loom weaving skills are introduced as well as Embroidery, Stenciling, Batik and Dying. Emphasis will continue to be placed on original design and craftsmanship. The student must supply some materials. Fee: \$20.00. Credit: 1 RW

### **FIBER DESIGN 3-4 (L)**

Classification: Regular (675-676)

Prerequisite: Weaving/Fiber Design 1 & 2

Open to: 11, 12

Credit: 2 RW

This course is based on methods and concepts learned in first year classes. Advanced weaving techniques such as

hand-dyed Ikats will be introduced. Fiber techniques such as natural basket weaving, paper making, stenciling, sponging, and batik will be explored. Emphasis will be on creativity, personal style, and craftsmanship. The student must supply some materials. Fee: \$20.00 each semester.

### **JEWELRY 1 (L)**

Classification: Regular (665)

Prerequisite: None

Open to: 9, 10, 11, 12

Credit: 1 RW

This course is intended to present students with a basic understanding of jewelry making and to develop a strong foundation in designing jewelry. Emphasis is placed on the elements and principles of design, as well as the steps involved for working with and constructing the pieces in metal. In addition to the course fee, students purchase metal, saw blades, and solder. Fee: \$10.00.

### **JEWELRY 2 (L)**

Classification: Regular (666)

Prerequisite: Jewelry 1

Open to: 9, 10, 11, 12

Credit: 1 RW

Jewelry 2 is a continuation of developing creative designs for fabricating metal. In addition to mastering construction techniques, lost-wax centrifugal casting and stone setting will also be introduced. Emphasis will be placed on original designs and craftsmanship. In addition to the course fee, students must purchase metal, saw blades, and solder. Fee: \$10.00.

### **JEWELRY 3-4 (L)**

Classification: Regular (685-686)

Prerequisite: Jewelry 2 and teacher approval

Open to: 10, 11, 12

Credit: 2 RW

This course is intended to present students with an advanced understanding of jewelry making and to develop a strong foundation in designing jewelry. Emphasis will be placed upon stone setting, lost-wax casting, and thematic designing. Art history, art criticism, aesthetics and production will also be included in the course of study. In addition to the

course fee, students must purchase metal, saw blades, and solder. Fee: \$10.00 each semester.

### **PHOTOGRAPHY I (L)**

Classification: Regular (669)

Prerequisite: None

Open to: 10, 11, 12

Credit: 1 RW

This course offers basic study in photography as an expressive art form. Use of the camera, film development, and darkroom skills will be studied. Students should have unlimited access to a SINGLE LENS REFLEX (SLR) camera with adjustable controls and an internal metering system. The art department does not supply cameras. Instamatic cameras that shoot 35mm film and or digital cameras are not acceptable. Film assignments will be given bi-weekly. Fee: \$60.00

### **PHOTOGRAPHY 2 (L)**

Classification: Regular (670)

Prerequisite: Photography 1

Open to: 10, 11, 12

Credit: 1 RW

This course is designed for the serious photography student to apply previously learned photography skills more creatively. Advanced camera manipulations will be included, with complex, experimental darkroom procedures. Fee: \$60.00

### **INDEPENDENT STUDY**

#### **PHOTOGRAPHY (L)**

Classification: Regular (677)

Prerequisite: Photography I, II and teacher approval

Open to: 11, 12

Credit: 1 RW

The course is designed for the serious photography student to apply subject matter of a more personal interest to previously learned photography skills and techniques. The student should be self-motivated and disciplined, and be prepared to fulfill course objectives designed by the instructor and the student. Black and white photography will be dealt with both traditionally and experimentally, and will be evaluated by the instructor. This class offers an opportunity to develop a portfolio for school and job. Fee: \$60.00

## **INDEPENDENT STUDY IN ART 1-2 (L)**

Classification: Regular (663-664)

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

Open to: 12

Credit: 2 RW

Students come to Independent Study in Art with a variety of art experience...from drawing and painting to ceramics, jewelry, fiber design, or mixed media. Intended for the serious, self-motivated student with self-disciplined work habits and direction, this course offers advanced studio time through which individual areas of personal interest may be explored and developed. Throughout the year, students design and present work depicting personal themes and subject matter. While some students will focus on developing technique in one area, others will create from a variety of media with the opportunity to experience new techniques. Independent Study offers the advanced art student a challenging opportunity as well as the ability to build and prepare a portfolio of art for college or work. There is a \$20.00 fee per semester.

## **INTRODUCTION TO 3-DIMENSIONAL ART (L) (Sculpture)**

Classification: Regular (683)

Prerequisite: none

Open to: 10, 11, 12

Credit: 1 RW

This course provides an opportunity for students to work with a variety of media in the development of 3-dimensional forms. Starting with basic design principles, students will begin with a series of projects that incorporate design on a simple level and proceed to applying these principles to work with more complex media. Media projects will include, but are not limited to, work with wire, wood, plaster, and ceramics. Fee: \$20.00.

## **DIGITAL DESIGN 1-2 (L)**

Classification: Regular (678-679)

Prerequisite: Drawing 2

Open to: 10, 11, 12

Credit: 2 RW

This course is designed to introduce computers to students as an art tool. The students will create artwork with graphic art software, digital cameras, and scanners. First semester artwork will be a combination of computer generated images, 2-D drawing skills, and graphic design. Second semester art will emphasize animation, using the skills learned in Digital Design 1. Students will participate in aesthetic discussions and critiques along with researching art history and contemporaries. They will be challenged to solve compositional layouts and sequencing events in order to achieve desired effects. Projects will range from simple one-day tutorials to multiple-week projects. Students will learn about current artists and careers in the field of computer art. Fee: \$15.00 per semester.

## **DIGITAL DESIGN 3-4**

Classification: regular (682-683)

Prerequisite: Digital Design 2 and Instructor Approval

Open to: 11, 12

Credits: 2RW

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

Fee: \$15.00 per semester

## **ANIMATION (1-2) (L)**

Classification: Regular (688-689)

Prerequisite: Digital Design 2

Open to: 10, 11, 12

Credits: 2 RW

This course continues the study of digital design with the emphasis being placed on the art of animation.

Students will complete several animations in a variety of ways including Computer Generated Animation, Sand Animation, Cut-out Animation, 3-D modeling, and Claymation. Students will create storyboards, characters, props, and backgrounds to produce an animated short film. Fee: \$15.00 per semester.

## **INTERNATIONAL BACCALAUREATE VISUAL ARTS SL & HL**

Classification: International

Baccalaureate SL (663IB1W-664IB2W, 663IB3W-664IB4W)

HL (663IBH1W, 664IBH2W, 663IBH3W, 664IBH4W)

Prerequisite: 4 semesters of Visual Arts

Open to: 11, 12

Credit: 4 (2-year program) FW

The Visual Arts SL program is designed to provide students of various art interests and abilities with opportunities to develop their aesthetic, imaginative, and creative faculties in a global context. Rather than focusing on the production of art alone, the program also emphasizes critical thinking, intercultural understanding, and exposure to a variety of points of view. Through Visual Arts SL students center their artistic development around a Research Workbook which serves as a personal record of the evolution of their aesthetic, imaginative, and creative journey. Students develop skills of organization, critical thinking, time management, collaboration, reflection, and life-long learning/ownership of learning.

From the pages of the Research Workbook comes a visual expression of ideas that are of original inspiration. Students select appropriate media through which to reflect a sense of exploration, discovery, and thoughtful understanding as they develop creative and technical artistic abilities through studio work. Fee: \$30.00

# ART REQUIREMENTS

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**GRADUATION REQUIREMENTS: NONE**

**ACADEMIC HONORS DIPLOMA REQUIREMENTS:** Two (2) semesters in Art or Performing Arts.

**CORE 40 REQUIREMENTS:** art courses may be used towards directed electives and elective credit hours

<b>FINE ARTS COURSES</b>	<b>GRADE LEVEL</b>	<b>PREREQUISITE</b>
Intro to 2D (L)	9-10	None
Drawing 1-2 (L)	9-10-11-12	None
Drawing 3-4 (L)	10-11-12	Drawing 2
Drawing 5-6 (L)	11-12	Drawing 4
Painting 1 & 2 (L)	10-11-12	Drawing 2
Photography 1-2 (L)	10-11-12	None
Independent Study in Photography	11-12	Photo 1, 2 Teacher Approval
Digital Design 1-2 (L)	10-11-12	Drawing 2
Digital Design 3-4	11-12	Digital Design 2
Intro to 3D Design(L)	10-11-12	None
Art History	10-11-12	None
Independent Study Art 1-2 (L)	12	4 semesters of art classes, Teacher Approval
Studio Art (Pre-AP Studio)	11	4 semesters of art classes, Teacher Approval
AP Studio Art: Drawing, 2D, 3D	12	4 semesters of art classes, Teacher Approval
IB Visual Arts SL & HL	11-12	see IB flow chart

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<b>CRAFT COURSES</b>	<b>GRADE LEVEL</b>	<b>PREREQUISITE</b>
Ceramics 1-2 (L)	9-10-11-12	None
Ceramics 3-4 (L)	10-11-12	Ceramics 2
Ceramics 5-6 (L)	10-11-12	Ceramics 2
Jewelry 1-2 (L)	9-10-11-12	None
Jewelry 3-4 (L)	10-11-12	Jewelry 2 Teacher approval Application required
Fiber Design 1-2 (L)	10-11-12	None
Fiber Design 3-4 (L)	11-12	Fiber Design 1,

# BUSINESS:

The Carmel High School business curriculum offers: 1) A variety of computer courses, 2) Recognized business electives for college-bound students, and 3) Classroom training in entry-level occupational skills.

## COLLEGE BOUND STUDIES

Every student who enrolls in computer courses will be better prepared for the information society. Business; College Prep, Accounting, Business Law, Business Management, International Business, and Marketing also provide a background for the college business major.

## CAREER EDUCATION

Courses classified as "CAREER & TECHNICAL EDUCATION" are vocationally accredited and funded as specified by the Indiana Department of Education. The general objective of vocational offerings is to prepare students for life by providing them with "marketable skills." Regardless of their career objectives, career education courses provide a base from which students can experience aspects of life as it will be after they complete their formal education. **All business courses count towards the Career-Technical sequence needed for the Technical Honors Diploma**

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### ACCOUNTING

#### 1 and 2

Classification: Regular (601-602)  
Prerequisite: None  
Open to: 10, 11, 12  
Credit: 2 RW

Accounting is the most fundamental study preparing students to enter their personal and business financial worlds. Students will study basic bookkeeping concepts, analyze business and personal financial situations, and acquire a working knowledge of common financial practices and reports. Students will learn manual accounting applications. Simulations will enhance the students' awareness of collegiate and business requirements and practices.

Accounting 1 begins with bookkeeping concepts and then bridges those skills into concepts and principles of accounting. Students are exposed to the accounting cycle and banking practices for a service oriented business. In Accounting 2, students will study accounting and payroll systems and subsystems utilizing journals, ledgers, and financial statements for a merchandising business. This class is recommended as a year-long class.

### ACCELERATED

#### ACCOUNTING

#### 1 and 2 (1 Semester)

Classification: Regular (6012)  
Prerequisite: None  
Open to: 11, 12  
Credit: 1 RW

This **accelerated** schedule is available allowing students to complete Accounting 1 and 2 during one semester while others are working at the traditional Accounting 1 pace. Students may change levels before the end of the third week of the semester. Only Accounting 1 and 2 may be accelerated into one semester's work. A recommendation to Seniors: take Accelerated Accounting 1-2 one semester and then, Business, College Prep the next semester. All students contemplating a collegiate business major are urged to complete Accounting 3 (4 if possible).

### ACCOUNTING 3 & 4 (AP

#### Accounting Pilot Program)

Classification: Regular (603-604)  
Prerequisite: Accounting 2  
Open to: 10,11,12  
Credit: 1 RW

This course includes financial accounting, managerial accounting, and financial statement analysis topics. This pilot course encompasses more topics and learning outcomes than the traditional financial

accounting course, and at least a quarter of the topics and learning outcomes in a traditional managerial course. The course is broken down into eight modules and after each module, students will take a comprehensive exam. Topics to be studied include: a review of Accounting 1 & 2 principles, accounting systems, adjusting entries, inventory systems, time value of money, fixed assets, accounting for debt, financial statement analysis, statement of cash flows, and financial ratios

*Students who take this course, pass the qualifying exam, and then enroll in Kansas State's second course via distance education (and pass the course) will receive 3 hours for the first course and a grade (A or B depending on the qualifying exam score) and 3 hours of credit and the grade they earn in the second course. They will pay \$90 to take the qualifying exam and the tuition for the distance course (a little over \$1,000). The qualifying exam is administered by the accounting department at Kansas State University. Students will end up with the first two introductory accounting courses from K-State (an AACSB accredited accounting program) which is 6 hours of credit with corresponding grades. **These classes transfer to colleges across the country.***

## **BUSINESS LAW**

### **1 and 2**

Classification: Regular (606-607)

Prerequisite: None

Open to: 11, 12

Credit: 2 RW: Dual Credit

This is an introductory law course beginning with an overview of ethics and the need for law in our society and continuing with a comparison of criminal and tort law. A study of the court system and trial procedures in the United States is included. Contract law is emphasized as the basis for business law with related topics investigated including sales, credit, product-liability, employment, and consumer law. Students incorporate law-related current events and pertinent legal cases in their work. Real-world applications of law are also emphasized. Three (3) Ivy Tech State College dual credits are available to qualified students.

### **BUSINESS FOUNDATIONS 1**

Classification: Regular (620F)

Prerequisite: None

Open to: 9, 10, 11

Credit: 1 RW

Business Foundations, an introductory business course, provides the framework for all future business courses. This core course acquaints students with personal banking and finance, economics, entrepreneurship, management, accounting, and marketing. The importance and application of business etiquette and ethics are included. Opportunities are provided for the student to observe business activities in the community.

### **BUSINESS FOUNDATIONS 2**

Classification: Regular (621F)

Prerequisite: None

Open to: 9, 10, 11

Credit: 1 RW

This is an introductory course in which students will learn about personal banking and using credit wisely. Students will participate in an extensive stock market simulation and study other forms of saving in investing. Students will also learn about insuring against a loss.

## **BUSINESS, COLLEGE PREP**

Classification: Regular (611)

Prerequisite: Recommended at least 2 semesters of any business courses.

Open to: 11, 12

Credit 1 RW

Business, College Prep is a senior-level business course for college-bound students. Students will learn the functions performed by business and the role of business in their personal and professional lives. Areas of study include business management, finance, business law, human resources, marketing, information management, business trends, entrepreneurship, and business career options. Instructional strategies should include simulations, projects, team activities, and Internet research. It is recommended seniors take Business, College Prep one semester and then Accelerated Accounting 1-2 the other semester if they are planning to major or minor in business in college. Three (3) Ivy Tech State College dual credits are available to qualified students.

### **GLOBAL ECONOMICS**

Classification: Regular (616)

Prerequisite: None

Open to: 11, 12

Credit: 1 RW

Global Economics is a course that provides high school seniors with a basic understanding of their role in the economy. In order to pursue their interests as consumers and producers in domestic and global economies, students will master fundamental economic concepts. Students will understand how the economic system operates and comprehend their role in the system. Students will deal with public policy and the effect of international economic measures.

### **PERSONAL FINANCE**

Classification: Regular (642A)

Prerequisite: None

Open to: 11, 12

Credit: 1 RW

The personal savings rate in the United States is the lowest it has been since the Great Depression, while

bankruptcies are on the rise. Money is a tool that you will use for the rest of your life to have the things that you want and need. Do you know how to make the most of that tool in planning your financial future? Personal Finance includes financial planning, savings and investment strategies, risk management and insurance, income and asset protection, taxes, budgeting, consumer rights and responsibilities, credit management and identity theft, home ownership, and career goals.

## **INTERNATIONAL BUSINESS**

Classification: Regular (642)

Prerequisite: None

Open to: 11, 12

Credit: 1 RW

This course is designed with an emphasis on the effect of international trade in a global economy. Areas to be studied include: the cultural, geographic, political, and legal ramifications on business markets as well as world trade theory, foreign investment, currency exchange, capital markets, import/export, and the management aspects of global production. Students will use the Internet to complete cooperative projects focusing on international exchange.

## **DIGITAL COMMUNICATION TOOLS**

Classification: Regular (611A)

Prerequisite: None

Open to: 9, 10, 11

Credit: 1 RW

Students will learn to use speech recognition software so that they can "speak" all of their documents rather than "key" them. This course prepares students to use PDAs, tablet PCs, handwriting recognition, digital pens, and Microsoft OneNote, which is a program used for taking handwritten notes on a digital tablet to organize class notes. Students will learn to effectively handle communications-related school assignments and to develop communication competencies needed for personal and professional activities. Other topics include computer literacy and keyboarding review.

## COMPUTER APPLICATIONS 1

Classification: Regular (612)  
Prerequisite: Keyboarding in Middle School  
Open to: 9, 10, 11, 12  
Credit: 1 RW; Dual Credit

In Computer Applications 1, students use Microsoft 2007 Advanced Word and Excel in the Windows environment to create documents applicable to home and school. Students also learn appropriate and effective use of the Internet. These applications will also apply to post-secondary (college) education and workplace tasks. This course helps students develop efficient and practical computer skills beyond the basics which they may have learned at home or in our middle schools. This course is offered both semesters and meets the technology requirement for graduation. *This course, along with the successful completion of Computer Applications 2 will allow qualified students to apply for three (3) Ivy Tech dual credits.*

## COMPUTER APPLICATIONS 2

Classification: Regular (613)  
Prerequisite: Computer Applications 1 or instructor approval  
Open to: 9, 10, 11, 12  
Credit: 1 RW dual credit

In Computer Applications 2, students use Microsoft Access, Advanced Excel, PowerPoint, and Publisher to strengthen their computer and problem-solving skills. Students will prepare integrated reports and multimedia presentations using components from the Office 2007 Suite and the Internet. Students will use other peripheral devices such as scanners and cameras to integrate into presentation software. This course is offered during the second semester. *This course, along with the successful completion of Computer Applications 1, will allow qualified students to apply for three (3) Ivy Tech credits.*

## COMPUTER APPLICATIONS 3

Classification: Regular (614)  
Prerequisite: Computer Applications 2  
Open to: 10,11, 12  
Credit: 1 RW

Computer Applications 3 is designed for students who have a desire to learn more advanced features of many commercial software packages including Microsoft Office (Word, Excel, Access) and Adobe Photoshop. Students will use the Internet throughout the semester. An integration project will demonstrate the students' knowledge and proficiency in the various programs. This course is offered only during the first semester.

## WEB PAGE DESIGN

Classification: Vocational (608)  
Prerequisite: Computer Applications 1  
Open to: 10, 11, 12  
Credit: 1 RW

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

## DESKTOP PUBLISHING

Classification: Regular (615)  
Prerequisite: None (Keyboarding from Middle School suggested, but not required)  
Open to: 9, 10, 11, 12  
Credit: 1 RW

Students will use desktop publishing software along with peripheral devices such as scanners and cameras. They will learn basic design principles and the use of the software early in the semester. The class will then be project-oriented with students

designing and producing documents which demonstrate various capabilities of the software and designated design principles.



## MARKETING FOUNDATIONS 1 and 2

Classification: Career Education (624-625)  
Prerequisite: None  
Open to: 11  
Credit: 2 RW

This course is an introduction to marketing and an exploration of career opportunities in the field. Units of study include: fundamentals of marketing, salesmanship, promotion, product planning, branding, packaging and labeling, and job interview skills. Competitive activities are provided for students to exercise skills and knowledge gained in the program through the co-curricular organization DECA. This course is a requirement for students enrolling in Marketing Foundations 3 and 4. Students are expected to participate in DECA.

## MARKETING FOUNDATIONS 3 and 4

Classification: Career Education (626-627)  
**Prerequisite:** Marketing Foundations 2 or Fashion Merchandising 2 and instructor approval  
Open to: 12 (Classroom Instruction and Cooperative Work Program)  
Credit: 6 RW

Students must complete applications for the program after completing Marketing Foundations 1 and 2 or Fashion Merchandising 1 and 2 and be interviewed by the coordinator before enrolling. This course is designed for students who wish to pursue careers in, management, entrepreneurship, marketing or who plan to major in some phase of business in college. Students selected will receive on-the-job training in areas related to their

career choices. Release time is scheduled for the work experience every day or every other day. Classroom instruction is directly related to the job and includes study in the areas of marketing information management, purchasing, inventory control, pricing, management functions, credit, risk management, e-commerce, and interpersonal skills in marketing. Practical experience in store organization is gained through the actual operation of school stores. Students are expected to participate in DECA.

### **MARKETING FOUNDATIONS 3 and 4 SEMINAR**

Classification: Career Education  
(626A-627A)

Prerequisite: Marketing Foundations  
2 or Fashion Merchandising 2 and  
instructor approval

Open to: 12 (Classroom Instruction  
only)

Credit: 2 RW

Students must complete an application for the program after completing Marketing Foundations 1 and 2 or Fashion Merchandising 1 and 2 to enroll in class. This course is designed for students who wish to pursue careers in marketing, merchandising, management, and entrepreneurship, or who plan to major in some phase of business in college. Students selected will have an opportunity to study marketing at an advanced level. Classroom instruction will include study in the areas of marketing information management, purchasing, inventory control, pricing, management functions, credit, risk management, and interpersonal skills. The first semester will have a concentration on researching and developing a business plan for competition through DECA and Hamilton County Alliance. Curriculum provided from the NX Level entrepreneurial program. Second semester students will develop their business presentations to accompany with visual effects.

### **FASHION MERCHANDISING 1 and 2**

Classification: Career Education (617-  
618)

Prerequisite: None

Open to: 11, 12

Credit: 2 RW

Fashion Merchandising is a specialized marketing course providing instruction as it relates to the marketing of apparel and accessories of all kinds. Units of study include: history of the fashion market and designers, market segmentation and consumer demographics, salesmanship, promotion, and visual merchandising. Competitive activities are provided for students to exercise skills and knowledge gained in the program through the co-curricular organization DECA. This course is a requirement for students enrolling in Marketing Foundations 3 and 4. Students are expected to participate in DECA.

### **INTERNSHIP**

Classification: Regular (619)

Prerequisite: Application and  
instructor approval

Open to: 12

Credit: 1 RW

This program is designed to assist the student in exploring work experiences and in providing a better understanding of occupations of interest. In class the student will research and assess her/his own career interests through personality and career interest tests and job shadowing. Finally the student participates in an extended internship in an area derived from this exploration. Anticipated sites include, but are not limited to, those related to health care, law, business, communications, and engineering and may vary according to student interests. Selection of participants will be based on a combination of academic performance (3.0 minimum GPA or permission of the program director), attendance records, and ability to follow school rules and community laws, and teacher recommendations. Each participant must provide transportation to and from the internship site and utilize

their SRT period (for the last 12 weeks of the semester) to provide adequate time at the Internship site.

### **SERVICE LEADERSHIP (MARKETING SEMINAR)**

Classification: Career Education (635)

Prerequisite: Application, interview,  
and teacher recommendation

Open to: 12

Credit: 1 RW

This course will allow students to participate in their community through volunteerism. Interest assessments, types of business and business relationships in communities, work of volunteer and civic groups, and understanding the need for volunteers in communities will be emphasized. Each student will volunteer to work on a community project in a local organization and will be released from class to fulfill his/her commitments.

### **COMPUTER PROGRAMMING**

Classification: Regular (638B-638C)

Prerequisite: Algebra I

Open to: 10, 11, 12

Credit: 2 RW; Dual Credit

Computer Programming is a business course designed primarily to introduce students to writing instructions that a computer can understand. Students will explore computer concepts, use logic procedures, and implement programming procedures using Java, an object oriented language. The course will introduce GUI's, Java applets (using HTML coding), and also cover career exploration. Emphasis is on problem solving and analysis using logical thinking processes. Three (3) Ivy Tech State College dual credits are available to **qualified** students.

### **COMPUTER SCIENCE A 1-2, Advanced Placement**

Classification: Advanced Placement  
(636W-637W)

Prerequisite: Algebra I

Open to: 10, 11, 12

Credits: 2 FW; Dual Credit

This course assumes that the student has had prior experience using but not programming a computer. Students

solve programming problems by planning, entering, and debugging solutions using the Java language. Topics covered include: syntax, practices, loops, methods, control structures, repetition tools, simple data structures including arrays, and the AP GridWorld Case Study. The course follows the syllabus of the Advanced Placement (AP) Computer Science A curriculum as prescribed by the College Board guidelines. Students may elect to take the AP Computer Science A Exam administered in May at their own expense. Three (3) Ivy Tech State College dual credits are available to qualified students.

**INFORMATION SUPPORT AND SERVICES: IT ESSENTIALS 1-2**

Classification: Regular (648-649)  
 Prerequisite: Required completion of Freshmen Algebra course  
 Open to: 10, 11, 12  
 Credit: 2 RW

The CISCO Networking Academy Program delivers Instructor-led Web-based content, online assessment, student performance tracking, hands-on labs, and preparation for industry-standard certifications. Students will learn the functionality of hardware and software components as well as suggested best practices in maintenance and safety issues. Through hands-on activities and labs, student acquired competencies include:

- Installing and managing Windows operating systems.
- Adding peripherals and multimedia capabilities.
- Knowledge of local-area network architecture, networking protocols and the OSI Model, and TCP/IP utilities.
- Connecting the computer to a local area network and to the Internet.
- Building a computer and installation of the motherboard, floppy and hard

drives, CD-ROM, and video cards.

**INDEPENDENT STUDY IN COMPUTER SCIENCE 1-2**

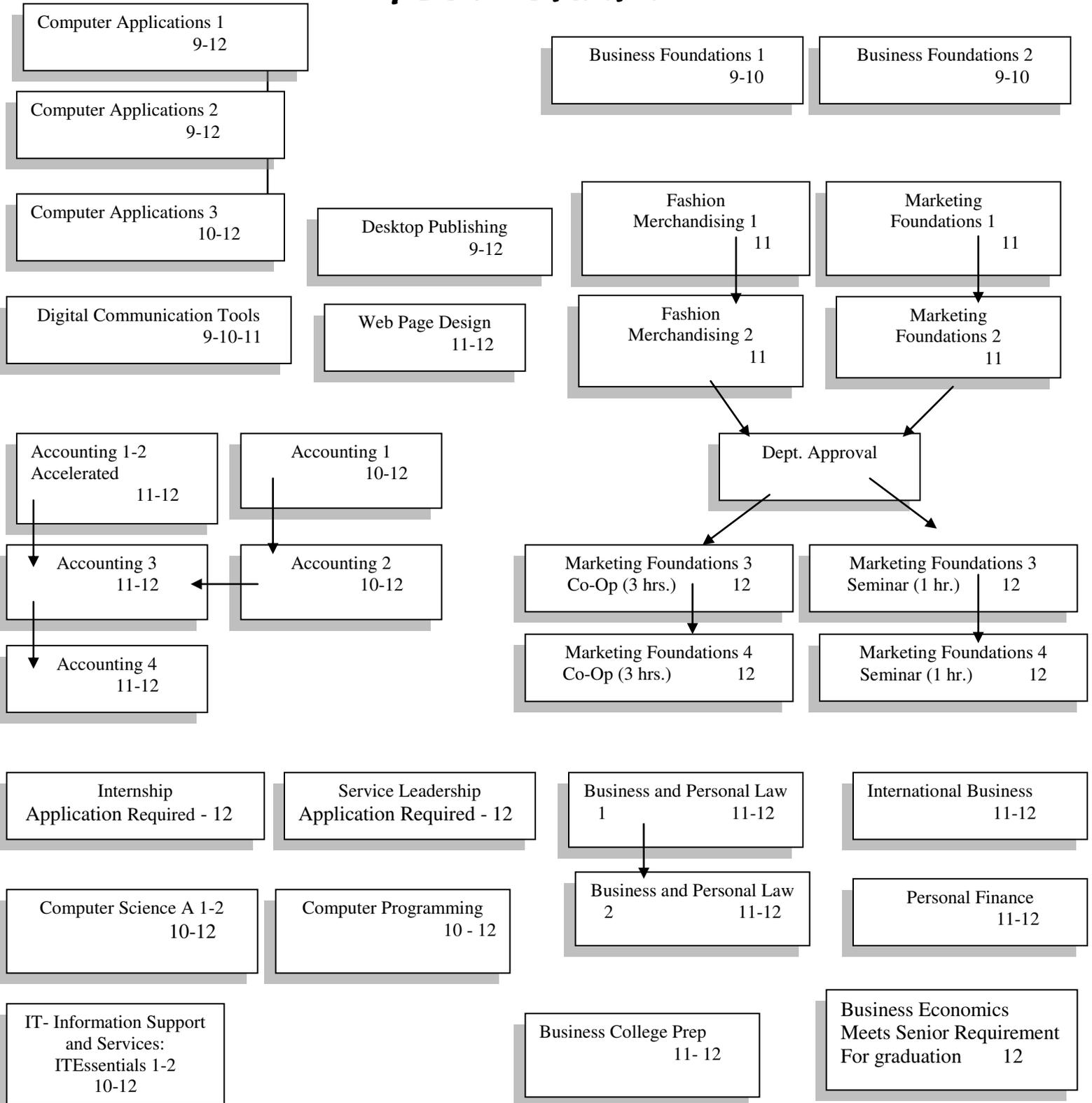
Classification: Regular (641-641A)  
 Prerequisite: Computer Science AP-A  
 Open to: 11 & 12  
 Credits: 2 RW

**Instructor Approval Required**

This course is provided for students who have already completed the AP-A Computer Science class and are seriously interested in developing their programming skills or a career in computer science. Students will work independently, under the supervision of the instructor, covering advanced programming concepts. Topics include: one and two dimensional arrays, advanced data structures (including trees, linked lists, sets, and maps), algorithms, and algorithmic analysis.



# Business Education FLOW CHART



## COMMUNICATIONS:

Students who take communications department classes experience “the real world” through their work on the radio and television station or as part of one of Carmel High School’s three award-winning publications. Introductory courses provide the basis for later experience writing for the newspaper, shooting photos for the yearbook, designing pages for the magazine, broadcasting a sports event or videotaping a show for Channel 21 or working at a commercial radio or television station as a part of a senior internship, among many other classes and activities.

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### **MASS MEDIA Introduction**

Classification: Regular (830)

Prerequisite: None

Open to: 9,10,11,12

Credit: 1 RW

Note: This class meets the state technology requirement.

Mass Media provides a study of the sights, sounds, opinions, and information presented by our mass media society. Students will focus on print, non-print, television, film, radio, video, information literacy concepts and other electronic texts that communicate with a mass audience. Students will develop an awareness and purpose in all media. Students will learn to critically evaluate media and informational sources. Students will be given opportunities to generate material including creative productions. Although not required, this course lays a good foundation for any other communication course. This course is recommended to everyone in grades 9-12.

### **INTRODUCTORY JOURNALISM**

#### **JOURNALISM/ NEWSPAPER 1-2**

Classification: Regular (827-827A)

Prerequisite: None

Open to: 9,10,11,12

Credit: 2 RW

Students who enroll in this course receive intensive instruction in advanced journalism skills in 1) news gathering, 2) reporting and writing news stories and other journalistic genres, 3) the legal and social responsibilities of publications, and 4) the ethics of accurate and fair reporting. Students improve their writing abilities and learn skills necessary to make the transition from

junior high to high school publications. Additionally, they will assist in writing stories and designing pages for publication in the student newspaper. Course serves as the prerequisite for enrollment in Student Publications/Newspaper or Student Publications/Magazine.

#### **JOURNALISM/ YEARBOOK 1-2**

Classification: Regular (829F-829G)

Prerequisite: None

Open to: 9,10,11,12

Credit: 2 RW

Students who enroll in this course will receive intensive instruction in advanced journalism skills in 1) news gathering, 2) reporting and writing yearbook copy, 3) the legal and social responsibilities of publications, and 4) the ethics of accurate and fair reporting and yearbook coverage. Students improve their writing and design abilities and learn skills that are necessary to make the transition from junior high to high school publications. Additionally, they will assist in producing material by writing stories and designing pages for possible publication in the yearbook. Course serves as the prerequisite for enrollment in Student Publications/Yearbook or Student Publications/Magazine.

#### **BEGINNING DIGITAL PHOTOJOURNALISM**

Classification: Regular (828D)

Prerequisites: None

Open to: 9, 10, 11, 12

Credit: 1 RW

Note: This class meets the state technology requirement

Students who enroll in this course will shoot and process digital photographs

as a photojournalist. Digital camera operation, composition, shooting sports, using lenses, flash, and using computers to prepare digital photographs for publication will be covered. It is suggested that the students provide a digital camera that shoots images at a minimum of five mega-pixels for class assignments. School-owned digital cameras will be available for student use for class photo assignments with a parent-signed waiver covering replacement or repair costs if the cameras are lost or broken. A lab fee will be charged to cover the cost of supplies for the class. Students interested in serving as photographers for the school newspaper and yearbook staffs are encouraged to enroll. This course serves as a prerequisite for Digital Photojournalism and/or the student publication staffs. It also meets the state’s criteria for fulfilling the required technology graduation requirement.

### **ADVANCED JOURNALISM**

#### **STUDENT PUBLICATIONS/ NEWSPAPER**

Classification: Regular (823-824)

Prerequisite: Newspaper 1-2, Beginning Photojournalism or instructor approval; application required

Open to: 10, 11, 12

Credit: 2 (may be repeated) RW

Note: This class meets the state technology requirement.

Students serve as editors and reporters and produce the nationally recognized student newspaper, *HiLite* and its website [www.hilite.org](http://www.hilite.org). After-school production time is required as part of this class. This course provides the study and practice in gathering and

analyzing information, interviewing and note taking for the purpose of 1) writing 2) editing 3) publishing for print and web and 4) producing the *HiLite*, the Carmel High School student newspaper. Students use computers for word processing and desktop publishing and learn the *Carmel High School Manual of Style*. Students plan, publish and market both the print and online versions of the student newspaper.

### **STUDENT PUBLICATIONS/ YEARBOOK**

Classification: Regular (829-829A)  
Prerequisite: Yearbook 1-2, Beginning Photojournalism or instructor approval; application required  
Open to: 10, 11, 12  
Credit: 2 (may be repeated) RW  
Note: This class meets the state technology requirement.

Students serve as editors and reporters to plan, publish, market and produce the nationally recognized yearbook, *Pinnacle*. After school production time is required as part of this class. This course provides the study and practice in gathering and analyzing information, interviewing and note taking for the purpose of 1) writing 2) editing 3) publishing for print and 4) producing the *Pinnacle*, the Carmel High School yearbook. Students use computers for word processing and desktop publishing and learn and apply the *Carmel High School Manual of Style*.

### **STUDENT PUBLICATIONS/ MAGAZINE**

Classification: Regular (825-826)  
Prerequisite: Newspaper 1-2, Yearbook 1-2, Beginning Photojournalism or instructor approval; application required  
Open to: 10, 11, 12  
Credit: 2 (May be repeated) RW  
Note: This class meets the state technology requirement.

Students serve as editors and reporters and produce the student magazine, *Prerogative*. Before-school production time is required. This course provides the study and practice in gathering and analyzing information, interviewing and note taking for the purpose of 1)

writing 2) editing 3) publishing for print and 4) producing the *Prerogative*, the Carmel High School student magazine. Students use computers for word processing and desktop publishing and learn and apply the *Carmel High School Manual of Style*.

### **ADVANCED DIGITAL PHOTOJOURNALISM**

Classification: Regular (828A)  
Prerequisite: Beginning Digital Photojournalism  
Open to: 9, 10, 11 and 12  
Credit: 1 RW  
Note: This class meets the state technology requirement.

Students who enroll will shoot assignments for Carmel High School's student publications and study advanced digital camera operation and photo production techniques. Training in the use of a computer to edit, correct and enhance photos using Photoshop software will be included. Students will also learn publication design and how to place photos in a layout using InDesign software. The use and production of photos for online communication and current technology will be emphasized. Students enrolling must have the use of a digital camera that shoots images with a minimum of five megapixels. School owned cameras will be available to use for class assignments with a parent-signed waiver covering replacement or repair if the cameras are lost or broken. A lab fee will be charged to cover the cost of classroom and computer supplies. Because this course serves as a prerequisite for publication classes, students interested in serving as a yearbook or newspaper staff photographer should apply. This class meets the state's technology requirement.

### **INDEPENDENT STUDY DIGITAL PHOTOJOURNALISM**

Classification: Regular (828IS)  
Prerequisite: Beginning Digital Photojournalism and Advanced Digital Photojournalism.  
Open to: 10, 11, 12  
Application and instructor approval required

Credit: 1 RW

Note: This meets the state technology requirement.

Students who apply and are accepted into this course will study and practice advanced techniques in the area of digital photography, as well as advanced design, computer and Photoshop use. They will also explore career and college opportunities related to fields of photography and journalism through research and community resources. Course requirements will include the compilation of a professional photography portfolio with examples of digital photography in the areas of sports, people, features and a photo essay. Students will be offered opportunities to shoot assignments for Carmel High School publications and school and community organizations. A lab fee will be charged to cover class supplies. This course meets the state technology requirement needed for graduation.

### **RADIO COURSES:**

#### **RADIO LAB 1-2/MASS MEDIA**

Classification: Career Education (832-833)  
Prerequisite: None  
Open to: 10, 11, and 12  
Credit: 2 RW  
Note this class meets the state technology requirement. Academic Honors Elective.

Students who enroll in this course will receive intensive instruction in radio broadcasting skills, audio production, disc jockey, broadcast news, digital audio, FCC rules and regulations, and digital automation. Students will use computers for electronic news gathering, and digital editing. Students will also be trained in WHJE's state-of-the-art studios. In addition students will assist in the day-to-day operation of the high school radio station, WHJE. This course serves as a prerequisite for enrolment in Mass Media WHJE. Some after school lab hours may be required. This class meets the state's criteria for fulfilling the required technology graduation requirement. This class also counts toward an academic honors diploma.

## **RADIO STAFF 1-2/ MASS MEDIA**

Classification: Career Education (832A-833A)

Prerequisite: Mass Media/ Radio Lab 1-2 or instructor approval; application required

Open to: 11, 12

Credit: 2 RW

Note this class meets the state technology requirement. Academic Honors Elective

This course is designed to give the students an intensive practice on the fundamentals through daily participation on the nationally recognized and award winning high school radio station WHJE. All students will be able to share in the staffing of WHJE both during class time and when school is not in session. The course is also designed to give students the opportunity to produce projects for the radio station. Students will be using some of the most sophisticated production equipment available. After school hours will be required. This class meets the state's criteria for fulfilling the required technology graduation requirement. This class also counts toward an academic honors diploma.

## **RADIO MANAGEMENT 1-2/ MASS MEDIA**

Classification: Career Education (834-835)

Prerequisite: Mass Media/ WHJE 1-2 or instructor approval; application required

Open to: 12

Credit 2

Note this class meets the state technology requirement. Academic Honors Elective

This course is designed to introduce the third year radio student to the business of broadcasting and management. Some students in this course may hold management positions on the radio station WHJE. Students in this class will participate in selling underwriting for the radio station WHJE. Students may also have guest lectures, as well as take field

trips to area broadcast stations to supplement the classroom activities. After school and some weekend hours will be required. This class meets the state's criteria for fulfilling the required technology graduation requirement. This class also counts toward an academic honors diploma.

## **TELEVISION COURSES**

### **TELEVISION BROADCASTING/TELECOM- MUNICATIONS (Beginning Level)**

Classification: Regular (836-837)

Prerequisite: Mass Media 1-2 recommended but not required

Open to: 10, 11, 12

Credit: 2 RW

Students will have the opportunity to learn basic TV production skills while working on the staff of the CHS cable TV station, CHTV. Topics such as cameras, audio, lighting, graphics, recording, and editing operations are covered. Students will learn the fundamentals of remote sports and event coverage. Instruction includes operation of studio cameras, video switcher, audio board, character generator, and teleprompter. Projects include news, music videos, and studio produced talk shows. After school recording sessions will be required of students enrolled in the class. *This class meets the state's criteria for fulfilling the required technology graduation requirement.*

### **TELEVISION BROADCASTING/TELECOM- MUNICATIONS (Intermediate Level)**

Classification: Regular (838-839)

Prerequisite: Mass Media/  
Telecommunications Broadcasting  
Beginning

Application required or instructor consent

Open to: 11, 12

Credit: 2 RW

This class goes into depth on producing TV news using our state of the art TV studio and video editing

lab. Students can explore both on air talent and behind the scenes opportunities. Topics include script writing, interviewing, shooting video, editing, talent performance, and ethics. A major responsibility will be to produce the CHS morning announcements. This broadcast is also seen on our cable TV outlet. Sports, weather, and documentary production are covered as well in the class. After school hours will be required at times. *This class meets the state's criteria for fulfilling the required technology graduation requirement.*

### **TELEVISION BROADCASTING/TELECOM- MUNICATIONS (Advanced Level)**

Classification: Regular (842-843)

Prerequisite: Television  
Broadcasting/Telecommunications  
Beginning and Intermediate levels  
Application required or instructor approval

Open to: 12

Credit: RW 2 or 4 depending on instructor approval of student's application and schedule

The class is designed to give students an opportunity to produce projects for the school radio and television stations that are more intricate in design and content. Students may elect to concentrate their work in either TV, or for our school radio station, WHJE. This course will also allow students to explore the management and leadership positions available at our school TV station, CHTV. Students work with faculty and community leaders to create monthly shows for our stations. Other projects include the annual live CCEF telethon and production of our "Greyhound Memories" DVD. This video chronicles the school year and is sold to the public. The faculty advisor and students meet to discuss and plan individual projects. Projects and responsibilities may require some after school-time.

## Communications / Publications / Photojournalism Flow Chart

<b>Start here</b> Choose one or more of the entry-level electives below.	<b>Step 2</b> After completing an entry-level course, advance to one of these.	<b>Step 3</b> Continue in a publications course and/or try a new class.	<b>Step 4</b> Continue in a publications course and/or try a new class.
<b>Newspaper 1-2</b> <i>Open to grades 9, 10, 11 &amp; 12</i>	<b>HiLite Newspaper</b> <i>(Application required)</i> or try a beginning photo course	<b>HiLite Newspaper</b> <i>(Application required)</i> or try a photo course	<b>HiLite Newspaper</b> <i>(Application required)</i> or try a photo course
<b>Yearbook 1-2</b> <i>Open to grades 9, 10, 11 &amp; 12</i>	<b>Pinnacle Yearbook</b> <i>(Application required)</i> or try a beginning photo course	<b>Pinnacle Yearbook</b> <i>(Application required)</i> or try a photo course	<b>Pinnacle Yearbook</b> <i>(Application required)</i> or try a photo course
<b>Beginning Digital Photojournalism 1</b> <i>Open to grades 9, 10, 11 &amp; 12</i>	Advance to any of the following: HiLite Newspaper <i>(application req.)</i> Pinnacle Yearbook <i>(application req.)</i> Advanced Photojournalism 1 Beginning Darkroom Photojournalism 1	Continue in HiLite or Pinnacle and/or select a class you haven't tried. Advanced Photojournalism 1 Independent Photo 1 <i>(application req.)</i> Beginning Darkroom Photojournalism 1	Continue in HiLite or Pinnacle and/or select a class you haven't tried. Advanced Photojournalism 1 Independent Photo 1 <i>(application req.)</i> Beginning Darkroom Photojournalism 1
<b>Beginning Darkroom Photojournalism 1</b> <i>Open to grades 9, 10, 11 &amp; 12</i>	Advance to any of the following: HiLite Newspaper <i>(application req.)</i> Pinnacle Yearbook <i>(application req.)</i> Advanced Photojournalism 1 Beginning Digital Photojournalism 1	Continue in HiLite or Pinnacle and/or select a class you haven't tried. Advanced Photojournalism 1 Independent Photo 1 <i>(application req.)</i> Beginning Darkroom Photojournalism 1	Continue in HiLite or Pinnacle and/or select a class you haven't tried. Advanced Photojournalism Independent Photo 1 <i>(application req.)</i> Beginning Darkroom Photojournalism 1

**Mass Media 1:** This additional one-semester communications department elective is open to grades 9, 10, 11, 12. While recommended, it is not a required course.

# ENGLISH:

## **REQUIRED IN THE FRESHMAN YEAR:**

English 9 1-2 or \*English 9, Honors, 1-2 or English 9 1-2 /World History 1-2 (World Studies)

## **REQUIRED IN THE SOPHOMORE YEAR:**

English 10 1-2 or \*English 10, Honors, 1/English 10-2

**REQUIRED IN THE JUNIOR YEAR:** English 11 1-2; English 11 1-2/U. S. History 1-2 (American Studies); \*\*AP English Literature and Composition 1-2, IB English A1, or \*\*AP English Literature and Composition 1-2, /AP U. S. History 1-2 (American Studies)

## **REQUIRED IN THE SENIOR YEAR:**

**One Semester of Composition:** Advanced Composition or ACP W131 Composition; *Composition for English as a New Language may fulfill requirement with department chair approval.*

**One Semester of a Literature or Communications Elective:** American Literature, British Literature, Biblical Literature, Classical Literature, Literary Movements, Novels, ACP A202 Genres of Literature, Speech 2, Advanced Speech and Communication 3 or 4, Technical Communications, Debate, or Creative Writing

**\*\*AP English Language and Composition 1-2 and IB English A1, year two, also fulfill the senior year requirements.**

## **\* HONORS PROGRAM**

This program is for selected students who have demonstrated that they are most capable in English skills. Admission to the program will be through recommendation process. Courses offered: English 9, Honors, 1-2; English 10, Honors 1

## **\*\* ADVANCED PLACEMENT, INTERNATIONAL BACCALAUREATE AND ADVANCE COLLEGE PROJECT PROGRAMS**

English Literature and Composition 1-2, AP; IB English A1; English Language and Composition 1-2, AP/U. S. History 1-2, AP; English Language and Composition 1-2, AP; Advanced Composition: ACP W131; Genres of Literature: ACP A202

## **\*\*\* ENGLISH/READING SUPPLEMENTAL PROGRAM**

This program is designed for students who need help with the basic skills of reading, grammar, vocabulary, and composition. Admission to the program will be through administrative selection with student agreement. Courses offered are for elective credit: Language Arts Lab (.5/semester), and Developmental Reading (1/semester).

## **ENGLISH AS A NEW LANGUAGE PROGRAM**

English as a New Language 1 1-2 and English as a New Language 2 1-2; English as a New Language III, some sheltered classes available; Composition (ESL Level 5 only); and Topics in Social Science

## **NON-CREDIT OFFERINGS**

Reading Assisted Study Hall and ENL Study Hall

## Electives Chart

Course	Eligibility	Fulfills Senior Literature or Communications Requirement	Directed Elective Credit Only	Does Not Count Toward Core 40 and Honors Diploma
American Literature	11,12	X		
Biblical Literature	9, 10, 11, 12	X		
British Literature	11, 12	X		
Classical Literature	10, 11, 12	X		
Creative Writing	12	X		
Debate 1	9, 10, 11, 12	X		
Debate 2	10, 11, 12 (by selection)	X		
Debate 3-4	11, 12	X		
Etymology	10, 11, 12		X	
Genres of Literature, ACP A202	12	X		
*Grammar	9, 10, 11, 12		X	X
*Group Discussion	9, 10, 11, 12	X		X
Literary Movements	11, 12	X		
Novels	12	X		
Speech 2	11, 12	X		
Advanced Speech and Communication 3	9, 10, 11, 12	X		
Advanced Speech and Communication 4	9, 10, 11, 12 (by selection)	X		
*Technical Communication	12	X		

\*Grammar, Group Discussion, and Technical Communication do not meet NCAA Division I and II core course requirements.

# English Requirements

## Freshman Year

- English 9-1 and English 9-2 **OR**
- Honors English 9-1 and Honors English 9-2
- English 9 1-2/ World History 1-2 (World Studies)

## Sophomore Year

- English 10-1 and English 10-2 (Speech) **OR**
- Honors English 10-1 and English 10-2 (Speech)

## Junior Year

- English 11-1 and English 11-2 **OR**
- English 11-1/U.S. History 1 and English 11-2/U.S. History 2 (American Studies) **OR**
- AP English Literature 1/AP U.S. History 1 and AP English Literature 2/AP U.S. History 2 (American Studies) **OR**
- AP English Literature 1 and AP English Literature 2 **OR**
- IB English A1 (First Year)

## Senior Year

- One Composition Course**(Advanced Composition or ACP W131 Composition)  
**AND**
- One Literature Course** (American Literature, British Literature, Biblical Literature, Classical Literature, Literary Movements, Novels, or ACP A202 Genres of Literature) **OR**
- One Communications Course** (Speech 2, Advanced Speech and Communication 3 or 4, Technical Communication, Debate, \*Group Discussion, or Creative Writing)  
**OR**
- AP English Language and Composition 1 and AP Language and Composition 2 OR IB English A1 (Second Year)**

\**Group Discussion* fulfills requirement for General Diploma students only.

\**Composition for English as a New Language* may fulfill Senior Composition requirement with department chair approval.

\**Technical Communication* and *Group Discussion* do not meet NCAA Div. I and II core course requirements.

## CORE COURSES:

### ENGLISH 9 1-2

Classification: Regular  
(112-113) (10<sup>th</sup>-12<sup>th</sup>)  
(112N-113N) (FC)  
(112E-113E) (Sheltered ENL)  
Prerequisite: None

Open to: 9  
Credit: 2 RW

An English class is required for all ninth grade students. This English course provides students grammar, composition, literature, speech, and vocabulary enrichment. A brief review of parts of speech, parts of the sentence, and mechanics precedes the study of verbals and dependent clauses. Composition study includes a sequence of varied writing assignments with emphasis on prewriting, organization, documentation, and revision. Literature study encompasses various literary genre and various literary themes. Oral communication emphasizes effective listening and speaking techniques. Reading and writing workshop activities are implemented through the year.

### ENGLISH 9, Honors, 1-2

Classification: Honors (125W-126W)  
Prerequisite: Application Process  
Open to: 9  
Credit: 2 PW

This class is the honors alternative to English 9. This course provides students with challenging literature, composition, and grammar experiences. Literature study encompasses various literary genre and themes. Composition study includes a sequence of varied writing assignments with emphasis on prewriting, organization, documentation, and revision. A brief review of parts of speech and parts of the sentence precedes the study of dependent clauses and phrases with emphasis on practical application to students' own writing. Additional skills related to library research, speaking experiences, test-taking, and vocabulary are also emphasized. The purpose of the course is to enhance students' reading, writing, speaking,

and listening skills as they develop higher level thinking skills.

### ENGLISH 9 1-2/ WORLD HISTORY 1-2 (World Studies)

Classification: Regular (112NB-113NB)

Prerequisites: None  
Open to: 9  
Credit 2 RW English, 2RW Soc. Studies

This course includes the basic requirements of literature, composition and world history. The interdisciplinary approach will enhance students' awareness of the relationship of historical events and literature from the beginning of recorded time to present day. Reading and writing skills will be emphasized. Successful completion of this course satisfies the requirements of freshman level English and Social Studies. This course requires a two-period block of time and is team taught. This is a full year course and transfers out are not permitted at semester.

### ENGLISH 10 1-2

Classification: Regular (114-115)  
Prerequisite: English 9  
Open to: 10  
Credit: 2 RW

In the sophomore year, students must take a two-semester core program. One semester, English 10-2, will focus on oral communication: speaking and listening skills, information literacy skills, and critical reading. English 10-1 is primarily a composition course, which provides students with an opportunity to learn to write by writing. It focuses on the four styles of writing: narration, exposition, persuasion, and description. Students will have opportunities to write for different purposes using a process that includes: (1) prewriting, (2) drafting, (3) revising (content and structure), (4) peer editing, and after additional revision of drafts, (5) producing a final product. Instruction in grammar, usage, and mechanics will be integrated with writing so that students develop a functional understanding of language and a common vocabulary for discussing writing. For peer

editing, students receive specific training in providing constructive and substantive feedback. Selected literature readings provide models of effective writing techniques. In addition to providing instruction in writing clear, coherent and organized text, this course will teach strategies for collecting and transforming data for use in writing (i.e. the research paper) and using criteria to evaluate and revise writing for this purpose.

### ENGLISH 10, Honors, 1

Classification: Honors (128W)  
Prerequisite: English 9  
Open to: 10  
Credit: 1 PW

English 10-1 Honors provides acceleration and enrichment to students working significantly above grade level and who are recommended as honors students in English. It is primarily a composition course which provides students with an opportunity to learn to write by writing. It focuses on the four styles of writing: narration, exposition, persuasion, and description. Students will have opportunities to write for different purposes using a process that includes: (1) prewriting, (2) drafting, (3) revising (content and structure), (4) peer editing, and after additional revision of drafts, (5) producing a final product. Instruction in grammar, usage, and mechanics will be integrated with writing so that students develop a functional understanding of language and a common vocabulary for discussing writing. For peer editing, students receive specific training in providing constructive and substantive feedback. Selected literature readings provide models of effective writing techniques. In addition to providing instruction in writing clear, coherent, and organized text, this course will teach strategies for collecting and transforming data for use in writing (i.e. the research paper) and using criteria to evaluate and revise writing for this purpose. The course will encourage the creative development of individual talents and will challenge the students to become

critical thinkers and proficient communicators.

There is no English 10, Honors, 2. Students take English 10-2.

### **ENGLISH 11, 1-2**

Classification: Regular (103F-103S)

Prerequisite: English 10

Open to: 11

Credit: 2 RW

English 11 is a two-semester course designed to help students develop their critical reading, writing, and thinking skills. Students will read from a variety of classic and contemporary works, focusing on common themes and essential questions during their study. Students will strengthen their analytical skills in the context of their study of various American, British, and World Literature works of various literary genre—fiction, non-fiction, poetry, and drama. In addition, this course teaches basic composition and oral communication skills with emphasis on the writing and research process. Most major writing assignments will require students to analyze a variety of works in supporting an original thesis.

### **ENGLISH 11, 1-2/**

### **U. S. HISTORY 1-2**

#### **(AMERICAN STUDIES)**

Classification: Regular (110-111)

Prerequisite: 4 credits in English

Open to: 11 (participation will be limited)

Credit: 2 English; 2 Social Studies RW

The interdisciplinary approach of this course will enhance students' awareness of the relationship of historical events and literature. In addition to covering American writers, composition, and United States history, students will become aware that the American experience is a conglomerate, not separate historical events or literary movements. Novels, short stories, plays, and poetry will be used to enhance students' understanding of historical development. Higher order thinking skills, interpretive writing, research skills, small group discussions and projects, and oral presentations will be used. Two research papers are

required of each student for successful completion of the course. Successful completion of this course satisfies the junior requirements of two English and two social studies credits. This class meets every day.

### **ENGLISH LITERATURE AND COMPOSITION 1-2, Advanced Placement/ U. S. HISTORY 1-2 Advanced Placement (AMERICAN STUDIES)**

Classification: Advanced Placement (123W-124W)

Prerequisite: 4 credits in English

Open to: 11

Credit: 2 English; 2 Social Studies FW

This interdisciplinary course is offered to advanced students in English and social studies. The course enhances student awareness of the relationship between historical events and literature, helps students develop a clear understanding and usage of higher order thinking skills and creativity, and prepares students to take the English Literature and Composition Advanced Placement test. In addition to covering American writers, composition, and United States history, students will become aware that the American experience is a conglomerate, not separate historical events or literary movements. Novels, short stories, plays, and poetry will be used to enhance the understanding of historical development. Higher order thinking skills, interpretive writing, research skills, small group discussions and projects, oral presentations and large lecture will be utilized. Two research papers are required of each student for successful completion of the course. Successful completion of this course satisfies the junior requirements of two English and two social studies credits. This class meets every day.

### **ENGLISH LITERATURE AND COMPOSITION 1-2, Advanced Placement**

Classification: Advanced Placement (117APW-118APW)

Prerequisite: 4 credits in English

Open to: 11

Credit: 2 FW

This is an accelerated course for those junior students who show exceptional ability in English. One part of this course will use challenging reading assignments, both fiction and nonfiction, as a basis for thematic analysis of American Literature and English Literature. There will be an emphasis on a close, thoughtful reading of representative literary text. A major goal is to develop the ability to read and write with concise accuracy, responsibility, and insight. Frequent writing assignments will encourage students to develop their abilities to critique and interpret readings. Two research papers are required of each student for successful completion of this course. Another significant portion of this course will be practice AP testing. Though prepared, students enrolled in this course are not required to take the corresponding AP test.

### **LANGUAGE A1 HIGHER LEVEL, INTERNATIONAL BACCALAUREATE ENGLISH 1-4**

Classification: International

Baccalaureate (158ABHW, 159IBHW, 160IBHW, 161IBHW)

Prerequisite: 4 credits in English

Open to: 11

Credit: 4 (2-year program) FW

IB English A1 is a course in literature, intended for both students who will pursue literature at university level as well as those at that level who may be in other specialized areas. The program is a two-year exploration of literature, studied in the English language, but which maintains a world literature and international perspective so as to encourage and build understanding of other countries and diverse cultures. The program is comprised of four semester-long courses: Analysis and Oral Presentation of Literature, Written Analysis of World Literature, Detailed Study of Genres and Oral Commentary, and The Human Condition in World Drama

## **ENGLISH LANGUAGE AND COMPOSITION 1-2 Advanced Placement**

Classification: Advanced Placement (171APW-172APW)

Prerequisite: 6 credits in English

Open to: 12

Credit: 2 FW

AP English language and composition is a one-year, senior-level English course. After course completion, students will be prepared to take the College Board's AP English language composition exam. The course focuses on the rhetorical analysis of a multitude of cross-cultural nonfiction texts. College-level academic writing is a focus as well. Students will write numerous expository essays in which they explore and synthesize the effects of rhetorical techniques employed by nonfiction authors. Students will also study current issues in order to write effective persuasive essays.

### **COMPOSITION COURSES:**

#### **ADVANCED COMPOSITION**

Classification: Regular (102)

Prerequisite: 6 credits in English

Open to: 12

Credit: 1 RW

This course is designed to enhance the writing and communication skills of the students through a variety of compositions, including, but not limited to, summary, definition, persuasion, and critique/analysis. Allowing for individual learning styles and special abilities, the course develops skills in independent study, research, writing, critical thinking, and problem-solving. Students also do presentations of information gained through research.

#### **ADVANCED COMPOSITION: ACP W131**

Classification: Advanced College Project (102IW)

Prerequisite: 6 credits in English

Open to: 12 (see requirements)

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

FW

W131 is a course in critical reading, writing, and thinking with sources in which students will experience the varied range of academic writing.

Students will master the skills of summary, critique, analysis, synthesis, research, and documentation. Students will also learn to adapt the writing process and apply various organization strategies to match the purpose of the individual assignment. Topics for writing will be developed from reading about and discussing in-depth issues under debate in different disciplinary fields and among the general public. Students are asked not only to discuss and write about these issues but also to examine the different analytical frameworks and assumptions that various authors and we ourselves bring to such conversations. A research paper is required for successful completion of the course.

•Students must have at least a 3.0 cumulative G.P.A. *and* a critical reading score of 50 (PSAT) or 500 (SAT) in order to be admitted to this course. **All students enrolled are required to take this course for college credit and pay regular university fees.** Credits earned are transferable to most colleges and universities in the country. Note: Students who score 670 or higher on the SAT Critical Reading Test (32 or higher on the ACT English Test) *and* a 660 or higher on the SAT Writing Test (equivalent ACT writing score yet to be determined) will be exempt from W 131 at Indiana University. Students who meet these requirements are recommended to take AP English Language. They may also remain in W131, take the course for college credit, and pay the regular university fees. Otherwise, these students must take Adv. Comp. to fulfill their composition requirement.

### **ENGLISH ELECTIVE COURSES:**

#### **AMERICAN LITERATURE**

Classification: Regular(106)

Prerequisite: 4 credits in English

Open to 11, 12

Credit: 1 RW

American Literature, a one-semester course based on *Indiana's Academic Standards for English/Language Arts* and emphasizing the *High School*

*Literature Standards*, is a study of representative works and authors of the United States from pre-Revolutionary times to the present. Students read, analyze, evaluate, critique, and actively respond to a wide variety of literary genres that reflect American culture, including quality works of various ethnic and cultural minorities. Students compare readings and media from literature, history, and other subjects by demonstrating how the ideas and concepts presented in the works are interconnected, distinctly American, and important to an understanding of the development of the current culture. Students who are taking or have taken the regular American Studies block or the AP American Studies block are not eligible to take the course.

#### **BIBLICAL LITERATURE**

Classification: Regular (105)

Prerequisite: None

Open to: 9, 10, 11, 12

Credit: 1 RW

This course is a non-religious approach to the study of selections from the Bible as literature. Sixty percent of the Hebrew and Christian testaments will be read, and good notetaking skills are mandatory. Emphasis is on authors, plot, characters, themes, and literary techniques. Work will focus on the historical, biographical, cultural, and geographical aspects of each book read. Writing and discussion opportunities are included.

#### **BRITISH LITERATURE**

Classification: Regular (117)

Prerequisite: 4 credits in English

Open to 11, 12 (mature sophomores with teacher recommendation)

Credit: 1 RW

This one-semester course is an intense study of English literature. The class will be approached sequentially. This course will be driven by one major work from each time period accompanied by excerpts, poetry, and shorter writings of the same era. In addition to a study of fiction and nonfiction, the historical impact on the literature will be discussed. The following periods will be covered: Anglo-Saxon, Medieval, Renaissance, Seventeenth Century, Restoration,

Romantic, Victorian, Modern, and Contemporary. All genres—drama, essay, novel, poetry, and short story—will be presented.

### **CLASSICAL LITERATURE**

Classification: Regular (151)

Prerequisite: English 9

Open to: 10, 11, 12

Credit: 1 RW

This course presents a comprehensive overview of the mythology systems of the ancient Greeks, the Anglo-Saxons, the British, and the Norsemen. The major works covered are as follows: *The Iliad*, *The Odyssey*, *Jason and the Golden Fleece*, *The Crystal Cave*, *Morte d'Arthur*, and an assortment of Viking legends. Composition and oral communication opportunities are included.

### **CREATIVE WRITING**

Classification: Regular (107)

Prerequisite: 6 credits in English

Open to: 12

Credit: 1 RW

This college-preparatory course is designed for seniors who seek to improve their writing skills and expand their approach to writing by developing their creative process. It is geared for the student who has mastered the mechanics of writing and standard grammar. Students will work with description, researched-based analysis, narration, and poetry. Students complete reader responses to excellent models of short story writing. Students also read articles by professional writers giving writing tips. Students do read alouds of each original piece of writing within both peer groups and class. They also write and perform short dramatizations. Much of the writing will be done in class with individualized assistance and/or in the computer writing lab where experience in keyboarding is necessary. This course is recommended for students who plan to enroll in college.

### **ETYMOLOGY**

Classification: Regular (118)

Prerequisite: None

Open to: 10, 11, 12

Credit: 1 RW

This intensive course helps students build vocabulary through a knowledge of Greek and Latin prefixes, roots, and suffixes. It also provides connotative and denotative meanings of words in written and oral contexts. Emphasis is on the practical use of derivatives including increased writing skills and better understanding of written material. Recommended for college, this course does require rigorous memorization, intense daily homework, and weekly tests.

### **GENRES OF LITERATURE: ACP A202**

Classification: Advance College Project (103ACPW)

Prerequisite: Six credits in English

Open to: 12

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

This course emphasizes a close, thoughtful reading of representative literary texts in poetry, drama, fiction, novel (and appropriate non-fiction prose) originally written in English and drawn from a range of historical periods and countries. The course is not a survey of the literature of any country or historical period. A major goal is to develop the ability to read and write with precision, responsibility, and imagination through class discussion and the writing of several short, critical responses. These papers are to be developed entirely from students' own careful reading and analysis. Close reading of a few selected texts, rather than wide coverage, is encouraged. Students will be expected to use and distinguish among a variety of approaches to literary interpretation, both through the use of literary tropes and various critical frames, as appropriate to each work.

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

### **GRAMMAR**

Classification: Regular (119)

Prerequisite: None

Open to: 9, 10, 11, 12

Credit: 1 RW

This course is offered to students who feel a need for a serious review of grammar. The course will begin with the study of parts of speech and include all aspects of sentence structure. Problems of usage will stress verbs and pronouns. Correct speech and clear, correct sentences will be emphasized. (This course may not be used as an English credit toward the Indiana Core 40, and it may not count at all for the Academic Honors Diploma.)

### **GROUP DISCUSSION**

Classification: Regular (104)

Prerequisite: None

Open to: 9, 10, 11, 12

Credit: 1 RW

This course is open to all high school students regardless of previous speech experience. However, students who sign up for this course should have a specific interest in the real world applications of debate including the discussion of political, personal, and commercial topics. Students will gain skills in doing research, organizing ideas and information, critical listening, critical and creative thinking, persuasive presentation, and self-confidence as they relate to the real world application of debate skills. Students will gather, read, and assess the opinions and writings of politicians, academics, and experts who are knowledgeable on specific current events topics. They will prepare arguments and participate in various types of discussion and make persuasive presentations.

*(This course may not be used as an English credit toward the Indiana Core 40, and will not count for the Academic Honors Diploma.)*

### **LITERARY MOVEMENTS**

Classification: Regular (122F)

Prerequisite: 4 credits in English

Open to: 11, 12 (mature sophomores with teacher recommendation)

Credit: 1 RW

Literary Movements provides a genre study of European and American literature produced in Ancient Greece through Post-Modernism. This course provides an interdisciplinary examination of the connection between intellectual and historical trends including political,

philosophical-theological, and aesthetic issues as well as specific literary movements. Writing and discussion activities will provide students with opportunities to explore these trends and movements and crucial concepts in developing a philosophy for life. Writing assignments will be based on literary selections including *Siddhartha* by Hermann Hesse, *The Death of Ivan Ilyich* by Leo Tolstoy, *The Metamorphosis* by Franz Kafka, *Man's Search for Meaning* by Viktor Frankl, and a selection of works by Jean-Paul Sartre and other authors. A student in this course will develop the tools to be a creative and critical thinker, will develop and test his own opinions, and will develop the skill of sharing/expressing ideas with his peers through reading, writing, speaking, and listening. A student in this course will be a lifelong learner, adeptly utilizing tools for critique to examine pertinent and controversial issues in his own life, in academia, and in the world around him. This course fosters continual critical thinking outside of the classroom for personal growth and community growth.

### **NOVELS**

Classification: Regular (135)

Prerequisite: 6 credits in English

Open to: 12

Credit: 1 RW

This is an advanced reading course for students to broaden their literary background for college. With guidance from the instructor, the student will choose his selections from a list of noteworthy authors of classical and current novels. The grade is based on variety, quality, and quantity of reading, as well as individual conferences. One paper is required from each student for successful completion of the course. This course is recommended for students planning to enroll in college.

### **SPEECH PROGRAM, in addition to English 10-2:**

#### **SPEECH 2**

Classification: Regular (153)

Prerequisite: English 10-2 credit

Open to: 11, 12

Credit: 1 RW

Advanced Communication: Many speeches will require research. All will require proper speech craft, structure, outlining techniques and polished presentations. Students will complete required reading and writing related to speaking opportunities. Creativity and higher thinking skills, both independent and with a partner/group, will be utilized. Speech 2 will help the student develop both self-confidence and the skills needed for success in future communication activities. For successful completion of the course, the student must present a final exam speech.

•Speech 2 is a public speaking course geared for the college-bound and for those professions where presentations play an important role in their successes.

### **ADVANCED SPEECH AND COMMUNICATION 3**

Classification: Regular (154)

Prerequisite: None

Open to: 9, 10, 11, 12

Credit: 1 RW

Performance Speaking: This class is open to all students regardless of previous speech experience; however, background in drama will be helpful. The student will study literature as a performance art and concentrate on improving vocal skills, such as expression, articulation and intonation. Different types of poetry, prose, and plays will be selected as well as participation in reader's theatre performances. Students will be exposed to a variety of literary genre and writing experiences related to all of the individual oral presentations. Classes will perform for elementary schools.

### **ADVANCED SPEECH AND COMMUNICATION 4**

Classification: Regular (155)

Prerequisite: Selection Process

Open to: 9, 10, 11, 12

Credit: 1 RW

Gifted speakers should be challenged by college-level presentations in the following areas: dramatic and humorous interpretation, duo interpretation, prose, poetry, radio

broadcasting, foreign and domestic extemporaneous, discussion, and impromptu. Students will need to read a variety of literary works in order to select their individual presentations. Students will additionally be required to create various written end products.

•Although there is no prerequisite, this course is designed for students who are interested in participating in competitive speech. Students will earn membership to the National Forensics League through competition and performance.

### **TECHNICAL COMMUNICATION (TP)**

Classification: Tech Prep (164)

Prerequisite: 6 credits in English

Open to: 12

Credit: 1 RW

This course integrates written assignments with the construction of mechanical objects using Erector sets, K'NEX bridges, K'NEX simple machines, and robots, plus non-mechanical problem-solving exercises. Writing projects include graphs, instruction manuals, recommendation reports, informal proposals, and technical reports. These assignments culminate in a formal researched multi-media written and oral proposal. Technical vocabulary building activities are also included. This course is designed for the student who may enter a two-year technical program and/or the workplace or who would like to attend a traditional university better prepared for the expected rigors of technical writing.

### **DEBATE PROGRAM:**

#### **DEBATE 1**

Classification: Regular (108)

Prerequisite: None

Open to: 9, 10, 11, 12

Credit: 1 RW

This course is open to all high school students regardless of previous speech experience. However, students who sign up for the course should have a specific interest in competitive debate and an interest in eventually competing on the debate team. Students will be exposed to Public Forum, Lincoln-Douglas, and

Congressional debate styles as outlined by the National Forensic League. The student will gain skills in doing research, organizational techniques, critical listening, critical and creative thinking, persuasive presentation, and self-confidence. Students will read the opinions and writings of philosophers, politicians, academics, and experts who are knowledgeable on specific debate topics. They will prepare cases and briefs according to the competitive debate style. As a result, students will be in-depth researchers, technical and persuasive writers and speakers, effective communicators and perceptive and critical listeners.

**Debate 1 may be repeated, but only one credit may count as English credit for graduation purposes.**

## **DEBATE 2**

Classification: Regular (109)

Prerequisite: Selection Process

Open to: 10, 11, 12

Credit: 1 RW

Debate 2 is open to the student who has both successfully completed and passed Debate 1 or has competed on the debate team for one season. This excludes all students who are currently enrolled in Debate 1. Students who choose this course must commit to competing in at least one debate meet during the current season. Participation in this meet will count as part of the course assessment. Students who take this course will meet simultaneously with a Debate 1 course and will be spread evenly among the Debate 1 classes scheduled for that semester. In this course students will continue to use the expertise they acquired while taking Debate 1 or through one season of competition. Students will take a leadership role in the Debate 1 classes by presenting mini-lessons and serving as group leaders and mentors for students in their section. In addition, they will take advantage of opportunities to practice with other Debate 2 students during class time. They will be exposed to the fourth style of competitive debate, Policy, and will be required to participate in a Policy round of debate. Through all of this, students will continue to develop as in-depth researchers, technical and

persuasive writers and speakers, effective communicators, and perceptive and critical listeners.

## **ADVANCED DEBATE 3-4**

Classification: Regular (109A-109B)

Prerequisite: Debate 2

Open to: 11, 12

Credit: 2 RW

Advanced Debate 3-4 is open to the student who has successfully completed Debate 1 and 2 or has competed on the debate team two seasons. This excludes all students who are currently enrolled in Debate 1 or 2. Students who choose this course must commit to competing in at least two debate meets during the current season. Participation in these meets will count as part of the course assessment. Students who take this course will meet simultaneously with a Debate 1 course and will be spread evenly among the Debate 1 classes scheduled for that semester. In this course students will continue to use the expertise they acquired while taking Debate 1 and 2 or through two seasons of competition. Students will also take a leadership role in the Debate 1 classes by presenting mini-lessons and serving as group leaders and mentors for students in their section. In addition, they will take advantage of opportunities to practice with other Advanced Debate students during class time. They will be exposed to the fourth style of competitive debate, Policy, and will be required to participate in a Policy round of debate. Through all of this, students will continue to develop as in-depth researchers, technical and persuasive writers and speakers, effective communicators, and perceptive and critical listeners.

## **ENGLISH READING/SUPPLEMENTAL PROGRAM:**

## **DEVELOPMENTAL READING**

Classification: Supplemental (184-185)

Prerequisite: Selection process only

Open to: 9,10,11,12

Credit: 1-2 (elective) RW

Developmental Reading provides study and practice in the strategies necessary to increase reading comprehension. This course emphasizes strategies for adapting method and speed of reading to the type of material and purpose for reading. It also includes strategies for using reading to gather, retain, and analyze information. Students apply the strategies learned to a variety of types of reading material, ranging from newspapers and magazines to self-selected books. Individual diagnostic testing will be done, and an individualized program will be developed to enable each student to read, write, organize, and utilize school facilities such as the Media Center with more confidence. This course develops the students' appreciation of reading as a lifelong leisure activity. Presentations on and discussions of reading further internalize reading as a meaningful and social activity.

## **LANGUAGE ARTS LAB 1-2, 3-4, 5-6, 7**

Classification: Supplemental (180N-181N, 180NSH,181NSH) grade 9, (182-183) grades 10-12

Prerequisite: Selection Process

Open to: 9, 10, 11

Credit: .5-2 (elective) RW

Language Arts Lab is a remediation course designed to give students who have not yet developed proficiency in the application of the reading-language arts standards. Students gain reading and writing skills necessary to perform successfully both in the school and the community. Using an integrated approach to teach the Indiana Reading-Language Arts standards, the program instills a lifelong interest in, as well as an appreciation for, reading and writing. Individualized instruction dominates the teaching strategies employed in a student-centered classroom that focuses on reading and writing in both the content and general areas.

# ENGLISH AS A NEW LANGUAGE

English as a New Language (ENL) Program at Carmel High School is designed to support the new English language learner in learning not only the English language, but also supports the ENL student in learning the content in the courses across disciplines. Students are expected to make a year's progress in language learning for each year they are enrolled in the ENL program.

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## ENGLISH AS A NEW LANGUAGE I 1-2

Classification: English as a New Language (ENL) (173-174)  
Prerequisite: Non-native speakers, Levels 1 and 2  
Open to: 9, 10, 11, 12,  
Credit: 2 RW

This course is designed for the beginning ENL student, Levels 1 & 2. Students in this class will experience learning the English language by listening, speaking, reading, and writing in English. Classes will be taught using all modalities (visual, auditory, oral, and physical). Students will receive a grade for this class. ENL students may take no more than two semesters of ENL English without also being enrolled in English 9. ENL students desiring to meet Core 40 requirements or earn an Academic Honors Diploma need eight regular English credits in addition to any ENL English credits. This course will count for 2 World Language credits.

## ENGLISH AS A NEW LANGUAGE II 1-2

Classification: English as a New Language (ENL) (175-176)  
Prerequisite: Non-native speakers, Level 3  
Open to: 9, 10, 11, 12  
Credit: 2 RW

This course is designed for the intermediate student learning English, Levels 3 & 4. Students will improve their English skills through listening, speaking, writing, and reading English. The course of study will include intensive grammar study applied to writing. Students will read from a number of sources for specific purposes: books, magazines, and newspapers. Vocabulary study, both formal and informal, will improve their reading and writing. A writing

process will be utilized. Viewing and responding/interpreting visual images will also be addressed. Critical thinking skills will be utilized while synthesizing information and solving problems. Assessments will be tests, quizzes, performances, and projects.

ENL students may take no more than two semesters of ENL English without also being enrolled in English 9. ENL students who desire to meet Core 40 requirements or earn an Academic Honors Diploma, need eight regular English credits in addition to any ENL English credits. This course will count for 2 World Language credits.

## ENGLISH AS A NEW LANGUAGE III

Classification: English as a New Language (ENL) (176A)  
Prerequisite: Non-native speakers, Level 4

Open to: 9, 10, 11, 12  
Credit: 1, fall semester only RW  
This is an advanced course on listening, speaking, and viewing. It includes intensive grammar work, debates and oral presentations, skits and reader's theater. Students will also complete a research project. Songs and poetry will be used to improve pronunciation, vocabulary and critical thinking skills.

## COMPOSITION for English as a New Language

Classification: English as a New Language (142)  
Prerequisite: Non-native speakers, Level 5  
Open to: 9, 10, 11, 12  
Credit: 1 RW

This course is designed for advanced level 5 ESL students. This course will be based upon the Indiana ESL Standards of study. Writing portfolios will include the four types of writing

as found in the Indiana Academic Standards: personal narratives, comparison/contrast, argument of persuasion, and personal and business correspondence formats. The writing process and direct instruction will be utilized. Students will read multicultural essays and short stories which model the different writing applications. Grammar, spelling, punctuation, capitalization will also be addressed during the writing process. Writing and preparing to take written examinations will be addressed through timed writing and planning/self-evaluation. Other course writing assignments will be analyzed for purpose or purposes. If available, the course will be taught on-line or as an in-lab writing course. (This course may be used as an English credit toward the Indiana Core 40, but it will not count for the Academic Honors Diploma.)

## ENGLISH AS A NEW LANGUAGE TOPICS IN SOCIAL SCIENCE:

Perspectives on America for English Language Learners  
Classification: English as a New Language (405)  
Prerequisite: Non-native speakers, Levels 2-4  
Open to: 9, 10, 11, 12  
Credit: 1 RW

This ENL course provides an overview of American history and its democratic foundations in preparation for U.S. history and government classes. Emphasis on vocabulary, research, and inquiry will be used to help develop basic knowledge of U.S. history and government systems. Citizenship rights and responsibilities, current political issues, process of policy making, methods of public participation, relationships between current issues and government, and a

world perspective of comparative government systems will all be covered.

**NON-CREDIT OFFERINGS:**

**READING ASSISTED STUDY HALL(139-140)**

This study hall is for students needing reading assistance for their academic classes. Neither grade nor credit is given for this class. Enrollment must be approved by reading specialist. (139-140)

**ENL STUDY HALL (177-178)**

This class is for ENL students, levels 1-2. Students take this class for specific help in their academic classes. Neither grade nor credit is given for this class. Enrollment must be approved by ENL instructor.

**ENL LAB (177LAB/178LAB)**

This course is designed for newly arrived, non-English speaking, or beginning students. Students will develop English skills by listening,

speaking, reading, and writing utilizing computer software and online resources. Students will practice skills learned in the ENL1 class. Emphasis will be placed in the development of vocabulary used in interpersonal communication, fictional texts, and content are texts. ENL level 1-2 students can take both fall and spring semester classes. Newcomers and low level 3 students may take this class with the permission of the ENL teacher.



# FAMILY AND CONSUMER SCIENCES:

Family and Consumer Sciences Education provides **unique learning experiences** that empowers students to **manage the everyday challenges** of living and **working in a diverse, global society**. Through FCS courses, students develop a foundation to grow as individuals, family members, wage earners and community members. Courses focus on **career exploration, family development, and community leadership**. **Practical, hands-on** learning experiences help students develop **communication, thinking, leadership and management** skills applicable to all aspects of daily living. Whether students are interested in exploring a variety of content areas for **personal interest** or developing a future **career path**, FCS programs offer **opportunities for all students** to develop the knowledge, skills, attitudes and behaviors necessary for success.

Career-Technical courses are vocationally accredited and funded as specified by the Indiana Department of Education. Courses meet Indiana state Core 40 elective requirements, which also apply to career academic sequences.

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## INTERPERSONAL RELATIONSHIPS

Classification: Regular and Career-Technical (723)

Prerequisite: None - *May not have earned credit in Health Education*

Open to: 9, 10, 11, 12

Credit: 1 RW

Interpersonal Relationships satisfies the health credit required for graduation. It addresses personal growth, self-understanding, physical and mental health, lifetime wellness, decision making, and the development of strong healthy relationships with family, friends, and the community. Specific interpersonal skills such as communication, problem solving, and self-discipline are also explored. Class discussion, group activities, individual assignments, guest speakers, and community involvement are included to apply principles of personal development and interpersonal growth. Fee: \$2.00

## ADULT ROLES & RESPONSIBILITIES

Classification: Regular and Career-Technical (715)

Prerequisite: None

Open to: 9, 10, 11, 12

Credit: 1 RW

Interested in becoming an independent, and responsible participant in family, community and career settings? Then, this course is for you. Activities center around independent living and family formation, financial management, analysis of personal standards, needs,

and goals; family, career and community responsibilities; consumer choices and decision making, and the relationship between technology and environmental issues. Fee: \$2.00.

## NUTRITION AND WELLNESS: ORIENTATION TO FOODS AND NUTRITION

Classification: Regular and Career-Technical (731)

Prerequisite: None

Open to: 9, 10, 11, 12

Credit: 1 RW

This one semester course is an introduction to food and nutrition, fitness, safety and sanitation, consumer buying skills, food storage, and food preparation skills. Lab experiences include a variety of techniques in preparing grains, fruits, vegetables, dairy products and meats. This course will enable students to realize benefits of sound nutrition and apply these principles to their daily lives. ***It is a prerequisite for any of the advanced level foods courses.*** Fee: \$15.00.

*Students must pass Nutrition and Wellness prior to taking any of the following advanced classes.*

## ADVANCED NUTRITION AND FOODS:

### MEAL MANAGEMENT

Classification: Regular and Career-Technical (733F)

Prerequisite: Orientation to Foods and Nutrition

Open to 10, 11, 12

Credit: 1 RW

This advanced foods course is designed to expand students' knowledge of the nutritional aspects of meal planning, including special dietary needs, theme meals and the impact of food-related technology on foods and nutrition. Create exciting menus and time management plans through lab and classroom experiences. Consumer skills will be emphasized. Creative food preparation techniques and a unit on entertaining will enhance the study of meal preparation. Fee: \$15.00.

## ADVANCED NUTRITION AND FOODS: REGIONAL AMERICAN AND FOREIGN FOODS

Classification: Regular and Career-Technical (734F)

Prerequisite: Orientation to Foods and Nutrition

Open to: 9, 10, 11, 12

Credit: 1 RW

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

taken Cultural Foods/World Geography should not take this course. Fee: \$20.00.

### **ADVANCED NUTRITION AND FOODS: BAKING**

Classification: Regular and Career-Technical (735F)

Prerequisite: Orientation to Foods and Nutrition

Open to: 9, 10, 11, 12

Credit: 1 RW

Baking offers the advanced foods student an opportunity to concentrate on baking skills and the careers associated with this culinary area. Students will study ingredients and their functions which will provide the background for quick breads of all kinds, as well as plain and fancy yeast breads. Other topics covered will include cakes and cookies, pies and pastries, and specialty desserts. Labs will also emphasize experimentation and recipe modifications. Learn to evaluate products made in class by improving sensory evaluation skills. Consumer skills are also emphasized through a comparison of home prepared baked products to convenience items.

Fee: \$15.00.

### **ADVANCED NUTRITION AND FOODS:**

#### **CULINARY FOUNDATIONS**

Classification: Regular and Career-Technical (721 )

Prerequisite: Orientation to Foods and Nutrition

Open to: 10, 11, 12

Credit: 1 RW

Culinary Arts Foundation is a survey course for students interested in building culinary knowledge and skills and exploring culinary and nutrition related careers. Course experiences will emphasize industry practices, safety, sanitation, industry regulations, labor laws, customer relations, culinary math and nutrition. Lab experiences will focus on specific food preparation topics and techniques. CPR certification, job shadows and guest speakers will further enhance career exploration in culinary related fields. Fee: \$15.00

### **ADVANCED NUTRITION AND FOODS:**

#### **NUTRITION AND FITNESS**

Classification: Regular and Career-Technical (732F)

Prerequisite: Orientation to Foods and Nutrition

Open to: 10, 11, 12

Credit: 1 RW

An advanced foods course designed for students interested in achieving a healthy lifestyle through improved nutrition and fitness. This course enables students to develop knowledge, skills, and behaviors needed to maintain health and avoid risks throughout their lives. Special emphasis will be on the nutritional needs of young athletes, current dietary and exercise recommendations, and eating disorders. Contemporary nutrition topics relevant to today's teens will be explored through independent research, group work, guest speakers, field trips, and hands-on activities. Gain a unique opportunity to apply learning through lab experiences and evaluation. Self-assessment and monitoring of personal nutrition and fitness is an integral part of this course. Students are encouraged to take a positive, proactive role in achieving a healthy lifestyle. Fee: \$15.00.

#### **HOUSING AND INTERIOR DESIGN FOUNDATIONS**

Classification: Regular and Career-Technical (722)

Prerequisite: None

Open to: 10, 11, 12

Credit: 1 RW

Explore a future in interior design and related careers. This one semester class focuses on selecting and planning living environments to meet the needs and wants of individuals and families throughout the family life cycle. Students will study a broad range of economic, social, cultural, technological, environmental, maintenance, and aesthetic factors associated with the design process. Topics include housing and furniture styles, architecture, floor planning skills, elements and principles of design, and influences related to

interiors and furniture styles. Individual projects and guest speakers will enhance in-class learning experiences. Fee: \$5. 00.

### **FASHION AND TEXTILES FOUNDATIONS 1 & 2**

Classification: Regular and Career-Technical (707-708)

Prerequisite: None

Open to: 9, 10, 11, 12

Credit: 2 RW

This full year course is designed for the novice sewer interested in learning basic sewing terminology and techniques. Emphasis will be on construction methods and selecting patterns and fabrics suitable for the individual. A portfolio of terms, techniques, and skill samples will be developed. First semester, a minimum of two individual projects will be completed. Second semester students will continue to build their portfolio and construct garments on a more difficult level with a minimum of three projects. Students will begin to develop knowledge of fibers and types of fabrics and finishes which can also be used to evaluate and select ready-to-wear garments. Students are responsible for the expense of their own patterns, fabric and notions to complete a minimum of five projects. Students must earn a C- or higher to continue second semester.

Fee: \$6.00

### **FASHION AND TEXTILES FOUNDATIONS 3 & 4**

Classification: Regular and Career-Technical (709-710)

Prerequisite: C- or higher in Fashion and Textiles Foundations 1 & 2

Open to: 10, 11, 12

Credit: 2 RW

Students must earn a C- or higher to continue second semester

### **FASHION AND TEXTILES FOUNDATIONS 5 & 6**

Classification: Regular and Career-Technical (709I-710I)

Prerequisite: Fashion and Textiles Foundations 3 & 4

Open to: 11, 12

Credit: 2 RW

Students must earn a C- or higher to continue second semester

## **FASHION AND TEXTILES FOUNDATIONS 7 & 8**

Classification: Regular and Career-Technical (737-738)

Prerequisite: Fashion and Textiles Foundations 5 & 6

Open to: 12

Credit: 2 RW

Students have the opportunity to advance after successfully completing the prerequisite for each year. Each course is yearlong and designed for the more advanced student interested in furthering knowledge and skills in fashion and textiles while continuing to develop their portfolio. Sewing techniques and skills are refined through the construction of three garments each semester. Students are required to select more challenging patterns to further develop skills using more advanced construction and tailoring techniques. A study of fashion through the ages, an overview of the apparel industry, and careers in the clothing field will also be explored. Students are responsible for the expense of their own patterns, fabric, and notions to complete a minimum of five projects.

Fee: \$6.00

## **HUMAN DEVELOPMENT & FAMILY WELLNESS**

Classification: Regular and Career-Technical (716)

Prerequisite: None

Open to: 11, 12

Credit: 1 RW

Analyze the dynamics and challenges of relationships in today's society. Explore human development roles responsibilities and the functions of the family and its impacts. Students examine contemporary family issues such as stress, change and family crisis; principles and practices of healthy relationships; and the roles and responsibilities of individuals in relationships. Case studies, guest speakers, simulations and formal class discussions are used to explore individual and family wellness planning; and the impacts of diverse perspectives, needs, and characteristics on human development.

Fee: \$2.00

## **CHILD DEVELOPMENT & PARENTING**

Classification: Regular and Career-Technical (704)

Prerequisite: None

Open to: 11,12

Credit: 1 RW Dual Credit

Explore the growth and development of young children in child development and parenting. This curriculum benefits students who plan to be parents or pursue a profession in a child related career such as education, child psychology, pediatric medicine, or family therapy. Investigate current issues affecting children and families and study conception, prenatal development and the birth process. An in-depth evaluation of a child's physical, social, emotional, and intellectual development is conducted from birth through the preschool years. Additional child related topics such as brain development, discipline, feeding, toilet training, creative play, children's literature, and toys are also explored. Students work individually and cooperatively on special projects and assignments that will increase their knowledge and understanding of young children. Caring for children with special needs and a class service learning experience are also included.

Fee: \$3.00

Three (3) Ivy Tech State College dual credits are available to qualified students.

## **EARLY CHILDHOOD EDUCATION: KIDS' CORNER**

Classification: Regular and Career-Technical 742FB, 742FG, (FALL) OR 742SB, 742SG (SPRING)

Prerequisite: a B or higher in Child Development & Parenting and FCS teacher recommendation

Open to: 12

Credit: 2 RW Dual Credit

For seniors interested in pursuing a child related career such as elementary education, early childhood education, child specialist, child psychologist, pediatric medicine or developing a pre-kindergarten program. Responsibilities include planning and preparing learning centers, writing and

implementing daily lesson plans, completing daily observations of children, planning and implementing field trips, corresponding weekly with parents, and planning and implementing family activities. Class assignments include developing a portfolio, writing a business plan and performing a service-learning project. Students must be able to work independently, and demonstrate self-motivation and discipline. The school reserves the right to reassign participants to a study hall if they are unable or unwilling to fulfill the obligations and responsibilities associated with the role of a Kids' Corner teacher.

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

\*\*This course will operate on a rotating basis, two periods one day (gold or blue) and one period on opposite day. \*\*

## **ORIENTATION TO LIFE AND CAREERS**

Classification: Regular and Career-Technical (739)

Prerequisite: None

Open to: 9, 10, 11, 12 (suggested for 9)

Credit: 1 RW

Orientation to Life and Careers addresses the essential knowledge, skills and behaviors all students need to live successfully in today's world. A project based approach is integrated into the course of study focusing on the impact of today's choices on tomorrow's possibilities. Topics include exploration of personal aptitudes, interests, principles and goals; life and career exploration and planning; examining multiple life roles and responsibilities as individuals and family members; planning and building employability skills; transferring school skills to life and work; decision making and organizational skills; and managing personal resources. This is a foundation course designed to teach knowledge and life skills essential for ALL high school students regardless of their current or future career interests. Fee: \$3.00

## ELEMENTARY or MIDDLE EDUCATION PROFESSIONS

Classification: Regular and Career-Technical

745FE (ELEMENTARY SEMESTER)

(ELEMENTARY FULL YEAR)

746SSB(MIDDLE SCHOOL SEMESTER)

(MIDDLE SCHOOL FULL YEAR)

Prerequisite: Application, minimum **3.0 GPA or counselor recommendation.**

Child Development & Parenting is encouraged.

Open to: 11, 12

Credit: 2 to 4 RW Dual Credit

Explore a career in elementary or middle school through a semester or yearlong internship. Explore teaching as a career through planning, writing, and implementing developmentally

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

Students should be motivated toward exploring a career in education or related careers. Applicants must have a good attendance, not have a discipline record and be willing to accept numerous responsibilities

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

Fee: \$2.00

Three (3) Ivy Tech State College dual credits are available to qualified students enrolled for the full year.



# HOW DOES FAMILY AND CONSUMER SCIENCES FULFILL GRADUATION REQUIREMENTS?

## GENERAL DIPLOMA:

- Interpersonal relationships is equivalent to a health credit
- Any FCS course can be used to meet the Flex Credits and directed electives
- A combination of 6 FCS electives can apply towards the Career Academic Sequences
- Any FCS course can fulfill the additional elective requirement

## CORE 40:

- Interpersonal relationships is equivalent to a health credit
- Any FCS course can be used to meet the Flex Credits and Directed Electives
- Any combination of 6 FCS electives can apply towards the Career Academic Sequence
- Any FCS course can fulfill the additional elective requirement

## CORE 40 with ACADEMIC HONORS:

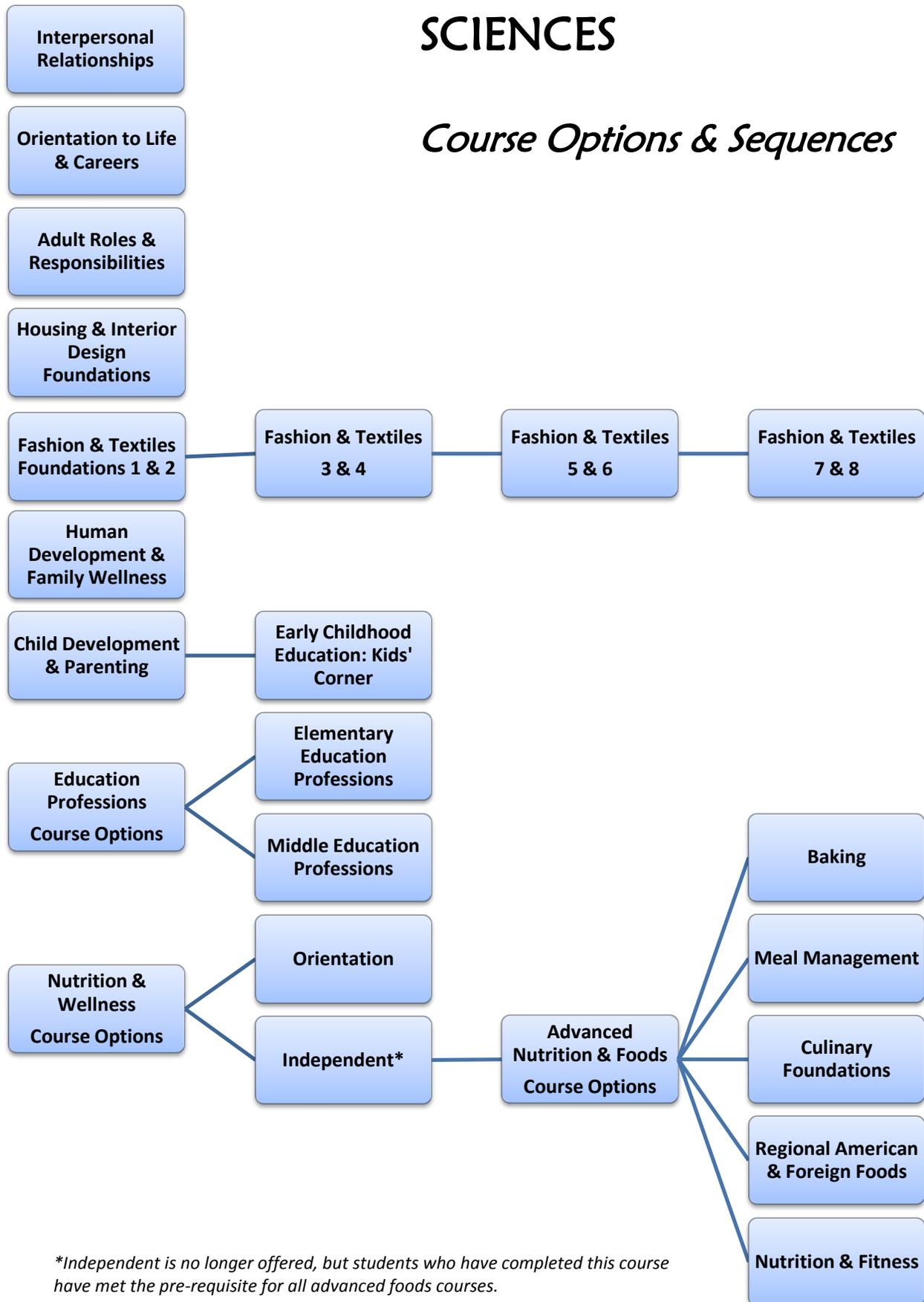
- Interpersonal relationships is equivalent to a health credit
- Any FCS course may be used towards the additional elective credits and/or applied to a course sequence
- Kids Corner is a dual high school/college credit course resulting in six (6) transferable credits
- A combination of Child Development and Parenting and a full year of Education Professions meet dual high school/college credit courses resulting in 6 college credits.

## Core 40 with TECHNICAL HONORS DIPLOMA

- Interpersonal relationships is equivalent to a health credit
- Any FCS course may be used towards the additional elective credits
- Orientation to Life and Careers applies to any career-technical course sequence
- Any combination of various FCS courses apply towards a career-technical program course sequence
- Kids' Corner is a technical, transferable dual high school/college credit course resulting in 6 college credits AND is a professional career internship
- A combination of Child Development and Parenting and a full year of Education Professions meet dual high school/college credit courses in a technical area resulting in 6 college credits AND is a 2 credit Professional Career Internship

# FAMILY & CONSUMER SCIENCES

## *Course Options & Sequences*



*\*Independent is no longer offered, but students who have completed this course have met the pre-requisite for all advanced foods courses.*

# INDUSTRIAL TECHNOLOGY:

The Industrial Technology department stresses the practical application of knowledge learned throughout the school's curriculum. Emphasis is on hands-on experiences. Basic skills and knowledge are taught and applied to projects and work experiences that broaden the student's understanding of specific skills. Good work ethics, teamwork, and cooperation are emphasized as attributes necessary for successful completion of the courses, future education pursuits, and careers. **These courses meet Indiana state Core 40 elective requirements, which also apply to the career academic sequences for the Technical Honors Diploma.**

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## **PROJECT LEAD THE WAY**

PLTW or "Project Lead the Way" is a national pre-engineering curriculum that builds partnerships among high schools, colleges, universities, and business and industry to provide students with a relevant, reality-based knowledge necessary to pursue engineering technology in college. The hands-on, project and problem-based approach adds rigor to the traditional technical programs and relevance to traditional academics. Many colleges and universities across the country accept PLTW classes for college credit. At Carmel High School, all PLTW classes are weighted and qualify for the Technical Honors diploma.

## **INTRODUCTION TO ENGINEERING DESIGN 1-2**

Classification Dual Credit (788-789)  
Prerequisite Algebra 1  
Intended Students 9, 10, 11, 12  
Credit 2 FW

Introduction to Engineering Design is an introductory course which develops a student's problem solving skills with an emphasis placed on the development of three-dimensional solid models. Student work will progress from sketching simple geometric shapes to advanced solid modeling using state of the art computer software. They will learn the engineering design process and how it is used in industry to design products. The Computer Aided Design System (CAD) will also be used to analyze and evaluate the product design. Both techniques and equipment are state of the art technology being used by engineers throughout the United

States. Rapid prototyping, CNC and other designing and manufacturing aids will be discussed and demonstrated. This course is recommended for students interested in an engineering career path. As part of the "Project Lead the Way" curriculum, many colleges and Universities across the country offer college credit or advanced placement for this course.

## **DIGITAL ELECTRONICS 1-2**

Classification: Dual Credit (790-791)  
Prerequisite Completion of Algebra 1 – with a grade of C or better  
Intended Students 9\*, 10, 11, 12  
Credit 2 FW

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

(\*9<sup>th</sup> grade students should have a strong understanding of Algebra 1 to be prepared for this course.)

## **PRINCIPLES OF ENGINEERING 1-2**

Classification: Dual Credit

(792-793)

Prerequisite: Introduction to Engineering Design 2  
Open to: 10, 11, 12  
Credit: 2FW

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

## **TECHNOLOGY EDUCATION**

### **COMMUNICATION PROCESSES 1**

Classification: Regular (760)  
Prerequisite: None  
Open to: 9, 10, 11, 12  
Credit: 1 RW

Students will study the purpose of **graphic communications** and the many career opportunities available in this field. Students will study related areas such as paper, films, camera, plates, and bindery. Photography, and developing film and making a print will be introduced. The black and

white prints from this process will then be used in a graphics project. The lab is equipped with a variety of printing equipment which the students will learn and use. Processes covered include litho printing, silk screening (T-shirts), photography and xerography.

## **COMMUNICATION PROCESSES 2**

Classification: Regular (761)

Prerequisite: Communication Processes 1

Open to: 9, 10, 11, 12

Credit: 1 RW

Using the skills learned from Communication Processes 1, students will expand their proficiency and understanding of the technologies used in industrial, modern business and information systems. Students will apply their base knowledge learned in the previous course by simulating on-the-job production graphic arts training as they process a variety of printing activities for the school system. Opportunities for individual exploration into special interest areas are also available.

## **PRODUCTION SYSTEMS 1-2**

Classification: Regular (769-770)

Prerequisite: Communication Processes 2

Open to: 10, 11, 12

Credit: 2 RW

This locally designed course is a study of the technologies used in industrial, modern business and information systems. Students will simulate on-the-job production graphic arts training. Instructional strategies include creative problem solving activities that address real-world problems and opportunities. Students will be exposed to a wide variety of production processes and will assume roles as management. The importance of efficiency and the requirement for excellence in workmanship will be emphasized as students process printing for the school system. Students will utilize state-of-the-art equipment to complete their many varied projects.

## **DESIGN PROCESSES 1**

Classification: Regular (756)

Prerequisite: None

Open to: 9, 10, 11, 12

Credit: 1 RW

This design class is a hands-on in depth study into the world of Engineering Graphics and Drafting. Engineering Graphics is the international "language" of communicating ideas creative design and all stages of product development in the construction, manufacturing and design industries. Artistic ability for this type of drawing and design is not required as the drawings are accomplished with technical equipment ranging from the parallel rule to the computer. Approximately 80 percent of the student's time is spent at the drawing board creating drawings and learning the proper use of the equipment and the expected standards of the industry. Neatness, accuracy, attention to detail and a better understanding of measurement and scale are some of the additional skills students gain throughout the course of study. Demonstrations and discussions give insight into the various industries and career opportunities that incorporate the design process on a regular basis. The ability to better visualize and read a "blueprint" acquired in this class can be a great benefit in several career areas.

## **DESIGN PROCESSES 2**

Classification: Regular (757)

Prerequisite: Design Processes 1

Open to: 9, 10, 11, 12

Credit: 1 RW

Taking the "language" learned in Design Processes 1 course, students will expand their skill and understanding of the design process through assignments and explorations into more specific areas of the industry. New concepts and career areas such as civil and mechanical engineering, package developments as well as design and engineering layout (descriptive geometry) are explored through drawings and design activities. Individual and group design problems reinforce the engineering and design process. Opportunities for

individual exploration into special interest areas are also available.

## **FUNDAMENTALS OF ENGINEERING**

Classification: Regular (752)

Prerequisite: Design Processes 2

Open to: 10, 11, 12

Credit: 1 RW

The world of engineering has changed greatly with the introduction of CAD (Computer Aided Design). Students in this class will learn a wide variety of the capabilities of CAD. Using AutoCAD, the students will create drawings and designs representing a variety of industrial areas. From mechanical design and geometric tolerancing to topography and civil engineering students will spend the majority of the time at the CAD station. Students will be creating many objects in 3D, increasing their visualization ability and then assign materials and lighting to their object to create photorealistic renderings. Students will also be introduced to various CNC (computer numerical controlled) machines to understand how an accurate CAD drawing can be used to send data directly to a machine to be milled, grown or cut. This brief introduction into the concept of automated manufacturing and CAM (Computer Aided Manufacturing) presents new opportunities into fast growing world of using computers in all areas of the manufacturing environment.

## **ARCHITECTURAL DRAFTING 1-2**

Classification: Regular (750-751)

Prerequisite: Design Processes 2 Or Introduction to Engineering Design 2

Open to: 10, 11, 12

Credit: 2 RW

**Architectural drafting** is a hands-on drawing course covering the aspects of planning, designing, engineering, construction processes and marketing of a residential home. Students will be designing a structure to be built by the Vocational Building Trades class and communicating with the VBT board in the role of a client. Students will be expected to design within the constraint of cost and space, problem

solve, and think critically and creatively throughout the process. Along the path of this design, other aspects of Architecture, Engineering and Construction (AEC) will be introduced and discussed.

### **MANUFACTURING PROCESSES 1-2**

Classification: Regular (765-766)  
Prerequisite: None  
Open to: 9, 10, 11, 12  
Credit: 2 RW

This laboratory **materials and processes** course explores the technological processes used to obtain resources and change them into industrial materials and finished consumer products. Students will learn the processing of metals, polymers, acrylics, wood and laminates. Manufacturing processes will be learned and performed through the use of hand tools, industrial machines, robots and computer controlled equipment. Students will produce a variety of individual and group produced products and projects.

### **CONSTRUCTION PROCESSES 1-2**

Classification: Regular (754-755)  
Prerequisite: None  
Open to: 9, 10, 11, 12  
Credit: 2 RW

This **construction technology** course is designed to help students understand how technology is used to produce our constructed environment. In this laboratory-centered course, students will learn plan reading and material estimating as well as structural and component construction techniques and processes. The areas to be explored are carpentry, concrete and masonry, plumbing, electrical, insulation, and wall finishing. Students will build a house in the laboratory.

### **VOCATIONAL BUILDING TRADES 1-2**

Classification: Vocational (771-772)  
Prerequisite: Construction Processes 2 Recommended; 10 needs department approval  
Open to: 10, 11, 12  
Credit: 6 RW

Students will make use of the skills learned in Construction Processes (prerequisite) to build a house within the community. Students will spend the majority of class time at a jobsite developing skills needed for entry-level employment in various positions in the construction industry. Business practices will be taught through the estimation of materials and labor cost required to complete each phase of the project. This course provides students with a basic knowledge of the construction methods through practical experiences, guest speakers, trades demonstrations and a variety of print and media materials.

### **VOCATIONAL BUILDING TRADES 3-4**

Classification: Vocational (773-774)  
Prerequisite: Vocational Building Trades 2  
Open to: 11-12  
Credit: 6 RW

Second-year students and seniors will assume a leadership role in the daily requirements of the class. They will continue to develop skills which will assist them in obtaining employment in a construction field of their interest. The students will increase their understanding of business transactions associated with the construction trades, as well as refining their trade skills through the construction of the residential structure.

### **TRANSPORTATION PROCESSES 1-2**

Classification: Regular (767-768)  
Prerequisite: None  
Open to: 9, 10, 11, 12

Credit: 2 RW

This **power technology** course exposes the student to the systems and processes within a portion of society's transportation industry. Students will gain knowledge as well as experience in the service and preventative maintenance of today's vehicles from bumper to bumper. Students will become familiar with EPA laws, ASE certification, vehicle warranty, and manufacturer's scheduled maintenance pertaining to the service and repair of today's vehicles. Students will also better understand how to compare and shop for service and repair. Teams of students will learn to problem solve and demonstrate trouble shooting and service knowledge while performing various tasks on school owned vehicles, test engines, and "state of the art" computer training systems. Students with interest in careers in the automobile technology, mechanical engineering, and service industry will benefit greatly from this course.

### **TECHNOLOGY SYSTEMS 1-2**

Classification: regular  
Prerequisite: Application, teacher approval  
Open to: 11, 12  
Credit: 1 or 2 RW

This **independent study** course allows the student to study the technologies used in industrial engineering, modern business and information systems. Each student will set up an individual contract to include creative problem solving activities that address real-world problems and opportunities. The student and instructor will determine his/her goals, objectives and method to accomplish the goals. An application stating the student's research specialty and intended goals must be mutually agreed upon by teacher and student before acceptance into the course.

## IMPORTANT NOTE FOR INDUSTRIAL TECHNOLOGY STUDENTS:

Students enrolled in the following classes may receive college credit and/or advanced placement in identified university and post-secondary programs. Students who meet the requirements may apply and receive post-secondary credit, depending upon specific college credit policies. Students should contact the department chair or their counselor for specific information.

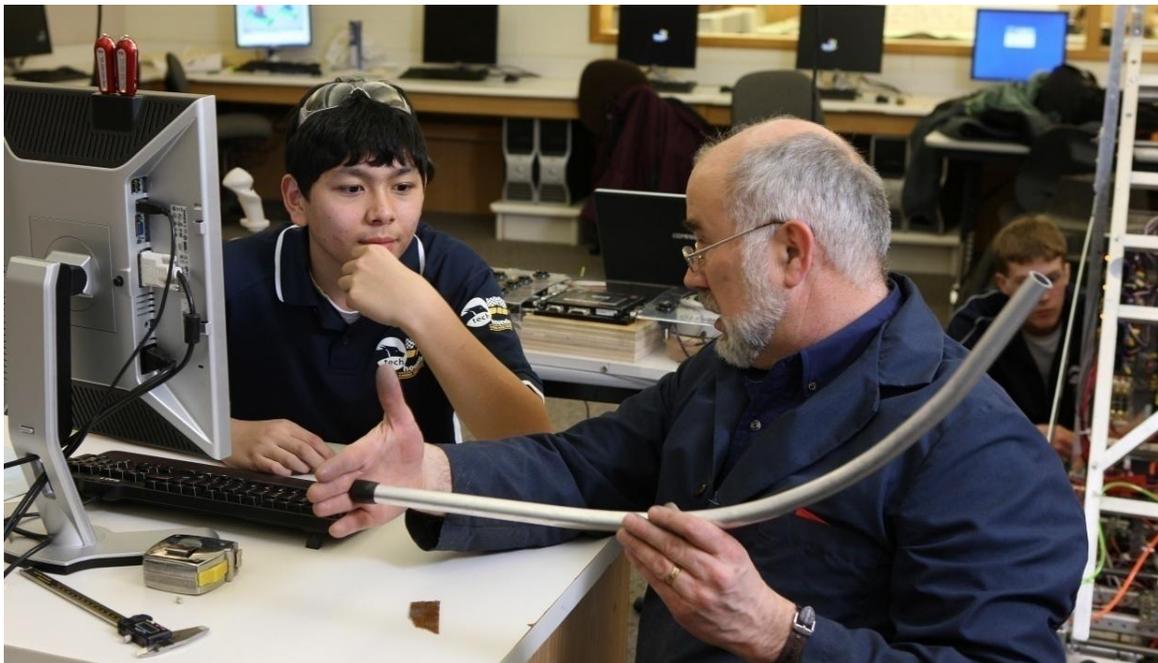
Introduction to Engineering Design 1-2  
Design Processes 1-2  
Architectural Drafting 1-2  
Fundamentals of Engineering  
Digital Electronics 1-2

Principles of Engineering 1-2  
Construction Processes 1-2  
Communication Processes 1-2  
Transportation Processes 1-2  
Vocational Building Trades 1-2-3-4

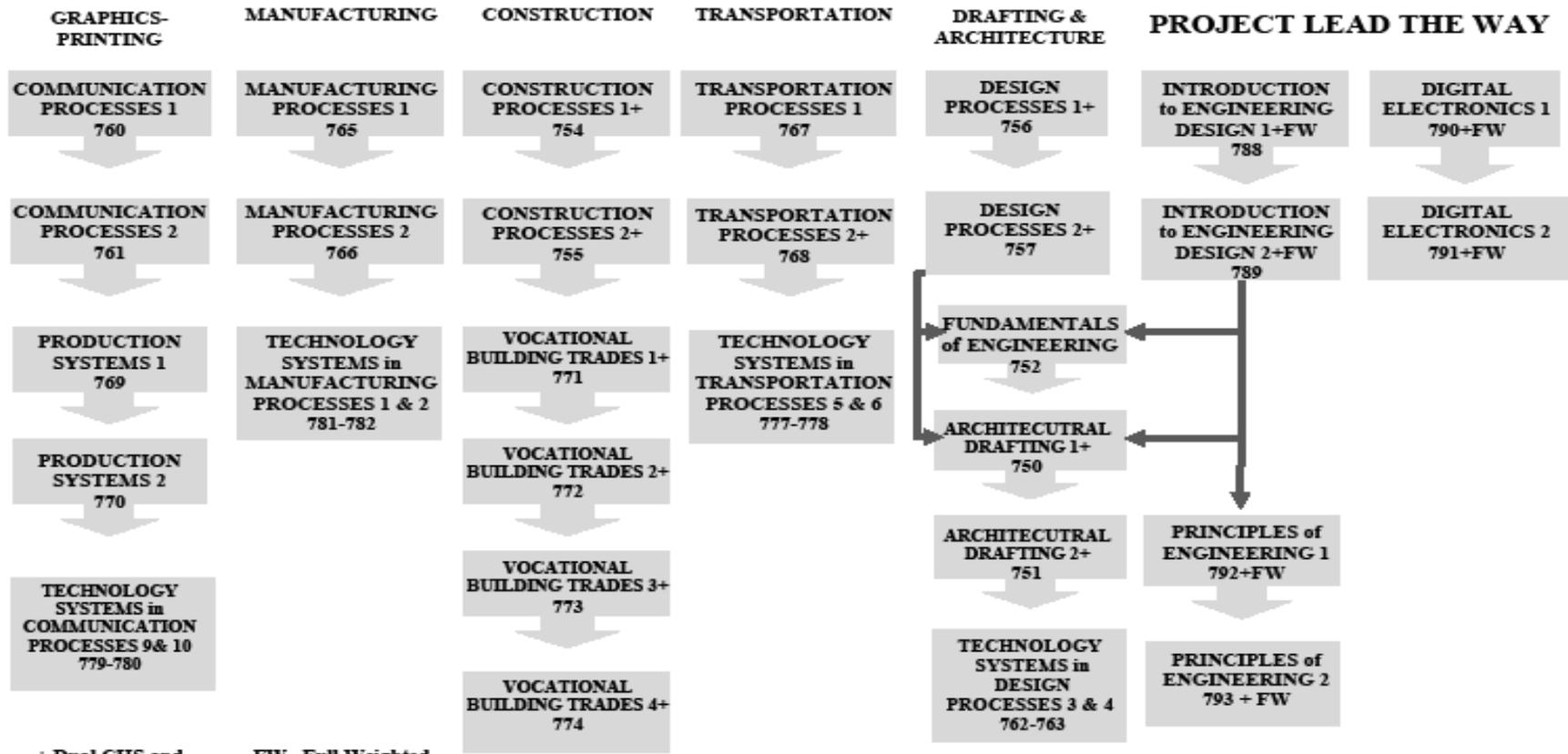
Post-secondary schools currently offering credit and/or advanced placement for meeting prescribed proficiencies in Industrial Technology / Project Lead the Way classes include the following:

Purdue University  
Indiana State University  
Lincoln Technical Institute  
Vincennes University  
IUPUI - Indiana University Purdue  
University at Indianapolis

Duke University  
Penn State University  
Rochester Institute of Technology  
University of Illinois



# INDUSTRIAL TECHNOLOGY COURSES



+ Dual CHS and College credit may be granted

FW –Full Weighted Grade

All Industrial Technology courses satisfy the CORE 40 Technology Requirement.

# MATHEMATICS

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

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

Students are advised to consider the following factors when selecting their mathematics courses:

- Their own abilities in mathematics and the type of mathematics in which they can be successful
- Their own interest in mathematics and those particular areas of the subject that may hold the most interest for them.
- Their academic plans, in particular the subjects they wish to study in the future
- Their choice of career

In order to take two math classes during the same academic year, a student needs to get permission from the Math Department chairperson.

All students who complete Algebra I-2 will be required to take the Core 40 Algebra I exam. This exam is administered twice a year, in December and May. Since it is now the Graduation Qualifying Exam for our students starting with the class of 2013, the students who do not pass this exam will participate in remediation opportunities, then continue to take the Core 40 Exam until successfully completed.

## RETAKING MATH CLASSES

Students who have earned a credit in a course at Carmel High School with a grade lower than a "C" may retake the course to better master its content or to meet minimum grade requirements to qualify for an Indiana Academic Honors diploma. With permission of the academic department chair, students who plan to retake the second semester of a year-long course may also retake the first semester. When retaking a course, the original grade and the grade earned when the class is retaken will both be on the student's transcript and factored into the student's GPA

## CREDIT FOR HIGH SCHOOL COURSES COMPLETED IN MIDDLE SCHOOL

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

- The course taken in middle school must be equivalent to the high school course and cover the same academic standards.
- Grades and credits for the course must be included on the student's high school transcript and be factored into the student's cumulative GPA.
- The student has the option of receiving math credit only if the student is enrolled in the next-level math course.
- Parents and students may also choose to decline applying these credits toward the CHS diploma and to request they be removed from the CHS transcript. Procedures are in place for this. Please contact the student's counselor.

Incoming 9<sup>th</sup> graders with high school credit earned in middle school may retake those courses at Carmel High School if the grade earned in the middle school is lower than a "B-." When retaking a course previously taken in middle school, the course, credit, and grade earned in middle school will not be a part of the Carmel High School transcript.

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## **ALGEBRA I 1-2**

Classification: Regular (210-211)  
10-12 (210N-211N) 9  
Prerequisite: Algebra I-1 is the prerequisite to Algebra I-2  
Open to: 9, 10, 11, 12  
Credit: 2 RW

This course provides a formal development of the algebraic skills and concepts necessary for students who will take a geometry course and other advanced college-preparatory courses. The instructional program will provide for the use of algebraic skills in a wide range of problem-solving situations. Topics include: operations with real numbers, solutions and graphing of equations and inequalities, basic operations with polynomials, solutions of quadratic equations and systems of equations, use of exponents, and basic operations with formal expressions.

No student will be allowed to take Algebra I-2 before earning credit for Algebra I-1.

## **ALGEBRA II 1-2**

Classification: Regular (212-213)  
Prerequisite: Algebra I 2 required and Geometry 2 recommended  
Open to: 9, 10, 11, 12  
Credit: 2 RW

Algebra II is a course designed to reinforce skills learned in Algebra I as well as introducing topics necessary for higher-level math courses. The topics given to high priority in Algebra II are solving of all types of equations and inequalities, graphing functions and solving application problems. Calculators and computer work is integrated where appropriate.

## **ALGEBRA II 1-2, Honors**

Classification: Honors (224W-225W)  
Prerequisite: Geometry 2, Honors  
NOTE: Students not meeting the prerequisite should contact the department chair to arrange a placement test. Waivers are not acceptable if the student hasn't taken honors geometry.

Open to: 9, 10  
Credit: 2 PW

This course is offered to students recommended as most able in mathematics. The content of the

course includes all topics in Algebra II, presented from a more abstract and theoretical standpoint. Additional topics include: determinants, linear programming, matrices, limits, statistics and an introduction to trigonometry. Students taking this course will be required to have a TI-84 or TI- 84+ graphing calculator.

## **PRE-ALGEBRA PRE-ALGEBRA LAB**

Classification: Regular (228N)

Prerequisite: none

Open to: 9<sup>th</sup> grade students who have earned D's or F's in 8<sup>th</sup> grade Pre-Algebra

Offered fall semester ONLY

Credit: Pre-Algebra class one elective credit; Pre-algebra lab .5 elective credit RW

This course is designed to improve the math skills of the students who struggled in 8<sup>th</sup> grade pre-algebra before they enroll in Algebra 1. Instruction will concentrate on strengthening the math skills that have been found to be the main building blocks students need to be successful in Algebra 1. These students will be enrolled in Algebra 1-1 2<sup>nd</sup> semester. Once they have received credit for Algebra 1-1 they will be expected to take Algebra 1-2 in summer school. Since having math daily is important for these students, the counselors will schedule the Pre-Algebra class for one day and the Pre-Algebra lab for the next day.

## **GEOMETRY 1-2**

Classification: Regular (222-223)

Prerequisite: Algebra I 2

Open to: 9, 10, 11, 12

Credit: 2 RW

The course presents a unified approach to plane and solid geometry. Emphasis is on the structure and the deductive nature of mathematics. Topics include congruence, similarity, parallel lines, polygons, measurement, areas and volumes.

## **GEOMETRY 1-2, Honors**

Classification: Honors (226-227)

Prerequisite: Algebra I 2

Open to: 9, 10

Credit: 2 PW

This course is designed to introduce the student to the vocabulary and concepts of plane geometry and to apply those concepts using the processes of logical reasoning to attain a better understanding of the world around them. The development of theorems will necessitate a working knowledge of measurement, congruence, similarity, parallelism, perpendicularity, transformations, probability, perimeter, area, volume, trigonometry, and application of algebra concepts of geometry.

## **PRE-CALCULUS/ TRIGONOMETRY 1-2 PS- PRE STAT**

Classification: Regular (208B-209B)

Prerequisite: Algebra II 2

Open to: 11, 12 (Not open to students with credit in Pre-Calculus/Trig or Pre-Calculus/Trig Honors)

Credit: 2 RW

This course provides for the development of trigonometric relationships from an understanding of the circular functions, their properties and graphs, inverse trig functions, trig equations and identities, the Law of Sines and the Law of Cosines, applications of the trig functions and polar coordinates. Topics covered in this course also include the theory of equations, exponential and logarithmic functions, matrices, determinants and basic laws of probability. This course is intended to prepare students for AP Statistics or Discrete Mathematics.

*This course does not fulfill the prerequisite for Calculus Survey/ M119, AP Calculus AB 1-2 or AP Calculus BC 1-2.*

Students taking this course will be required to have a TI-84 or TI-84+ graphing calculator.

## **PRE-CALCULUS/ TRIGONOMETRY 1-2**

Classification: Regular (208A-209A)

Prerequisite: Algebra II 2 or

Algebra II 2, Honors

Open to: 10, 11, 12

Credit: 2 RW

Pre-Calculus blends all of the concepts and skills that must be mastered prior to the enrollment in a college-level calculus course or other college-level

math courses. A functional approach provides for the integration of trigonometric concepts, relationships of equations and their graphs and applications of real world problems.

Students taking this course will be required to have a TI-84 or TI-84+ graphing calculator.

### **PRE-CALCULUS/ TRIGONOMETRY 1-2/IB MATH**

Classification: Regular (208AW-209AW)

Prerequisite: Algebra II 2 or Algebra II 2, Honors

Open to: 10, 11, 12

Credit: 2 PW

This course is the first year of a two year curriculum for the IB Mathematics SL course. This Pre-Calculus course blends all of the concepts and skills that must be mastered prior to the enrollment in a college-level calculus course or other college-level math courses. A functional approach provides for the integration of trigonometric concepts, relationships of equations and their graphs and applications of real world problems. Students enrolled in this course will have additional instruction on several math topics and complete two internal assessments. Students taking this course will be required to have a TI-84 or TI-84+ graphing calculator.

### **PRE-CALCULUS/ TRIGONOMETRY HONORS/IB MATH**

Classification: Honors (208HW-209HW)

Prerequisite: Algebra II 2, Honors

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

Open to: 10, 11

Credit: 2 FW

This course provides formal development of the algebraic, trigonometric, and other pre-calculus skills. These are the concepts necessary for the students who will take a calculus course and other

college level mathematics courses. The instructional program will provide ways to use algebraic skills, graphic techniques, and a wide range of applications. Students will further develop an appreciation of the contributions made by mathematicians such as De Moivre and Euler. Topics include: algebra and coordinate geometry for pre-Calculus, algebraic and transcendental functions and graphs, analytic geometry and trigonometry, matrices, parametric equations, mathematical induction, binomial theorem, series, and sequences. Students taking this course will be required to have a TI-84 or TI-84+ graphing calculator.

### **STATISTICS 1-2, Advanced Placement**

Classification: Advanced Placement (234W-235W)

Prerequisite: Algebra II-2

Open to: 10, 11, 12

Credit: 2 FW

The course is an in-depth study of statistics for the highly motivated student. Its purpose is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. This course is for those students who intend to major in the following areas in college: business, social science, health science, or engineering. The curriculum is aligned to College Board guidelines. Students completing this course will be able to take the AP Statistics exam in May, part of which may be paid by the state when the student is currently enrolled in the course. Students taking this course will be required to have a TI-84 or TI-84+ graphing calculator. *Any student applying to IU needs to take Pre-Calculus before AP Statistics*

### **FINITE MATHEMATICS 1-2 ACP M118**

Classification: Regular (219F-219FIW/219S-219SIW)

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

Open to: 11, 12

Credit: 2 CHS FW

Discrete Mathematics is a two semester course designed for students

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

As part of the Advance College Project through Indiana University, students who enroll in Discrete Math may apply to earn three (3) hours of college credit. Students would be enrolled in course number M118 and would be charged reduced university tuition per credit hour. Each student who chooses to participate in the ACP program should inform his/her counselor at the time of scheduling. Fees will be due when billed by the Indiana University. Once a student application is accepted by the ACP office of IU, withdrawal from the course is not an option.

Students taking this course will be required to have a TI-84 or TI-84+ graphing calculator.

### **BRIEF SURVEY OF CALCULUS 1-2 ACP M119**

Classification: Regular (May be taken for college credit) (215F-215S/215FIW-215SIW)

Prerequisite: Pre-Calculus/Trig 2

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

Credit: 2 FW

Brief Survey of Calculus is a two semester course which offers the student the opportunity to learn Calculus with emphasis on applications rather than theory. This course is recommended for only those students who have maintained a "B" average in previous mathematics courses. The course content includes functions, limits, derivatives, applications of the derivative and applications of integration. As part of the Advance College Project, students who enroll in Calculus Survey may apply to earn three (3) hours of college credit through Indiana University at Bloomington under the title

Mathematics (M119). Regular university fees will be charged and credits are transferable to most colleges and universities in the country. Each student who chooses to take this course for college credit should inform his/her counselor at the time of scheduling. Once a student application is accepted by the ACP office of IU, withdrawal from the course is not an option.

Students taking this course will be required to have a TI-84 or TI-84+ graphing calculator.

### **CALCULUS AB 1-2, Advanced Placement /ACP M211**

Classification: Advanced Placement (Maybe taken for college credit) (20W-205W/204IW-205W)  
Prerequisite: Pre-Calculus /Trig 2  
Honors or Pre-Calculus/Trig 2  
Open to: 11, 12  
Credit: 2 FW

AP Calculus AB introduces the topics of differential and integral calculus. The course covers at least as much material as a standard first semester college calculus course. It is recommended for only those students who have maintained a high B average in previous math courses. Students taking this course will be required to have a TI-84 or TI-84+ graphing calculator.

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

As part of the Advance College Project, students who enroll in AP Calculus AB may apply to earn four (4) hours of college credit through Indiana University's mathematics department. (Course number M211) Regular university fees will be

charged and credits are transferable to most colleges and universities. Each student who chooses to take this course for college credit should inform his/her counselor at the time of scheduling. Fees will be due within the first two weeks of the first semester. Once a student application is accepted by the ACP office of IU, withdrawal from a course is not an option. Students are required to complete a summer review packet. If students move in during the summer, they will be given ample time to complete the packet at the beginning of the school year.

### **CALCULUS BC 1-2, Advanced Placement/ ACP M211-212**

Classification: Advanced Placement (May be taken for college credit) (200W-201W/200IW-201IW)  
Prerequisite: Pre-Calculus/Trig 2  
Honors  
Note: Students not meeting the prerequisite should contact the department chair to arrange a placement test. Waivers are not acceptable if the student has not taken Honors Pre-Calculus/Trig 1-2.  
Open to: 11, 12  
Credit: 2 FW

AP Calculus BC is a college-level course designed for highly motivated math students. The student should be competent in a range of analytical and technical skills.

The curriculum is aligned to College Board guidelines and covers the content of the standard first two semesters of college calculus. Students will be prepared for the AP Calculus BC exam in the spring and may earn up to two semesters of college credit. Students in this course are encouraged to take the AP exam, part of which may be paid by the state when the student is currently enrolled in the course.

As part of the Advance College Project through Indiana University, students who enroll in AP Calculus BC may apply to earn four (4) hours of college credit. Students would be enrolled in course numbers M211 and M212 and would be charged reduced university tuition per credit hour.

Each student who chooses to participate in the ACP program should inform his/her counselor at the time of scheduling. Fees will be due when billed by Indiana University. Once a student application is accepted by the ACP Office of IU, withdrawal from the course is not an option.

### **MULTIVARIABLE CALCULUS/ MATH HL, INTERNATIONAL BACCALAUREATE**

Classification: IB (250W-251W)  
Prerequisite: AP Calculus BC 1-2  
Note: Students not meeting the prerequisite should contact the department chair to arrange a placement test. Waivers are not acceptable if the student has not taken AP Calculus BC 1-2.  
Open to: 11, 12  
Credit: 2 FW

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

This course includes topics from the third semester of college Calculus. Students will review topics from Calculus BC and previous math courses to meet the requirements of the Mathematics HL in the International Baccalaureate program. The pace of the course is such that ample time could be given to each topic to enhance students understanding through use of technology and explorations.

## **MATHEMATICAL STUDIES— STANDARD LEVEL, INTERNATIONAL BACCALAUREATE**

Classification:

International Baccalaureate

(Prerequisites: Algebra II-1-2 or

Algebra II Honors 1-2.

Open to: 12

Credit: 2 PW

This course is a one-year program available at standard level (SL) only. It is intended for students with varied backgrounds and abilities. More specifically, it is designed to build confidence and encourage an appreciation of mathematics in students who do not anticipate a need for mathematics in their future studies. Students taking this course need to be already equipped with fundamental skills and a rudimentary knowledge of basic processes.

This course concentrates on mathematics that can be applied to contexts related as far as possible to other subjects being studied, to common real-world occurrences and to topics that relate to home, work, and leisure situations. The course requires students to produce a project, a piece of written work based on personal research, guided and supervised by the teacher. The project provides an opportunity for students to carry out a mathematical investigation in the context of another course being studied, a hobby or interest of their choice using skills learned before and during the course.

Students taking this course will be required to have a TI-84 or TI-84+ graphing calculator.

## **MATHEMATICS—STANDARD LEVEL, INTERNATIONAL BACCALAUREATE 1-4 (Two- year program)**

Classification:

International Baccalaureate

Sequence of Courses: Pre-Calculus / Trig 1-2, AP Calculus AB

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

Open to: 11, 12

Credit: 4 (2 year program) FW

This is a two-year program in mathematics that prepares the student for the IB Mathematics SL exam. This program is intended for students who already possess knowledge of basic mathematical concepts and who are equipped with the skills needed to apply mathematical techniques correctly. The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology, and business administration.

The internally assessed component, the portfolio, offers students a framework for developing independence in their mathematical learning by engaging in mathematical investigation and modeling. Students are provided with opportunities to take a considered approach to these activities and to explore different ways of approaching a problem. Students will be required to develop skills they need for communicating mathematical ideas.

## **MATHEMATICS HIGHER LEVEL, INTERNATIONAL BACCALAUREATE 1-4**

Classification: International Baccalaureate (200IBHW-IB Math HL-Calc BC, 201IBHW-IB Math HL Calc BC2, 250 IBHW IB Math HL Multi-Var Calc 1, 251 IBHW-IBHW Multi-Var Calc 2)

Sequence of Courses: AP Calculus BC, Multivariable Calculus

Prerequisites: Honors Algebra II and Honors Pre-calculus

Open to 11,12

Credit: 4 (2 year program) FW

This is a two-year program in mathematics that prepares the student for the IB Mathematics HL exam. This program is intended for students with a good background in mathematics and strong ability in analytical and technical skills. The program is a demanding one, requiring students to study a broad range of mathematical topics to varying degrees of depth. Students should have a strong interest in mathematics and enjoy meeting its challenges and engaging with its problems. This

program develops mathematical concepts in a comprehensible, coherent, and rigorous way. Development of each topic will feature justification and proof of results.

The internally assessed component, the portfolio, offers students a framework for developing independence on their mathematical learning by engaging in mathematical investigation and modeling. Students are provided with opportunities to take a considered approach to these activities and to explore different ways of approaching a problem. Students will be required to develop skills they need for communicating mathematical ideas.

## **MATHEMATICS LAB 1-2, 3-4**

Classification: Supplemental (245-246-247-248)

Prerequisite: Selection process

Open to: 9, 10, 11, 12

Credit: .5 (elective) RW

Mathematics Lab is a remediation course required for students who did not receive a passing score on the Algebra I Core 40 exam and have not earned credit for both semesters of Algebra I. This course is also available to Algebra I students based on their math teacher's recommendation. The focus of this course is twofold:

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





# PERFORMING ARTS:

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

## BAND DIVISION:

Activity Fee: There is a \$20.00 activity fee each semester for all students enrolled in a concert band and a \$15.00 activity fee for all students enrolled in a jazz band. The money is used for contest entry fees, guest conductors and artists, music rental, etc. The fees are due at the beginning of the school year. Checks should be made payable to Carmel High School.

Performance Attire: All members of the concert bands, jazz bands, and auxiliary groups will be responsible for the purchase or rental of performing attire for the school year. Uniforms for these groups are selected at the beginning of each year by the directors and students.

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### **BEGINNING CONCERT BAND (L) - Concert Band 1-2**

Classification: Regular (860-861)

Prerequisite: None

Open To: 9

Credit: 2 RW

This course is open to 9<sup>th</sup> grade wind players and percussionists only. 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. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Ensemble and solo activities are designed to develop elements of musicianship including, but not limited to: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music, and (7) studying historically significant styles of literature. Experiences include, but are not limited to, improvising, conducting, playing by ear, and sight-reading. Students are given opportunities to develop the ability to understand and convey the composer's intent in order to connect the performer with the audience.

Students also have the opportunity to experience live performances by professionals during and outside of the school day. Time outside of the school day may be scheduled for dress

rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities, outside of the school day, that support and extend learning in the classroom.

### **INTERMEDIATE CONCERT BAND (L) – Wind Symphony II 1-2**

Classification: Regular (899C-900C)

Prerequisite: Audition

Open To: 10, 11, 12

Credit: 2 RW

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. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Ensemble and solo activities are designed to develop elements of musicianship including, but not limited to: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music, and (7) studying historically significant styles of literature.

Experiences include, but are not limited to, improvising, conducting,

playing by ear, and sight-reading. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Students also have opportunities to experience live performances by professionals during and outside of the school day. Time outside of the school day may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities, outside of the school day, that support and extend learning in the classroom.

In addition, students perform, with expression and technical accuracy, a large and varied repertoire of concert band literature that is developmentally appropriate. Evaluation of music and music performances is included.

### **INTERMEDIATE CONCERT BAND (L) – Wind Symphony III 1-2**

Classification: Regular (899B-900B)

Prerequisite: Audition

Open To: 10, 11, 12

Credit: 2 RW

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. Instruction is

designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Ensemble and solo activities are designed to develop elements of musicianship including, but not limited to: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music, and (7) studying historically significant styles of literature.

Experiences include, but are not limited to, improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Students also have opportunities to experience live performances by professionals during and outside of the school day. Time outside of the school day may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities, outside of the school day, that support and extend learning in the classroom.

In addition, students perform, with expression and technical accuracy, a large and varied repertoire of concert band literature that is developmentally appropriate. Evaluation of music and music performances is included.

### **ADVANCED CONCERT BAND (L) - Wind Symphony I 1-2**

Classification: Honors (899-900)  
Prerequisite: Audition  
Open To: 10, 11, 12  
Credit: 2 RW

Advanced Concert Band provides students with a balanced comprehensive study of music through the concert band, which develops skills in the psychomotor, cognitive, and affective domains. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Ensemble and solo activities are

designed to develop elements of musicianship including, but not limited to: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music, and (7) studying historically significant styles of literature.

Experiences include, but are not limited to, improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Students also have the opportunity to experience live performances by professionals during and outside of the school day. Time outside of the school day may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities, outside of the school day, that support and extend learning in the classroom.

Band repertoire must be of the highest caliber. Mastery of advanced wind band technique must be evident. Areas of refinement consist of advanced techniques including, but not limited to: (1) intonation, (2) balance and blend, (3) breathing, (4) tone production, (5) tone quality, (6) technique, (7) rhythm, (8) sight-reading, and (9) critical listening skills. Evaluation of music and music performances is included.

### **JAZZ ENSEMBLE (L) – JAZZ IV**

Classification: Regular (883)  
Prerequisite: Member of concert band (Guitar/Keyboard excluded) Audition  
Open To: 9  
Credit: 1 RW

Jazz I is open to 9<sup>th</sup> grade instrumentalists by audition. Students taking this course develop musicianship and specific performance skills through group and individual settings for the study and performance of the varied styles of instrumental jazz. The instruction

includes the study of the history, formative, and stylistic elements of jazz. Students develop their creative skills through: improvisation, composition, arranging, performing, listening, and analyzing. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas.

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

### **JAZZ ENSEMBLE (L) – JAZZ III**

Classification: Regular (883)  
Prerequisite: Audition and member of concert band (Guitar/Keyboard excluded)  
Open To: 9, 10, 11, 12  
Credit: 1 RW

This course is open to grades 9, 10, 11, and 12 by audition only. Students taking this course develop musicianship and specific performance skills through group and individual settings for the study and performance of the varied styles of instrumental jazz. The instruction includes the study of the history, formative, and stylistic elements of jazz. Students develop their creative skills through: (1) improvisation, (2) composition, (3) arranging, (4) performing, (5) listening, and (6) analyzing. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas.

Students are provided with opportunities to experience live

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

### **JAZZ ENSEMBLE (L) – JAZZ II**

Classification: Regular (883)  
Prerequisite: Audition and member of concert band (Guitar/Keyboard excluded)  
Open To: 9, 10, 11, 12  
Credit: 1 RW

This course is open to grades 9, 10, 11, and 12 by audition only. Students taking this course develop musicianship and specific performance skills through group and individual settings for the study and performance of the varied styles of instrumental jazz. The instruction includes the study of the history, formative, and stylistic elements of jazz. Students develop their creative skills through: (1) improvisation, (2) composition, (3) arranging, (4) performing, (5) listening, and (6) analyzing. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas.

Students are provided with opportunities to experience live performances by professionals during and outside of the school day. A limited amount of time outside of the school day may be scheduled for dress rehearsals and performances. In addition, a limited number of public performances may serve as a culmination of daily rehearsal and music goals. Students must participate in performance opportunities, outside of the school day, that support and extend the learning in the classroom.

Student participants must also be receiving instruction in another band or orchestra class offering, at the discretion of the director.

### **JAZZ ENSEMBLE (L) – JAZZ I**

Classification: Honors (883)  
Prerequisite: Audition and member of concert band (Guitar/Keyboard excluded)  
Open To: 10, 11, 12  
Credit: 1 RW

This course is open to grades 10, 11, and 12 by audition only. Students taking this course develop musicianship and specific performance skills through group and individual settings for the study and performance of the varied styles of instrumental jazz. The instruction includes the study of the history, formative, and stylistic elements of jazz. Students develop their creative skills through: (1) improvisation, (2) composition, (3) arranging, (4) performing, (5) listening, and (6) analyzing. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas.

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

### **MARCHING BAND**

Classification: Regular (844)  
Prerequisite: Wind and Percussion students must be enrolled in a concert band. Auxiliary students must enroll in Auxiliary class.  
Open To: 9, 10, 11, 12

Credit: 1 RW

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

### **MUSIC THEORY AND COMPOSITION (L) - Music Theory 1-2**

Classification: Regular (891-892)  
Prerequisite: Permission of instructor  
Open To: 10, 11, 12  
Credit: 2 RW

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

professionals, during and outside of the school day.

### **APPLIED MUSIC (L) - Jazz Improvisation 1-2**

Classification: Regular (872-873)

Prerequisite: Permission of instructor and Music Theory 1-2

Open To: 10, 11, 12

Credit: 2 RW

Applied Music in the area of Jazz Improvisation offers high school students the opportunity to receive small group or private instruction designed to develop jazz solo performance skills. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate jazz music study into other subject areas. A variety of music methods and repertoire is utilized to refine students' abilities in jazz listening, analyzing, interpreting, and performing.

### **ELECTRONIC MUSIC (L) - Music Technology 1-2**

Classification: Honors (886-887)

Prerequisite: Permission of instructor and Music Theory 1-2

Open To: 10, 11, 12

Credit: 2 RW

Students taking this course are provided with a wide variety of activities and experiences to develop skills in the use of electronic media and to incorporate current technology. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. This course of study aids in the understanding of relationships between music and the other arts and disciplines outside of the arts.

### **DANCE PERFORMANCE (L) - Marching Band Color Guard 1-2**

Classification: Regular (852-853)

Prerequisite: Audition

Open To: 9, 10, 11, 12

Credit: 2 RW

This is a performance course that is a direct extension of the band program. This course is only open to members

of the Marching Band Auxiliary Unit (Flag, Rifle, and Saber). Sequential and systematic learning experiences are provided in the area of equipment work (Flag, Rifle, and Saber) and Ballet, Modern, and Jazz movement. Students in this class participate in the Marching Band during first semester and in Winter Guard during second semester. Activities utilize a wide variety of materials and experiences and are designed to develop techniques appropriate within the Color Guard genre, including individual and group instruction in performance repertoire and skills. Students develop the ability to express their thoughts, perceptions, feelings, and images through movement. The Marching Band Color Guard and Winter Guard provide opportunities for students to experience degrees of physical prowess, technique, flexibility, and the study of Color Guard performance as an artistic discipline and as a form of artistic communication. Learning activities and experiences develop the students' ability to:

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

Students are able to describe, analyze, interpret, and judge live and recorded dance performances of professional dancers and companies in the genre. Students become aware of the vocational opportunities in the areas of Color Guard and dance.

*Students may apply for a 9<sup>th</sup> grade PE II waiver for participation in this class.*

### **CHORAL/PIANO DIVISION:**

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

Activity Fees: Each member of the Choral Music Division will be assessed a fee of \$25.00 per school year. (Additional \$10.00 for students enrolled in Musical Arts). This service fee covers the costs of music folders, music rental and replacement, etc., and will be collected during the first week of school. The fee is payable to Carmel High School.

Performance Attire: All members of Choral Organizations will be responsible for the purchase or rental of performance attire for the school year. Outfits are determined at the beginning of each school year and, if purchased, will become the property of the individual student.

### **PIANO AND ELECTRONIC KEYBOARD (L) - Beginning Class Piano 1-2**

Classification: Regular (856-857)

Prerequisite: none

Open to: 10, 11, 12

Credit: 2 RW

Students taking this course are offered keyboard classes, including piano and electronic keyboard, in order to develop music proficiency and musicianship. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas.

Students: (1) perform with proper posture, hand position, fingering, rhythm, and articulation; (2) compose and improvise melodic and harmonic material; (3) create and perform simple accompaniments; (4) listen to, analyze, sight-read, and study the literature performed; (5) study the elements of music as exemplified in a variety of styles; and (6) make interpretive decisions.

### **PIANO AND ELECTRONIC KEYBOARD (L) – Intermediate**

Class Piano 1-2  
Classification: Regular (870-871)  
Prerequisite: Beginning Class Piano and Permission of instructor  
Open to: 10, 11, 12  
Credit: 2 RW

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

### **PIANO AND ELECTRONIC KEYBOARDING**

Advanced  
Classification: Regular (854-855)  
Prerequisite: Audition or Intermediate Class Piano 1-2  
Open to: 10, 11, 12  
Credit: 2 RW

Students taking Advanced Piano develop skills through ensemble and solo playing. Mastery of basic piano technique must be evident. Instruction creates the development of the highest caliber in the diverse styles of piano literature appropriate in difficulty for the students. Instruction is designed so that students are able to connect,

examine, imagine, define, try, extend, refine, and integrate music study into their other subject areas. Students: (1) perform with proper posture, hand position, fingering, rhythm, and articulation; (2) compose and improvise melodic and harmonic material; create and perform intermediate accompaniments; (4) listen to, analyze, sight-read, and study the literature performed. Class recital is given the second semester serving as a culmination of daily practice and musical goals. Students are required to participate.

### **BEGINNING CHORUS (L) - Counterpoints 1-2**

Classification: Regular (862-863)  
Prerequisite: None  
Open to: 9  
Credit: 2 RW

Students taking Beginning Chorus (The Counterpoints) develop musicianship and specific performance skills through ensemble and solo singing. The Counterpoints is a mixed chorus of students in grade nine. Activities create the development of a quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. The Counterpoints provides instruction in creating, performing, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Students have the opportunity to experience live performances by professionals during and outside of the school day. A limited amount of time, outside the school day, may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and music goals. Students must participate in performance opportunities, outside of the school day, that support and extend learning in the classroom.

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

### **INTERMEDIATE CHORUS (L) - Blue and Gold Company 1-2**

Classification: Regular  
(864A-865A)  
Prerequisite: Audition  
Open to: 10, 11, 12  
Credit: 2 RW

Intermediate Chorus (Blue and Gold Company) provides students with opportunities to develop musicianship and specific performance skills through ensemble and solo singing. The Blue and Gold Company is a mixed chorus of students in grades 10 through 12. Activities create the development of a quality repertoire of an intermediate level reflecting the diverse styles of choral literature appropriate in difficulty and range for the students. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. The Blue and Gold Company provides instruction in creating, performing, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Additional emphasis is placed on sight-reading, critical listening skills, vocal technique, and basic stage movement. Students have the opportunity to experience live performances by professionals during and outside of the school day. A limited amount of time, outside the school day, may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and music goals. Students must participate in performance opportunities, outside of the school day, that support and extend learning in the classroom.

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

### **INTERMEDIATE CHORUS (L) - Blue and Gold Connection 1-2**

Classification: Regular  
(864C-865C)  
Prerequisite: Audition  
Open to: 10, 11, 12  
Credit: 2 RW

Intermediate Chorus (Blue and Gold Connection) provides students with opportunities to develop musicianship and specific performance skills through ensemble and solo singing. The Blue and Gold Connection is a mixed chorus of students in grades 10 through 12. Activities create the development of a quality repertoire of an intermediate level reflecting the diverse styles of choral literature appropriate in difficulty and range for the students. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. The Blue and Gold Connection provides instruction in creating, performing, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Additional emphasis is placed on sight-reading, critical listening skills, vocal technique, and basic stage movement. Students have the opportunity to experience live performances by professionals during and outside of the school day. A limited amount of time, outside the school day, may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and music goals. Students must participate in performance opportunities, outside of the school day, that support and extend learning in the classroom.

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

### **INTERMEDIATE CHORUS (L) - Choralaires 1-2**

Classification: Regular (858-859)  
Prerequisite: Audition  
Open to: 10, 11, 12  
Credit: 2 RW

Intermediate Chorus (The Choralaires) provides students with opportunities to develop musicianship and specific performance skills through ensemble and solo singing. The Choralaires is a mixed chorus of students in grades 10 through 12. Activities create the development of a quality repertoire of an intermediate level reflecting the diverse styles of choral literature appropriate in difficulty and range for the students. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. The Choralaires provides instruction in creating, performing, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Additional emphasis is placed on sight-reading, critical listening skills, vocal technique, and basic stage movement. Students have the opportunity to experience live performances by professionals during and outside of the school day. A limited amount of time, outside the school day, may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and music goals. Students must participate in performance opportunities, outside of the school day, that support and extend learning in the classroom.

The Choralaires perform on all Choral Division concerts as well as a limited number of public appearances.

### **INTERMEDIATE CHORUS - New Edition 1-2**

Classification: Regular  
(864B-865B)  
Prerequisite: Audition  
Open to: 10, 11, 12  
Credit: 2 RW

Intermediate Chorus (New Edition) provides students with opportunities to develop musicianship and specific performance skills through ensemble and solo singing. New Edition is a female chorus of students in grades 10-12. Activities create the development of a quality repertoire of an intermediate level reflecting diverse styles of choral literature appropriate in difficulty and range for the students. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. New Edition provides instruction in creating, performing, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Additional emphasis is placed on sight-reading, critical listening skills, vocal technique, and basic stage movement. Students have the opportunity to experience live performance by professionals during and outside the school day. A limited amount of time outside the school day may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and music goals. Students must participate in performance opportunities outside of the school day that support and extend learning in the classroom. New Edition performs at all Choral Division concerts as well as a limited number of public appearances.

### **INTERMEDIATE CHORUS - Descants 1-2**

Classification: Regular (864-865)  
Prerequisite: Audition  
Open to: 10, 11, 12  
Credit: 2 RW

Intermediate Chorus (The Descants) provides students with opportunities to develop musicianship and specific performance skills through ensemble and solo singing. The Descants is a female chorus of students in grades 10 through 12. Activities create the development of a quality repertoire of an intermediate level reflecting the diverse styles of choral literature

appropriate in difficulty and range for the students. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. The Descants provides instruction in creating, performing, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Additional emphasis is placed on sight-reading, critical listening skills, vocal technique, and basic stage movement. Students have the opportunity to experience live performances by professionals during and outside of the school day. A limited amount of time, outside the school day, may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and music goals. Students must participate in performance opportunities, outside of the school day, that support and extend learning in the classroom.

The Descants perform on all Choral Division concerts as well as a limited number of public appearances.

### **ADVANCED CHORUS (L) - Accents 1-2**

Classification: Regular (850-851)  
Prerequisite: Audition  
Open to: 10, 11, 12  
Credit: 2 RW

Students taking Advanced Chorus (The Accents) develop musicianship and specific performance skills through ensemble and solo singing. The Accents is a female chorus comprised of highly proficient vocal music students in grades 10 through 12. Mastery of basic vocal technique must be evident. Activities create the development of a quality repertoire of the highest caliber in the diverse styles of choral literature appropriate in difficulty and range for the students. Areas of refinement include a cappella singing, sight-reading, and critical listening skills. Instruction is designed to enable students to connect, examine, imagine, define, try, extend,

refine, and integrate music study into other subject areas. The Accents provides instruction in creating, performing, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Advanced training is offered in stage presence, movement, and poise. Students have the opportunity to experience live performances by professionals during and outside of the school day. A limited amount of time, outside the school day, may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and music goals. Students must participate in performance opportunities, outside of the school day, that support and extend learning in the classroom.

The Accents perform on all Choral Division concerts as well as public appearances and demonstrate a serious commitment to quality vocal and visual performance. A realistic and appropriate amount of rehearsal time outside the classroom commensurate with such a level will be scheduled.

*Students may apply for a 9<sup>th</sup> grade PE II waiver for participation in this class.*

### **ADVANCED CHORUS (L) - Ambassadors 1-2**

Classification: Honors (876-877)  
Prerequisite: Audition  
Open to: 10, 11, 12  
Credit: 2 RW

Students taking Advanced Chorus (The Ambassadors) develop musicianship and specific performance skills through ensemble and solo singing. The Ambassadors is a mixed show choir comprised of highly proficient vocal music students, generally limited to juniors and seniors. Mastery of basic vocal technique must be evident. Activities create the development of a quality repertoire of the highest caliber in the diverse styles of choral literature appropriate in difficulty and range for

the students. Areas of refinement include a cappella singing, sight-reading, and critical listening skills. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. The Ambassadors provides instruction in creating, performing, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Advanced training is offered in stage presence, movement, and poise. Students have the opportunity to experience live performances by professionals during and outside of the school day. A limited amount of time, outside the school day, may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and music goals. Students must participate in performance opportunities, outside of the school day, that support and extend learning in the classroom.

The Ambassadors perform on all Choral Division concerts as well as public appearances and demonstrate a serious commitment to quality vocal and visual performance. A realistic and appropriate amount of rehearsal time outside the classroom commensurate with such a level will be scheduled.

*Students may apply for a 9<sup>th</sup> grade PE II waiver for participation in this class.*

### **APPLIED MUSIC (L) - Musical Arts 1-2**

Classification: Regular (893-894)  
Prerequisite: Audition and Permission of instructor  
Open to: 10, 11, 12  
Credit: 2 RW

Applied Music (Musical Arts) offers students the opportunity to receive small group or private instruction designed to develop vocal performance skills. Instruction is designed so that students are enabled

to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. A variety of music methods and repertoire, including art songs, musical theater, pop, and jazz, is utilized to refine students' abilities in listening, analyzing, interpreting, and performing. Instruction is offered in basic vocal technique, musical theater history, microphone usage, and audition skills. Fee: \$20.00

### **ORCHESTRA DIVISION:**

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

Activity Fee: A \$25.00 activity fee will be assessed to all students participating in the Orchestra program. This money is used for, but not restricted to, contest entry fees, medals, transportation, guest conductors and soloists, music rental & replacement, etc. The fee is due during the first week of school. Instrument Rental: Students using school-owned instruments during the school day will not pay a rental fee. However, any student using a school-owned instrument will assume full responsibility for the total maintenance of said instrument while it is in the student's possession. Additionally, all accessory items, including strings, mutes, rosin, etc. are the sole responsibility of individual students.

Performance Attire: Orchestra students will be expected to provide

their own concert attire. Male students will purchase, or rent, tuxedo pants and coat. Styles will be determined by the staff to insure uniformity in appearance. Matching tuxedo shirts, ties, and cummerbunds will be purchased by the student. Female students will be responsible for the purchase of matching dresses. All attire purchased by the student will become the property of said student.

### **Course Offerings:**

#### **BEGINNING ORCHESTRA (L) - Concert Orchestra 1-2**

Classification: Regular (845-846)

Prerequisite: Audition or recommendation of instructor

Open to: Grade 9

Credit: 2 RW

Students taking this course are provided with a balanced comprehensive study of music through both string and full orchestra experiences, which develop skills in the psychomotor, cognitive, and affective domains. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Ensemble and solo activities are designed to develop elements of musicianship including, but not limited to: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music, and (7) studying historically significant styles of literature.

Experiences include, but are not limited to, improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Students will have opportunities to experience live performances by professional musicians during and outside of the school day. Time outside the school day may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students must

participate in performance opportunities, outside of the school day, that support and extend learning in the classroom.

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

#### **INTERMEDIATE ORCHESTRA (L) – Sinfonia Orchestra 1-2**

Classification: Regular (897-898)

Prerequisite: Audition and/or teacher recommendation

Open to: Grades 10, 11, 12

Credit: 2 RW

Students taking this course are provided with a balanced comprehensive study of music through both string and full orchestra experiences, which develop skills in the psychomotor, cognitive, and affective domains. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Ensemble and solo activities are designed to develop elements of musicianship including, but not limited to: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music, and (7) studying historically significant styles of literature.

Experiences include, but are not limited to, improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Students will have opportunities to experience live performances by professional musicians during and outside of the school day. Time outside the school day may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students must

participate in performance opportunities, outside of the school day, that support and extend learning in the classroom.

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

**ADVANCED ORCHESTRA (L)  
- Symphony Orchestra and  
Philharmonic Orchestra 1-2**

Classification: Regular (901-902)

Prerequisite: Audition

Open to: Grades 10, 11, 12

Credit: 2 RW

Students taking this course are provided with a balanced comprehensive study of music through both string and full orchestra experiences, which develop skills in the psychomotor, cognitive, and affective domains. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Ensemble and solo activities are designed to develop elements of musicianship including, but not limited to: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music, and (7) studying historically significant styles of literature.

Experiences include, but are not limited to, improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Students will have opportunities to experience live performances by professional musicians during and outside of the school day. Time outside the school day may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students must participate in performance

opportunities, outside of the school day, that support and extend learning in the classroom.

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

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

**ADVANCED ORCHESTRA (L)  
- Symphony Orchestra with  
Winds and Percussion 1-2**

Classification: Regular

(878A-879A)

Prerequisite: Audition

Open to: Grades 10, 11, 12

Credit: 2 RW

Students taking this course are provided with a balanced comprehensive study of music through both string and full orchestra experiences, which develop skills in the psychomotor, cognitive, and affective domains. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Ensemble and solo activities are designed to develop elements of musicianship including, but not limited to: tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, and studying historically significant styles of literature.

Experiences include, but not limited to: tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, and studying historically significant styles

of literature. Experiences include, but are not limited to, improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Students will have opportunities to experience live performances by professional musicians during and outside of the school day. Time outside of the school day may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students must participate in performance opportunities, outside of the school day, that support and extend learning in the classroom.

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

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

**ADVANCED ORCHESTRA (L)  
- Camerata 1-2**

Classification: Honors (878-879)

Prerequisite: Audition

Open to: 10, 11, 12

Credit: 2 RW

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

Students taking this course are provided with a balanced comprehensive study of music through both string and full orchestra

experiences, which is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Ensemble and solo activities are designed to develop elements of musicianship including, but not limited to: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music, and (7) studying historically significant styles of literature.

Experiences include, but are not limited to, improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Students will have opportunities to experience live performances by professional musicians during and outside of the school day. Time outside of the school day may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students must participate in performance opportunities, outside of the school day, that support and extend learning in the classroom.

Orchestral repertoire will be of the highest caliber, and mastery of advanced orchestral technique must be evident. Areas of refinement consist of advanced techniques including, but not limited to: intonation, balance and blend, tone production, tone quality, technique, rhythm, sight-reading, and critical listening skills. Evaluations of music and music performances are included.

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

Private lessons are strongly encouraged for successful participation in this ensemble.

### **MUSIC SL & HL INTERNATIONAL BACCALAUREATE**

Classification: International  
Baccalaureate SL ; HL

Prerequisite: 4 semesters of music and Music Theory

Open to: 11, 12

Credit: 4 (2-year program) **FW**

Music SL and HL are two-year courses taught in conjunction with our top level performing ensembles. Students will spend approximately half of their class time in an ensemble or working on the performance requirements of the course. The other half of the time will be in a classroom setting focusing on musical perception and analysis. Students enrolling in the IB Music courses are expected to have a working knowledge of basic music theory.

Throughout the course, students will be analyzing, discussing, and writing about the elements of music as they relate to the genres and styles covered. The first year of the course focuses primarily on the study of the history of Western music from antiquity through the early twentieth century. The second year of the course focuses on movements in twentieth century classical, jazz, and popular music and on the study of non-Western music including, but not limited to, music of Africa, Central Asia, South-east Asia, and South America. The ensemble and performance portion of the course seek to reinforce the concepts of the perception and analysis portion of the course. The HL course seeks to enable students to understand the history of music as an art form, beginning as a product of Western civilization and expanding to global practice, understand the role of historical, social, and cultural factors in shaping music, and understand and enjoy music as a manifestation of human intelligence and creativity.

### **THEATRE AND FILM DIVISION:**

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

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

Course Offerings:

### **THEATRE ARTS 1-2 (L)**

Classification: Regular (866-867)

Prerequisite: None

Open to: 9, 10, 11, 12

Credit: 2 RW

Students enrolled in this full year course will develop acting skills such as improvisation, improving the voice, stage combat and acting for the camera. They will create scripts, conceive scenic designs, and analyze plays. These activities should incorporate elements of theatre history, culture, analysis, response, creative process and integrated studies.

In the areas of:

**•theatre history and culture:** students discover how our individual cultural experiences impact our work in the theater and compare how similar dramatic themes are treated from various cultures and periods.

**•analysis and response:** students articulate their understanding of a play using elements of dramatic structure to make informed judgments about theatre and reflect on and interpret the nature of the theatre experience.

**•the creative process:** students develop monologues and scenes, create appropriate design

elements, and understand the body as the actor's primary instrument in building characters.

**•integrated studies:**

students identify related ideas and issues in theatre and other disciplines and demonstrate knowledge of other disciplines through skills in theatre.

Additionally, students explore career opportunities in the theatre, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community.

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

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

Classification: Regular (868-869)  
Prerequisite: Theatre Arts 2 and audition  
Open to: 10, 11, 12  
Credit: 2 RW

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

**•theatre history and culture:**

students discover how our individual cultural experiences impact our work in the theater and compare how similar dramatic themes are treated from various cultures and periods.

**•analysis and response:**

students distinguish among dramatic works in terms of their form and style, analyze how the theme of a play represents a view or comment on life, evaluate a text or production based on a developed set of personal aesthetic criteria, analyze and evaluate critical comments about personal dramatic work.

**•the creative process:**

students create monologues or scripts based on research, formulate a design concept for an existing play, convey a character through specific physical and vocal choices, and employ a careful process of script analysis to create a character.

**•integrated studies:**

students compare related characteristics, ideas, issues or themes in theatre with other disciplines, and create works that integrate processes and concepts from other art forms or disciplines.

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

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

**ADVANCED ACTING 1-2 (L)**

Classification: Regular (880-881)  
Prerequisite: Advanced Theatre Arts 2 and audition  
Open to: 10, 11, 12  
Credit: 2 RW

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

creative process and integrated studies.

In the area of:

**•theatre history and culture:**

students explore the ways actors have contributed to the evolution of the theatre through various cultures and periods.

**•analysis and response:**

students investigate a script to discover the clues about inner life of a character; employ a careful process of script analysis in the creation of a character; identify the central action of the play and discuss its cause and effect; and see a play to analyze and assess the work of an actor.

**•the creative process:**

students recognize and develop the body as the actor's primary instrument; build characters and portray situations through collaboration and improvisation; and convey character through specific physical and vocal choices. Specific work in children's theatre and directing will be explored.

**•integrated studies:**

students relate characteristics, ideas, and practices in acting to other disciplines and demonstrate knowledge of other disciplines by applying them to the acting process. Acting in television, film and other media will be explored.

Additionally, students explore career opportunities in the theatre by attending plays, meeting actors and discussing their work, and becoming theatre patrons in their community.

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

**THEATRE PRODUCTION 1-2 (L)**

Classification: Regular (880A-881A)

Prerequisite: Advanced Acting 2 and audition

Open to: 12

Credit: 2 RW

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

In the area of:

**•theatre history and culture:**

students analyze the ways our individual cultural experiences impact our work in the theater and adapt various dramatic forms, production practices and theatrical traditions across cultures and historical periods to contemporary theater.

**•analysis and response:**

students distinguish among dramatic works in terms of their form and style, analyze how the theme of a play represents a view or comment on life, evaluate a text or production based on a developed set of personal aesthetic criteria, analyze and evaluate critical comments about personal dramatic work.

**•the creative process:**

students formulate a design concept for an existing play, convey a character through specific physical and vocal choices, and employ a careful process of script analysis to create a character, and fully engage in the collaborative process of making theatre. Emphasis will be on acting in various styles, including Shakespeare, children's theatre and work in dialects.

**•integrated studies:**

students compare related characteristics, ideas, issues or themes in theatre with other disciplines, and create works that integrate processes

and concepts from other art forms or disciplines.

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

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

**TECHNICAL THEATRE 1-2 (L)**

Classification: Regular (904-905)

Prerequisite: None

Open to: 9, 10, 11

Credit: 2 RW

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

In the area of:

**•theatre history:**

students explore the evolution of stage technology and its impact on contemporary theatre.

**•analysis and response:**

students develop and apply criteria to make informed judgments about technical production choices and reflect on the appropriateness and usefulness of those choices.

**•the creative process:**

students design and implement the elements of a theatrical environment including scenic design, lighting, costuming, make-up, sound, stage and house management.

**•integrated studies:**

students begin to make connections between technical theatre skills and skills required by other professions such as construction, business, project management, interior design and advertising. Students understand the ways technical theatre relies on knowledge of other disciplines, such as language arts, mathematics, social studies, science and technology. They also understand the ways technical theatre incorporates all the arts.

Additionally, students explore career opportunities in the theatre, attend and critique theatrical productions and recognize the responsibilities and the importance of individual theatre patrons in their community.

•Students will be asked to work additional hours after school when needed.

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

Classification: Regular (906-907)

Prerequisite: Technical Theatre and Permission of Instructor

Open to: 10, 11, 12

Credit: 2 RW

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

In the area of:

**•theatre history:**

students assess the evolution of stage technology and its impact on contemporary theatre to use in their design and implementation of technical elements.

**•analysis and response:**

students evaluate a text or production based on a developed set of personal aesthetic criteria, and also analyze and evaluate critical comments about personal technical work.

**•the creative process:**

students create original designs, plans and other elements of a theatrical environment including scenic design,

lighting, costuming, make-up, sound, stage and house management.

**•integrated studies:**

students adapt technical theatre skills to skills required by other professions such as construction, business, project management, interior design and advertising. Students understand the ways technical theatre relies on knowledge of other disciplines, such as language arts, mathematics, social studies, science and technology. They also incorporate all the arts into their original designs, plans and other elements of a theatrical environment.

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

·Students will be asked to work additional hours after school when needed.

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

**ADVANCED THEATRE MANAGEMENT 1-2 (L)**

Classification: Regular (908-909)

Prerequisite Advanced Technical Theatre and Permission of Instructor

Open to: 11, 12

Credit: 2 RW

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

In the area of:

**•theatre history:**

students assess the evolution of stage technology and its impact on contemporary theatre to use in their design and implementation of technical elements.

**•analysis and response:**

students evaluate a text or production based on a developed set of personal aesthetic criteria,

and also analyze and evaluate critical comments about personal technical work.

**•the creative process:**

students create original designs, plans and other elements of a theatrical environment including scenic design, lighting, costuming, make-up, sound, stage and house management.

**•integrated studies:**

students adapt technical theatre skills to skills required by other professions such as construction, business, project management, interior design and advertising. Students understand the ways technical theatre relies on knowledge of other disciplines, such as language arts, mathematics, social studies, science and technology. They also incorporate all the arts into their original designs, plans and other elements of a theatrical environment.

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

·Students will be asked to work additional hours after school when needed.

·Advanced Theatre Management students are expected to manage projects and this will mandate additional time management.

**ADVANCED THEATRE DESIGN 1-2 (L)**

Classification: Regular (910-910A)

Prerequisite: Advanced Theatre and Permission of Instructor; Management 2

Open to: 12

Credit: 2 RW

Students enrolled in Technical Theatre will actively lead and supervise in the process of designing, building, managing, programming, drafting and implementing the technical aspects of a production. These activities should incorporate elements of theatre

history, culture, analysis, response, creative process and integrated studies.

In the area of:

**•theatre history:**

students assess the evolution of stage technology and its impact on contemporary theatre to use in their design and implementation of technical elements.

**•analysis and response:**

students evaluate a text or production based on a developed set of personal aesthetic criteria, and also analyze and evaluate critical comments about personal technical work.

**•the creative process:**

students create original designs, plans and other elements of a theatrical environment including scenic design, lighting, costuming, make-up, sound, stage and house management.

**•integrated studies:**

students adapt technical theatre skills to skills required by other professions such as construction, business, project management, interior design and advertising. Students understand the ways technical theatre relies on knowledge of other disciplines, such as language arts, mathematics, social studies, science and technology. They also incorporate all the arts into their original designs, plans and other elements of a theatrical environment.

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

·Students will be asked to work additional hours after school when needed.

·Advanced Theatre Design students must serve as designers, crew heads, stage managers, student technical directors.



# PHYSICAL EDUCATION:

The Carmel High School basic physical education program provides the emphasis on health-related fitness and developing the skills and habits necessary for a lifetime of activities. This program will also allow for enjoyment, challenge, self-expression and social interaction through a variety of opportunities.

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## **APTIVE PHYSICAL EDUCATION 1-2**

Classification: Special Services (800-801), (800A-801A)  
Prerequisite: IEP Placement  
Open to: 9, 10, 11, 12  
Credit: 1 RW

This course is designed to provide educationally and physically challenged students with a variety of leisure time experiences including recreational games and fitness activities. This course will be taught by one teacher with the assistance of several peer tutors. The peer tutors will provide the students with the opportunity for individualized instruction as well as providing the opportunity for interaction with the general education population which meets the needs for inclusion.

## **HEALTH AND WELLNESS EDUCATION**

Classification: Regular (810)  
Prerequisite: None  
Open to: 9, 10, 11, 12  
Credit: 1 RW

Health and Wellness Education provides the basis for continued methods of developing knowledge, concepts, skills, behaviors, and attitudes related to student health and well-being. This course includes the major content areas in a planned, sequential, comprehensive health education curriculum as stated in the Indiana Health Education Proficiency Guide: (1) Growth and Development; (2) Mental and Emotional Health; (3) Community and Environmental Health; (4) Nutrition; (5) Family Life; (6) Consumer Health; (7) Personal Health; (8) Alcohol, Tobacco, and Other Drugs; (9) Intentional and Unintentional Injury; and (10) Health Promotion and Disease Prevention.

Students are provided with opportunities to explore the effect of health behaviors on an individual's quality of life. This course assists students in understanding that health is a lifetime commitment by analyzing individual risk factors and health decisions that promote health and prevent disease. Students are also encouraged to assume individual responsibility for becoming competent health consumers.

## **PHYSICAL EDUCATION I**

Classification: Regular (802F)  
grades 9, 10, 11,12  
Prerequisite: None  
Open to: 9, 10, 11,12  
Credit: 1 RW

Secondary Physical Education I continues the emphasis on health-related fitness and developing the skills and habits necessary for a lifetime of activity. This program includes skill development and the application of rules and strategies of complex difficulty in at least three of the following different movement forms: (1) health-related fitness activities (cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition), (2) aerobic exercise, (3) team sports, (4) individual and dual sports, (5) gymnastics, (6) outdoor pursuits, (7) self-defense, (8) aquatics, (9) dance, and (10) recreational games. Ongoing assessment includes both written and performance-based skill evaluations. A Carmel High School uniform is required.

## **PHYSICAL EDUCATION II**

Classification: Regular (802S)  
grades 9,10, 11,12  
Prerequisite: None  
Open to: 9, 10,11,12  
Credit: 1 RW

Secondary Physical Education II emphasizes a personal commitment to lifetime activity and fitness for enjoyment, challenge, self-expression, and social interaction. This course provides students with opportunities to achieve and maintain a health-enhancing level of physical fitness and to increase their knowledge of fitness concepts. It includes at least three different movement forms without repeating those offered in Secondary Physical Education I. Movement forms may include: (1) health-related fitness activities (cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition), (2) aerobic exercise, (3) team sports, (4) individual and dual sports, (5) gymnastics, (6) outdoor pursuits, (7) self-defense, (8) aquatics, (9) dance, and (10) recreational games. Ongoing assessment includes both written and performance-based skill evaluations. This course will also include a discussion of related careers. A Carmel High School uniform is required. Students may earn course credit by participating in the following alternative activities: marching band, ambassadors, accents, coquettes, charisma, cheerleading, or a Carmel High School IHSAA sport. Applications are available from the student's counselor during the scheduling meeting for 9<sup>th</sup> grade classes. Activities must be completed before the start of the junior year unless otherwise approved by the P.E. dept chair and counselor.

## **SUMMER PHYSICAL EDUCATION**

Classification: Regular (802S)  
Prerequisite: None  
Open to: 9, 10, 11, 12  
Credit: 1 RW

This course satisfies the requirement for Physical Education I or II depending on which summer session is taken. Students can take Summer P.E. I and P. E. II. A Carmel High School uniform is required.

### **ELECTIVE PHYSICAL EDUCATION:**

#### **RECREATIONAL TEAM SPORTS**

Classification: Regular (814-814A)  
Prerequisite: P.E I and P. E II  
Open to: 10, 11, 12  
Credit: 1 (This course may be taken only one time.) RW

This class is designed to further skills and competition in team sports, including: soccer, flag football, softball, volleyball, badminton basketball, team handball, and floor hockey. The uniform is a light colored-shirt, and dark athletic shorts and tie tennis shoes.

#### **PHYSICAL CONDITIONING**

Classification: Regular (813-813A)  
Prerequisite: P.E. I and P.E.II  
Open to: 10, 11, 12  
Credit: 1 RW

This course allows for in-depth work in physical development through various forms of fitness, including weight training. Muscular strength and endurance, flexibility and cardiovascular conditioning will be emphasized. Some classroom work related to these topics will be addressed. The uniform is a light colored-shirt, and dark athletic shorts and tie tennis shoes.

#### **ADVANCED PHYSICAL CONDITIONING**

Classification: Regular  
813C-813D-boys  
813E-813F girls  
Prerequisite: P.E. I and P.E. II  
Open to: 10, 11, 12  
Credit: 1 RW

This course allows the student to achieve maximum performance in physical activities and athletics. Designed primarily for the physically

active student, this course emphasizes weight training, flexibility, agility, quickness, speed improvement, and cardiovascular endurance. Specific lifts are taught that allow each athlete to enhance athletic performance. Some classroom work related to these topics will be required. Students should be on a CHS athletic roster or have a CHS coach's written permission to enroll. The uniform is a light colored-shirt, and dark athletic shorts and tie tennis shoes.

#### **MODERN FITNESS**

Classification: Regular (812-812A)  
Prerequisite: P.E. I and P.E. II  
Open to: 10, 11, 12  
Credit: 1 RW

Students in this course will participate in the most current physical fitness activities. This course includes physical participation, setting personal fitness goals, understanding nutrition and learning about taking preventative measures to avoid health and fitness problems as an adult. Students will develop a personal fitness profile, set personal goals, and learn the importance of including exercise in their lives. Fitness activities include aerobics, step aerobics, flexibility training, jogging, Pilates, in-line skating, Tae Bo, toning, yoga, speed walking, swimming, and weight training. The uniform is a light colored-shirt, and dark athletic shorts and tie tennis shoes.

#### **AQUATIC FITNESS & SPORTS**

Classification: Regular (821)  
Prerequisite: P.E.I and P.E. II  
Open to: 10, 11, 12  
Credit: 1 (May be taken only once) RW

This course introduces students to different forms of aquatic fitness and sports. Students will be exposed to a variety of water activities including water polo, water volleyball, water aerobics, fishing and casting, snorkeling, and scuba diving. Rowing, canoeing, white water rafting, kayaking and wind surfing will also be addressed. Students will be able to update their Lifeguard Training and CPR certifications.

#### **CARDIOVASCULAR DEVELOPMENT**

Classification: Regular (811)  
Prerequisite: P.E. I and P.E. II  
Open to: 10, 11, 12  
Credit: 1 RW

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

#### **CURRENT HEALTH ISSUES**

Classification: Regular (815)  
Prerequisite: Health  
Open to: 10, 11, 12  
Credit 1 RW

Current Health Issues is an elective course which focuses on emerging trends in health including, but not limited to: (1) medical technology; (2) local, state, and national health policy; (3) healthcare issues; (4) health careers; and (5) chronic and communicable diseases. The course is driven by student selection of topics and emphasizes individual learning techniques.

#### **LIFETIME SPORTS**

Classification: Regular (817B)  
Prerequisite: PE I and PE II  
Open to: 10, 11, 12  
Credit: 1 RW (may be taken only once)

Students in this course will have the opportunity to further skills and increase opportunities in lifetime sports. Emphasis will be placed on individual sports, with some opportunity for team sports participation. This course is designed to offer advanced awareness and strategies of the activities which include (but are not limited to) archery, pickleball, bocce ball, ladder golf, corn hole, Frisbee golf, ultimate Frisbee, golf, and racquet sports. The uniform is a light colored-shirt, and dark athletic shorts and tie tennis shoes.

## **LIFEGUARD CERTIFICATION**

Classification: Regular (817C)

Prerequisite: PE I and PE II

Open to: 10, 11, 12 RW (may be taken only once)

Credit: 1 RW

Must be 15 years of age on or before the end of the semester and successfully complete a swimming assessment consisting of:

Swim 300 yards continuously, using these strokes in the following order:

100 yards of front crawl using rhythmic breathing and a stabilizing, propellant kick. Rhythmic breathing can be performed either by breathing to the side or to the front. 100 yards of breaststroke using a pull, breathe, kick and glide sequence. 100 yards of either the front crawl or breaststroke. The 100 yards may be a combination of front crawl and breaststroke. Starting in the water, swim 20 yards using front crawl or breaststroke, surface 7-10 feet, retrieve a 10-pound object, return to the surface, swim 20 yards back to the starting point with the object and

exit the water without using a ladder or steps, within 1 minute, 40 seconds.

Students in this coed course will have the opportunity to become certified as an American Red Cross Lifeguard and Water Park Lifeguard. This includes CPR for the Professional Rescuer, Basic First Aid, and learning to use an Automated External Defibrillator. Students will be charged fees for American Red Cross cards, books and an off-site field trip to a water park to become certified.



# SCIENCE:

Plan your schedule appropriately!

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

**Recommended minimum** coursework  
for all post-secondary **science programs**  
and most out-of-state schools

Indiana Core 40 Minimum Requirements

(2 credits) Biology I  
(2 credits) Chemistry I  
(2 credits) Physics I  
(2 credits) Advanced-level, Advanced  
Placement or IB science

(2 credits) Biology I  
(2 credits) Chemistry I, Physics I, or  
\*Integrated Chemistry—Physics  
(2 credits) Any Core 40 Science

\* May not satisfy admission requirements  
for some college programs.

All Carmel High School science courses are Core-40 approved.

## COURSES AVAILABLE TO FRESHMEN:

Biology I (L)  
Biology I, Honors (L)

## COURSES AVAILABLE TO SOPHOMORES:

Integrated Chemistry – Physics (L)  
Earth and Space Science I (L)  
Chemistry I (L)  
Chemistry I, Honors (L)

## COURSES AVAILABLE TO JUNIORS:

All courses listed above except Biology I, Honors (L) and Chemistry I, Honors (L).

Physics I (L)  
Advanced Science, Human Anatomy and Physiology (L)/IB Biology (year one)  
Advanced Science, Human Genetics (L)  
Advanced Science, Zoology (L)  
Advanced Science, Botany (L)  
Advanced Science, Astronomy (L)  
Advanced Science, Meteorology (L)  
Advanced Science, Physical Geology (L)  
Advanced Science, Organic and Biochemistry (L)  
Chemistry, Advanced Placement/College Credit (L)  
Physics-B, Advanced Placement (L)  
Environmental Science, Advanced Placement (L)  
International Baccalaureate Biology HL (a two-year program of studies)  
International Baccalaureate Chemistry SL  
International Baccalaureate Physics SL  
\*Science Research, Independent Study (L)

## **COURSES AVAILABLE TO SENIORS:**

All course available to grades 9-11 except for Biology I, Honors (L) and Chemistry I, Honors. Earth and Space Science should be considered by grades 10 and 11. Seniors may choose from Astronomy, Meteorology or Physical Geology as an Earth and Space Science alternative.

Biology, Advanced Placement (L)  
Physics C, Advanced Placement (L)  
\*Science Research, Independent Study (L)

\*Science Research, Independent Study (L) is a Core 40, integrated science course, but does not count toward the 6-credit Core 40 science requirement. Enrollment requires special permission and is contingent on faculty availability.

Students interested in Honors science must express their interest to their science teacher or counselor. Deadlines for enrollment are final. Enrollment criteria and applicable assessment will be discussed during freshman scheduling meetings at the respective school. Successful enrollees will not need to apply for enrollment in other Honors science courses.

## **SUGGESTED COURSEWORK:**

Core 40 Diploma –  
Minimum 6 credits

College Preparatory (undecided on science career):

- 2-credits: Biology I (L) or Biology I, Honors (L)
- 2-credits: Chemistry I (L), Chemistry I, Honors (L) or \*Integrated Chemistry – Physics (L)
- 2-credits: Physics I (L) Physics B-Advanced Placement, Advanced Sciences (Zoology, Botany, Organic Chemistry, Physical Geology, Astronomy, Meteorology, Human Anatomy and Physiology, Human Genetics, or Earth and Space Science I (L)

\*Integrated Chemistry—Physics may not satisfy admission requirements for some post-secondary programs, science majors, or out-of-state institutions.

Core 40 with Academic Honors Diploma –  
Minimum 6 credits

### **Science Career Path:**

- 2-credits: Biology I (L) or Biology I, Honors (L)
- 2-credits: Chemistry I (L) or Chemistry I, Honors (L)
- 2-credits: Physics I (L) or Physics-B, Advanced Placement

And based on interest or career focus:

- Advanced Sciences (Zoology, Botany, Organic Chemistry, Physical Geology, Astronomy, Meteorology, Human Anatomy and Physiology, Human Genetics)
- Earth and Space Science I (L)

And depending on career objective:

- Choice of Advanced Placement courses:  
Biology, AP  
Chemistry, AP  
Physics, AP (B or C)  
Environmental Science, AP

International Baccalaureate Diploma Programme

Group 4 Experimental Sciences

One or two courses may be taken

- IB Biology HL (two-year course of study)
- IB Chemistry SL (one-year course)
- IB Physics SL (one-year course) Available if sufficient enrollment.

## **BIOLOGICAL SCIENCES**

### **BIOLOGY I, (L)**

Classification: Regular Core 40 and AHD (310-311)

Prerequisites: None

Open to: 9-10 (Required enrollment in 9<sup>th</sup> Grade)

Course Length: Two semesters

Credit: 2 RW

Biology I is a course based on regular laboratory and field investigations that include a study of the structures and functions of living organisms and their interactions with the environment. At a minimum, students enrolled in Biology I explore the functions and processes of cells, tissues and the roles and interdependencies of organisms within populations, communities, ecosystems and the biosphere. Students work with the concepts, principles, and theories of the living environment. In addition, students enrolled in this course are expected to: (1) gain an understanding of the history and development of biological knowledge, (2) explore the uses of biology in various careers, and (3) investigate biological questions and problems related to personal needs and societal issues. This is a required Core 40 and AHD course.

### **BIOLOGY I, Honors (L)**

Classification: Honors Core 40 and AHD (321W-322W)

Prerequisites: Application process required.

Open to: 9

Course Length: Two semesters

Credit: 2 PW

Biology I is a course based on regular laboratory and field investigations that include a study of the structures and functions of living organisms and their interactions with the environment. At a minimum, students enrolled in Biology I explore the functions and processes of cells, tissues, organs and systems within various species of living organisms and the roles and interdependencies of organisms within populations, communities, ecosystems and the biosphere. Students work with the concepts, principles, and theories of the living environment. In addition,

students enrolled in this course are expected to: (1) gain an understanding of the history and development of biological knowledge, (2) explore the uses of biology in various careers, and (3) investigate biological questions and problems related to personal needs and societal issues.

Each student will be required to complete independent research projects and participate in group activities. More in-depth discussions of the biochemical pathways associated with living things will supplement the regular curriculum. This is an Honors Core 40 and AHD course available only to students meeting minimum established criteria for Honors Science enrollment.

### **ADVANCED SCIENCE, Zoology (L)**

Classification: Advanced Science Core 40 and AHD (320A)

Prerequisites: Biology I (310-311 or 321-322)

Open to: 11-12

Course Length: One Semester

Credit: 1 RW

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

### **ADVANCED SCIENCE, Botany (L)**

Classification: Advanced Science Core 40 and AHD (312A)

Prerequisite: Biology I (310-311 or 321-322)

Open to: 11-12

Course Length: One semester

Credit: 1RW

This Advanced Science Core 40 course is a survey of the Plant Kingdom. Topics will include the study of plant anatomy at the cellular level, tissue and structural levels, plant physiology, taxonomy and horticulture in an indoor environment and ecology. The instructional approach will include lecture discussion and laboratory activity. Emphasis is placed on hands-on experiences with plant material. Students will research and prepare presentations as part of this Advanced Science Core 40 course.

### **ADVANCED SCIENCE, Human Anatomy and Physiology (L)Biology HL IB year one)**

Classification: Advanced Science Core 40 and AHD (359W-359AW)

Prerequisite: Biology I (310-311 or 321-322) and Chemistry I (314-315 or 323-324) or Integrated Chemistry – Physics (372-373)

Open to: 11-12

Course Length: Two semesters

Credits: 2 FW

Human Anatomy and Physiology is intended for students interested in pursuing health and applied health-related fields, sports training, dietetics, and occupational safety. The main concept will be that the human body functions as an integrated unit. This integration exists at all structural levels from cell through system. The basic concepts of structure and function and homeostasis will be studied. Discussion of disease, sports injuries, dieting and health care issues will integrate with the discussion of human anatomy and physiology. Students enrolled in this course will research clinical applications and prepare presentations. This is an Advanced Science Core 40, AHD course and covers topics of IB Biology HL. Students may enroll either as Human Anatomy and Physiology or IB Biology HL, but must complete both years to receive IB credit for the diploma program..

### **ADVANCED SCIENCE, Human Genetics (L)**

Classification: Advanced Science Core 40 and AHD (361) Core 40 and AHD

Prerequisite: Biology I (310/311 or 321/322)

Open to: 11-12

Course Length: One Semester

Credit: 1 RW

This one-semester course will emphasize relevant and current discoveries and issues in the field of Human Genetics. Topics will include: a review of basic genetics, embryology, human traits and variations, causes and prevention of birth defects, karyotyping, pedigrees, blood groups, cloning, DNA fingerprinting, telomeres and aging, the Human Genome Project, chromosome syndromes and bioethics. Frequent laboratory activities and research via the Internet will complement the course content. Students enrolled in this course will research and prepare class presentations. This is an Advanced Science Core 40 and AHD course.

### **BIOLOGY, Advanced Placement (L)**

Classification: Advanced Placement (300W-301W)

IB Biology year 2

Prerequisites: Biology I (310/311 or 321/322) and Chemistry I (314/315 or 323/324)

Open to: 12

Course Length: Two semesters

Credit: 2 FW

#### Course Description:

Biology, Advanced Placement is a course that follows the College Board's Advanced Placement course outline. Topics include: (1) molecules and cells; (2) heredity and evolution; (3) organisms and populations. Specifically, students will study organic/biochemistry, metabolism, enzyme mechanics, and molecular and Mendelian genetics. Second semester topics include microbial techniques, phylogeny through a review of fundamental physiology on a system-by-system basis. Students enrolled in the course prepare for the College Board's Biology Advanced Placement Examination. This course qualifies for Core 40 and AHD credit and IB Biology year 2.

## **PHYSICAL SCIENCES**

### **INTEGRATED CHEMISTRY – PHYSICS (L)**

Classification: Regular -- Core 40 and AHD (372-373)

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

Prerequisites: Algebra I

Course Length: Two semesters

Credits: 2 RW

Integrated Chemistry-Physics is an introductory, laboratory-based course in which students explore fundamental chemistry and physics principles. Students enrolled in this course examine, through the process of scientific inquiry, the structure and properties of matter, chemical reactions, forces, motion, and the interactions between energy and matter. Working in a laboratory environment, students investigate the basics of chemistry and physics in solving real-world problems that may have personal or social consequences beyond the classroom. This course is based on Indiana's Integrated Chemistry-Physics Academic Standards. Students in need of a more conceptual introduction to either Chemistry or Physics should consider this course. This course may not satisfy admission requirements for some college majors or out-of-state institutions. ICP is not a substitute for full-year chemistry or Physics, but does satisfy Indiana Core 40 diploma requirements in the physical sciences category.

### **CHEMISTRY I, (L)**

Classification: Regular Core 40 and AHD (314-315)

Open to: 10-12

Prerequisites: Algebra I-1 and I-2

Course Length: Two semesters

Credits: 2 RW

The study of chemistry is concerned with the observations, theories and laws that give the other areas of Science a foundation from which to operate. Chemistry is a study of matter in all of its various combinations, such as elements, compounds and mixtures, and how matter is changed from one form to another. Quantitative

measurements will be taken and problem-solving methods will be applied during laboratory experiments. In addition, students enrolled in this course are expected to: (1) gain an understanding of the history of chemistry, (2) explore the uses of chemistry in various careers, (3) investigate chemical questions and problems related to personal needs and societal issues, and (4) learn and practice laboratory safety. This is a Core 40 and AHD Physical Science course.

### **CHEMISTRY I, Honors (L)**

Classification: Honor Core 40 and AHD (323W-324W)

Open to: 10-11, Previous enrollment in Biology I, Honors or application

Prerequisites: Algebra I-1 and I-2

Course Length: Two semesters

Credits: 2 PW

The study of chemistry is concerned with the observations, theories and laws that give the other areas of Science a foundation from which to operate. Chemistry is a study of matter in all of its various combinations, such as elements, compounds and mixtures, and how matter is changed from one form to another. Quantitative measurements will be taken and problem-solving methods will be applied during laboratory experiments. In addition, students enrolled in this course are expected to: (1) gain an understanding of the history of chemistry, (2) explore the uses of chemistry in various careers, (3) investigate chemical questions and problems related to personal needs and societal issues, and (4) learn and practice laboratory safety. This is a Core 40 and AHD Physical Science course.

### **ADVANCED SCIENCE, INTRODUCTION TO ORGANIC CHEMISTRY/BIO CHEMISTRY (L)**

Classification: Advanced Science Core 40 and AHD (365)

Prerequisite: Chemistry I (L)

Open to: 11-12

Course Length: One Semester

Credit: 1 RW

Organic Chemistry studies the living world, of carbon compounds in combination with hydrogen, oxygen, nitrogen, and sulfur. Carbon compounds provide us with energy sources in the form of hydrocarbons and their derivatives allow us to heat and light our homes, and drive our automobiles. Small substitutions in these carbon molecules can produce compounds that are used in such diverse applications as plastics and refrigerants. This course will explore biochemistry, a branch of the organic chemistry field, which studies compounds, chemical reactions, and molecular interactions that are involved in the production, maintenance, and reproduction of living organisms. Throughout the course laboratory investigations will play a critical role in developing both organic and biochemical concepts. Investigations will include but not limited to the following topics: Fractional distillation, esterification, halo-genation, addition polymerization, production of nylon, functional group identification, saponification, enzyme reactions, and melting/ boiling point determination. This course qualifies for Core 40 and AHD credit under the Advanced Science, Special Topics category.

**CHEMISTRY, Advanced Placement (L)  
ADVANCED SCIENCE, College Credit (L)**

Classification: Advanced Placement with optional college credit (302IW)  
Open to: 11-12  
Prerequisites: Chemistry I-2, Honors or Chemistry I-2  
Course Length: Two Semesters  
Credits: 2 FW

Chemistry, Advanced Placement (L) is a course that follows the College Board's Advanced Placement course outline. The course is intended for the students who are planning on pursuing a career in a field of science. The course emphasizes problem solving. The primary topics covered are atomic theory, bonding, gas laws, thermodynamics, liquid and solid states, kinetics, equilibrium, acids and bases, and electrochemistry.

Approximately 30-50% of class time will be devoted to laboratory activities. The course meets Indiana Core 40 and AHD requirements in the area of Physical Science. Students enrolled in the course prepare for the College Board's Chemistry Advanced Placement Examination. This course qualifies as Advanced Science, College Credit (L) with optional credit available through Indiana University.

**PHYSICS I (L)**

Classification: Regular Core 40 and AHD (329-330)  
Prerequisites: Geometry 2 and Algebra II-2.  
Open to: 11-12  
Course Length: Two semesters  
Credit: 2 RW

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

This is a Core 40 and AHD Physical Science course. Physics I will emphasize problem solving using mathematics. Students should expect regular applications of concepts taught in Algebra II. Trigonometry will be taught to the extent it is needed.

**PHYSICS B, Advanced Placement (L)**

Classification: Advanced Placement Core 40 and AHD (325W-326W)  
Prerequisites: Algebra II-2 and concurrent enrollment in PreCalculus or higher.

Open to: 11-12

Credit: 2 FW

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

This is a Core 40 and AHD Physical Science course intended for the students who plan to major in a technical area such as science or engineering in college or for those who plan to take Physics-C, AP. Physics-B, AP will emphasize problem solving using higher levels of mathematics than required in Physics I. Trigonometry will be taught to the extent it is needed. This course prepares students for the Physics B Advanced Placement Exam. This course follows the College Board guidelines for Advanced Placement Physics B.

**PHYSICS C, Advanced Placement (L)**

Classification: Advanced Placement (305W-306W)  
Open 12  
Prerequisite: Pre-Calculus, AP Physics-B or Physics I *with Physics Teacher Recommendation*, AP Calculus AB or BC (concurrent or already taken)  
Course Length: Two semesters  
Credit: 2 FW

This is a laboratory based course designed for students who plan to major in a technical field, such as

science or engineering in college. The first semester of this course covers advanced topics in mechanics as well as further development of the topics covered in first year Physics. A basic working knowledge of calculus will be taught and applied to physics problems and concepts. The second semester of this course covers advanced topics in Electricity and Magnetism. Over 20% of class time will be spent doing labs. Each student is required to maintain a lab notebook as a record of their lab experiences.

This course is recognized for Core 40 and AHD in the topic area of Physical Science. Students enrolled in this course prepare for the College Board's Physics C Advanced Placement Examinations in Mechanics and Electricity & Magnetism. This course follows the College Board guidelines for Advanced Placement Physics C.

## **EARTH AND SPACE SCIENCES**

### **EARTH AND SPACE SCIENCE I (L)**

Classification: Regular Core 40 and AHD (318-319)  
Prerequisite: None  
Intended Students: 10-11 (Grade 12 students should consider Astronomy, Meteorology or Physical Geology)  
Course Length: Two semesters  
Credits: 2 RW

Earth Science I (318) begins with a study the Earth's geologic structure and composition, including the study of rocks and minerals, which is a basis for this semester. ES I (319) concentrates the rest of the semester on the processes that have shaped and changed the Earth's surface since its beginning. Plate tectonics and mountain-building processes are examined, as well as the forces of weathering and erosion that join to wear down the continents and mountains produced by those processes. Earthquakes, volcanoes and other associated events are discussed, as well as the effects that human activities have had on the Earth's water, soil and other resources. Through regular laboratory and filed

investigations, students understand the history and development of the earth and space sciences, explore the uses of knowledge of the earth and its environment in various careers, and investigate earth and space science problems concerning personal needs and community issues related to science. This is a Core 40 and AHD course based on Indiana's Earth and Space Science I Academic Standards.

### **ADVANCED SCIENCE, Astronomy (L)**

Classification: Advanced Science  
Core 40 and AHD (309)  
Intended Students: 11-12  
Prerequisite: Algebra I-2 (with a "C+" average or higher) and 2 previous credits of Core 40 science  
Course Length: One semester  
Credit: 1 RW

Astronomy is the study of the physical nature of objects in the universe and methods used by scientists to understand them. Topics covered in this course are selected from basic laws of nature, the Solar System, stars, nebulae, galaxies and cosmology. A historical perspective is used to explain the challenges modern astronomers face. Current and future NASA projects and research are a key aspect of the course. Students use the Carmel Planetarium as a classroom and laboratory/demonstration area to complete experimental work. This course is recognized for Core 40 and AHD credit. Students wishing to enroll in Astronomy must successfully complete a full year of Core 40/AHD science prerequisite.

### **ADVANCED SCIENCE, Meteorology (L)**

Classification: Advanced Science  
Core 40 and AHD (362)  
**Prerequisites: Two semesters of Core 40 science**  
**Open to: 11-12**  
Course Length: One semester  
Credit: 1 RW

The main emphasis of the course will be basic weather topics which directly relate to one's everyday experiences, and the understanding and application of principles in Meteorology. This is a one-semester course which begins with

an overview of the components making up the atmospheric environment. Students will develop an understanding of physical processes responsible for daily weather changes through laboratory and field studies. During the semester, a close look is taken at weather fronts, air masses, and severe weather. Various types of technology will be used to monitor weather patterns and changes. Guest speakers will discuss how professional services develop forecasts on a daily basis. These speakers will suggest possible job opportunities. Students enrolled in this course will research and prepare class presentations. This is an Advanced Science Core 40 and AHD course.

### **ADVANCED SCIENCE, Physical Geology (L)**

Classification: Advanced Science,  
Core 40 and AHD (360)  
Open To: 11-12  
Prerequisites: Two credits of Core 40 science  
Course Length: One Semester  
Credit: 1 RW

This course is an overview of concepts studied in physical geology. Students will study the structure and dynamics of Planet Earth and their impact on human beings. Plate tectonics and its relationship to landforms and catastrophic events, weathering and erosion, and earth resources are some topics that will be studied. Special emphasis will be on the study of seismic events. Students will be utilizing our digital seismometer, keeping track of earthquake data, reporting the data to Princeton University via the Internet, and interpreting the data. This course is designed for students who are interested in a possible geoscience career. Students will prepare and present research projects. This course is an Advanced Science, Special Topics course qualifying for Core 40 and AHD credit.

## **ENVIRONMENTAL SCIENCE, Advanced Placement (L)**

Classification: Advanced Placement (363W-364W)

Open to: 11-12

Prerequisites: Biology I 1,2 and Chemistry I 1,2, or Integrated Chemistry--Physics

Course Length: Two Semesters

Credit: 2 FW

Environmental Science, AP (363) concentrates on the background information necessary to understand the interactions of organisms with their environment. Included in this semester are close looks at the ecological principles that govern that interaction: ecosystems and how they work, nutrient cycles, climate and biomes, population and community dynamics, including human population, biodiversity and food resources. Discussions on the environmental issues surrounding these topics, and the politics and economics of use, preservation and management of our biological and earth resources will be emphasized.

Environmental Science, AP (364) takes a close look at energy and other resources, both renewable and nonrenewable, including our planet's water, air and soil resources, and the effects of human activities on them. Issues surrounding land use, hazardous waste disposal, and water, soil and air pollution, will be emphasized.

Both semesters of this course will rely heavily on lab and field experiences to illustrate the concepts and provide real-life experience in various aspects of environmental research. Developing an understanding of the societal roles of science and technology, including current issues in environmental science and the relevance of environmental science to the "real world" is a primary goal of the course.

This two-semester course fulfills Core 40 and AHD requirements as an integrated science course. Students enrolled in the course prepare for the College Board's Environmental Science Advanced Placement Examination.

## **INDEPENDENT RESEARCH**

### **SCIENCE RESEARCH, INDEPENDENT STUDY (L)**

Classification: Science Research (370-371)

Prerequisites: Two credits in Core 40 and AHD science coursework (this course must be taken concurrently with a Core 40 and AHD science course)

Open to: 9-12

Course Length: One or two semesters

Credit: 1 or 2 RW

**Special Note: Enrollment in this course is contingent upon Science Department approval and faculty availability.**

Science Research, Independent Study is a course that provides students with unique opportunities for independent, in-depth study of one or more specific scientific problems. Students develop a familiarity with the laboratory procedures used in a given educational, research, or industrial setting or a variety of such settings. Students enrolled in this course will complete a science project to be exhibited at a regional science fair and/or state science symposium during the same semester or school year; additionally, an end-of-course project or product may be required, such as a scientific research paper or some other suitable presentation of their findings. This is an independent research, integrated science course and does not count toward the six-credit minimum of Core 40 or AHD science credit.

## **INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME**

### **BIOLOGY, HIGH LEVEL, IB 1,2,3,4**

Classification: International Baccalaureate Program (359IBHW, 359AIBHW, 300IBHW, 301IBHW)

Prerequisites: Biology I or Biology I, Honors and Chemistry I or Chemistry I, Honors

Open to: 11-12

Course Length: Four Semesters

Credit: 4 FW

International Baccalaureate Biology will focus on a deeper understanding of the subject of biology. It is an advanced course that builds off a basic understanding of the topics covered in a general biology course. It would be a beneficial class to any individual who wishes to pursue a major in science in college and/or an IB diploma or IB course certificate.

IB Biology (HL) emphasizes the international mindedness of science through the use of SI units, the system of measurement used internationally by scientists. In addition, this course teaches students about the scientific method, a method used by scientists world-wide to solve problems and answer questions. Students will also have exposure to research and information from scientists from many different countries.

The course emphasizes problem solving and student-driven lab inquiry. The primary topics covered are organic molecules, the cell, cell energetics, genetics, evolution, ecology, diversity of life, and humanity anatomy and physiology. A minimum of 25% of class time will be devoted to laboratory activities.

Students enrolling in IB Biology HL will complete semester 1 and 2, Core and Optional objectives while enrolled in Advanced Science, Human Anatomy and Physiology (359-359A). Semesters 3 and 4 will be completed during the senior year while enrolled in Biology, Advanced Placement (300-301).

## **CHEMISTRY, STANDARD LEVEL, IB**

Classification: International Baccalaureate Program (302IBW-303IBW)

Prerequisites: Biology I or Biology I, Honors and Chemistry I or Chemistry I, Honors

Open to: 11-12

Course Length: Two semesters

Credit: 2 FW

The focus of this course is a deeper understanding of the subject of inorganic chemistry with a brief

introduction to organic chemistry. This is a second-year course that builds off a basic understanding of the topics covered in a general chemistry course. It would be a beneficial class to any individual who wishes to pursue a major in science in college and/or an IB diploma or IB course certificate.

The course emphasizes problem solving. The primary topics covered are atomic theory, bonding, gas laws, thermodynamics, liquid and solid states, kinetics, equilibrium, acids and bases, and electrochemistry. Approximately 30-50% of class time will be devoted to laboratory activities. Students enrolled in the course prepare for a standardized examination at the end of the school year. This course qualifies as Advanced Science, College Credit (L) with optional credit available through Indiana University. Students will be assessed through homework, quizzes, tests, labs, papers, and projects. In addition, students will be assessed according to the IB internal assessment and external assessment formats.

IB Chemistry (SL) emphasizes the international mindedness of science through the use of SI units, the system of measurement used internationally by scientists. In addition, this course teaches students about the scientific method, a method used by scientists world-wide to solve problems and answer questions. Students will also have exposure to research and

information from scientists from many different countries. The language of chemistry is universal, and is studied by countless students and professionals world-wide.

Students enrolled in IB Chemistry (SL) will be concurrently enrolled in Chemistry, Advanced Placement, but will complete IB program requirements for the IB diploma.

### **PHYSICS, STANDARD LEVEL IB**

Classification: International Baccalaureate Program (325IBW-326IBW)

Prerequisites: Biology I or Biology I Honors, Chemistry I or Chemistry I Honors, Geometry and Algebra II-2.  
Open to: 11-12

Course Length: Two Semesters  
Credit: 2 FW

IB Physics (SL) is a course focused on the study of Newtonian mechanics, waves, electricity, magnetism, thermal and nuclear physics. Students will have opportunities to learn the historical development of physics through models, laws, theories, and their applications.

IB Physics (SL) allows students to see how scientists work and communicate with each other. They should recognize the international use of the scientific method in the formation, testing, and modification of hypotheses

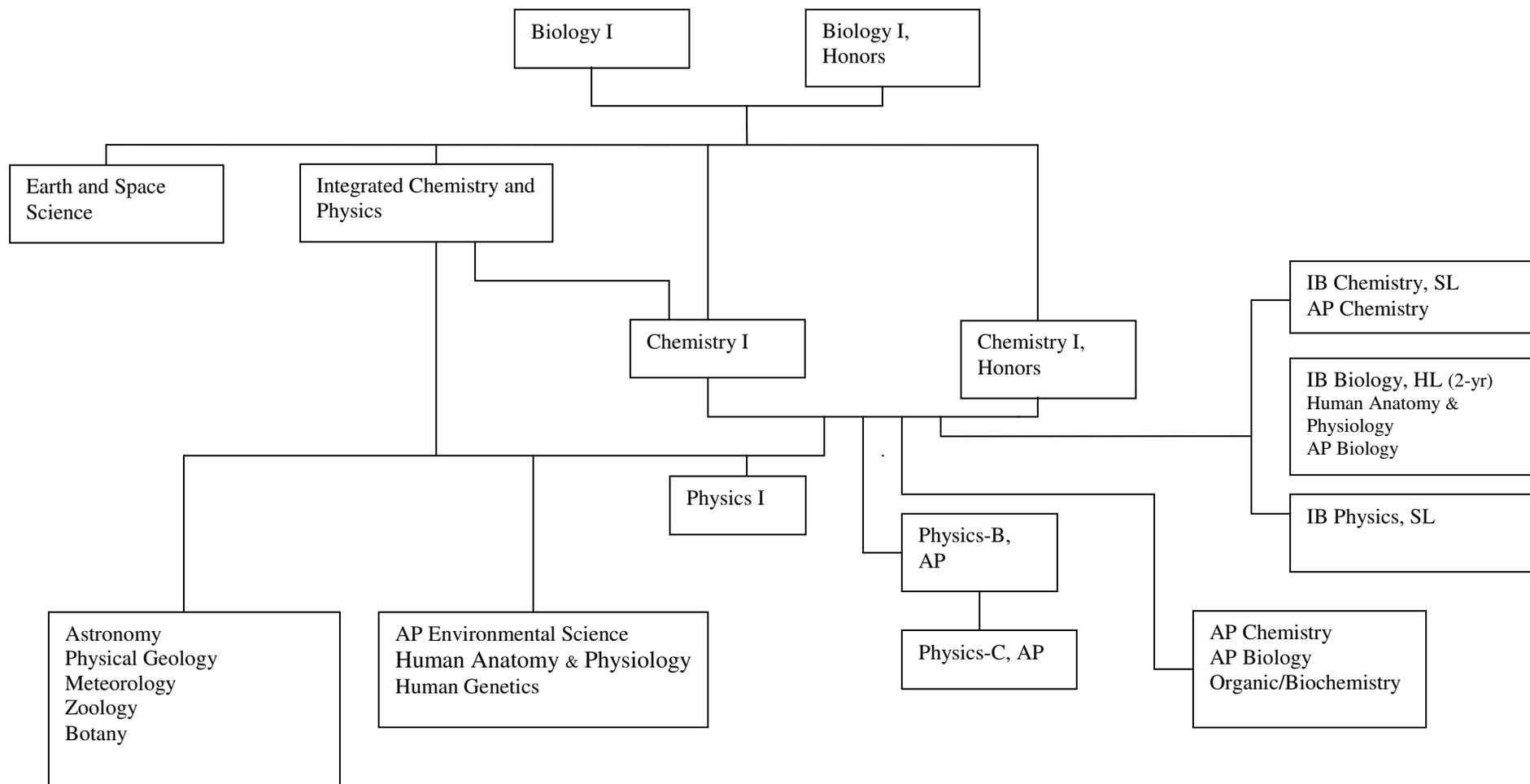
through controlled experiments. Students will have exposure to research and information from scientists around the world. This course intends to develop student understanding, use and evaluation of scientific facts, concepts, methods, and techniques.

Approximately 75-80% of the classroom time will be devoted to the core and optional topics. The remaining 20-25% will be laboratory investigations. Ten to fifteen additional hours will be spent in the activity and investigation portion of the experimental sciences group four project. IB student assessment comes primarily through the IB Physics examination papers held a few weeks before the end of school or the following November. The exam is divided into three sections covering 76% of the course assessment. The additional 24% comes through laboratory practicals and the group four project. Grades from Carmel High School can also include scores from homework, quizzes, tests, and additional investigations, papers, or projects. IB Physics SL would be a beneficial class to students pursuing a science-related field in college and/or an IB diploma or IB course certificate.

Students enrolling in IB Physics SL will be concurrently enrolled in Advanced Placement Physics-B with additional work and assessment.



## Science Department Course Offerings



# **SOCIAL STUDIES:**

## **REQUIRED IN THE FRESHMAN YEAR:**

Geography/History of the World 1-2\*

or

World History 1-2

or

World History 1-2/English 9 Block

or

World History 1-2 AP

\*May be waived with counselor recommendation and approval to the sophomore year.

## **REQUIRED IN THE JUNIOR YEAR:**

### **FIRST SEMESTER: SELECT ONE**

U.S. History 1 or

U.S. History 1/English 11 or

U.S. History 1 ACP

U.S. History 1/English 11, AP Block

U.S. History, AP 1

IB HL History of the Americas 1 (two semester course)

### **SECOND SEMESTER: SELECT ONE**

U.S. History 2 or

U.S. History 2/English 11

U.S. History 2 ACP

U.S. History 2/English 11, AP Block

U.S. History, AP 2

## **REQUIRED IN THE SENIOR YEAR:**

U.S. Government or U.S. Government and Politics, AP and one course selected from the following:

Economics- Required for Core 40

Macroeconomics, AP (replaces Economics for Core 40)

Comparative Government, AP

International Relations

Sociology

Psychology or AP Psychology

IB Psychology SL

## **ELECTIVES THAT MAY BE TAKEN IN THE SOPHOMORE YEAR:**

Geography/History of the World 1-2

European History 1-2, AP

Psychology

World History 1-2

Human Geography 1-2, AP Also open to students who have credit in Geography/History of the World 1-2.

## **STUDENTS SELECTING THE IB DIPLOMA PROGRAMME TRACK MAY TAKE DURING THEIR SOPHOMORE YEAR:**

Government – with departmental approval

AP Government – with departmental approval

Economics – with departmental approval

Macroeconomics, AP – with department approval (replaces Economics for Core 40)

## **ELECTIVES THAT MAY BE TAKEN IN THE JUNIOR YEAR:**

Economics

European History 1-2, AP

Macroeconomics, AP (replaces Economics for Core 40)

Microeconomics, AP

Psychology

Psychology, AP

IB Psychology SL

Sociology

World History 1-2

Human Geography 1-2, AP

**ELECTIVES THAT MAY BE TAKEN IN THE SENIOR YEAR:**

Comparative Government, AP  
European History 1-2, AP  
International Relations  
Law Education  
Macroeconomics, AP (replaces Economics for Core 40)  
Microeconomics, AP  
Psychology  
Psychology, AP  
IB Psychology SL  
Sociology  
World History 1-2  
Human Geography 1-2, AP

**RECOMMENDED ADVANCED PLACEMENT MAP FOR STUDENTS IN SOCIAL STUDIES:**

Freshman: AP World History  
Sophomore: AP European History or  
AP Human Geography  
Junior: AP United States History or AP Block US/English 11  
Electives: AP Microeconomics or Macroeconomics  
(Macroeconomics meets economics requirement)  
AP Human Geography 1 & 2  
AP Psychology  
Senior: AP Government (1 semester, also meets government  
requirement)  
AP Macroeconomics (1 semester),  
AP Microeconomics (AP Macroeconomics prerequisite. 1 semester) (Macroeconomics meets  
Core 40 economics requirements)  
AP Comparative Government (1 semester)  
AP Human Geography 1-2 or  
AP Psychology

**RECOMMENDED IB DIPLOMA PROGRAMME MAP FOR STUDENTS IN SOCIAL STUDIES**

Freshman: AP World History  
Sophomore: AP European History  
Economics or AP Macroeconomics (both require departmental approval)  
Government or AP Government (both require departmental approval)  
  
\*Summer School: Economics or AP Macroeconomics  
Government  
  
Junior: IB History of the Americas 1 HL - 2-semester course offered every other year  
IB Psychology SL 2-semester course  
Government or AP Government  
Economics or AP Macroeconomics  
  
\*Summer School: Economics or AP Macroeconomics  
Government  
  
Senior: IB History of the Americas 2 HL – 2-semester course 2 semester course offered every other year  
Government or AP Government  
Economics or AP Macroeconomics

- Indicates these courses are dependent upon Board decision regarding Summer School.

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**GEOGRAPHY/  
HISTORY OF THE WORLD 1**

Classification: Regular (436N) -9  
(436) 10-12  
Prerequisite: None  
Open to: 9  
Credit: 1 RW

Geography/History of the World 1 focuses on four units of study. Unit One focuses on basic concepts of geography and will include detailed study of maps, the practical use of charts and graphs, conservation of resources, population, and cultural components. Units Two and Three will include studies of the political, cultural, physical, and economical geography of the countries of Asia, Southwestern Asia, Australia, and North Africa. Current events highlights will be an important part of the classroom discussions.

**GEOGRAPHY/  
HISTORY OF THE WORLD 2**

Classification: Regular (437N)-9  
(437) 10-12  
Prerequisite: World Geography 1  
Open to: 9  
Credit: 1RW

Geography/History of the World 2 involves an in-depth study of the geography of the Western Hemisphere, Europe and SubSaharan Africa. Three units of these studies will be offered. A detailed study of the political, cultural, physical and economic geography of Canada, the United States, Latin America, and Europe will be offered in these four units. Current events highlights will be an important part of classroom discussions.

**WORLD HISTORY 1**

Classification: Regular (420)  
Prerequisite: None (recommended for college bound students)  
Open to: 9, 10, 11, 12  
Credit: 1 RW

This is the first semester of the Carmel High School social studies elective in world history. This first-semester curriculum is designed to provide students with the initial standards outlined in the Indiana Academic Standards in World History in preparation for the Core 40

examination in World History. Starting with the beginnings of human society and continuing through medieval Europe and the rise of Western civilization, this class will focus upon the study of major social, political, economic and cultural developments. It is open to all students and will satisfy one semester of social studies electives.

*(Because of the nature of the Indiana Academic Standards for Core 40 classes, this class should be the initial course taken in sequence to be followed by World History 2, and meets the Geography/History of the World for Freshman Core 40 requirement and is strongly recommended for students who are college bound.)*

**WORLD HISTORY 2**

Classification: Regular (421)  
Prerequisite: None  
Open to: 9, 10, 11, 12  
Credit: 1 RW

This is the second semester of the Carmel High School social studies elective in world history. This will complete the curriculum based upon the Indiana Academic Standards in World History in providing students with a survey of world history preparing for the Indiana Core 40 examination. It will focus upon the period of world history beginning with the Renaissance and Reformation and continuing with the major social, political, economic and cultural developments through the present. It is open to all students and will satisfy one semester of social studies electives.

*(Because of the nature of the Indiana Academic Standards for Core 40 classes, this class should be taken in sequence after World History 1, and meets the Geography/History of the World 2 for Freshman Core 40 requirement and is strongly recommended for the college bound student)*

**WORLD HISTORY 1-2/  
ENGLISH 9 1-2 (World Studies)**

Classification: Regular 420 NB-421NB  
Prerequisites: None  
Open to: 9

Credit 2 RW English, 2RW Soc. Studies

This course includes the basic requirements of literature, composition and world history. The interdisciplinary approach will enhance students' awareness of the relationship of historical events and literature from the beginning of recorded time to present day. Reading and writing skills will be emphasized. Successful completion of this course satisfies the requirements of freshman level English and Social Studies. This course requires a two-period block of time and is team taught. This is a full year course and transfers out are not permitted at semester.

**WORLD HISTORY 1-2,  
ADVANCED PLACEMENT**

Classification: Advanced Placement  
(420APW-421APW)  
Prerequisite: Recommended for college bound students  
Open to: 9  
Credit: 2 FW

This two-semester class is specifically designed for students who are planning to take the AP examination in World History and is the only AP social studies offering open to freshmen. AP World History will emphasize the intellectual, cultural, political, economic, social, and diplomatic developments in world history and will serve as a springboard for students electing to take AP European history as a sophomore or beyond.

In order to do well in this course, the student should be highly motivated as a social studies student and be willing to challenge themselves through a rigorous national college level curriculum. While it is not required that students take the AP World History exam at the approximate cost of \$90.00, it is expected — the focus of the class is to adequately prepare students toward that end. A summer reading will be assigned.

*(Because of the nature of the Indiana Academic Standards for Core 40 classes, this class meets the Geography/History of the World 2 for Freshman Core 40 requirement.)*

## **EUROPEAN HISTORY 1-2, Advanced Placement**

Classification: Advanced Placement  
(424W-424SW)

Prerequisite: None

Recommended 3.0 GPA or higher

Open to: 10, 11, 12

Credit: 2 FW

This course is designed specifically for students who are planning to take the AP exam in European History. European History AP gives students a thorough understanding of the major themes in modern European history (1450-present). The course's primary emphasis on the intellectual, cultural, political, diplomatic, social, and economic developments in modern European history serve to give students a comprehensive understanding of this period in European history. In order to do well in this course, the student should be highly motivated as a social studies student and be willing to challenge himself through a rigorous national college level curriculum. A summer reading will be assigned.

While it is not required that students take the AP European History exam at the approximate cost of \$90.00, it is expected—the focus of the class is to adequately prepare students toward this end.

## **UNITED STATES HISTORY 1**

Classification: Regular (414)

Prerequisite: None

Open to: 11, 12

Credit: 1 RW

This course will build upon concepts developed in previous studies of American history in the Carmel Clay Schools. It will review major events from 1750 to 1877, and will emphasize national development from the end of the Reconstruction period (1877) and continue chronologically through 1920. Students will study key economic, social, political, and cultural events of these periods as well as the people, groups, and movements that have an impact on the life of Indiana and the United States.

This course will satisfy one semester of the junior year United States history requirement for graduation from

Carmel High School and is open to all level of students.

## **UNITED STATES HISTORY 2**

Classification: Regular (415)

Prerequisite: None

Open to: 11, 12

Credit: 1RW

This course will further build upon concepts developed in previous studies of American history, in particular US 1, and will emphasize the national development of the United States following World War I to the present. Students will study key economic, social, political and cultural events of the periods, as well as the people, groups, and movements that have an impact on the life of Indiana and the United States.

This course will complete the two semesters of United States history required of juniors for graduation from Carmel High School and is open to all level of students. Students receiving credit for US 1 and 2 may not take Regular Block, Honors Block or AP US.

## **UNITED STATES HISTORY 1-2/ ENGLISH 11, 1-2 (American Studies)**

Classification: Regular (469-469A/110-111)

Prerequisite: None

Open to: 11

Credit: 4 (2 in Social Studies and 2 in English) RW

Course content includes the basic requirements of American literature, composition and United States history. The interdisciplinary approach will enhance students' awareness of the relationship of historical events and literature from the Puritan period to 1994. Writing skills will be emphasized. Successful completion of this course satisfies the junior requirements for junior level English and Social Studies. The second semester of the course will be devoted to 20<sup>th</sup>-Century American literature and history.

*This course requires a two-period block of time and is team-taught. This is a full year course and transfers out*

*are not permitted at semester break. (Time covered: 1600 to Present.)*

## **AP AMERICAN STUDIES: UNITED STATES HISTORY 1-2/ AP ENGLISH LITERATURE 1-2**

Classification: Advanced Placement  
(473AW-473BW/123W-124W)

Prerequisite: Selection process

Open to: 11

Credit: 4 (2 in Social Studies, 2 in English) FW

This course is offered to students recommended as most able in English and Social Studies. Admission will be through administrative selection with student agreement. Course content includes an integrated study of American literature, composition and history dating from Puritan times to the present. Successful completion of this course will satisfy the junior requirement in both English and Social Studies. The second semester of the course will be devoted to 20<sup>th</sup> Century American literature and history. *This course requires a two-period block of time and is team-taught. This is a full year course and transfers out are not permitted at semester break unless approved. (Time covered: 1600 to Present.)*

Extensive reading and writing in American history is required. This course will satisfy the full year requirement in United States history. Students will follow the national AP United States History curriculum. Students will be given a summer reading assignment covering the first five chapters in the Advanced Placement text. Students may pick up their rental texts from the CHS bookstore after the first week of summer school. Students are encouraged to purchase their texts. An examination over summer reading material will be given in the first week of class. A summer reading will be assigned. *(Students approved for transfer from this course at the end of the first semester will be assigned to United States History 2; however, they will not be prepared for the AP Exam in May.)*

## **UNITED STATES HISTORY 1-2, Advanced Placement**

Classification: Advanced Placement  
(417AP1W-417AP2W)

Prerequisite: None

Open to: 11

Credit: 2 FW

This is a two-semester course designed for the highly academically motivated student who has a very strong interest and aptitude in United States history. During the first semester, course content covers from the colonial period to the end of the 19th Century. The second semester is devoted to the 20th Century. While it is not required that students take the AP U.S. History exam at the approximate cost of \$90.00, it is expected—the focus of the class is to adequately prepare students toward this end. Extensive reading and writing in American history is required. This course will satisfy the full year requirement in United States history. Students enrolling in AP United States History will be given a summer reading assignment covering the first five chapters in the Advanced Placement text. Students may pick up their rental texts from the CHS bookstore after the first week of summer school. Students are encouraged to purchase their texts. An examination over summer reading material will be given in the first week of class.

*(Students approved for transfer from this course at the end of the first semester will be assigned to United States History 2; however, they will not be prepared for the AP Exam in May.)*

## **IB HISTORY OF THE AMERICAS HL 1,2 (2 semester course)**

Classification: IB (480IBHW, 481IBHW)

Prerequisites: Recommended AP World History and/or AP European History

Open to: 11

Credit: 2 FW

The High Level (HL) history program is a two-year curriculum offered as a stand-alone course within the Social Studies Department. It will include the History of the Americas 1 for the

junior year and the History of the Americas 2 in the senior year. The comparative course will integrate the histories of Canada, Latin America, and United States. It is designed to promote and enhance an awareness of international understanding through focusing on the Western Hemisphere. This two-year program will introduce students to the common experience of the Americas through a comparative analysis of cultural, political, social, and economic issues. The junior year will study the period from the mid-19<sup>th</sup> century through the present. The senior year will focus on an analysis of the Western Hemisphere and its relationship to Europe in the 20<sup>th</sup> century. Students enrolling in this course will be strongly encouraged to take AP world History in the 9<sup>th</sup> grade and AP European History in the 10<sup>th</sup> grade as preparation for the IB program. *History of the Americas 1 HL satisfies Core 40 requirements for United States History.*

## **IB HISTORY OF THE AMERICAS HL 3,4 (2 semester course)**

Classification: IB (482IBHW, 483IBHW)

Prerequisites: IB History of the Americas 1

Open to: 12

Credit: 2 FW

## **UNITED STATES GOVERNMENT**

Classification: Regular (401)

Prerequisites: Two semesters of United States History

Open to: 12

Credit: 1 RW

This course examines the tripartite organization of government in the United States—the legislative, executive and judicial branches—at the federal, state and local levels. Consideration is given to the relationships between and responsibilities of the three branches, as well as the various governmental levels. Included will be a study of 1) how laws are made by the legislative bodies—Congress, the Indiana General Assembly, county councils, city councils and other representative or regulatory bodies; and 2)

administration of the laws by the President, the governor, and various county officials and mayors. Approximately one third of course is devoted to Indiana state and local government.

## **UNITED STATES GOVERNMENT AND POLITICS, Advanced Placement**

Classification: Advanced Placement  
(401APW)

Prerequisite: Two semesters of US History

Open to: 12

Credit: 1FW

This course will give students an analytical perspective on government and politics in the United States. The course will include both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. It also will include the study of various institutions, groups, beliefs, and ideas that constitute U.S. politics. Students will become acquainted with a variety of theoretical perspectives and explanations for various behaviors and outcomes. The course will be presented at a college freshman instructional level and students should be highly motivated and possess superior writing skills. While it is not required that students take the appropriate AP exam at the approximate cost of \$90.00 it is expected—the focus of the class is to adequately prepare students toward this end. *This course satisfies the graduation requirement for a credit in government.*

## **COMPARATIVE GOVERNMENT AND POLITICS, ADVANCED PLACEMENT**

Classification: Advanced Placement  
(406W)

Prerequisite: United States Government and selection process

Open to: 12

Credit: 1FW

This is an elective course for seniors with a strong interest in the field of political science. Within this challenging curriculum, students will develop an understanding of some of

the world's diverse political structures and practices by studying both specific countries as well as the general concepts used to interpret the political relationships and institutions found in virtually all national polities. General topics covered will include the following: sources of public authority and political power; the relationship between state and society; the relationships between citizens and states; political institutions and frameworks; political change; and the comparative method. The course will follow the national Advanced Placement curriculum in Comparative Government. This course will satisfy one semester as an elective in Social Studies.

### **INTERNATIONAL RELATIONS**

Classification: Regular (403)  
Prerequisite: None  
Open to: 12  
Credit: 1 RW

This course will begin with a study of the mechanics of United States foreign policy decision-making and will apply these theories to current United States foreign policies. A current events approach will be taken in the study of areas of international concern such as United Nations, the Middle East, the Third World, terrorism, and the dissolution of the Cold War. A major portion of the class will be devoted to social science research and writing techniques. An acceptable 10-15 page research paper is required for credit. This course will satisfy one semester as an elective in Social Studies.

### **SOCIOLOGY**

Classification: Regular (413)  
Prerequisite: None  
Open to: 11, 12  
Credit: 1RW

This course consists of the study of the relationships among people and the social conditions in which those relationships occur. The sociological concepts of culture, socialization, social structure and social inequality are the primary areas of study. Included within these general areas of study are the topics of deviance, social control, organizations, stratification, social institutions and the family.

*This course will satisfy one semester of Social Studies for graduation and Core 40 requirements as an elective in Social Studies.*

### **ECONOMICS**

Classification: Regular (400RG)  
Prerequisite: None  
Open to: 11, 12  
Credit: 1RW

This course for college-bound students concentrates on the overall view of America's economic operation. Special emphasis will be placed on the basic theories that are the backbone of the American economic system. Emphasis will be placed on the comparison of the capitalistic economic system to those of other nations. Attention will be given to the role of the individual as he is involved in the total process. The forces of supply and demand will be studied as they originate in the specific behavior of buyers and sellers. Investment, employment, and consumption will be related to individual decisions to expand or curtail production, to hire or fire workers, or to buy a commodity. Emphasis will be on the behavior patterns of individuals and firms. The role of the individual in other economic systems and international trade and its implications will also be studied. The course will be a combination of lecture, research, group work, and independent study. *This course satisfies the senior social studies elective required for the Academic Honors Diploma.*

### **MICROECONOMICS, ADVANCED PLACEMENT**

Classification: Advanced Placement (400MICW)  
Prerequisite: Macroeconomics or Regular Economics with approval  
Open to: 11, 12  
Credit: 1 FW

This college-level course gives students a thorough understanding of economics that apply to the functions of individual decision makers within the larger economy. While it is not required that students take the AP Microeconomics exam at the approximate cost of \$80.00, it is expected—the focus of the class is to adequately prepare students toward this

end. This course satisfies the senior social studies requirement for the Academic Honors Diploma as an elective.

### **MACROECONOMICS ADVANCED PLACEMENT**

Classification: Advanced Placement (400MACW)  
Prerequisite: None  
Open to: 11, 12  
Credit: 1 FW

This college-level course gives students a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course places particular emphasis on the study of national income and price determination, and also develops students' familiarity with economic performance measures, economic growth, and international economics. While it is not required that students take the AP Macroeconomics exam, it is expected—the focus of the class is to adequately prepare students toward this end. An (approximate) \$80.00 fee covers both the AP exams in economics.

*This course satisfies the state graduation requirement in economics, Core 40, and Academic Honors diploma.*

### **LAW EDUCATION**

Classification: Regular (404)  
Prerequisite: Two semesters of U.S. history  
Open to: 12  
Credit: 1 RW

This course is designed to provide students with a practical understanding of law and the legal system and its development, the United States and Indiana constitutions, criminal and juvenile law, consumer law, family law, housing law and individual rights and liberties.

*This course does not meet senior graduation requirements in social studies as an elective.*

### **PSYCHOLOGY**

Classification: Regular (407)  
Prerequisite: None  
Open to: 10, 11, 12 (Sophomores are cautioned that many aspects of the study of psychology require a high

level of analytical skills, maturity, and sensitivity.)

Credit: 1 RW

This course takes a general look at the field of Psychology. Psychology is the study of mental processes and human behavior. Six theories or approaches to studying Psychology are used throughout the semester to examine why we do the things we do and how we react to the environment. In accordance with state standards, the curriculum focuses on Brain, Body and Awareness, Cognition, Principles of Learning, Information Processing, Intelligence, Personality, Mental Disorders and Treatment. Students will be challenged to complete an experiment project as well as a mental health project. *This course will satisfy one semester as an elective in Social Studies.*

## **UNITED STATES HISTORY**

### **1-2, ACP H105-106**

**Classification:** ACP (Indiana University H105/H106)  
(414ACPW, 415ACPW)

**Prerequisite:** 2 years of high school history or social studies

**Open to:** 11

**Credit:** 2 CHS FW

This two-semester course covers the evolution of American society: political, economic, social structure, racial and ethnic groups, world diplomacy of the United States, territorial expansion, industrialization, urbanization international events and their impact on American history. H105 will cover from English colonization through the Civil War. H106 covers 1865 to the present. This two-semester course will meet the required American history course requirement. Prerequisites include two years of high school history and/or social studies.

*\*\*If students wish to receive college credit, they must be eligible for admission to Indiana University. A tuition fee will be charged and credits*

*are transferable to most colleges and universities.*

## **PSYCHOLOGY, Advanced Placement**

**Classification:** Advanced Placement (407APW)

**Prerequisite:** None

**Open to:** 11, 12

**Credit:** 1FW

This college-level course is designed for qualified students who wish to complete studies in secondary school equivalent to a college psychology introductory course. The aim is to provide the student with learning experience in the study of behavior and mental processes of humans and animals. The Advanced Placement course introduces students to the discipline of psychology by emphasizing the history of psychology as a science, the different theoretical approaches that underlie explanations of behavior and the contemporary research methods used by psychologists. Students will learn about methods psychologists use in their science and practice. While it is not required that students take the AP Psychology exam (at the approximate cost of \$90.00), it is expected. The focus of the class is to adequately prepare students toward this end. This course will satisfy one semester as an elective in Social Studies. *Not open to students who have received credit for regular Psychology.*

## **PSYCHOLOGY SL, INTERNATIONAL BACCALAUREATE 1-2**

**Classification:** IB (407IB1W-407IB2)

**Open to:** 11

**Credit:** 2 FW

Psychology Standard Level is designed to develop the student's capacity to identify, to analyze critically, and to evaluate theories, concepts and arguments about the nature and activities of the individual and society. Students will be asked to promote the appreciation of the way in which

learning is relevant to both the culture in which the student lives and the culture of other societies. Over the course of one year, students will interpret and/or conduct psychological research to apply the resulting knowledge for the benefit of human beings. Students will develop an understanding of the biological, cognitive, learning and socio-cultural influences on behavior. An emphasis will be placed on the students developing an awareness of how applications of psychology in everyday life are derived from psychological theories.

## **AP HUMAN GEOGRAPHY /TOPICS IN SOCIAL SCIENCE—GEOGRAPHY**

**Classification:** AP (434W-435W)

**Prerequisite:** B average in

World Geography or World History

**Open to:** 10,11,12

**Credit:** 1FW, 1RW

AP Human Geography is a two-semester introductory course of college-level geography designed to challenge students in furthering critical thinking about the world in which we live. Students are introduced to fundamental concepts of geography including the systematic study of patterns and processes that have shaped human understanding, use and alteration of the Earth's surface. Students will use spatial concepts and landscapes to analyze human social organization and its environmental consequences. Also, students will learn the methods geographers use in their science and practice and meet the goals determined by the National Geographic Standards. The second semester will focus on Social Studies topics in human geography in preparation for the AP exam. While not required, students will be encouraged to take the AP Human Geography exam given in the spring. The cost of the test is approximately \$90.00.

# WORLD LANGUAGES:

Most colleges require world languages courses for admission and many colleges that do not require world languages for admission do require it for graduation. Most colleges offer world language placement tests to incoming freshmen and, depending on the student's scores, they will grant tuition-free college credits for the world language learned in high school. In addition, some schools grant free "bonus credits" to students who take additional college language courses as freshmen and receive a grade of "C" or higher. Some universities, like IU, require that students entering certain programs demonstrate proficiency in a world language. If a student cannot demonstrate proficiency, the student must take remedial world language courses for which no college credit is given. Since 2004 the Schools of Education, Engineering, Health Sciences, Liberal Arts, Management, Pre-pharmacy, Agriculture, Science and the Undergraduate Studies Program require four semesters of world language for admission consideration.

Research has established a definite link between second language learning and improved basic skills. Annual studies conducted by the College Board have also shown that students who study a world language score significantly better both on the verbal and mathematics portions of the SAT. Studying a language helps students learn about the rest of the world. Studying a second language enriches critical thinking concerning:

- New knowledge about another language and culture
- Enhanced awareness of one's own spoken and literary language
- New perspective on one's own culture
- Greater understanding and tolerance of the diversity of a global society
- Realization that beyond the barrier of a language, exist human beings very much like us

Besides the traditional professions where world language is a primary skill such as translators, foreign service, and the military, there are many others in which knowledge of a world language and culture is an important secondary skill. In business, it is important to know the language and understand the culture of the country where business is being conducted. Knowledge of another language and culture is not only desired in business, but rewarded through choice positions, raises, and promotions. International companies both here in Indiana and throughout the country are in need of bilingual employees ranging from secretaries to chief executive officers. Cities and states throughout the US are recruiting foreign investors and businesses. More and more, world language skills are recognized as a definite asset in the competitive, global economy of the 21<sup>st</sup> century.

## Retaking World Language Courses

Due to the sequential development of world language courses, the world language department allows students to retake courses at Carmel High School to improve their skills. Students who have earned a credit in a course with a grade lower than a "C" may retake the course to better master its content or to meet minimum grade requirements to qualify for a Core 40 with Academic Honors diploma. With permission of the academic department chair, students who plan to retake the second semester of a year-long course may also retake the first semester.

When retaking a class, the original grade and the grade earned when the class is retaken will both be on the student's transcript and factored into the student's GPA.

In some cases, students transferring to Carmel High School may audit a class if the audit is recommended after appropriate evaluation by an academic department and is approved by the principal.

During the regular school year, an audit or retake may be denied if placing a student in a particular class for this purpose causes the class size to be excessive. Again, the principal will make the decision in such cases.

Grades earned in audited courses do not count toward athletic eligibility.

Incoming 9<sup>th</sup> graders with high school credit earned in middle school may retake those courses at Carmel High School if the grade earned in the middle school is lower than a "B-." When retaking a course previously taken in middle school, the course, credit, and grade earned in middle school will not be a part of the Carmel High School transcript.

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## **AMERICAN SIGN LANGUAGE I 1-2**

Classification: Regular (525-526)

Prerequisite: None

Open to: 10, 11, 12

Credit: 2 RW

The Level I course is designed to give second language acquisition of American Sign Language. The curriculum is designed to take students who have no knowledge of ASL to the point where they can function comfortably in a wide variety of situations in the Deaf Community. Deaf language, culture and history are taught throughout the curriculum. Students will exchange personal information, talk about their surroundings, give and understand directions, talk about families & relationships, learn appropriate ways to get attention, negotiate the environment of signed conversations, show awareness of and respect for the Deaf Culture and show awareness of Deaf History. In addition to in-class activities, students are highly encouraged to attend 10+ hours of "outside" deaf events during the year and commit to the total immersion into the Deaf World in the classroom.

## **AMERICAN SIGN LANGUAGE II 1-2**

Classification: Regular (592-593)

Prerequisite: American Sign Language I

Open to: 10, 11, 12

Credit: 2 RW

The Level II course is designed to take students who have some knowledge of ASL to the point where they can function comfortably in a wide variety of situations in the Deaf Community. Deaf Culture is taught throughout the curriculum. Level II curriculum builds upon the topics, vocabulary and grammar introduced in previous lesson in Level I. Students will talk about people in a more abstract way and talk about the environment removed from the classroom. Students will learn to narrate events that occurred in the past. Students will discuss the location of things around the house, ask for solutions to everyday problems, tell about life events, describe objects and talk about weekend activities. Students will use appropriate cultural behaviors

for directing and maintaining attention, talk in ways that keeps others informed, use strategies such as controlling the pace of conversation, resume conversations after an interruption and practice the art of storytelling skill that requires more use of handshape variety to identify a variety of objects. In addition to in-class activities, students are highly encouraged to attend 20 hours or 2 full weeks of "outside" deaf events during the year and commit to the total immersion into the Deaf World in the classroom.

## **CHINESE I 1-2**

Classification: Regular (580-581)

Prerequisite: None

Open to: 9, 10, 11, 12

Credit: 2 RW

The Level I Chinese course enables students to discuss the many reasons for learning languages and to develop an understanding of the people who speak Mandarin Chinese. Students are able to apply effective strategies for language learning and show a willingness to experience various aspects of the cultures. Students will respond to and give oral directions and commands and to make routine requests in the classroom and in public places. They will understand and use appropriate forms of address in courtesy expressions and be able to tell about daily routines and events. Students will ask and answer simple questions and participate in brief guided conversations related to their needs and interests. They will read isolated words and phrases in a situational context, such as menus, signs and schedules. Students will be able to comprehend brief written directions and information, read short narrative texts on simple topics, write familiar words and phrases in appropriate contexts and respond in writing to various stimuli.

## **CHINESE II 1-2**

Classification: Regular (582-583)

Prerequisite: Chinese I

Open to: 9, 10, 11, 12

Credit: 2 RW

This course enables students to participate in classroom and extracurricular activities related to learning the Chinese language. Students will be able to participate in conversations related to daily activities and personal interests. Students will learn how to ask questions regarding routine activities, participate in conversations about a variety of topics, relate a simple narrative about a personal experience or event, interact in a variety of situations to meet personal needs, respond to an offer for help, understand main ideas and facts from simple texts, read aloud with appropriate pronunciation and intonation, and write briefly in response to given situations. Additionally, Chinese II students will become familiar with major geographical features, historical events, and political structures of China and Chinese-speaking countries. Students will become familiar with different aspects of the Chinese culture, including the visual arts, architecture, literature, and music.

## **CHINESE III 1-2**

Classification: Regular (584-585)

Prerequisite: Chinese II-1-2

Open to: 11, 12

Credit: 2 RW

## **FRENCH I 1-2**

Classification: Regular (500-501)

Prerequisite: None

Open to: 9, 10, 11, 12

Credit: 2 RW

This beginning course enables students to discuss reasons for learning languages and to develop an understanding of the people who speak them. Students are taught to apply effective strategies for language learning and to communicate through listening and speaking in various cultural contexts. Students will also learn to read and comprehend simple directions, information and short narrative texts, as well as to write familiar words and phrases. Students will demonstrate appropriate behavior and learn the major holidays and geographical features of the French-speaking countries of Europe, and to be aware of current events in these cultures from time to time.

## **FRENCH II 1-2**

Classification: Regular (502-503)

Prerequisite: French I 2

Open to: 9, 10, 11, 12

Credit: 2 RW

In French II students review the basic material learned in French I before proceeding with the French II curriculum. At this level students will participate in conversations dealing with daily activities, personal interests and meeting personal needs. Within these contexts students will also discover cultural similarities and differences. Students will read short texts for comprehension and enjoyment. They will write short letters about their own experiences using culturally appropriate format and style. Students will also give written responses to given situations. Students will also become familiar with the francophone world outside of Europe.

## **FRENCH III 1-2**

Classification: Regular (504-505)

Prerequisite: French II 2

Open to: 10, 11, 12

Credit: 2 RW

In French III students review the basic material learned in French II before proceeding with the French III curriculum. At this level students communicate orally by responding to factual and interpretive questions, interact in complex social situations and give short presentations on cultural topics. Students read for comprehension from a variety of authentic materials and read longer simplified texts for enjoyment. In writing, students will complete authentic forms and documents, take notes, write brief summaries and well-organized compositions. Students will also demonstrate an awareness of the effects of the French culture on other societies including their own.

## **FRENCH IV 1-2/ WORLD LANGUAGE B SL, INTERNATIONAL BACCALAUREATE**

Classification: Regular (506W-507W)

Prerequisite: French III 2

Open to: 11, 12

Credit: 2 FW

In French IV students review and expand the material of French I-III and much of the class is conducted in the language. Although time will be spent on vocabulary building and grammar, the focus on French IV is writing. Students are taught to write a well-organized composition using new vocabulary and grammar structures as an integral part of composition writing. They will be guided to find their own errors in this written work. Students also review and expand their knowledge of French geography and then read excerpts from French history and the relationship to the art and literature of the period. They also learn to take notes on their readings as well as on oral information given in the form of short lectures. Students will be given the opportunity to explore francophone culture through music and reading authentic materials.

## **FRENCH V 1-2/ WORLD LANGUAGE B SL, INTERNATIONAL BACCALAUREATE**

Classification: Regular (508W-509W)

Prerequisite: French IV 2

Open to: 11, 12

Credit: 2 FW

In French V students participate in a wide variety of conversations dealing with daily life and news in the francophone cultures as well as their own. They learn the tools for gaining maximum comprehension in reading authentic literary texts, articles and novels. They summarize these texts and learn to analyze the texts and their reactions to the content of the texts. During second semester the students choose a research topic on an aspect of French culture, and then, using the internet to locate French-language web sites, prepare an oral and written project to be shared with their peers.

## **FRENCH VI 1-2/ WORLD LANGUAGE B SL, INTERNATIONAL BACCALAUREATE**

Classification: Regular (510W-511W)

Prerequisite: French V 2

Open to: 12

Credit: 2 FW

This independent study class is intended for students who took French V as a junior and who do not want to interrupt their study of French before college. Students will work on projects using the internet to do at least part of their research. They will read and analyze several novels, plays and poems, studying them in the context of the appropriate literary period. Students will also have the opportunity to work on areas of particular interest to them.

## **AP FRENCH LANGUAGE**

Classification: Advanced Placement (508APW-509APW)

Prerequisites: French IV

Credit: 2 FW

The purpose of AP French Language is to expand on previously learned grammatical, communicative and cultural concepts of the French language and culture. This course serves as a review and an expansion of the concepts studied in levels I-IV; thus it is essential that every student has completed the previous levels. This AP course will prepare students to successfully take the AP Exam and /or college placement tests. The emphasis will be on journal and essay writing, conversational skills, as well as reading and listening comprehension, grammatical accuracy and cultural competence.

## **GERMAN I 1-2**

Classification: Regular (515-516)

Prerequisite: None

Open to: 9, 10, 11, 12

Credit: 2 RW

Level I German is an introduction to the German language, reasons for studying the language, and understanding the customs and culture of German speaking countries. Students will apply effective strategies for acquisition of both written and oral language skills in order to perform in various cultural situations. Students will also be able to read and comprehend simple directions, as well as write basic questions and phrases. Additionally, students will learn appropriate behavior for social greetings and nonverbal communications of German speaking countries. Level I also provides the

opportunity for students to learn about traditional celebrations and geographic regions of German speaking countries.

### **GERMAN II 1-2**

Classification: Regular (517-518)

Prerequisite: German I 2

Open to: 9, 10, 11, 12

Credit: 2 RW

Level II German enables students to utilize their language skills in extracurricular activities as well as in the classroom by expressing personal interests and daily routines. Students will verbally interact by narrating an experience, reading aloud, and asking appropriate questions in German. Students will also be able to write responses to various situations using acquired vocabulary and grammar knowledge. Short stories and poems are introduced along with the historical and political make-up of the German speaking countries.

### **GERMAN III 1-2**

Classification: Regular (519-520)

Prerequisite: German II 2

Open to: 10, 11, 12

Credit: 2 RW

Level III German provides students with information fostering an understanding and appreciation of foreign cultures. Basic skills of reading, writing, listening, and speaking are enhanced. Level III students will read and understand challenging texts, a book (*Geheime Mission*) and authentic materials. Students will write brief texts with clear messages using an appropriate level of grammar and structure. Students will also initiate their own expression of emotions and desires without memorized phrases through presentations, interviews, and dialogs.

### **GERMAN IV 1-2/ WORLD LANGUAGE B SL, INTERNATIONAL BACCALAUREATE**

Classification: Regular (521W-522W)

Prerequisite: German III 2

Open to: 11, 12

Credit: 2 FW

Level IV German allows students to participate in leadership roles in the classroom and extracurricular activities related to German. Students are

presented with, and perform appropriately in, opportunities to correspond with native and advanced non-native speakers. Students of this level will be able to give presentations, interpret complex situations, and read for comprehension. Level IV German students creatively use the language to produce poetry, prose, and compositions. Students will read a full-length work of fiction. Students also combine their knowledge of historical periods and artistic genres to make connections in their relationship. A concise review of grammar is also included.

### **GERMAN V 1-2/ WORLD LANGUAGE B SL, INTERNATIONAL BACCALAUREATE**

Classification: Regular (523W-524W)

Prerequisite: German IV 2

Open to: 12

Credit: 2 FW

Level V German facilitates authentic activities for students such as attending concerts, plays, and community activities in German or pertaining to German culture. Students are also given opportunities to actively promote the study of German by outlining the benefits to their communities. Students will read a full-length work of fiction. Students analyze and create their own non-fiction literature expressing concerns as well as possible solutions to current events. Students will also demonstrate near native behaviors appropriate for both adults and adolescents.

### **GERMAN LANGUAGE, ADVANCED PLACEMENT**

Classification: Advanced Placement (523APW, 524APW)

Prerequisite: German IV

Open to 12

Credit: 2 FW

The purpose of the materials and activities of the fifth level of German at Carmel High School is to expand on previously learned grammatical, communicative and cultural concepts of the German language and culture. This year serves as a review and an expansion of grammatical, historical and cultural concepts studied in Levels I, II, III & IV thus it is essential that

every student has completed the previous levels. The AP-level course will prepare students to successfully take the AP Exam and/or college placement tests by emphasizing journal and essay writing, conversational skills as well as reading and listening comprehension, while working on grammatical accuracy and cultural competence.

### **JAPANESE I 1-2**

Classification: Regular (530-531)

Prerequisite: None

Open to: 9, 10, 11, 12

Credit: 2 RW

One of the main points of emphasis of this beginning course is the written language. Students will master the two native Japanese writing systems, hiragana and katakana, and will begin learning the third writing system borrowed from the Chinese language, kanji. Students will be able to respond to classroom requests, use familiar words and phrases both orally and in writing, and answer short-answer questions in the target language. They will learn the days of the week, the months of the year, how to tell time and how to ask for and give personal information such as phone numbers, age, grade level in school, number of family members, etc. Students will be able to give information about their family both orally and in writing. Students will create a family project, such as a family tree or photo album in this course. They will also be introduced to the concepts of colors, counters, country names, nationalities, occupations, languages, and body parts. Students will be presented with a minimal amount of action verbs and will learn some very basic grammatical sentence structures.

### **JAPANESE II 1-2**

Classification: Regular (532-533)

Prerequisite: Japanese I-2

Open to: 9, 10, 11, 12

Credit: 2 RW

In this course students will be expected to build upon previously learned material. Students will learn and have lots of practice with verb and adjective conjugation, particles, and many new vocabulary words. Students will learn how to make suggestions. They will

expand their knowledge of counters. Students will be introduced to the two existence verbs and will learn to use them properly in simple location phrases. Students will learn days of the month, research important Japanese holidays, and talk about their daily school schedules in the target language. They will compare/contrast what goes on in Japanese and American schools. Students will use newly learned descriptive words to describe their school, classes and teachers. They will learn the basics of how to express what they want and what they want to do. Students will be introduced to simple sickness vocabulary and to the 4 seasons in Japan. Students will be briefly introduced to places, clothing and food vocabulary. They will learn how to properly use giving/receiving verbs. Lastly, students will be introduced to many aspects of Japanese culture such as shopping, money, eating, etc.

### **JAPANESE III 1-2**

Classification: Regular (534-535)

Prerequisite: Japanese II-2

Open to: 9, 10, 11, 12

Credit: 2 RW

In this course students will be expected to build upon all previously learned concepts and vocabulary. Students will learn and utilize a great deal of verb, adjective and noun kanji. They will be introduced to the plain (dictionary) form of verbs. Creating complex compound sentences is a goal in this course. Students will become familiar with the map of Japan, learning the kanji for all 4 directions, the 4 main islands and Okinawa. Students will also be expected to recognize the kanji for the major cities, learn important facts for each and be able to place each on a map. Students will learn to use the present tense to be able to describe what someone is doing. Students will learn how to create more complex location phrases and will be expected to use the kanji for locations when writing. Students will be given many opportunities to speak in the target language. Class will begin each day with a discussion over what they did the night before. Students will be expected to use complex rather than simple sentences.

Students will learn about birthdays in Japan. They will be introduced to six different wearing verbs and many new clothing vocabulary words. They will learn how to use colors as adjectives so that they can describe what people are wearing. Students will learn how to say that something is or is not allowed so that they are able to speak and write about their school regulations in the target language. Students will be introduced to the informal way of speaking Japanese. Students will be introduced to Japanese cuisine and will learn how to order food in Japanese. They will discuss proper table etiquette at home and at restaurants in Japan.

### **JAPANESE IV 1-2**

Classification: Regular (536-537)

Prerequisite: Japanese III-2

Open to: 9, 10, 11, 12

Credit: 2 RW

In this course students will be expected to build upon previously learned material. Students will continue the transition from writing Japanese to speaking Japanese. They will be required to utilize learned grammatical concepts in conversation about daily life in the target language during class. Students will go in depth about ailments/sickness and they will also be able to have a proper phone conversation. Students will have contact with native speakers daily and will be required to ask/answer questions in the target language as much as possible. Students will be able to discuss what they plan on doing and what they are expected to do. They will learn about how Christmas is celebrated in Japan and about the most important Japanese holiday, New Year's Day. Students will create and send traditional Japanese new year's cards to classmates. They will learn about Japanese religions and compare those to religions in the United States. Students will continue learning informal Japanese and will be encouraged to use it in conversations with their classmates. Students will create and give their own weather report. Students will learn how to compare two or more items and will ask/answer comparison questions orally in the target language. They will learn about Japanese department stores

and go into depth with shopping terminology and grammatical concepts used in shopping. Students will learn to use noun modifiers and the potential forms of verbs. Students will read two novels during the year. *Memoirs of a Geisha* and *Lost Names*. Students will answer discussion questions as they read and each class will begin with a class discussion of the assigned reading.

### **JAPANESE V 1-2**

Classification: Regular (538-539)

Prerequisite: Japanese IV-2

Open to: 9, 10, 11, 12

Credit: 2 RW

In this course students will be expected to build upon all previously learned material. Students will be introduced to traditional Japanese folk tales and paper plays through which they will become familiar with their commonly used vocabulary, phrases and grammatical patterns. They will perform one of these folk tales in front of the Japanese II class. Students will create their own folk tale in the target language. Students will learn how to quote sentences directly and indirectly. Students will have lots of practice following and giving street directions in the target language. They will use maps frequently. They will collectively create a three dimensional map of a city that they have made up and will walk classmates through directions properly. Students in this class will do research on rush hour in Japan, famous zoos and art museums. They will also compare and contrast mass transportation, the price of gasoline and the percentage of car owners in Japan and America. Students will learn how to make/follow a recipe in Japanese. They will learn how to list verbs, how to use the conditionals "if" and "when," and compare/contrast actions. Students will watch movies and write essays/journal in the target language.

### **AP JAPANESE LANGUAGE AND CULTURE**

Classification: Advanced Placement (538APW-539APW)

Prerequisite: Japanese IV

Open to 11, 12

Credit: 2 FW

The purpose of AP Japanese Language and Culture is to expand on previously learned grammatical, communicative and cultural concepts of the Japanese language and culture. This course serves as a review and an expansion of the concepts studied in levels I-IV; thus it is essential that every student has completed the previous levels. This AP course will prepare students to successfully take the AP Exam and /or college placement tests. The emphasis will be on journal and essay writing, conversational skills, as well as reading and listening comprehension, grammatical accuracy and cultural competence.

### **LATIN I 1-2**

Classification: Regular (545-546)

Prerequisite: None

Open to: 9, 10, 11, 12

Credit: 2 RW

The Level I Latin course enables students to discuss the many reasons for learning languages and to develop an understanding of the people who spoke them. Students are taught to apply effective strategies for language learning and to communicate through responding to and giving oral directions, commands and requests in the classroom. The students will also learn to read and comprehend simple directions, information and short narrative texts, as well as write familiar words and phrases. Students will also learn major Roman holidays and the geographical areas of the ancient world. They will also recognize the contributions of the Latin language and culture to Western civilization.

### **LATIN II 1-2**

Classification: Regular (547-548)

Prerequisite: Latin I 2

Open to: 9, 10, 11, 12

Credit: 2 RW

The Level II Latin course enables students to participate in classroom and extracurricular activities related to Latin and to participate in conversations dealing with the influence of the classical world on modern culture. Students will also interact in a variety of situations such as asking permission, asking for or responding to an offer of help. Students will also understand main

ideas and facts from simple texts over familiar topics. Students will read aloud in Latin with the appropriate intonation and pronunciation, as well as write simple guided texts on familiar topics. Students will also learn major Roman holidays and the geographical areas of the ancient world.

### **LATIN III 1-2**

Classification: Regular (549-550)

Prerequisite: Latin II 2

Open to: 10, 11, 12

Credit: 2 RW

The Level III Latin course enables students to understand and appreciate other cultures by comparing social behaviors and values of the ancient Roman people. Students will participate in discussions concerning Roman culture through visual arts, architecture and language. Students will respond to factual and interpretive questions, and give short presentations on a given topic. Students will also read for comprehension from a variety of literary selections, such as short stories, plays, and poetry and be able to make judgments about what is read. Students will learn to use the language creatively in writing poetry, prose and essays. In addition, students will become familiar with historical events, political structure of the Romans.

### **LATIN IV/ 1-2 CLASSICAL LANGUAGE SL, HL INTERNATIONAL BACCALAUREATE**

Classification: Regular (551W-552W)

Prerequisite: Latin III 2

Open to: 11, 12

Credit: 2 FW

The Level IV Latin course enables students to participate in classroom and extracurricular activities related to the Latin language such as presentations to student body and to parent groups as well as taking leadership roles in language clubs. Students will read for comprehension from a variety of longer authentic materials and make judgments about what is read. Students will learn to use the language creatively in writing poetry, prose and essays. Students are aware of the relationship between various artistic and literary genres and history.

### **LATIN V 1-2/ CLASSICAL LANGUAGE SL, HL INTERNATIONAL BACCALAUREATE**

Classification: Regular (553W-554W)

Prerequisite: Latin IV 2

Open to: 12

Credit: 2 FW

The Level V Latin course enables students to participate in a variety of activities beyond the classroom such as concerts, theater performances and community activities. Students are willing to promote among their peers and other the study of Latin and Roman culture. Students are able to discuss current or past events that are of significance to the classical culture. Students will also relate issues and problems that are of concern today, to similar issues and concerns in classical and medieval civilizations. Students will also be able to analyze the structure of both authentic medieval prose and poetry. Students will also develop the ability to compose various genres of literature. Students will also gain a general appreciation of the major literary movements and an awareness of the relationships among various art forms.

### **LATIN VI, 1-2/ CLASSICAL LANGUAGE SL, HL INTERNATIONAL BACCALAUREATE**

Classification: Regular, can be an AHD course (555W-556W)

Prerequisites: Latin I, II, III, IV, V

Open to: 11, 12

Credits: 2 FW

The Latin VI course provides students will the opportunities to participate in a variety of activities in their community that are related to classical Roman and Greek culture. Students are willing to be active participants in activities outside the classroom which relate to and support the study of Latin and the Roman classical culture. Students will be able to: (1) Share their own analysis and personal reactions to expository and literary texts. (2) Exchange, support, and discuss their opinions and individual perspectives on a variety of topics dealing with the ancient world. (3) Select and analyze a variety of literary genres in Latin. (4)

Demonstrate an increasing understanding of the cultural nuances of meaning as expressed in the literature. (5) Create increasingly more sophisticated stories and poems, short plays, and skits based on personal experience and exposure to themes, ideas, and perspectives from the classical Roman culture. (6) Prepare a research-based analysis of a literary topic, an historical event, or a famous person from the ancient world. At this level, students also develop an in-depth knowledge of at least one significant literary period and understand the relationship of the various art forms of that period.

### **SPANISH I 1-2**

Classification: Regular (560-561)

Prerequisite: None

Open to: 9, 10, 11, 12

Credit: 2 RW

In Spanish Level I, students are introduced to the Spanish language. Students acquire elementary grammar (present tense verbs, nouns and gender, adjectives and agreement, formation of statements and questions), vocabulary, and Spanish pronunciation, and an introduction to Hispanic culture. Students develop foundational listening, speaking, reading, and writing skills.

### **SPANISH II 1-2**

Classification: Regular (562-563)

Prerequisite: Spanish I 2

Open to: 9, 10, 11, 12

Credit: 2 RW

After a review of level one material, students move to more advanced grammar concepts (past tenses, reflexive and irregular verbs, object pronouns), and expand their vocabulary. Students become familiar with cultural aspects of various Hispanic areas within the United States, Puerto Rico, and Mexico. Students practice reading, speaking, listening, and writing, within the context of shopping, travel, art, and other similar themes.

### **SPANISH III 1-2**

Classification: Regular (564-565)

Prerequisite: Spanish II 2

Open to: 10, 11, 12

Credit: 2 RW

After a review of materials from Spanish II, students master more advanced grammar concepts (future, conditional, commands, and present subjunctive) additional vocabulary, and culture. Students rely more on Spanish as the means of communication in class, and further develop listening, reading, writing, and speaking skills. Students write short compositions to improve writing skills, and read short literary selections to improve reading skills, going deeper into the vocabulary of personal information, professions, travel, and daily activities.

### **SPANISH IV 1-2/ WORLD**

#### **LANGUAGE B SL,**

#### **INTERNATIONAL**

#### **BACCALAUREATE**

Classification: Regular (566W-567W)

Prerequisite: Spanish III 2

Open to: 11, 12

Credit: 2 FW

Students review material from previous levels, and move to more advanced grammar and vocabulary (relative pronouns, all uses of subjunctive, passive voice). Students study several short stories, as well as history and geography of Mexico and Spain. Students write original compositions and give oral presentations regularly, and participate in conversations in Spanish. The class is conducted in Spanish. Students are expected to speak in Spanish and will be tested regularly on their speaking skills.

### **SPANISH V 1-2/ WORLD**

#### **LANGUAGE B SL,**

#### **INTERNATIONAL**

#### **BACCALAUREATE**

Classification: Regular (568W-569W)

Prerequisite: Spanish IV 2

Open to: 11, 12

Credit: 2 FW

Students review and apply all important materials from previous levels of Spanish. Students continue to learn new language, considerably increasing their vocabulary, greatly refining their knowledge of Spanish grammar and focusing on their writing skills. Reading in Spanish is an important component at this level. Therefore, students read numerous Hispanic short stories, articles, essays,

etc. Students learn more in-depth information about the culture of the different Spanish-speaking countries. This course is conducted in Spanish. Students are expected to speak in Spanish and will be tested regularly on their speaking skills.

### **SPANISH VI 1-2/ WORLD**

#### **LANGUAGE B SL,**

#### **INTERNATIONAL**

#### **BACCALAUREATE**

Classification: Regular (569W-570W)

Prerequisite: Spanish V 2

Open to: 12

Credit: 2 FW

This course is offered on an independent study basis only. Students will study advanced level culture, literature and grammar beyond that which is covered in previous years. Because the student will work independently, this challenging course requires initiative and dedication on the part of the student.

### **AP SPANISH LANGUAGE**

Classification: Advanced Placement

(568APW-569APW)

Prerequisite: Spanish IV

Open to: 11, 12

Credit: 2 FW

The purpose of AP Spanish Language is to expand on previously learned grammatical, communicative and cultural concepts of the Spanish language and culture. This course serves as a review and an expansion of the concepts studied in levels I-IV; thus it is essential that every student has completed the previous levels. This AP course will prepare students to successfully take the AP Exam and /or college placement tests. The emphasis will be on journal and essay writing, conversational skills, as well as reading and listening comprehension, grammatical accuracy and cultural competence.

### **SPANISH LITERATURE ADVANCED PLACEMENT**

Classification: Advanced Placement  
(103F-103S)

Prerequisite: Spanish I, II, and III

Open to: 11, 12

Credit: 2 FW



# ADVANCED PLACEMENT AND ADVANCED COLLEGE PROJECT PROGRAMS:

## **STUDIO ART**

### **Advanced Placement 1-2**

Classification: Advanced Placement (680W-681W)

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

Art Teacher recommendation required.

Open To: 11, 12 as an extended 2-year AP Studio Art course (2<sup>nd</sup> year is Independent Study)

Open To: 12 as a 1-year AP Studio Art course

Credit: 1-year course 2 FW  
2-year course AP 2 FW;  
Independent Study 2 RW

Option 1: Following a portfolio review with discussion of student work, this course may be taken as a one-year study.

Option 2: In order to provide additional time for portfolio development, this course may be taken as a two-year extended study with credit awarded in the 2-year course as AP (2 FW), followed by Independent Study (2 RW). At the completion of the first year, students have an option to continue into the second year.

Students may elect to work toward AP Credit in one of the following areas:

Studio Art: Drawing

Studio Art: 2-D Design

Studio Art: 3-D Design

Studio Art-AP is a course for students who are serious about developing their portfolio of artwork in a concentrated area through the improvement of technique and design skills. Focus will be on the quality, concentration, and breadth of work produced. Creative thought is essential, combined with the investigation of concepts, issues, and personal themes and subject matter through individual research and involved decision making. Students are challenged to become independent thinkers who will contribute inventively and critically to their culture through the making of art.

Students will develop ideas through their sketchbook, explore artist connections, and present their work through critiques and exhibitions. Students must be willing to accept the committed challenge of a rigorous studio art program, and formal evaluations will be made according to national standards of performance through an examination of completed portfolio work. Along with the chance to receive college credit and/or advanced placement for college, Studio Art-AP offers the advanced art student a rewarding opportunity to develop artistic skills while building and preparing a portfolio of art for college or work. Fee: \$30.00

## **COMPUTER SCIENCE A 1-2, Advanced Placement**

Classification: Advanced Placement (636W-63W7)

Prerequisite: Algebra I

Open to: 10, 11, 12

Credits: 2 FW

This course assumes that the student has had prior experience using but not programming a computer. Students solve programming problems by planning, entering, and debugging solutions using the Java language. Topics covered include syntax, practices, loops, methods, control structures, repetition tools and simple data structures including arrays. The course follows the syllabus of the Advanced Placement (AP) Computer Science A curriculum as prescribed by the College Board guidelines. Students may elect to take the AP Computer Science A Exam administered in May at their own expense.

## **ENGLISH LANGUAGE AND COMPOSITION 1-2 Advanced Placement**

Classification: Advanced Placement (171W-172W)

Prerequisite: Six credits in English

Open to: 12

Credit: 2 FW

AP English language and composition is a one-year, senior-level English course. After course completion, students will be prepared to take the College Board's AP English language composition exam. The course focuses on the rhetorical analysis of a multitude of cross-cultural nonfiction texts. College-level academic writing is a focus as well. Students will write numerous expository essays in which they explore and synthesize the effects of rhetorical techniques employed by nonfiction authors. Students will also study current issues in order to write effective persuasive essays.

## **ENGLISH LITERATURE AND COMPOSITION 1-2, Advanced Placement**

(117APW-118APW)

Classification: Advanced Placement

Prerequisite: Four credits in English

Open to: 11

Credit: 2 FW

This is an accelerated course for those junior students who show exceptional ability in English. One part of this course will use challenging reading assignments, both fiction and nonfiction, as a basis for thematic analysis of American Literature and English Literature. There will be an emphasis on a close, thoughtful reading of representative literary text. A major goal is to develop the ability to read and write with concise accuracy, responsibility, and insight. Frequent writing assignments will encourage students to develop their abilities to critique and interpret readings. Two research papers are required of each student for successful completion of this course. Another significant portion of this course will be practice AP testing. Though prepared, students enrolled in this course are not required to take the corresponding AP test. This course will fulfill CHS graduation

requirement for both American and English literature.

### **ADVANCED COMPOSITION: ACP W131**

Classification: Advanced College Project (102IW)

Prerequisite: Six credits in English

Open to: 12

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

W131 is a course in critical reading, writing, and thinking with sources in which students will experience the varied range of academic writing. Students will master the skills of summary, critique, analysis, synthesis, research, and documentation. Students will also learn to adapt the writing process and apply various organization strategies to match the purpose of the individual assignment. Topics for writing will be developed from reading about and discussing in-depth issues under debate in different disciplinary fields and among the general public. Students are asked not only to discuss and write about these issues but also to examine the different analytical frameworks and assumptions that various authors and we ourselves bring to such conversations. A research paper is required for successful completion of the course.

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

### **GENRES OF LITERATURE: ACP A202**

Classification: Advance College Project (103ACPW)

Prerequisite: Six credits in English

Open to: 12

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

This course emphasizes a close, thoughtful reading of representative literary texts in poetry, drama, fiction, novel (and appropriate non-fiction prose) originally written in English and drawn from a range of historical periods and countries. The course is not a survey of the literature of any country or historical period. A major

goal is to develop the ability to read and write with precision, responsibility, and imagination through class discussion and the writing of several short, critical responses. These papers are to be developed entirely from students' own careful reading and analysis. Close reading of a few selected texts, rather than wide coverage, is encouraged. Students will be expected to use and distinguish among a variety of approaches to literary interpretation, both through the use of literary tropes and various critical frames, as appropriate to each work.

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

### **AP FRENCH LANGUAGE**

Classification: Advanced Placement (508APW-509APW)

Prerequisites: French IV

Credit: 2 FW

The purpose of AP French Language is to expand on previously learned grammatical, communicative and cultural concepts of the French language and culture. This course serves as a review and an expansion of the concepts studied in levels I-IV; thus it is essential that every student has completed the previous levels. This AP course will prepare students to successfully take the AP Exam and /or college placement tests. The emphasis will be on journal and essay writing, conversational skills, as well as reading and listening comprehension, grammatical accuracy and cultural competence.

### **GERMAN LANGUAGE, ADVANCED PLACEMENT**

Classification: Advanced Placement (523APW, 524APW)

Prerequisite: German IV

Open to 12

Credit: 2 FW

The purpose of the materials and activities of the fifth level of German at Carmel High School is to expand on

previously learned grammatical, communicative and cultural concepts of the German language and culture. This year serves as a review and an expansion of grammatical, historical and cultural concepts studied in Levels I, II, III & IV thus it is essential that every student has completed the previous levels. The AP-level course will prepare students to successfully take the AP Exam and/or college placement tests by emphasizing journal and essay writing, conversational skills as well as reading and listening comprehension, while working on grammatical accuracy and cultural competence.

### **AP JAPANESE LANGUAGE AND CULTURE**

Classification: Advanced Placement (538APW-539APW)

Prerequisite: Japanese IV

Open to 11, 12

Credit: 2 FW

The purpose of AP Japanese Language and Culture is to expand on previously learned grammatical, communicative and cultural concepts of the Japanese language and culture. This course serves as a review and an expansion of the concepts studied in levels I-IV; thus it is essential that every student has completed the previous levels. This AP course will prepare students to successfully take the AP Exam and /or college placement tests. The emphasis will be on journal and essay writing, conversational skills, as well as reading and listening comprehension, grammatical accuracy and cultural competence.

### **AP SPANISH LANGUAGE**

Classification: Advanced Placement (568APW-569APW)

Prerequisite: Spanish IV

Open to: 11,12

Credit: 2 FW

The purpose of AP Spanish Language is to expand on previously learned grammatical, communicative and cultural concepts of the Spanish language and culture. This course serves as a review and an expansion of the concepts studied in levels I-IV; thus it is essential that every student has completed the previous levels. This AP course will prepare students to

successfully take the AP Exam and /or college placement tests. The emphasis will be on journal and essay writing, conversational skills, as well as reading and listening comprehension, grammatical accuracy and cultural competence.

### **SPANISH LITERATURE 1-2 Advanced Placement**

Classification: Advanced Placement (103F-103S)

Prerequisite: Spanish I, II, and III

Open to: 11, 12

Credit: 2 FW

Spanish Literature, Advanced Placement is a course based on the content established by the College Board. Spanish Literature, Advanced Placement approximates the third-year introductory literature course typically taught at the college level. Spanish Literature, Advanced Placement is based on a comprehensive and inclusive reading list, exposing students to a wide variety of genres and types of discourse, tracing the history of Spanish prose from Don Juan Manuel to modern times, including required reading from medieval and golden age literature, nineteenth-century literature, and twentieth century literature.

### **STATISTICS 1-2, Advanced Placement**

Classification: Advanced Placement (234W-235W)

Prerequisite: Algebra II 2

Open to: 10, 11, 12

Credit: 2 FW

The course is an in-depth study of statistics for the highly motivated student. Its purpose is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. This course is for those students who intend to major in the following areas in college: business, social science, health science, or engineering. The curriculum is aligned to College Board guidelines. Students completing this course will be able to take the AP Statistics exam in May and will be asked to pay a fee of \$8.00. Students taking this course will be required to

have a TI-84 or TI-84+ graphing calculator.

### **CALCULUS AB 1-2, Advanced Placement**

Classification: Advanced Placement (May be taken for

college credit) (204W-205W/204IW-205IW)

Prerequisite: Pre-Calculus /Trig 2 Honors or Pre-Calculus/Trig 2

Open to: 11, 12

Credit: 2 FW

AP Calculus AB introduces the topics of differential and integral calculus. The course covers at least as much material as a standard first semester college calculus course. It is recommended for only those students who have earned a grade no lower than a "B-" in previous mathematics courses. Students taking this course will be required to have a TI-84 or TI-84+ graphing calculator.

The curriculum is aligned to College Board guidelines. AP Calculus AB prepares the student to take the Advanced Placement Calculus AB exam in the spring. If students score well they may be awarded one semester of college credit. Students should check with their chosen universities to see about the need to take the AP exam. Students in this course are encouraged to take the AP exam and will be asked to pay a fee of \$8.00. The State of Indiana is currently funding the balance of the test fee.

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

ACP office of IU, withdrawal from a course is not an option.

### **CALCULUS BC 1-2, Advanced Placement/ ACP M211-212**

Classification: Advanced Placement (May be taken for college credit) (200W-201W/200IW-201IW)

Prerequisite: Pre-Calculus/Trig 2 Honors

Open to: 11, 12, Credit: 2 FW

AP Calculus BC is a college-level course designed for highly motivated math students. The course covers at least as much material as the standard first two semesters of college calculus. The following topics are included in this course: functions, limits, continuity, differentiation and its applications, integration and its applications, logarithms and its exponential functions, inverse trigonometric functions, infinite series and sequences and topics in analytic geometry. Students taking this course will be required to have a TI-84 or TI-84+ graphing calculator.

The curriculum is aligned to College Board guidelines. AP Calculus BC prepares the student to take the Advanced Placement Calculus AB or Calculus BC exam in the spring, for up to two semesters of college credit. Students enrolled in this course are encouraged to take the corresponding AP test. Each student will pay a fee of \$8.00. The State of Indiana is currently funding the balance of the test fee.

As part of the Advance College Project, students who enroll in AP Calculus BC may apply to earn four (4) hours of college credit per semester through Indiana University's mathematics department (Course numbers M211/M212). Regular university fees will be charged and credits are transferable to most colleges and universities. Each student who chooses to take this course for college credit should inform his/her counselor at the time of scheduling. Fees will be due within the first two weeks of the first semester. Once a student application is accepted by the ACP office of IU, withdrawal from the course is not an option.

## **FINITE MATHEMATICS 1-2 / ACP M118**

Classification: Regular (219F-219FIW/219S-219SIW)  
Prerequisite: Pre-Calc/Trig 2 PS or Pre-Calc/Trig 2  
Open to: 11, 12  
Credit: 2 CHS FW and 3 hours (I.U.)

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

As part of the Advance College Project through Indiana University, students who enroll in Discrete Math may apply to earn three (3) hours of college credit. Students would be enrolled in course number M118 and would be changed reduced university tuition per credit hour. Each student who chooses to participate in the ACP program should inform his/her counselor at the time of scheduling. Fees will be due when billed by the Indiana University. Once a student application is accepted by the ACP office of IU, withdrawal from the course is not an option.

Students taking this course will be required to have a TI-84 or TI-84+ graphing calculator.

## **BRIEF SURVEY OF CALCULUS (IU M119)**

Classification: Regular (May be taken for college credit) (215W/215IW)  
Prerequisite: Pre-Calculus/Trig 2  
Open to: 11, 12 (not open to students with credits in AP Calculus AB or AP Calculus BC)  
Credit: 1 FW

Calculus Survey offers the student the opportunity to learn Calculus with emphasis on applications rather than theory. This course is recommended for only those students who have maintained a "C" average in previous mathematics courses. The course content includes functions, limits,

derivatives, applications of the derivative and applications of integration. As part of the Advance College Project, students who enroll in Calculus Survey may apply to earn three (3) hours of college credit through Indiana University at Bloomington under the title Mathematics (M119). Regular university fees will be charged and credits are transferable to most colleges and universities in the country. Each student who chooses to take this course for college credit should inform his/her counselor at the time of scheduling. Once a student application is accepted by the ACP office of IU, withdrawal from the course is not an option.

Students taking this course will be required to have a TI-84 or TI-84+ graphing calculator.

## **BIOLOGY, Advanced Placement (L)**

Classification: Advanced Placement (300W-301W)  
Prerequisites: Biology I (310/311 or 321/322) and Chemistry I (314/315 or 323/324)  
Open to: 12  
Course Length: Two semesters  
Credit: 2 FW

### **Course Description:**

Biology, Advanced Placement is a course that follows the College Board's Advanced Placement course outline. Topics include: (1) molecules and cells; (2) heredity and evolution; (3) organisms and populations. Specifically, students will study organic/biochemistry, metabolism, enzyme mechanics, and molecular and Mendelian genetics. Second semester topics include microbial techniques, phylogeny through a review of fundamental physiology on a system-by-system basis. Students enrolled in the course prepare for the College Board's Biology Advanced Placement Examination. This course qualifies for Core 40 and AHD credit.

## **CHEMISTRY, Advanced Placement (L) ADVANCED SCIENCE, College Credit (L)**

Classification: Advanced Placement with optional college credit (302W-302W/302IW)  
Open to: 11-12  
Prerequisites: Chemistry I-2, Honors or Chemistry I-2  
Course Length: Two Semesters  
Credits: 2 FW

Chemistry, Advanced Placement (L) is a course that follows the College Board's Advanced Placement course outline. The course is intended for the students who are planning on pursuing a career in a field of science. The course emphasizes problem solving. The primary topics covered are atomic theory, bonding, gas laws, thermodynamics, liquid and solid states, kinetics, equilibrium, acids and bases, and electrochemistry. Approximately 30-50% of class time will be devoted to laboratory activities. The course meets Indiana Core 40 and AHD requirements in the area of Physical Science. Students enrolled in the course prepare for the College Board's Chemistry Advanced Placement Examination.

This course qualifies as Advanced Science, College Credit (L) with optional credit available through Indiana University.

## **PHYSICS-B, AP**

Classification: Advanced Placement Core 40 and AHD (325W-326W)  
Prerequisites: Algebra II  
Open to: 11-12  
Credit: 2 FW

Physics I is a laboratory-based course in which students synthesize the fundamental concepts and principles related to matter and energy, including mechanics, wave motion, heat, light electricity, magnetism, atomic and subatomic physics. Through regular laboratory study using such quantities as velocity, acceleration, force, energy, momentum, and charge, students (1) examine the nature and scope of physics, including its relationship to other sciences and its ability to describe phenomena using physical

laws, (2) describe the history of physics and its role in the birth of technology, (3) explore the uses of its models, theories and laws in various careers, and (4) investigate physics questions and problems related to personal needs and societal issues.

This is a Core 40 and AHD Physical Science course intended for the students who plan to major in a technical area such as science or engineering in college or for those who plan to take Physics, Advanced Placement-C course. Physics I, Honors will emphasize problem solving using higher levels of mathematics than required in regular Physics I. Trigonometry will be taught to the extent it is needed. This course prepares students for the Physics B Advanced Placement Exam.

### **PHYSICS C, Advanced Placement (L)**

Classification: Advanced Placement (305W-306W)

Open to: 12

Prerequisite: Pre-Calculus, Physics I or Physics I, Honors, Concurrent enrollment in Calculus

Course Length: Two semesters

Credit: 2 FW

This course is designed for students who plan to major in a technical field, such as science or engineering in college. The first semester of this course covers advanced topics in mechanics as well as further development of the topics covered in Physics I. A basic working knowledge of calculus will be taught and applied to physics problems and concepts. The second semester of this course covers advanced topics in Electricity and Magnetism. Each student will work on a research project. This course is recognized for Core 40 and AHD in the topic area of Physical Science. Students enrolled in this course prepare for the College Board's Physics C Advanced Placement Examination. This course follows the College Board guidelines for Advanced Placement Physics.

### **ENVIRONMENTAL SCIENCE, Advanced Placement (L)**

Classification: Advanced Placement (363W-364W)

Open to: 11-12

Prerequisites: Biology I 1,2 and Chemistry I 1,2, or Integrated Chemistry--Physics

Course Length: Two Semesters

Credit: 2 FW

Environmental Science, AP (363) concentrates on the background information necessary to understand the interactions of organisms with their environment. Included in this semester are close looks at the ecological principles that govern that interaction: ecosystems and how they work, nutrient cycles, climate and biomes, population and community dynamics, including human population, biodiversity and food resources. Discussions on the environmental issues surrounding these topics, and the politics and economics of use, preservation and management of our biological and earth resources will be emphasized.

Environmental Science, AP (364) takes a close look at energy and other resources, both renewable and nonrenewable, including our planet's water, air and soil resources, and the effects of human activities on them.

Issues surrounding land use, hazardous waste disposal, and water, soil and air pollution, will be emphasized.

Both semesters of this course will rely heavily on lab and field experiences to illustrate the concepts and provide real-life experience in various aspects of environmental research. Developing an understanding of the societal roles of science and technology, including current issues in environmental science and the relevance of environmental science to the "real world" is a primary goal of the course.

This two-semester course fulfills Core 40 and AHD requirements as an integrated science course. Students enrolled in the course prepare for the College Board's Environmental Science Advanced Placement Examination.

### **EUROPEAN HISTORY 1-2, Advanced Placement**

Classification: Advanced Placement (424-424S)

Prerequisite: None

Open to: 10, 11, 12

Credit: 2 FW

This course is designed specifically for students who are planning to take the AP exam in European History. European History AP gives students a thorough understanding of the major themes in modern European history (1450-present). The course's primary emphasis on the intellectual, cultural, political, diplomatic, social, and economic developments in modern European history serve to give students a comprehensive understanding of this period in European history. In order to do well in this course, the student should be highly motivated as a social studies student and be willing to challenge himself through a rigorous national college level curriculum.

While it is not required that students take the AP European History exam at the approximate cost of \$90.00, it is expected—the focus of the class is to adequately prepare students toward this end.

### **WORLD HISTORY 1-2, Advanced Placement**

Classification: Advanced Placement (420APW-421APW)

Prerequisite: None

Open to: 9

Credit: 2 FW

This two-semester class is specifically designed for students who are planning to take the AP examination in World History and is the only AP social studies offering open to freshmen. AP World History will emphasize the intellectual, cultural, political, economic, social, and diplomatic developments in world history and will serve as a springboard electing to take AP European history as a sophomore or beyond.

In order to do well in this course, the student should be highly motivated as a social studies student and be willing to challenge themselves through a

rigorous national college level curriculum.

While it is not required that students take the AP World History exam at the approximate cost of \$90.00, it is expected — the focus of the class is to adequately prepare students toward that end.

## **UNITED STATES HISTORY**

### **1-2, ACP H105-106**

**Classification:** ACP (Indiana University H105/H106)

**Prerequisite:** 2 years of high school history

**Open to:** 11

**Credit:** 2 CHS FW

This two-semester course covers the evolution of American society: political, economic, social structure, racial and ethnic groups, world diplomacy of the United States, territorial expansion, industrialization, urbanization international events and their impact on American history. H105 will cover from English colonization through the Civil War. H106 covers 1865 to the present. This two-semester course will meet the required American history course requirement. Prerequisites include two years of high school history and/or social studies.

\*\*If students wish to receive college credit, they must be eligible for admission to Indiana University. A tuition fee will be charged and credits are transferable to most colleges and universities.

## **UNITED STATES HISTORY**

### **1-2, Advanced Placement**

**Classification:** Advanced Placement (417AP1W-417AP2W)

**Prerequisite:** None

**Open to:** 11

**Credit:** 2 FW

This is a two-semester course designed for the highly academically motivated student who has a very strong interest and aptitude in United States history. During the first semester, course content covers from the colonial period to the end of the 19th Century. The second semester is devoted to the 20th

Century. While it is not required that students take the AP U.S. History exam at the approximate cost of \$90.00, it is expected—the focus of the class is to adequately prepare students toward this end. Extensive reading and writing in American history is required. This course will satisfy the full year requirement in United States history. Students enrolling in AP United States History will be given a summer reading assignment covering the first five chapters in the Advanced Placement text. Students may pick up their rental texts from the CHS bookstore after the first week of summer school. Students are encouraged to purchase their texts. An examination over summer reading material will be given in the first week of class.

(Students *approved for* transfer from this course at the end of the first semester will be assigned to United States History 2; however, they will not be prepared for the AP Exam in May.)

## **UNITED STATES GOVERNMENT AND POLITICS,**

### **Advanced Placement**

**Classification:** Advanced Placement (401APW)

**Prerequisite:** Two semesters of US History

**Open to:** 12

**Credit:** 1 FW

This course will give students an analytical perspective on government and politics in the United States. The course will include both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. It also will include the study of various institutions, groups, beliefs, and ideas that constitute U.S. politics. Students will become acquainted with a variety of theoretical perspectives and explanations for various behaviors and outcomes. The course will be presented at a college freshman instructional level and students should be highly motivated and possess superior writing skills. While it is not required that students take the appropriate AP exam at the approximate cost of 90.00, it is

expected—the focus of the class is to adequately prepare students toward this end. **This course satisfies the graduation requirement for a credit in government.**

## **COMPARATIVE GOVERNMENT AND POLITICS,**

### **Advanced Placement**

**Classification:** Advanced Placement (406W)

**Prerequisite:** United States Government and selection process

**Open to:** 12

**Credit:** 1 FW

This is an elective course for seniors with a strong interest in the field of political science. Within this challenging curriculum, students will develop an understanding of some of the world's diverse political structures and practices by studying both specific countries as well as the general concepts used to interpret the political relationships and institutions found in virtually all national polities. General topics covered will include the following: sources of public authority and political power; the relationship between state and society; the relationships between citizens and states; political institutions and frameworks; political change; and the comparative method. The course will follow the national Advanced Placement curriculum in Comparative Government.

This class is open to seniors and will satisfy one semester of Social Studies credit for graduation and Core 40 requirements as an elective in Social Studies..

## **AP HUMAN GEOGRAPHY/TOPICS IN SOCIAL SCIENCE- GEOGRAPHY**

**Classification:** AP (435W)

**Prerequisite:** B average in World Geography or World History

**Open to:** 10, 11, 12

**Credit:** 1 FW, 1 RW

AP Human Geography is a two-semester introductory course of college-level geography designed to

challenge students in furthering critical thinking about the world in which we live. Students are introduced to fundamental concepts of geography including the systematic study of patterns and processes that have shaped human understanding, use and alteration of the Earth's surface. Students will use spatial concepts and landscapes to analyze human social organization and its environmental consequences. Also, students will learn the methods geographers use in their science and practice and meet the goals determined by the National Geographic Standards. The second semester will focus on social studies topics in human geography in preparation for the AP exam. While not required, students will be encouraged to take the AP Human Geography exam given in the spring. The cost of the test is approximately \$90.00.

**MICROECONOMICS,  
Advanced Placement**

Classification: Advanced Placement (400MICW)  
Prerequisite: None  
Open to: 11, 12  
Credit: 1 FW

This college-level course gives students a thorough understanding of economics that apply to the functions of individual decision makers within the larger economy. While it is not required that students take the AP Microeconomics exam at the approximate cost of \$90.00, it is

expected—the focus of the class is to adequately prepare students toward this end.

This course satisfies the senior social studies requirement for the Academic Honors Diploma.

**MACROECONOMICS  
Advanced Placement**

Classification: Advanced Placement (400MACW)  
Prerequisite: Microeconomics, AP  
Open to: 11, 12  
Credit: 1 FW

This college-level course gives students a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course places particular emphasis on the study of national income and price determination, and also develops students' familiarity with economic performance measures, economic growth, and international economics. While it is not required that students take the AP Macroeconomics exam, it is expected—the focus of the class is to adequately prepare students toward this end. An (approximate) \$90.00 fee covers both the AP exams in economics.

This course satisfies the state graduation requirement in economics, Core 40, and Academic Honors diploma.

**PSYCHOLOGY, Advanced Placement**

Classification: Advanced Placement (407APW)  
Prerequisite: None  
Open to: 11, 12 Credit: 1FW

This college-level course is designed for qualified students who wish to complete studies in secondary school equivalent to a college psychology introductory course. The aim is to provide the student with learning experience in the study of behavior and mental processes of humans and animals. The Advanced Placement course introduces students to the discipline of psychology by emphasizing the history of psychology as a science, the different theoretical approaches that underlie explanations of behavior and the contemporary research methods used by psychologists. Students will learn about methods psychologists use in their science and practice. While it is not required that students take the AP Psychology exam (at the approximate cost of \$90.00), it is expected. The focus of the class is to adequately prepare students toward this end.

This course does not meet senior social studies graduation requirements. Not open to students who have received credit for regular Psychology.

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# SPECIAL PROGRAMS

## TEACHER EDUCATION, ELEMENTARY OR MIDDLE LEVEL (EXPLORATORY TEACHING)

Classification: Regular 745FE  
(ELEMENTARY) OR 746SSB,  
746SSG (SECONDARY) OR 747  
(SPECIAL SERVICES)

Prerequisite: Selection process based  
on: application, teacher  
recommendations, and academic  
performance (3.0 or higher). Child  
Development & Parenting is  
recommended, but not required.

Open to: 12  
Credit: 2 RW

Cadet teaching provides opportunities to explore careers in elementary and/or middle school education and provides a foundation for study in higher education that leads to education and related careers. This course provides a hands-on, project-based approach that utilizes higher-order thinking, communication, leadership, and management processes in order to integrate careers in education. This course of study includes, but is not limited to: planning, writing, and implementing developmentally appropriate lesson plans; completing classroom observations; applying health, safety, and ethical principles when working with children and adolescents; investigating licensing requirements related to careers in education; and enhancing employability skills related to knowledge and dispositions of elementary and secondary teachers. Additional activities such as writing a resume, developing a portfolio, and preparing for a job interview are used to prepare students for careers in education and/or related settings.

Cadet teachers are placed in an elementary and/or middle school by their preferred subject area and/or grade level when possible by the high school supervising teacher and the elementary or middle school cooperating teacher. Students should be motivated toward exploring a career in education or related careers. Applicants must have a good

attendance record and be willing to accept numerous responsibilities associated with working in an elementary or middle level classroom. Each participant must 1) provide transportation to and from the assigned school, 2) participate in student car pools, or 3) request an assignment at Carmel Elementary School, which is within walking distance.

The school reserves the right to reassign participants to a study hall if they are unwilling or unable to satisfactorily fulfill the obligations associated with the role of a "cadet teacher."

## AVID (ADVANCEMENT VIA INDIVIDUAL DETERMINATION)

AVID 1-2 740/740A

AVID 3-4 741-741A

AVID 5-6 742/742A

AVID 7-8 743/743A

AVID is offered as an elective course that prepares students for entrance into four-year colleges. There is an emphasis on analytical writing, preparation for college entrance and placement exams, study skills and test taking, note taking, and research.

**Course Length:** Eight Semesters

**Intended Students:** 9, 10, 11, 12

**Prerequisites:** Middle School AVID and/or interview-application process, B/C average, middle to high test scores, higher math than English scores, desire to be enrolled in rigorous college preparatory courses

**Course Description:** AVID is an elective college prep course that meets as a regular class. The first semester of AVID is aligned with the Family and Consumer Sciences curriculum, Orientation to Life and Careers, and students receive credit for that course. Each semester thereafter is an AVID elective that incorporates competencies achieved the first semester, but aligned more specifically with AVID curriculum (AVID Center, San Diego, California). Students receive weekly instruction in college

entry skills, tutor-led study groups and motivational activities and academic survival skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, and reading to support their academic growth.

The AVID curriculum, which is based upon the following books in the AVID library – Calendaring the High School AVID program, College Path, Strategies for Success, and the Writing Curriculum – lays the groundwork content in the AVID elective.

## K-8 MENTORING

Classification: Regular (428-429/430-431)

Prerequisite: Application and Teacher Recommendation

Open to: 11, 12

Credit: 2 RW

K-8 Mentoring is a course in which students will learn communication and decision-making skills. These skills will help the students help themselves and other students look at problems and see alternative solutions to these problems. The first nine weeks of this mentoring class will involve a training program which will include an introduction to peer facilitation, mentoring and the development of skills and techniques of attentive listening, facilitative response, facilitative feedback, responsible decision-making, self assessment, and helping others to help themselves. The remainder of the year will be divided between in-class activities and field work in a variety of settings including our elementary schools and middle schools.

The selection of course participants will be based on an application, interview, and teacher recommendations which will be completed in the spring by prospective juniors and seniors. (The teacher does reserve the right to reassign a student who is not progressing satisfactorily to a study hall as a facilitator after the initial training period. In such a case, the student would not receive a credit for the course.)

## RESOURCE PROGRAM

Classification: Special Education (922H, 923H)

Prerequisite: Permission through Special Services

Open to: 10, 11, 12

Credit: None

The resource program is a compensatory program designed to teach the Special Needs student strategies for becoming an effective learner. An Annual Case Review is held to determine placement, goals, and needs.

## PEER FACILITATION/ SPECIAL NEEDS 1-2

Classification: Regular (922-923)

Prerequisite: Application and Teacher Recommendations

Open to: 10, 11, 12

Credit: 2 RW

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

## PEER FACILITATION/SPECIAL NEEDS 3-4

Classification: Regular (922-923) Prerequisite: Peer

Facilitating/Special Needs 1-2, Application and Approval of Instructor

Open to: 11, 12

Credit: 2 RW

Students continue to learn to interact and tutor students with disabilities. The students will also improve knowledge of values and issues related to the integration of students with disabilities in the school and community as well as teaching and behavior management techniques for students with disabilities. **Enrollment in this course allows the student to participate in either Peer Facilitating Life Skills, Peer Tutoring or Peer Facilitating Adaptive P.E. The selection of course participants will be based on an application and teacher recommendations.**

## PEER FACILITATION/ SPECIAL NEEDS 5-6

Classification: Regular (922-923)

Prerequisite: Peer Facilitating/Special Needs 3-4, Application and Approval of Instructor

Open to: 12

Credit: 2 RW

Students continue to learn to interact and tutor students with disabilities. At this level, students assume a leadership role in preparing activities for students that are appropriate to meet individual needs and strengthen the special students' skills. Students utilize knowledge obtained in their enrollment in Peer Facilitation 1-4 and apply it to develop sequential plans that are implemented throughout the course.

**Enrollment in this course allows the student to participate in either Peer Facilitating Life Skills, Peer Tutoring or Peer Facilitating Adaptive P.E. The selection of course participants will be based on an application and teacher recommendations.**

## PEER TUTORING (242-243)

Classification: Regular

Prerequisite: Selection Process

Open to: 11, 12

Credit: .5 per semester RW

Students that enroll in this course are assigned to the math department during SRT as math peer tutors. During each SRT students who are having difficulty in their math class will receive a pass

from their teacher to come to the Math Lab. Our math tutors will work with these students individually on their class work or assist them in completing math computer units to help them review topics. A peer tutor can only earn up to one credit by completing two semesters.

## LIBRARY MEDIA CREDIT

Classification: Regular (LIBMEDIA)

Prerequisite: 2.0 G.P.A., application, teacher or counselor recommendation, interview

Open to: 9, 10, 11, 12

Credit: 1 RW

(1) Students are assigned to the school webteam where they participate in the design, editing, updating, and general maintenance of the Carmel High School webpages and webserver at [carmelhighschool.net](http://carmelhighschool.net).

-or-

(2) Students develop an individual learning and service plan in research/information skills, video/multimedia production, reading/literacy, or other areas related to the library media program and then complete assigned duties as well as individual service projects.

This course may be repeated for credit.

## PEER MEDIATOR/OFFICE ASSISTANT

Classification: Regular

Prerequisite: teacher recommendation, application

Open to: 11, 12

Credit: .5 per semester RW

Students who wish to become Peer Mediators/Office Assistants must fill out an application in the Counseling Center. Assistants will perform errands for the office staff, act as greeters for the school, and be trained to act as mediators in the event of a student to student conflict. Students will be trained during two sessions of SRT. This is a year long commitment. Applicants will be screened for grades, disciplinary records and teacher recommendation.

# INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM

The International Baccalaureate Diploma Program is a two-year program with a comprehensive and rigorous liberal arts curriculum, leading to examinations in the junior and senior years. It is designed for the academically talented student willing to work hard in a very structured program. Six academic areas are studied concurrently. Students are required to study both the humanities and the sciences. Thus, the science oriented student is challenged to learn a foreign language and the natural linguist becomes familiar with laboratory procedures. Diploma Program students must select one subject from each of the six groups: Language A1, Second Language, Individuals and Societies, Experimental Sciences, Mathematics, and the Arts. At least three and not more than four are taken at higher level (HL); the others at standard level (SL). Students are thus able to explore some subjects in depth and others more broadly. Active citizenship and global perspectives are encouraged in each area of the curriculum.

The IB diploma program has the strengths of a traditional and broad curriculum, but with three important additional features:

- **Theory of Knowledge (TOK)** is an interdisciplinary requirement intended to stimulate critical reflection on the knowledge and experience gained inside and outside the classroom. The course challenges students to question the bases of knowledge, to be aware of subjective and ideological biases and to develop the ability to analyze evidence that is expressed in rational argument. TOK is a key element in encouraging students to appreciate other cultural perspectives. The course is unique to IB, which recommends at least 100 hours of teaching time spanning the program's two years.
- **Creativity, Action, Service (CAS):** The IB's goal is to educate the whole person and foster responsible, compassionate citizenship. The CAS component encourages students to share their energy and special talents with others. Students may, for example, participate in theater or musical productions, sports, and community service activities. Students should, through these activities, develop greater awareness of themselves, concern for others, and the ability to work cooperatively with other people.
- **An extended essay of 4,000 words:** Each student has the opportunity to investigate a topic of special interest. The essay requirements acquaint students with the kind of independent research and writing skills expected by universities. The essay permits students to deepen their program of study, or add breadth to their academic experience by electing to write on a subject not included in their program choices.

**Certificates:** Students who do not wish to pursue the full diploma program may take individual IB classes and receive certificates for successfully completing the IB assessments.

The International Baccalaureate Diploma Program has the following fees:

Full Diploma Programme: Registration- a one-time fee to be paid upon initial registration for testing- \$135.00 (May 2010 testing) Subject test fee: \$92.00 per subject tested; six testing areas (May 2010 testing)

Certificate Programme: Registration-one time fee to be paid upon initial registration for testing- \$135.00 (May 2010 testing) and a subject test fee: \$92.00 per subject tested (May 2010 testing)

In both programmes, testing may begin in either the junior or senior year.

**College Credit:** For information on how colleges award college credit for IB diploma and certificates, visit the IB website at <http://www.ibo.org>.

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**LANGUAGE A1 HL,  
INTERNATIONAL  
BACCALAUREATE ENGLISH**  
Classification: International  
Baccalaureate 158IBHW-159IBHW  
160IBHW161IBHW (2007)  
Prerequisite: Four credits in English  
Open to: 11, 12  
Credit: 4 (2-year program) **FW**

IB English A1 HL is a pre-university course in literature, intended for both students who will pursue literature at the university level as well as those students who may pursue other specialized areas. The program is a two-year exploration of literature, studied in the English language, but which maintains a world literature and international perspective in order to encourage and build understanding of

other countries and diverse cultures. The program is comprised of four semester-long topics: American literature, world literature, British literature, and the human condition in world drama. The 2-year program fulfills the CHS American literature and English literature graduation requirements and an English elective credit.

**WORLD LANGUAGE B SL  
INTERNATIONAL  
BACCALAUREATE SPANISH**

Classification: International  
Baccalaureate 566IBW-567IBW  
568IBW-569IBW (2007)

Prerequisite: Spanish III

Open to: 11, 12

Credit: 4 (2-year program) **FW**

The emphasis of the Spanish B SL course is speaking, reading, writing, and listening. Students will communicate through listening and speaking in cultural contexts and within the students' own culture. Students will apply effective thought processes in order to comprehend appropriate reading materials and writing strategies. Students will recognize an awareness of the interrelatedness of languages, literatures, and cultures through Hispanic traditions.

**WORLD LANGUAGE B SL  
INTERNATIONAL  
BACCALAUREATE FRENCH**

Classification: International  
Baccalaureate 506IBW-507IBW  
508IBW-509IBW (2007)

Prerequisite: French III

Open to: 11, 12

Credit: 4 (2-year program) **FW**

In French B SL equal emphasis is placed on the skills of speaking, reading, writing and listening. Students will communicate through listening and speaking in various cultural contexts within various Francophone cultures and within the student's own culture. Students will learn to recognize and demonstrate an awareness of the interrelatedness of languages, literatures, and cultures through knowledge of the artifacts, expressions, and traditions of Francophone cultures. Lastly, students will demonstrate behaviors appropriate in the Francophone culture(s).

**WORLD LANGUAGE B SL  
INTERNATIONAL  
BACCALAUREATE GERMAN**

Classification: International  
Baccalaureate 521IBW-522IBW  
523IBW-524IBW (2007)

Prerequisite: German III

Open to: 11, 12

Credit: 4 (2-year program) **FW**

Equal emphasis in the German B SL course will be placed on the four skills of speaking, reading, writing and listening. Students will communicate through listening and speaking in cultural contexts and within the students' own culture. Using a variety of types of text (correspondence, speeches, magazine and newspaper articles, reports, short stories, poems and essays) students will learn to apply effective strategies in order to comprehend developmentally appropriate reading materials. Students will also apply developmentally appropriate writing strategies for different purposes and audiences. Students will recognize an awareness of the interrelatedness of languages, literatures, and cultures through knowledge of the artifacts, expressions, and traditions of German-speaking cultures. Lastly, students will demonstrate behaviors appropriate in the culture(s) of the German-speaking world.

**CLASSICAL LANGUAGE SL,  
HL, INTERNATIONAL  
BACCALAUREATE LATIN**

Classification: International  
Baccalaureate SL 551IBW-552IBW  
553IBW-554IBW; HL 551IBHW-  
552IBHW, 553IBHW-554IBHW  
(2007)

Prerequisite: Latin III

Open to: 11, 12

Credit: 4 (2-year program) **FW**

Latin SL and HL will build upon the basic vocabulary, and grammatical structures, enhancing students' ability to read and understand the cultural ideals of antiquity through the study of various genres of literature. A portfolio containing samples of student work in three skill areas will be kept by students throughout their study of Latin. Within the study of Latin SL and HL, students will demonstrate reading comprehension; show growth in their writing abilities in English and in Latin; and recite Latin poetry or prose using appropriate meter and expression. Students will research assigned topics concerning historical, social, political, cultural influence of the ancient world upon global issues.

**HISTORY HL,  
INTERNATIONAL  
BACCALAUREATE HISTORY  
OF THE AMERICAS**

Classification: International  
Baccalaureate 480IBHW-481IBHW  
482IBHW-483IBHW

Prerequisite: None

Open to: 11, 12

Credit: 4 (2-year program) **FW**

History of the Americas HL will include History of the Americas I in the junior year and History of the Americas II in the senior year. This comparative course will integrate the histories of Canada, Latin America and the United States. It is designed to promote and enhance an awareness of international understanding through focusing on the Western Hemisphere. This two-year program will introduce students to the common experience in the Americas through a comparative analysis of cultural, political, social and economic issues. The junior year will study the period from the mid-19<sup>th</sup> century to 1995. The senior year will focus on an analysis of the Western Hemisphere and its relationship to Europe in the 20<sup>th</sup> century.

**INTERNATIONAL  
BACCALAUREATE  
PSYCHOLOGY SL**

Classification: International  
Baccalaureate 407IB1W-407IB2W

Prerequisite: None

Open to: 11, 12

Credit: 2 **FW**

Psychology SL is designed to develop the student's capacity to identify, to analyze critically, and to evaluate theories, concepts, and arguments about the nature and activities of the individual and society. Over the course of one year, students will interpret and/or conduct psychological research. Students will explore how the resulting knowledge benefits human beings. Students will develop an understanding of the biological, cognitive, learning, and socio-cultural influences on behavior. An emphasis will be placed on the development of an awareness of how applications of psychology in everyday life are derived from psychological theories.

**BIOLOGY HL  
INTERNATIONAL  
BACCALAUREATE**

Classification: International  
Baccalaureate 359IBHW-359AIBHW  
300IBHW-301IBHW  
Prerequisite: Biology I-2 and  
Chemistry I-2  
Open to: 11, 12  
Credit: 4 (2-year program) **FW**

The focus of Biology HL is a deeper understanding of the subject of biology. Emphasized themes include: Structure and Function, Universality versus Diversity, Equilibrium within Systems, and Change over Time. The primary topics covered are organic molecules, the cell, cell energetics, genetics, evolution, ecology, diversity of life, and human anatomy and physiology. Local private facilities such as Eli Lilly Pharmaceutical Company and Roche Pharmaceutical Company provide resource for current issues in biological research and exposure to real science and scientists. A minimum of 25% of class time will be devoted to laboratory activities.

**CHEMISTRY SL  
INTERNATIONAL  
BACCALAUREATE**

Classification: International  
Baccalaureate 302IBW-303IBW  
Prerequisite: Chemistry I  
Open to: 11, 12  
Credit: 2 **FW**

The focus of Chemistry SL is a deeper understanding of the subject of inorganic chemistry with a brief introduction to organic chemistry. The course emphasizes problem solving. The primary topics covered are atomic theory, bonding, gas laws, thermodynamics, liquid and solid states, kinetics, equilibrium, acids and bases, and electrochemistry. Approximately 30-50% of class time will be devoted to laboratory activities.

**PHYSICS SL  
INTERNATIONAL  
BACCALAUREATE**

Classification: International  
Baccalaureate 325IBW-326IBW  
Prerequisite: Algebra II-2

Open to: 11, 12  
Credit: 2 **FW**

IB Physics SL is a course focused on the study of Newtonian mechanics, waves, electricity, magnetism, thermal and nuclear physics. This course intends to develop student understanding, use and evaluation of scientific facts, concepts, methods and techniques. IB Physics would be a beneficial class to students pursuing a science-related field in college and/or an IB diploma.

**MATHEMATICAL STUDIES-  
SL, INTERNATIONAL  
BACCALAUREATE**

Classification:  
International Baccalaureate  
(Prerequisites: Algebra II-1-2 or  
Algebra II Honors 1-2.  
Open to: 11, 12  
Credit: 2 **PW**

This course is a one-year program available at standard level (SL) only. It is intended for students with varied backgrounds and abilities. More specifically, it is designed to build confidence and encourage an appreciation of mathematics in students who do not anticipate a need for mathematics in their future studies. Students taking this course need to be already equipped with fundamental skills and a rudimentary knowledge of basic processes.

This course concentrates on mathematics that can be applied to contexts related as far as possible to other subjects being studied, to common real-world occurrences and to topics that relate to home, work, and leisure situations. The course requires students to produce a project, a piece of written work based on personal research, guided and supervised by the teacher. The project provides an opportunity for students to carry out a mathematical investigation in the context of another course being studied, a hobby or interest of their choice using skills learned before and during the course.

Students taking this course will be required to have a TI-84 or TI-84+ graphing calculator.

Students who have completed this course are prepared to take Discrete Math.

**MATHEMATICS SL  
INTERNATIONAL  
BACCALAUREATE**

Classification: International  
Baccalaureate 208IBW-209IBW,  
208HIBW, 209HIBW, 204IBW-  
205IBW, 200IBW-201IBW  
Prerequisite: Algebra II  
Open to: 11, 12  
Credit: 4 (2-year program) **FW**

The Mathematics SL course focuses on introducing key mathematical concepts through the development of mathematical techniques. It is a two-year integrated program which covers Pre-calculus, Calculus AB or BC, and Statistics. Mathematics SL will provide students with a sound mathematical background to prepare for their future studies in fields related to mathematics such as chemistry, economics, psychology, and business administration.

**MATHEMATICS HL  
INTERNATIONAL  
BACCALAUREATE**

Classification: International  
Baccalaureate 200IBHW-201IBHW  
250IBHW, 251IBHW  
Prerequisite: Honors PreCalculus and  
AP/IB Calculus BC  
Open to: 12  
Credit: 2 **FW**

This course is intended to follow AP/IB Calculus BC. It will review topics from Honors Precalculus, BC Calculus and introduce topics commonly found in the third semester of college Calculus courses as well as topics from the optional syllabus content for the IB HL Mathematics course description. This course will appeal to students with a good background in mathematics who are competent in a range of analytical and technical skills. This course will help students

retain the Calculus they have learned in their sophomore and junior years and prepare them for further mathematics in college. Ample time will be given to explore each topic and to enhance students' understanding through the use of technology and explorations.

### **VISUAL ARTS SL & HL INTERNATIONAL BACCALAUREATE**

Classification: International  
Baccalaureate SL 663IB1W-634IB2W,  
663IB3W-664IB4W; HL 663IBH1W-  
664IBH2W, 663IBH3W-664IBH4W  
Prerequisite: 4 semesters of Visual  
Arts  
Open to: 11, 12  
Credit: 4 (2-year program) **FW**

Visual Arts SL & HL are designed to provide students of various art interests and abilities with opportunities to develop their aesthetic, imaginative, and creative faculties in a global context. Rather than focusing on the production of art alone, the program also emphasizes critical thinking, intercultural understanding, and exposure to a variety of points of view. Through Visual Arts SL and HL students center their artistic development around a Research Workbook which serves as a personal record of the evolution of their aesthetic, imaginative, and creative journey. Students develop skills of organization, critical thinking, time management, collaboration, reflection, and life-long learning/ownership of learning.

### **THEATER ARTS SL & HL INTERNATIONAL BACCALAUREATE**

Classification: International  
Baccalaureate  
SL  
(866IB1W,866IB2W,866IB3W,866IB  
4W)  
HL  
(866IBH1W,866IBH2W,866IBH3W,  
866IBH4W)  
Prerequisite:  
Open to: 11, 12  
Credit: 4 (2-year program) **FW**

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

### **FILM SL & HL INTERNATIONAL BACCALAUREATE**

Classification: International  
Baccalaureate  
SL (867IB1W,867IB2W, 867IB3W,  
867IB4W)  
HL (867IBH1W,  
867IBH2W,867IBH3W, 867IBH4W)  
Prerequisite:  
Open to: 11, 12  
Credit: 4 (2-year program) **FW**

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

Film HL is a more sophisticated study of these concepts.

### **MUSIC SL & HL INTERNATIONAL BACCALAUREATE**

Classification: International  
Baccalaureate SL ; HL  
Prerequisite: 4 semesters of music and  
music theory  
Open to: 11, 12  
Credit: 4 (2-year program) **FW**

Music SL and HL are two-year courses taught in conjunction with our top level performing ensembles. Students will spend approximately half of their class time in an ensemble or working on the performance requirements of the course. The other half of the time will be in a classroom setting focusing on musical perception and analysis. Students enrolling in the IB Music courses are expected to have a working knowledge of basic music theory.

Throughout the course, students will be analyzing, discussing, and writing about the elements of music as they relate to the genres and styles covered. The first year of the course focuses primarily on the study of the history of Western music from antiquity through the early twentieth century. The second year of the course focuses on movements in twentieth century classical, jazz, and popular music and on the study of non-Western music including, but not limited to, music of Africa, Central Asia, Southeast Asia, and South America. The ensemble and performance portion of the course seek to reinforce the concepts of the perception and analysis portion of the course. The HL course seeks to enable students to understand the history of music as an art form, beginning as a product of Western civilization and expanding to global practice, understand the role of historical, social, and cultural factors in shaping music, and understand and enjoy music as a manifestation of human intelligence and creativity.

## **THEORY OF KNOWLEDGE INTERNATIONAL BACCALAUREATE**

Classification: International  
Baccalaureate 189IB-190IB

Prerequisite: none

Open to: 11, 12 (Diploma candidates  
only)

Credit: 2 **RW**

*Theory of Knowledge* is an interdisciplinary two-course sequence that is central to the educational

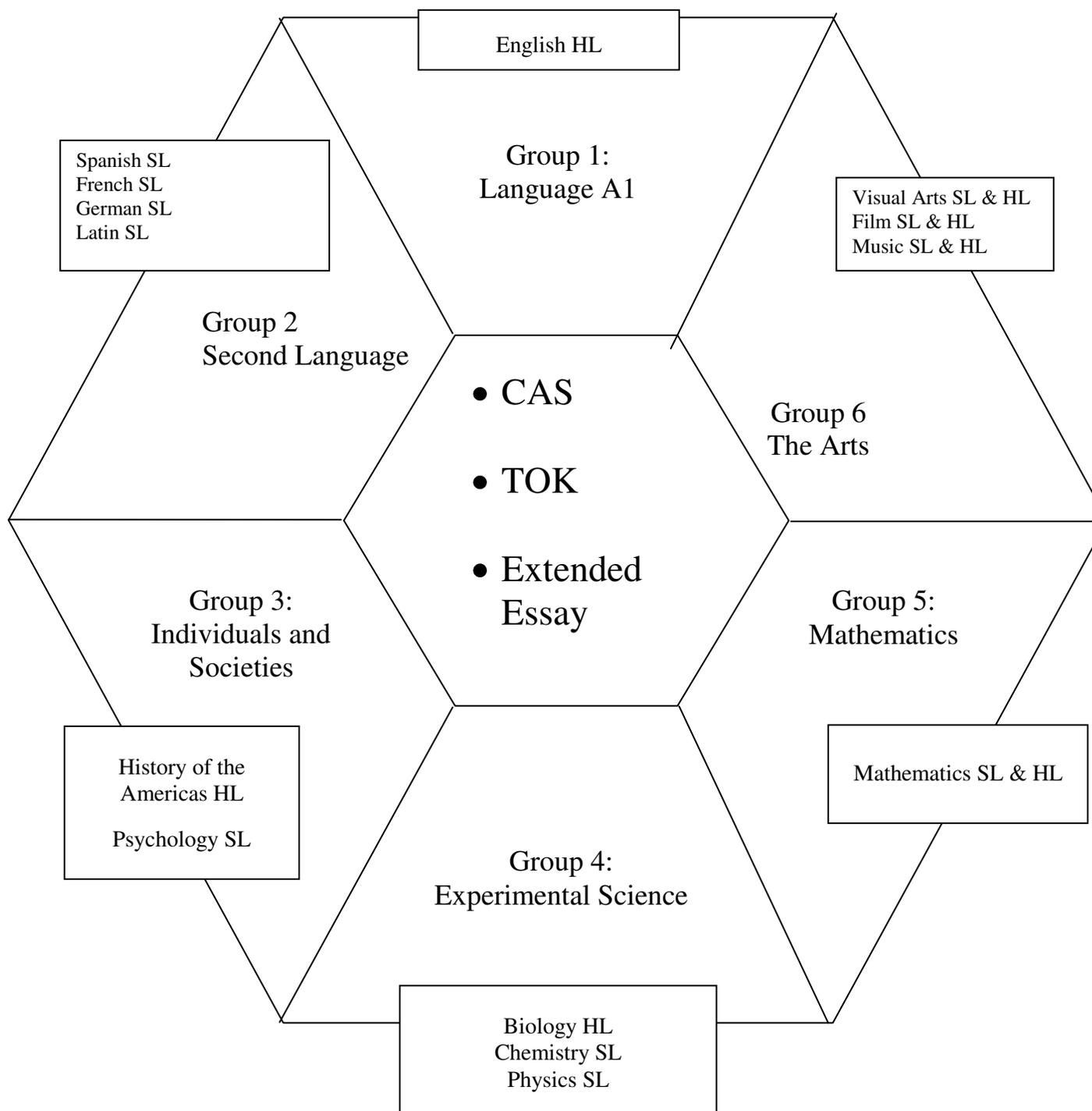
philosophy of the International Baccalaureate. It challenges students to reflect critically on diverse ways of knowing and areas of knowledge, and to consider the role which knowledge plays in a global society. It encourages students to become aware of themselves as *thinkers*, to become aware of the *complexity* of knowledge, and to recognize the need to act *responsibly* in an increasingly *interconnected world*.

This is an interdisciplinary two-course sequence. The course challenges students to reflect on what they know academically and personally and on how they know it. Students engage in daily discussions, prepare presentations relevant to course content, read selections from a variety of disciplines, draw on their experiences in other IB classes and outside school, and write regularly.



**CARMEL HIGH SCHOOL  
IB DIPLOMA PROGRAM COURSES**

Students wishing to take the full diploma must ensure that they take six subjects, one from each of the groups 1-5, and either one from group six, or an additional selection from groups 2, 3 or 4. At least three and at most four of those subjects taken must be at the Higher Level, with the remaining subjects taken at the Standard Level. Students may opt out of Group 6 by taking an additional course from groups 2, 3 or 4.



## TENTATIVE 2010 SUMMER SCHOOL COURSES

The following courses are tentatively planned for the summer of 2010. **(Summer school offerings are subject to change depending on enrollment, staffing and the availability of funding.)** Registration for summer school begins on December 1. All registrations for summer school must be completed by May 1. Late registrations will be taken for students who fail a required course in the second semester of the school year. Students taking PE are charged \$16 for a uniform and \$4 for a heart rate monitor. **Book rental fees for other classes will be paid the first day of class. Classes may be cancelled due to insufficient enrollment, staffing or the availability of funding.**

- Summer school students must attend a minimum of 72 of the 76 hours of possible instructional time during both Session I (June 1- June 25), Session II (June 28 – July 23), and the Extended Session (June 1 –July 9). **Because of the impact of the Indiana Dept. of Education’s ruling concerning half-days, if the 2009-2010 school-year is extended due to snow emergencies, the dates and times of the summer sessions may change.** Absences which drop a student below the minimum hours required will result in removal from the course. If a student is removed from a class because of attendance, the transcript will indicate a grade of “W” if the student is passing, or “WF” if the student is failing.
- Students may drop a course with no notation on the transcript within the first 8 hours of instruction.
- Students may retake courses in which they have already received credit if they received a grade lower than a “C.”
- Carmel High School summer school is not available to students who live outside the Carmel Clay Schools boundaries.

	COURSES	TIME	LEVEL	DATES
<b>Business</b>				
	Economics	8:00 - 12:00	11-12	Session I: June 1 - June 25
<b>English</b>				
	English 9-1	8:00 - 12:00	9-12	Session I: June 1 - June 25
	English 9-2	8:00 - 12:00	9-12	Session II: June 28 - July 23
	English 10-1	8:00 - 12:00	10-12	Session I: June 1 - June 25
	English 10-2/(Speech 1)	8:00 - 12:00	10-12	Session I: June 1 - June 25
	English 10-2/(Speech 1)	8:00 - 12:00	10-12	Session II: June 28 - July 23
	English 11-1	8:00 - 12:00	11-12	Session I: June 1 - June 25
	English 11-2	8:00 - 12:00	10-12	Session II: June 28 - July 23
<b>Physical Education</b>				
	PE I	8:00 - 12:00	9-12	Session I: June 1 - June 25
	PE II	8:00 - 12:00	9-12	Session II: June 28 - July 23
<b>Math</b>				
	Algebra I-1	8:00 - 12:00	9-12	Session I: June 1 - June 25
	Algebra I-2	8:00 - 12:00	9-12	Session I: June 1 - June 25
	Algebra I-2	8:00 - 12:00	9-12	Session II: June 28 - July 23
	Geometry 1	8:00 - 12:00	9-12	Session I: June 1 - June 25
	Geometry 2	8:00 - 12:00	9-12	Session I: June 1 - June 25
	Geometry 2	8:00 - 12:00	9-12	Session II: June 28 - July 23
	Algebra II-1	8:00 - 12:00	10-12	Session I: June 1 - June 25
	Algebra II-2	8:00 - 12:00	10-12	Session II: June 28 - July 23
	Pre-Algebra	8:00 - 12:00	Students who have not taken Algebra I in high school	Session I: June 1 - June 25
	Pre-Algebra	8:00 - 12:00	Students who have not taken Algebra I in high school	Session II: June 28 - July 23
<b>Science</b>				
	Biology I-1	8:00 - 12:00	9-12	Session I: June 1 - June 25
	Biology I-2	8:00 - 12:00	9-12	Session II: June 28 - July 23
<b>Social Studies</b>				
	U.S. History 1	8:00 - 12:00	11-12	Session I: June 1 - June 25
	U.S. History 2	8:00 - 12:00	11-12	Session II: June 28 - July 23
	Government	8:00 - 12:00	12	Session I: June 1 - June 25
	Government	8:00 - 12:00	12	Session II: June 28 - July 23
	Government	7:15 - 10:00	12	Extended: June 1 - July 9
	Government	10:00 - 12:45	12	Extended: June 1 - July 9
	Economics	7:15 - 10:00	11-12	Extended: June 1 - July 9
	Economics	10:00 - 12:45	11-12	Extended: June 1 - July 9
	AP Macroeconomics	7:15 - 10:00	11-12	Extended: June 1 - July 9
	AP Macroeconomics	10:00 - 12:45	11-12	Extended: June 1 - July 9
<b>Special Services</b>				
	Life Skills	8:00 - 12:00	9-12	Session I: June 1 - June 25
	Peer Facilitating	8:00 - 12:00	10-12	Session I: June 1 - June 25