



INDIANA  
DEPARTMENT *of*  
EDUCATION

# High School Course Titles & Descriptions

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## 2026-2027

**Indiana Department of Education**

100 N. Senate Ave.

Indianapolis, IN 46204



## Introduction

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The Indiana Department of Education's (IDOE's) Office of Teaching and Learning developed the *2026-2027 High School Course Titles and Descriptions* (CTD) to identify course names and brief descriptions for schools and corporations as they plan the 2026-2027 academic year for high school students. These course descriptions are intended to assist schools with communicating, in a broad context, the content for IDOE-managed, Indiana-approved courses. Schools may use the code numbers and titles assigned to each course when completing reporting requirements to IDOE, as well as on student transcripts.

Instructional decisions related to curriculum selection and development, implementation, and assessment are left to local school corporations. Indiana schools may explore, develop, and implement activities and programs that go beyond these descriptions as they strive to prepare their students for life in an ever-changing world. Pursuant to 511 Indiana Administrative Code (IAC) 6.1-5-4.5, the courses listed in this document, along with IDOE-approved nonstandard courses, are the only courses that may be offered for high school credit to meet the graduation requirements established by the Indiana State Board of Education (SBOE). The SBOE's rules and the School Improvement Plan required by Public Law 221 provide avenues for gaining approval of well-planned, nonstandard programs and courses.

School corporations may apply for a nonstandard course waiver if the course or program they wish to implement is not listed in this document. View resources listed under "Nonstandard Course Waiver" on IDOE's [Course Titles and Descriptions webpage](#). Information regarding teacher licensure required for specific courses is located [here](#).

### High School CTD Companion Summary Document

The High School CTD Companion Summary document will accompany the CTD during the 2026-2027 school year. It notes course-specific information (e.g., codes and titles, course durations, available credits, recommended and required course prerequisites, dual credit designations) and illustrates which course(s) support a variety of Graduation Pathways. All diploma requirements will be reflected until the current requirements (i.e., Core 40, Academic Honors Diploma and Technical Honors Diploma) sunset for the class of 2028.

### Next Level Programs of Study Courses

The Indiana Commission for Higher Education's Office of Career of Technical Education (CTE) manages the Next Level Programs of Study (NLPS) courses. Please access the full list of available NLPS courses [here](#). NLPS course titles and descriptions are no longer included in this document but a copy of CTE's current NLPS course titles and descriptions is posted on IDOE's website. Please contact the [CTE team](#) with any questions about NLPS courses.

### High School Course Credit Earned Prior to Grade Nine

SBOE does not restrict high school credit to course work completed in grades nine through 12. Schools may elect to award high school credit to students who complete high school courses before entering grade nine if the course is fully equivalent to its high school counterpart. Local policies and procedures should be developed to govern credit for high school courses taught prior to grade nine. Required and

recommended prerequisites are listed for some courses in the CTD Companion Summary (see earlier section, above). Local schools and corporations may require additional prerequisites.

### **Indiana's Alternate Diploma**

The Indiana Alternate Diploma is an available course of study (for cohorts beginning with the 2018-2019 school year) for students with an Individualized Education Program (IEP) who have been removed from a diploma path as determined by their case conference committees. The Indiana Alternate Diploma provides increased access to the general education curriculum by providing flexibility in earning either credits or applied units in general education or special education classes. The Alternate Diploma can be earned through any combination of applied units and credits. Review IDOE's [Graduation Pathways webpage](#) for more information.

### **Applied Courses**

The courses outlined in this document and denoted with an "(A)" (e.g., "1002 English 9 (A)") are eligible to serve as "applied" courses for students pursuing an alternate diploma. Educators are encouraged to establish connections between the designated course description and [Indiana's Content Connectors](#) to provide opportunities for real-world application and content relevancy for hands-on learners striving for learning targets at each grade level. Applied courses enable students with a broad spectrum of ability levels to access a variety of course content. Instructional methods, accommodations, and modifications will vary based on the needs of the student (e.g., students with IEPs) and are determined locally.

### **Laboratory Courses**

A laboratory course, identified by (L) in the course title, is one in which a "minimum of twenty-five percent (25%) of the total instructional time is devoted to laboratory activities." Laboratory activities are those activities in which individual students use appropriate procedures and equipment in accomplishing that learning task.

### **Honors Courses**

Schools may designate a course as "Honors" when the course content is significantly more rigorous than the state-approved course. Honors-level courses must be correlated to a current, approved Indiana course code, have defined criteria for student admission to the course, as well as clear expectations of student outcomes. Honors-level courses must include a culminating Honors project that reflects student understanding of the Honors course content. Locally, the course titles should include an "H" or the word "Honors" when reflected on students' transcripts.

Advanced Placement (AP), International Baccalaureate (IB), Cambridge International (CI), and Advanced College Credit (Dual Credit) courses appear in their respective sections only and are not repeated throughout this document.

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## **Advanced Courses: Non-CTE for College Credit**

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Advanced Courses for College Credit covers (1) any college-level course offered for credit by an accredited post-secondary institution through an approved agreement with a secondary school, or (2) any other post-secondary course offered for dual credit under the provisions of 511 IAC 6-10. The intent of these courses is to allow schools to award high school credit to students for taking college courses with content that is more advanced than state-approved high school courses.

High school students have the opportunity to enroll in dual credit courses that allow them to earn both high school and college credits. Dual credit courses are taught by high school faculty, adjunct college faculty, or college faculty either at the high school or the college/university. This may also include online courses or distance education taught by college faculty. Dual credit courses are offered by both state and independent (e.g., private, regionally accredited) colleges and universities.

Indiana law requires each Indiana high school to offer a minimum of two dual credit courses.

According to the Indiana Commission for Higher Education's Policy on Dual Credit Courses Taught in High Schools by High School Faculty, all post-secondary institutions shall generate transcripts for all students who complete advanced courses for dual credit. In order to apply these dual credits toward an Honors Diploma Award, both the secondary and the post-secondary institutions must transcript the credit.

Dual credit courses provide opportunities for qualified students to earn college credit from accredited institutions while attending high school.

### **1124 Advanced English/Language Arts, College Credit (ADV ENG CC)**

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

### **1574 Advanced Social Sciences, College Credit (ADV SS CC)**

Advanced Social Sciences, College Credit is a title covering (1) any advanced social sciences courses offered for credit by an accredited post-secondary institution through an adjunct agreement with a secondary school or (2) any other post-secondary social sciences course offered for dual credit under the provisions of 511 IAC 6-10.

### **2152 Advanced World Language, College Credit (WLD LANG CC)**

Advanced World Language, College Credit is a course covering (1) any advanced course offered for credit by an accredited post-secondary institution through an adjunct agreement with a secondary school, or (2) any other post-secondary world language course offered for dual credit under the provisions of 511 IAC 6-10.

**2544 Advanced Mathematics, College Credit  
(ADV MTH CC)**

Advanced Mathematics, College Credit is a title covering any advanced mathematics course (beyond Algebra II) that is offered for credit by an accredited post-secondary institution and is not a course offered in the Indiana State Approved Course Titles and Descriptions.

**3090 Advanced Science, College Credit (L)  
(ADV SCI CC)**

Advanced Science, College Credit is a title that covers (1) any science course offered for credit by an accredited post-secondary institution through an adjunct agreement with a secondary school, or (2) any other post-secondary science course offered for dual credit under the provisions of 511 IAC 6-10.

**4260 Advanced Fine Arts, College Credit  
(ADV ART CC)**

Advanced Fine Arts, College Credit is a title covering any advanced course in fine arts (music, visual arts, theatre arts, or dance) offered for credit by an accredited post-secondary institution through an adjunct agreement with a secondary school or any other post-secondary fine arts course offered for dual credit.

## **Advanced Placement (AP) Courses**

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**0551 AP Research  
(RSCH, AP)**

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

**0552 AP Seminar  
(SEM, AP)**

AP Seminar is a foundational course that engages students in cross curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and

precision in order to craft and communicate evidence-based arguments. A student may take this course for elective credit OR course 1104 for English credit, but they may not take both. The same AP exam is used with this course and course 1104.

### **1056 AP English Language and Composition (LNG/COMP AP)**

AP English Language and Composition is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The course focuses on the development and revision of evidence-based analytic and argumentative writing and the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze the rhetorical elements and their effects in nonfiction texts - including graphic images as forms of text - from a range of disciplines and historical periods. There is no prescribed sequence of study.

### **1058 AP English Literature and Composition (LIT/COMP AP)**

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

### **1104 AP Seminar: English (SEM ENG AP)**

AP Seminar: English is designed as a seminar-style English course focusing on foundational writing, collaboration, research, and presentation skills. Through an inquiry-based approach, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. The course integrates with local English standards, allowing for flexibility in instruction. Students learn to synthesize information from multiple sources, express their own perspectives through written essays, and deliver oral and visual presentations individually or as part of a team. Assessment in the course includes two through-course performance tasks and an end-of-course exam, with the final AP score being calculated on a 1-5 scale. A student may take this course for English credit or course 0552 for elective credit, but they may not take both. The same AP exam is used with this course and course 0552.

### **1552 AP Comparative Government and Politics (GOVT AP)**

AP Comparative Government and Politics is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP Comparative Government and Politics introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures;

policies; and the political, economic, and political, economic, and social challenges of six selected countries: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. Students compare the effectiveness of approaches to many global issues by examining how different governments solve similar problems. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments.

### **1556 AP European History (EUR HST AP)**

AP European History is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. In AP European History, students investigate significant events, individuals, developments, and processes from approximately 1450 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world, economic and commercial development, cultural and intellectual development, states and other institutions of power, social organization and development, national and European identity, and technological and scientific innovations.

### **1558 AP Psychology (PSYCH AP)**

AP Psychology is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with major units of study, including biological bases of behavior, cognition, development, learning, social psychology, personality, and mental and physical health. Throughout the course, students apply psychological concepts and employ psychological research methods and data interpretation to evaluate claims, consider evidence, and effectively communicate ideas.

### **1560 AP United States Government and Politics (US GOVT AP)**

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

### **1562 AP United States History (US HIST AP)**

AP United States History is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. In AP United States History, students investigate significant events, individuals, developments, and processes from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

### **1564 AP Macroeconomics (MACRO-ECON)**

AP Macroeconomics is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP Macroeconomics is a college-level course that introduces students to the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination. It also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

### **1566 AP Microeconomics (MICRO-ECON)**

AP Microeconomics is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP Microeconomics is a college-level course that introduces students to the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

### **1572 AP Human Geography (HUM GEO AP)**

AP Human Geography is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Human Geography course is equivalent to an introductory college-level course in human geography. AP Human Geography introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socio-economic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012).

### **1612 AP World History Modern (WLD HST MAP)**

In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organizations, and technology and innovation.

### **2014 AP Chinese Language and Culture (CHI LANG AP)**

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

### **2032 AP French Language and Culture (FR LANG AP)**

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

### **2052 AP German Language and Culture (GER LANG AP)**

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

### **2074 AP Japanese Language and Culture (JAP LANG AP)**

AP Japanese Language and Culture is a course established and copyrighted by the College Board and follows the College Board course guidelines for AP Japanese Language and Culture. The course is not intended to be used as a dual credit course. The AP Japanese Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Japanese Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Japanese. The course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of social, political, and educational issues (e.g., the role of religion in society, traditional versus modern gender roles), as well as more traditional topics (e.g., arts, customs, festivals, geography, and history). Throughout the course, students develop interpersonal skills that enable them to request and confirm the receipt of information, ask for and provide directions, and issue and respond to invitations. They also develop more cognitively challenging functional language skills, including the ability to compare phenomena, express opinions and preferences, and discuss life experiences. Additionally, students develop a command of a significant number of the most prevalent kanji characters used in Japanese writing.

### **2092 AP Latin (LAT VER AP)**

The AP Latin course follows the College Board course guidelines for AP Latin. The course is not intended to be used as a dual credit course. The AP Latin course focuses on continued Latin language acquisition, with the inclusion of textual analysis and contextualization skills. The course features selections from two influential works of Latin literature: Vergil's Aeneid and Pliny the Younger's Letters. Significant time is also dedicated to the reading of nonsyllabus texts chosen by teachers, as well as four Course Project passages, many of which will extend beyond the authors of the early imperial era of classical Rome. Students will prepare and translate the readings and thus further refine their knowledge of the Latin language. Students will also place these texts in a meaningful context, which will help

students develop their critical, historical, and literary sensitivities. Throughout the course, students will consider the main ideas, effects or purposes, and points of view expressed in these works to gain a deeper understanding of the content and the culture in which they were created.

### **2132 AP Spanish Language and Culture (SP LANG AP)**

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

### **2134 AP Spanish Literature and Culture (SP LIT AP)**

AP Spanish Literature and Culture is a course established and copyrighted by the College Board and follows the College Board course guidelines for AP Spanish Literature and Culture. The course is not intended to be used as a dual credit course. The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, plays, and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature. Students develop proficiencies across the three modes of communication (interpretive, interpersonal, and presentational), in the range of Intermediate High to Advanced Mid of the American Council of the Teaching of Foreign Languages' (ACTFL) Proficiency Guidelines. Through careful examination of the required readings and other texts, students work to hone their critical reading and analytical writing skills. Literature is explored within the contexts of its time and place, and students gain insights on the many voices, historical periods, and cultures represented in the required readings and other texts. The course also includes a strong focus on cultural, artistic, and linguistic connections and comparisons, which is supported by the exploration of various media (art, music, film, articles, and literary criticism).

### **2272 AP Italian Language and Culture (ITAL AP)**

AP Italian Language and Culture is a course established and copyrighted by the College Board and follows the College Board course guidelines for AP Italian Language and Culture. The course is not intended to be used as a dual credit course. The AP Italian Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpretive, interpersonal, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Italian Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Italian. The AP Italian

Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

### **2562 AP Calculus AB (CALC AB AP)**

AP Calculus AB is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP Calculus AB focuses on students' understanding of calculus concepts and provides experience with methods and applications. The course emphasizes modeling change, approximation and limits, and analysis of functions. The course requires students to use definitions and theorems to build arguments and justify conclusions. AP Calculus AB features a multirepresentational approach to calculus, with concepts, results, and problems expressed geographically, numerically, analytically, and verbally. A sustained emphasis on clear communication of methods, reasoning, justifications, and conclusions is essential. Technology should be used in the course to reinforce relationships among functions, to confirm written work, to implement experimentation, and to assist in interpreting results.

### **2563 AP Precalculus (PreCalc AP)**

AP Precalculus is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP Precalculus centers on functions modeling dynamic phenomena. The course provides students with an understanding of the concepts of college algebra, trigonometry, and additional topics that prepare students for further college-level mathematics courses. AP Precalculus explores a variety of function types and their applications - polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric, and polar. Throughout the course, the mathematical practices of procedural and symbolic fluency, multiple representations, and communication and reasoning are developed. Students experience the concepts and skills related to each function type through the lens of modeling and covariation and engage each function type through their graphical, numerical, analytical, and verbal representations. Technology should be used throughout the course as a tool to explore concepts. Additional function types that can be covered in the course but are not tested on the AP Exam include parametric, vector-valued, implicitly defined, and linear transformation functions using matrices.

### **2570 AP Statistics (AP STAT)**

AP Statistics is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the AP Statistics course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

**2572 AP Calculus BC  
(CALC BC AP)**

AP Calculus BC focuses on students' understanding of calculus concepts and provides experience with methods and applications. The course emphasizes modeling change, approximation and limits, and analysis of functions. The course requires students to use definitions and theorems to build arguments and justify conclusions. AP Calculus BC features a multirepresentational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. A sustained emphasis on clear communication of methods, reasoning, justifications, and conclusions is essential. Technology should be used in the course to reinforce relationships among functions, to confirm written work, to implement experimentation, and to assist in interpreting results. AP Calculus BC includes all the content of AP Calculus AB. Calculus BC also applies the content and skills learned in Calculus AB to parametrically defined curves, polar curves, and vector-valued functions; develops additional integration techniques and applications; and introduces the topics of sequences and series.

**3012 AP Environmental Science (L)  
(ENVSCI AP)**

AP Environmental Science is a course based on content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires students to identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. Although there are no specific AP Environmental Science labs or field investigations required for this course, it is required students have the opportunity to spend a minimum of 25 percent of instructional time engaged in hands-on, inquiry-based laboratory and/or fieldwork investigations.

**3020 AP Biology (L)  
(BIO AP)**

AP Biology is an introductory college-level biology course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetic information transfer, ecology, and interactions. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices.

**3060 AP Chemistry (L)  
(CHEM AP)**

AP Chemistry is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as:

atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. This course requires that 25 percent of instructional time engages students in lab investigations. This includes a minimum of 16 hands-on labs (at least six of which are guided inquiry). It is required that students keep a lab notebook throughout.

### **3080 AP Physics 1: Algebra-Based (L)** **(PHYS 1 AP)**

AP Physics 1 is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP Physics 1: Algebra-based is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion. This course requires that 25 percent of instructional time be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to demonstrate the foundational physics principles and apply the science practices.

### **3081 AP Physics 2: Algebra-Based (L)** **(PHYS 2 AP)**

AP Physics 2 is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP Physics 2: Algebra-based is an algebra-based introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: thermodynamics; electrical force, field, and potential; electric circuits; magnetism and electromagnetic induction; geometric and physical optics; and quantum, atomic, and nuclear physics. This course requires that 25 percent of instructional time be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to demonstrate the foundational physics principles and apply the science practices.

### **3087 AP Physics C: Electricity and Magnetism (L)** **(PHYS: C EM AP)**

AP Physics C: Electricity and Magnetism is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP Physics C: Electricity and Magnetism is a calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. Introductory differential and integral calculus are used throughout the course. This course requires that 25 percent of instructional time be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to demonstrate the foundational physics principles and apply the science practices.

### **3089 AP Physics C: Mechanics (L)** **(PHYS C: M AP)**

AP Physics C: Mechanics is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP Physics C: Mechanics is a calculus-based, college-level course. It covers kinematics; Newton's laws of motion; work, energy, and

power; systems of particles and linear momentum; circular motion and rotation; oscillations; and gravitation. This course requires that 25 percent of instructional time be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to demonstrate the foundational physics principles and apply the science practices.

### **4025 AP Art History (ART HIST AP)**

Art History is a course based on the Indiana Academic Standards for Visual Art. Students taking Art History engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production. Students study works of art and artifacts from world cultures, engage in historically relevant studio activities; utilize research skills to discover social, political, economic, technological, environmental, and historical trends and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

### **4048 AP Drawing (ART DRP AP)**

AP Drawing is a course established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Art and Design Program consists of three different courses and AP Portfolio Exams—2-D Art and Design, 3-D Art and Design, and Drawing—corresponding to the college and university foundation courses. Students may choose to submit any or all of the AP Portfolio Exams. Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. Students may choose to submit any or all of the AP Portfolio Exams. In AP Drawing, students develop an inquiry that guides artmaking through practice, experimentation, and revision of materials, processes, and ideas while demonstrating drawing skills through painting, drawing, sequential art, printmaking, illustration, animation, fibers, and others.

### **4050 AP 2-D Art and Design (ART 2D AP)**

AP 2-D Design is a course established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Art and Design program consists of three different courses and AP Portfolio Exams—AP 2-D Art and Design, AP 3-D Art and Design, and AP Drawing -- corresponding to college and university foundations courses. Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. Students may choose to submit any or all of the AP Portfolio Exams. In AP 2-D Art and Design, students develop an

inquiry that guides artmaking through practice, experimentation, and revision of materials, processes, and ideas while demonstrating 2-D art and design skills through graphic design, sequential art, photography, collage, printmaking, illustration, industrial design, animation, game design, painting, fibers, and others.

### **4052 AP 3-D Art and Design (ART 3D AP)**

AP 3-D Design is a course established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Studio Art Program consists of three portfolio exams—2-D Design, 3-D Design, and Drawing—corresponding to the college and university foundation courses. Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. Students may choose to submit any or all of the AP Portfolio Exams. In AP 3-D Art and Design, students develop an inquiry that guides artmaking through practice, experimentation, and revision of materials, processes, and ideas while demonstrating 3-D art and design skills through sculpture, architecture, jewelry, fashion and apparel design, bookmaking, game design, interior design, fibers, and others.

### **4210 AP Music Theory (L) (MUS TH AP)**

AP Music Theory is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Music Theory course corresponds to two semesters of a typical introductory college music theory and aural skills coursework. Students learn to recognize, understand, describe, and produce the basic elements and processes of performed and notated music. Course content extends from the fundamentals of pitch, rhythm, timbre, and expression to concepts of harmonic function, phrase relationships, and tonicization. Students study these concepts in heard and notated music, with emphasis on identification and analysis of musical features, relationships, and procedures in full musical contexts. Repertoire for analysis of the AP Music Theory Exam ranges from Baroque pieces to folk and popular music from across the globe. Students develop musicianship skills through melodic and harmonic dictation, sight singing, and error detection exercises. Writing exercises further emphasize the foundational harmonic and voice-leading procedures of Western art music.

### **4519 AP Business with Personal Finance (BUS PER FIN AP)**

AP Business with Personal Finance is an introductory, college-level business and personal finance course. Students explore the business disciplines of entrepreneurship, marketing, finance, accounting, and management through real-world business application, case studies, and project-based learning. In addition, students learn and apply all the National Standards for Personal Financial Education created by the Council for Economic Education and the Jump\$tart Coalition for Personal Financial Literacy.

**4568 AP Computer Science Principles  
(CSP AP)**

AP Computer Science Principles introduces students to the breadth of the field of computer science. In this course, students will learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They will incorporate abstraction into programs and use data to discover new knowledge. Students will also explain how computing innovations and computing systems, including the Internet, work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical.

**4570 AP Computer Science A  
(COMP SCI AP)**

AP Computer Science A introduces students to computer science through programming. Fundamental topics include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.

**4590 AP Networking  
(CK CYB NET AP)**

AP Networking trains students in the field and aligns closely with standard first-year collegiate networking courses. Students develop problem-solving and communication skills by configuring, securing, and troubleshooting networks of increasing scale. Through hands-on activities and real-world scenarios, students are encouraged to understand, design, and manage networks that enable functionalities such as streaming and communication, workplace collaboration, and resilient public infrastructure. Developed in partnership with college faculty and industry leaders, this yearlong course aligns with the NICE Workforce Framework.

**4592 AP Cybersecurity  
(CK CYB SEC AP)**

AP Cybersecurity is a yearlong high school course that offers a broad introduction to the field and aligns closely with a college-level, introductory cybersecurity course. Students learn about common threats and vulnerabilities and how they combine to create risk. Students study how individuals and organizations manage risk and how risk can be mitigated through a defense-in-depth strategy. Students explore specific vulnerabilities, attacks, mitigations, and detection measures across a variety of domains including physical spaces, computer networks, devices, and data and applications. Throughout the course, students consider the impact of cybersecurity on individuals, organizations, societies, and governments. Content and skills taught in the course align with the professional skills outlined in the National Initiative for Cybersecurity Education Workforce Framework.

## Cambridge International Courses

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Cambridge International (Cambridge) programs and qualifications are created by subject experts, rooted in academic rigor, and reflect the latest educational research. The four stages of the [Cambridge Pathway](#) lead seamlessly from primary through secondary years. Together with schools, Cambridge International, a not-for-profit department of the world-renowned University of Cambridge in the United Kingdom (UK), develops learners who are confident, responsible, reflective, innovative and engaged – equipped for success in the modern world. Schools may offer these courses after having completed the Cambridge International application and inspection process. Review the [Cambridge website](#) for additional details.

The Cambridge Advanced International Certificate of Education (AICE) Diploma offers high school students the option to pursue a rigorous and ambitious qualification that teaches the content and key skills to succeed in college-level work. At the same time, Cambridge courses and the diploma structure are flexible enough to let students tailor their studies to their individual interests, abilities, and future within an international curriculum framework that emphasizes the value of broad and balanced study.

Alongside in-depth understanding of a variety of subjects, students also need to master a broader range of skills critical for success in university study and employment. These essential skills include the ability to: think critically, carry out independent research, evaluate arguments, communicate clear and well-reasoned arguments, and understand global issues from multiple perspectives. Qualifying for the Cambridge AICE Diploma requires students to pass Cambridge Advanced Global Perspectives and Research (AS Level) which helps develop these essential skills. This helps higher education institutions identify students with the type of cohesive academic experience and higher-order thinking and communication skills that are associated with distinguished achievement at university.

The Cambridge AICE Diploma requires learners to complete a course of study of 7 credits, which includes passing the end-of-course exams, from a compulsory core subject, Cambridge AS Level Global Perspectives & Research, plus Cambridge AS & A Level subjects drawn from three curriculum areas: mathematics and science (Group 1), languages (Group 2), and arts and humanities (Group 3). There is the option to study interdisciplinary subjects (Group 4) as well. The remaining credits can come from any of the groups.

### **2601 A Cambridge Advanced Drama (A Level) (CI A DRAMA)**

Cambridge Advanced Drama (A Level) encourages learners to develop their skills in performing, devising and researching a wide range of theatrical styles and genres. They learn to communicate with an audience through practical and creative work on performance texts and their own devised material, both as individuals and in groups. Underpinned by theoretical and practical study, they learn to research, analyze, create and interpret, and to become skilled, well-informed and reflective theatrical practitioners who enjoy drama. Cambridge Advanced Drama (A Level) Drama provides a foundation for the further study of drama or related courses in higher education.

**2602 Cambridge Advanced Drama (AS Level)**  
**(CI AS DRAMA)**

Cambridge Advanced Drama (AS Level) encourages learners to develop their skills in performing, devising and researching a wide range of theatrical styles and genres. They learn to communicate with an audience through practical and creative work on performance texts and their own devised material, both as individuals and in groups. Underpinned by theoretical and practical study, they learn to research, analyze, create and interpret, and to become skilled, well-informed and reflective theatrical practitioners who enjoy drama. Cambridge Advanced Drama (AS Level) provides a foundation for the further study of drama or related courses in higher education.

**3546 Cambridge Advanced Sport & Physical Education (AS Level)**  
**(CI AS SPE)**

Cambridge International AS Level Sport & Physical Education helps learners to develop theoretical knowledge of physical education and build their skills, tactical awareness and overall performance in sport and physical activity. The course encourages learners to apply the knowledge they gain to real-world examples, relate their theoretical learning to physical activities in order to improve and refine how they perform and understand and explain global trends in sport and physical education. Topics of study will include Joints, movements and muscles; Biomechanics; The cardiovascular system; The respiratory system; Skill and ability; Theories of learning; Information processing; Practice and learning; Sociocultural issues; Ethics and deviance; Commercialization and the media; The use of technology.

**8100 Cambridge Advanced Accounting (A Level)**  
**(CI A ACCT)**

The Cambridge Advanced Accounting (A Level) syllabus enables learners to apply their accounting knowledge and understanding in order to analyze and present information, give reasoned explanations, and make judgements and recommendations. The syllabus covers topics such as the recording of financial information, accounting principles and control systems, and the preparation of final accounts for a variety of different organizations and businesses. Learners find out about raising capital by shares and loans, ratio analysis and cost accounting, and also study the preparation of cash flow statements, cash flow analysis, and standard costing and investment appraisal, among many other topics.

**8102 Cambridge Advanced Accounting (AS Level)**  
**(CI AS ACCT)**

The Cambridge Advanced Accounting (AS Level) syllabus enables learners to apply their accounting knowledge and understanding in order to analyze and present information, give reasoned explanations, and make judgements and recommendations. The syllabus covers topics such as the recording of financial information, accounting principles and control systems, and the preparation of final accounts for a variety of different organizations and businesses. Learners find out about raising capital by shares and loans, ratio analysis and cost accounting, and also study the preparation of cash flow statements, cash flow analysis, and standard costing and investment appraisal, among many other topics.

**8104 Cambridge Advanced Biology (A Level) (L)**  
**(CI A BIO)**

Cambridge Advanced Biology (A Level) builds on the skills acquired at Cambridge IGCSE (or equivalent) level. The syllabus includes the main theoretical concepts which are fundamental to the subject, a section on some current applications of biology, and a strong emphasis on advanced practical skills. Practical skills are assessed in a timetabled practical examination. The emphasis throughout is on the understanding of concepts and the application of biology ideas in novel contexts as well as on the acquisition of knowledge. The course encourages creative thinking and problem-solving skills which are transferable to any future career path. Cambridge Advanced Biology (A Level) is ideal for learners who want to study biology or a wide variety of related subjects at university, or to follow a career in science.

**8106 Cambridge Advanced Biology (AS Level) (L)**  
**(CI AS BIO)**

Cambridge Advanced Biology (AS Level) builds on the skills acquired at Cambridge IGCSE (or equivalent) level. The syllabus includes the main theoretical concepts which are fundamental to the subject, a section on some current applications of biology, and a strong emphasis on advanced practical skills. Practical skills are assessed in a timetabled practical examination. The emphasis throughout is on the understanding of concepts and the application of biology ideas in novel contexts as well as on the acquisition of knowledge. The course encourages creative thinking and problem-solving skills which are transferable to any future career path. Cambridge Advanced Biology (AS Level) is ideal for learners who want to study biology or a wide variety of related subjects at university, or to follow a career in science.

**8108 Cambridge Advanced Business (A Level)**  
**(CI A BUS)**

The Cambridge Advanced Business (A Level) syllabus enables learners to understand and appreciate the nature and scope of business, and the role it plays in society. The syllabus covers economic, environmental, ethical, governmental, legal, social, and technological issues, and encourages a critical understanding of organizations, the markets they serve, and the process of adding value. Learners examine the management of organizations and, in particular, the process of decision-making in a dynamic external environment.

**8110 Cambridge Advanced Business (AS Level)**  
**(CI AS BUS)**

The Cambridge Advanced Business (AS Level) syllabus enables learners to understand and appreciate the nature and scope of business, and the role it plays in society. The syllabus covers economic, environmental, ethical, governmental, legal, social, and technological issues, and encourages a critical understanding of organizations, the markets they serve and the process of adding value. Learners examine the management of organizations and, in particular, the process of decision-making in a dynamic external environment.

**8112 Cambridge Advanced Chemistry (A Level) (L)**  
**(CI A CHEM)**

Cambridge Advanced Chemistry (A Level) builds on the skills acquired at Cambridge IGCSE (or equivalent) level. The syllabus includes the main theoretical concepts which are fundamental to the subject, a section on some current applications of chemistry, and a strong emphasis on advanced practical skills. Practical skills are assessed in a timetabled practical examination. The emphasis throughout is on the understanding of concepts and the application of chemistry ideas in novel contexts, as well as on the acquisition of knowledge. The course encourages creative thinking and problem-solving skills which are transferable to any future career path. Cambridge International AS and A Level Chemistry is ideal for learners who want to study chemistry or a wide variety of related subjects at university, or to follow a career in science.

**8114 Cambridge Advanced Chemistry (AS Level) (L)**  
**(CI AS CHEM)**

Cambridge Advanced Chemistry (AS Level) builds on the skills acquired at Cambridge IGCSE (or equivalent) level. The syllabus includes the main theoretical concepts which are fundamental to the subject, a section on some current applications of chemistry, and a strong emphasis on advanced practical skills. Practical skills are assessed in a timetabled practical examination. The emphasis throughout is on the understanding of concepts and the application of chemistry ideas in novel contexts as well as on the acquisition of knowledge. The course encourages creative thinking and problem-solving skills which are transferable to any future career path. Cambridge International AS and A Level Chemistry is ideal for learners who want to study chemistry or a wide variety of related subjects at university, or to follow a career in science.

**8116 Cambridge Advanced Computer Science (A Level)**  
**(CI A COMSCI)**

Cambridge Advanced Computer Science (A Level) encourages learners to meet the needs of higher education courses in computer science as well as twenty-first century digital employers. It encourages learners to think creatively, through applying practical programming solutions, demonstrating that they are effective users of technology. Learners develop computational thinking & programming skills to solve computer science problems. Cambridge Advanced Computer Science (A Level) will help learners develop a range of skills such as thinking creatively, analytically, logically, and critically. They will also be able to appreciate the ethical issues that arise with current and emerging computing technologies.

**8118 Cambridge Advanced Computer Science (AS Level)**  
**(CI AS COMSCI)**

Cambridge Advanced Computer Science AS Level encourages learners to meet the needs of higher education courses in computer science as well as twenty-first century digital employers. It encourages learners to think creatively, through applying practical programming solutions, demonstrating that they are effective users of technology. Learners develop computational thinking & programming skills to solve computer science problems. Cambridge Advanced Computer Science AS Level will help learners develop a range of skills such as thinking creatively, analytically, logically, and critically. They will also be able to appreciate the ethical issues that arise with current and emerging computing technologies.

**8120 Cambridge Advanced Design and Technology (A Level)  
(CI A DTECH)**

Cambridge Advanced Design and Technology (A Level) encourages learners to be innovative and creative and to develop their ability to design high quality products. Through their studies, they will develop an awareness of the significance of design and technology on society, while also learning more about production processes and industrial practices. Learners will be encouraged to use Information and Communication Technology (ICT) to build their design and technological abilities and develop critical evaluation skills which they can employ in a variety of technical, aesthetic, economic, environmental, social, and cultural contexts. As a result, learners will also become discerning consumers of design and technology, able to make informed choices.

**8122 Cambridge Advanced Design and Technology (AS Level)  
(CI AS DTECH)**

Cambridge Advanced Design and Technology (AS Level) encourages learners to be innovative and creative and to develop their ability to design high quality products. Through their studies, they will develop an awareness of the significance of design and technology on society, while also learning more about production processes and industrial practices. Learners will be encouraged to use ICT to build their design and technological abilities and develop critical evaluation skills which they can employ in a variety of technical, aesthetic, economic, environmental, social, and cultural contexts. As a result, learners will also become discerning consumers of design and technology, able to make informed choices.

**8124 Cambridge International Economics (A Level)  
(CI A ECON)**

Through Cambridge Advanced Economics (A Level), learners study how to explain and analyze economic issues and arguments, evaluate economic information, and organize, present, and communicate ideas and judgements clearly. The syllabus covers a range of basic economic ideas, including an introduction to the price system and government intervention, international trade and exchange rates, the measurement of employment and inflation, and the causes and consequences of inflation. Learners also study the price system, the theory of the firm, market failure, macroeconomic theory and policy, and economic growth and development.

**8126 Cambridge International Economics (AS Level)  
(CI AS ECON)**

Through Cambridge Advanced Economics (AS Level), learners study how to explain and analyze economic issues and arguments, evaluate economic information, and organize, present, and communicate ideas and judgements clearly. The syllabus covers a range of basic economic ideas, including an introduction to the price system and government intervention, international trade and exchange rates, the measurement of employment and inflation, and the causes and consequences of inflation. Learners also study the price system, the theory of the firm, market failure, macroeconomic theory and policy, and economic growth and development.

**8128 Cambridge Advanced English – Language (A Level)**  
**(CI A ENG LAN)**

Cambridge Advanced English - Language (A Level) gives learners the opportunity to study English language and its use in contemporary communication. It aims to encourage a critical response to texts in a range of forms, styles and contexts, and to promote skills of communication, reading, research, and analysis. Through their studies, learners will develop an ability to read and analyze material, gaining further knowledge and understanding of English language features and issues, and writing clearly, accurately, creatively, and effectively for different purposes and audiences.

**8130 Cambridge Advanced English – Language (AS Level)**  
**(CI AS ENG LAN)**

Cambridge Advanced English - Language (AS Level) gives learners the opportunity to study English language and its use in contemporary communication. It aims to encourage a critical response to texts in a range of forms, styles and contexts, and to promote skills of communication, reading, research, and analysis. Through their studies, learners will develop an ability to read and analyze material, gaining further knowledge and understanding of English language features and issues, and writing clearly, accurately, creatively, and effectively for different purposes and audiences.

**8132 Cambridge Advanced English – Literature (A Level)**  
**(CI A ENG LIT)**

Cambridge Advanced English - Literature (A Level) gives learners the opportunity to study a range of texts in the three main forms: prose, poetry, and drama. Set texts are offered from a wide range of different periods and cultures. Learners will develop skills of reading and analysis of texts and are encouraged to undertake wider reading to aid understanding of the texts studied. They will learn the skills of effective and appropriate communication including the ability to discuss the critical context of texts.

**8134 Cambridge Advanced English – Literature (AS Level)**  
**(CI AS ENG LIT)**

Cambridge Advanced English - Literature (AS Level) gives learners the opportunity to study a range of texts in the three main forms: prose, poetry, and drama. Set texts are offered from a wide range of different periods and cultures. Learners will develop skills of reading and analysis of texts and are encouraged to undertake wider reading to aid understanding of the texts studied. They will learn the skills of effective and appropriate communication including the ability to discuss the critical context of texts.

**8135 Cambridge Advanced English General Paper (AS Level)**  
**(CI AS ENG GEN PAPER)**

Cambridge Advanced English General Paper (AS Level) encourages learners to engage with a variety of topics, including knowledge and understanding gained from the study of other subjects. They learn to become confident in analyzing knowledge and opinions from a variety of sources, to build arguments and to communicate through written English. Cambridge Advanced English General Paper (AS Level) enables learners to develop these skills which are of great use for further study and employment.

**8136 Cambridge Advanced Geography (A Level)  
(CI A GEO)**

Cambridge Advanced Geography (A Level) builds upon skills gained at Cambridge IGCSE (or equivalent) level study. Learners widen their knowledge and understanding of the subject, while developing their investigative abilities and their evaluation and decision-making skills. The syllabus is wide-ranging and comprises a variety of options. For example, learners can study topics such as hydrology and fluvial geomorphology, atmosphere and weather, rocks and weathering, population change, and settlement dynamics. The syllabus considers a range of environments, from tropical to arid, and learners can also study subjects such as environmental management, global interdependence, and economic transition.

**8138 Cambridge Advanced Geography (AS Level)  
(CI AS GEO)**

The Cambridge Advanced AS and A Level Geography syllabus builds upon skills gained at Cambridge IGCSE (or equivalent) level study. Learners widen their knowledge and understanding of the subject, while developing their investigative abilities and their evaluation and decision-making skills. The syllabus is wide-ranging and comprises a variety of options. For example, learners can study topics such as hydrology and fluvial geomorphology, atmosphere and weather, rocks and weathering, population change, and settlement dynamics. The syllabus considers a range of environments, from tropical to arid, and learners can also study subjects such as environmental management, global interdependence, and economic transition.

**8140 Cambridge Advanced Global Perspective and Research (A Level)  
(CI A GLOBAL)**

Cambridge Advanced Global Perspectives and Research (A Level) prepares learners for positive engagement with our rapidly changing world. Learners broaden their outlook through the critical analysis of - and reflection on - issues of global significance. The Cambridge Advanced Global Perspectives and Research (A Level) syllabus is based on skills rather than on specific content. Learners develop research, thinking, reasoning, and communication skills by following an approach to analyzing and evaluating arguments and perspectives called the Critical Path. Collaborative skills are enhanced through participation in a team project. The skills gained through study of Cambridge Advanced Global Perspectives and Research (A Level) enable students to meet the demands of twenty-first century learning and to make a successful transition to study in higher education. As part of the course, learners write a research report on a research question of their own choice.

**8142 Cambridge Advanced Global Perspective and Research (AS Level)  
(CI AS GLOBAL)**

Cambridge Advanced Global Perspectives and Research (AS Level) prepares learners for positive engagement with our rapidly changing world. Learners broaden their outlook through the critical analysis of - and reflection on - issues of global significance. The Cambridge Advanced Global Perspectives and Research (AS Level) syllabus is based on skills rather than on specific content. Learners develop research, thinking, reasoning, and communication skills by following an approach to analyzing and evaluating arguments and perspectives called the Critical Path. Collaborative skills are enhanced through participation in a team project. The skills gained through study of Cambridge Advanced Global Perspectives and Research (AS Level) enable students to meet the demands of

twenty-first century learning and to make a successful transition to study in higher education. As part of the course, learners write a research report on a research question of their own choice.

**8144 Cambridge Advanced History (American) (A Level)  
(CI A AM HIS)**

Cambridge Advanced History (American) (A Level) is a flexible and wide-ranging syllabus covering modern history in the nineteenth and twentieth centuries. The syllabus builds upon skills gained at Cambridge IGCSE and develops lifelong skills including understanding issues and themes within a historical period. The emphasis is again on both historical knowledge and on the skills required for historical research. Learners develop an understanding of cause and effect, continuity and change, similarity and difference, and use historical evidence as part of their studies. A Level learners can select from topics on European, American or International history.

**8146 Cambridge Advanced History (American) (AS Level)  
(CI AS AM HIS)**

Cambridge Advanced History (American) (AS Level) is a flexible and wide-ranging syllabus covering modern history in the nineteenth and twentieth centuries. The syllabus builds upon skills gained at Cambridge IGCSE and develops lifelong skills including understanding issues and themes within a historical period. The emphasis is again on both historical knowledge and on the skills required for historical research. Learners develop an understanding of cause and effect, continuity and change, similarity and difference, and use historical evidence as part of their studies. Both at AS and A Level learners can select from topics on European, American or International history.

**8145 Cambridge Advanced History (International) (A Level)  
(CI A Int'l HIS)**

Cambridge Advanced History (International) (A Level) is a flexible and wide-ranging syllabus covering modern history in the nineteenth and twentieth centuries. The syllabus builds upon skills gained at Cambridge IGCSE and develops lifelong skills including understanding issues and themes within a historical period. The emphasis is again on both historical knowledge and on the skills required for historical research. Learners develop an understanding of cause and effect, continuity and change, similarity and difference, and use historical evidence as part of their studies. A Level learners can select from topics on International history.

**8147 Cambridge Advanced History (International) (AS Level)  
(CI AS Int'l HIS)**

Cambridge Advanced History (International) (AS Level) is a flexible and wide-ranging syllabus covering modern history in the nineteenth and twentieth centuries. The syllabus builds upon skills gained at Cambridge IGCSE and develops lifelong skills including understanding issues and themes within a historical period. The emphasis is again on both historical knowledge and on the skills required for historical research. Learners develop an understanding of cause and effect, continuity and change, similarity and difference, and use historical evidence as part of their studies. AS Level learners can select from topics on International history.

**8148 Cambridge Advanced Information Technology (A Level)  
(CI A INFOTECH)**

Cambridge Advanced Information Technology (A Level) encourages learners to become effective and discerning users of IT. It helps them to develop a broad range of IT skills, knowledge and understanding. Learners study the structure and use of IT systems within a wide range of organizations, including the use of a variety of computer networks. As a result, learners gain an understanding of IT system life cycles, and how these affect the workplace. They also learn about the wider impact of IT on society in general. At A Level, learners also study simple programming for the web relevant to their own use of IT.

**8150 Cambridge Advanced Information Technology (AS Level)  
(CI AS INFOTECH)**

Cambridge Advanced Information Technology (AS Level) encourages learners to become effective and discerning users of IT. It helps them to develop a broad range of IT skills, knowledge, and understanding. Learners study the structure and use of IT systems within a wide range of organizations, including the use of a variety of computer networks. As a result, learners gain an understanding of IT system life cycles, and how these affect the workplace. They also learn about the wider impact of IT on society in general. At A Level, learners also study simple programming for the web relevant to their own use of IT.

**8149 Cambridge Advanced History (European) (A Level)  
(CI A EU HIS)**

Cambridge Advanced History (European) (A Level) is a flexible and wide-ranging syllabus covering modern history in the nineteenth and twentieth centuries. The syllabus builds upon skills gained at Cambridge IGCSE and develops lifelong skills including understanding issues and themes within a historical period. The emphasis is again on both historical knowledge and on the skills required for historical research. Learners develop an understanding of cause and effect, continuity and change, similarity and difference, and use historical evidence as part of their studies. A Level learners can select from topics on European history.

**8151 Cambridge Advanced History (European) (AS Level)  
(CI AS EU HIS)**

Cambridge Advanced History (European) (AS Level) is a flexible and wide-ranging syllabus covering modern history in the nineteenth and twentieth centuries. The syllabus builds upon skills gained at Cambridge IGCSE and develops lifelong skills including understanding issues and themes within a historical period. The emphasis is again on both historical knowledge and on the skills required for historical research. Learners develop an understanding of cause and effect, continuity and change, similarity and difference, and use historical evidence as part of their studies. AS Level learners can select from topics on European history.

**8152 Cambridge Advanced Marine Science (A Level) (L)  
(CI A MARINE SCI)**

Cambridge Advanced Marine Science (A Level) provides a coherent and stimulating introduction to the science of the marine environment. The course concentrates on human activities that depend on the sea and have an impact on it. No prior study at Cambridge IGCSE is assumed. The emphasis

throughout is on the understanding of concepts and the application of ideas to new contexts as well as on the acquisition of knowledge, and the course encourages creative thinking and problem-solving skills which are transferable to any future career path. It is expected that practical activities will underpin the teaching of the whole course, and learners may be asked about practical activities in examination questions, but there is no practical paper and no coursework.

**8154 Cambridge Advanced Marine Science (AS Level) (L)  
(CI AS MARINE SCI)**

Cambridge Advanced Marine Science (AS Level) provides a coherent and stimulating introduction to the science of the marine environment. The course concentrates on the scientific study of the sea and its ecosystems. No prior study at Cambridge IGCSE is assumed. The emphasis throughout is on the understanding of concepts and the application of ideas to new contexts as well as on the acquisition of knowledge, and the course encourages creative thinking and problem-solving skills which are transferable to any future career path. It is expected that practical activities will underpin the teaching of the whole course, and learners may be asked about practical activities in examination questions, but there is no practical paper and no coursework.

**8156 Cambridge Advanced Mathematics (Pure and Probability & Statistics) (A Level)  
(CI A ProbStat MATH)**

Cambridge Advanced Mathematics (Pure and Probability & Statistics) (A Level) develops a set of transferable skills. These include the skill of working with mathematical information, as well as the ability to think logically and independently, consider accuracy, model situations mathematically, analyze results, and reflect on findings. Learners can apply these skills across a wide range of subjects and these skills equip them well for progression to higher education or directly into employment. At A Level, teachers can also choose from different routes to Cambridge Advanced Mathematics (A Level) depending on the choice of applied mathematics (Mechanics and/or Probability and Statistics). This course will focus on Pure Mathematics and Probability & Statistics applications.

**8157 Cambridge Advanced Mathematics (Pure, Mechanics and Probability & Statistics) (A Level)  
(CI A Pure&Mech&Stat MATH)**

Cambridge Advanced Mathematics (Pure, Mechanics and Probability & Statistics) (A Level) develops a set of transferable skills. These include the skill of working with mathematical information, as well as the ability to think logically and independently, consider accuracy, model situations mathematically, analyze results, and reflect on findings. Learners can apply these skills across a wide range of subjects and these skills equip them well for progression to higher education or directly into employment. At A Level, teachers can also choose from different routes to Cambridge Advanced Mathematics (Pure, Mechanics and Probability & Statistics) (A Level) depending on the choice of applied mathematics (Mechanics and/or Probability and Statistics). This course will focus on Pure Mathematics, Mechanics and Probability & Statistics applications.

**8158 Cambridge Advanced Mathematics (Pure) (AS Level)  
(CI AS Pure MATH)**

Cambridge Advanced Mathematics (AS Level) develops a set of transferable skills. These include the skill of working with mathematical information, as well as the ability to think logically and independently, consider accuracy, model situations mathematically, analyze results, and reflect on findings. Learners

can apply these skills across a wide range of subjects and these skills equip them well for progression to higher education or directly into employment. At AS level, teachers can choose from three different routes to Cambridge Advanced AS Level Mathematics: Pure Mathematics only, Pure Mathematics and Mechanics, or Pure Mathematics and Probability & Statistics. This course will focus on Pure Mathematics applications.

**8159 Cambridge Advanced Mathematics (Pure and Probability & Statistics) (AS Level)  
(CI AS Pure&Stats MATH)**

Cambridge Advanced A Level Mathematics develops a set of transferable skills. These include the skill of working with mathematical information, as well as the ability to think logically and independently, consider accuracy, model situations mathematically, analyze results, and reflect on findings. Learners can apply these skills across a wide range of subjects and these skills equip them well for progression to higher education or directly into employment. At AS level, teachers can choose from three different routes to Cambridge Advanced AS Level Mathematics: Pure Mathematics only, Pure Mathematics and Mechanics, or Pure Mathematics and Probability & Statistics. This course will focus on Pure Mathematics and Probability & Statistics applications.

**8160 Cambridge Advanced Media Studies (A Level)  
(CI A MEDIA)**

Cambridge Advanced Media Studies (A Level) offers learners the chance to develop an understanding and appreciation of the place of media in our everyday lives. The syllabus enables learners to take a hands-on approach to the subject. Through the coursework components - the Foundation Portfolio for AS Level and the Advanced Portfolio for A Level - they create their own media products from planning through to execution. Learners also consider and analyze examples from existing media, examining production processes and technologies and the effects they achieve.

**8162 Cambridge Advanced Media Studies (AS Level)  
(CI AS MEDIA)**

Cambridge Advanced Media Studies (AS Level) offers learners the chance to develop an understanding and appreciation of the place of media in our everyday lives. The syllabus enables learners to take a hands-on approach to the subject. Through the coursework components - the Foundation Portfolio for AS Level and the Advanced Portfolio for A Level - they create their own media products from planning through to execution. Learners also consider and analyze examples from existing media, examining production processes and technologies and the effects they achieve.

**8161 Cambridge Advanced Further Mathematics (Further Pure 1 & 2 and Further  
Mechanics and Further Probability & Statistics) (A Level)  
(CI A Pure1&2&Mech&Stats FURTHER MATH)**

Cambridge Advanced Further Mathematics (A Level) develops a set of transferable skills. These include the skill of working with mathematical information, as well as the ability to think logically and independently, consider accuracy, model situations mathematically, analyze results, and reflect on findings. Learners can apply these skills across a wide range of subjects and these skills equip them well for progression to higher education or directly into employment.

**8163 Cambridge Advanced Further Mathematics (Further Pure 1 & Further Mechanics) (AS Level)**  
**(CI AS Pure1&Mech FURTHER MATH)**

Cambridge Advanced Further Mathematics (AS Level) develops a set of transferable skills. These include the skill of working with mathematical information, as well as the ability to think logically and independently, consider accuracy, model situations mathematically, analyze results, and reflect on findings. Learners can apply these skills across a wide range of subjects and these skills equip them well for progression to higher education or directly into employment. Knowledge of the whole content of the Cambridge Advanced Mathematics (A Level) 9709 syllabus (Pure, Mechanics and Probability and Statistics) is assumed as a prerequisite.

**8167 Cambridge Advanced Further Mathematics (Further Pure 1 & Further Probability & Statistics) (AS Level)**  
**(CI AS Pure1&Stats FURTHER MATH)**

Cambridge Advanced Further Mathematics (AS Level) develops a set of transferable skills. These include the skill of working with mathematical information, as well as the ability to think logically and independently, consider accuracy, model situations mathematically, analyze results, and reflect on findings. Learners can apply these skills across a wide range of subjects and these skills equip them well for progression to higher education or directly into employment. Knowledge of the whole content of the Cambridge Advanced Mathematics (A Level) 9709 syllabus (Pure, Mechanics and Probability & Statistics) is assumed as a prerequisite.

**8169 Cambridge Advanced Mathematics (Pure and Mechanics) (AS Level)**  
**(CI AS Pure&Mech MATH)**

Cambridge Advanced Mathematics (AS Level) develops a set of transferable skills. These include the skill of working with mathematical information, as well as the ability to think logically and independently, consider accuracy, model situations mathematically, analyze results, and reflect on findings. Learners can apply these skills across a wide range of subjects and these skills equip them well for progression to higher education or directly into employment. At AS level, teachers can choose from three different routes to Cambridge Advanced Mathematics (AS Level): Pure Mathematics only, Pure Mathematics and Mechanics, or Pure Mathematics and Probability & Statistics. This course will focus on Pure Mathematics and Mechanics applications.

**8172 Cambridge Advanced A Level Physics (L)**  
**(CI A PHYSICS)**

Cambridge Advanced Physics (A Level) builds on the skills acquired at Cambridge IGCSE (or equivalent) level. The syllabus includes the main theoretical concepts which are fundamental to the subject, a section on some current applications of physics, and a strong emphasis on advanced practical skills. Practical skills are assessed in a timetabled practical examination. The emphasis throughout is on the understanding of concepts and the application of physics ideas in novel contexts as well as on the acquisition of knowledge.

**8174 Cambridge Advanced AS Level Physics (L)**  
**(CI AS PHYSICS)**

Cambridge Advanced Physics (AS Level) builds on the skills acquired at Cambridge IGCSE (or equivalent) level. The syllabus includes the main theoretical concepts which are fundamental to the subject, a section on some current applications of physics, and a strong emphasis on advanced practical skills. Practical skills are assessed in a timetabled practical examination. The emphasis throughout is on the understanding of concepts and the application of physics ideas in novel contexts as well as on the acquisition of knowledge.

**8164 Cambridge Advanced Music (A Level)**  
**(CI A MUSIC)**

Cambridge Advanced Music (A Level) encourages learners to develop their musical skills in a variety of music styles and traditions and build on their musical interests. Learners are encouraged to listen, compose and perform with understanding, analysis and confident communication. They learn to become independent and critical thinkers.

**8166 Cambridge Advanced Music (AS Level)**  
**(CI AS MUSIC)**

Cambridge Advanced Music (AS Level) encourages learners to develop their musical skills in a variety of music styles and traditions and build on their musical interests. Learners are encouraged to listen, compose and perform with understanding, analysis and confident communication. They learn to become independent and critical thinkers.

**8176 Cambridge Advanced Psychology (A Level)**  
**(CI A PSYCH)**

Cambridge Advanced Psychology (A Level) learners develop their appreciation of the subject by exploring the ways in which psychology is conducted. As part of their studies, learners also review important research; this provides an insight into the ways in which psychology has been applied, thereby leading to a better understanding of key approaches, research methods and issues and debates. The syllabus reflects four core areas of psychology, namely biological, cognitive, learning and social; it also relates psychology to abnormality, consumer behavior, health and organizations.

**8178 Cambridge Advanced Psychology (AS Level)**  
**(CI AS PSYCH)**

Cambridge Advanced Psychology (AS Level) learners develop their appreciation of the subject by exploring the ways in which psychology is conducted. As part of their studies, learners also review important research; this provides an insight into the ways in which psychology has been applied, thereby leading to a better understanding of key approaches, research methods and issues and debates. The syllabus reflects four core areas of psychology, namely biological, cognitive, learning and social; it also relates psychology to abnormality, consumer behavior, health and organizations.

**8180 Cambridge Advanced Sociology (A Level)**  
**(CI A SOCIO)**

Cambridge Advanced Sociology (A Level) offers learners the opportunity not only to explore the processes that are shaping current trends, but also to develop an understanding of the complexity and diversity of human societies and their continuities with the past. The study of sociology stimulates awareness of contemporary social, cultural and political issues, and focuses on the importance of examining these issues in a rigorous, reasoned, and analytical way.

**8182 Cambridge Advanced Sociology (AS Level)**  
**(CI AS SOCIO)**

Cambridge Advanced Sociology (AS Level) offers learners the opportunity not only to explore the processes that are shaping current trends, but also to develop an understanding of the complexity and diversity of human societies and their continuities with the past. The study of sociology stimulates awareness of contemporary social, cultural and political issues, and focuses on the importance of examining these issues in a rigorous, reasoned, and analytical way.

**8184 Cambridge Advanced Thinking Skills (A Level)**  
**(CI A TSKILLS)**

Cambridge Advanced Thinking Skills (A Level) helps students develop a set of transferable skills, including critical thinking, reasoning and problem solving, that students can apply across a wide range of subjects and complex real world issues. The syllabus enables students to develop their ability to analyze unfamiliar problems, devise problem solving strategies, and evaluate the diverse ways a problem may be solved. During a Thinking Skills course, students learn to put their personal views aside in favor of examining and evaluating the evidence. Students learn how to make informed and reasoned decisions and construct evidence-based arguments. These independent thinking skills build confidence and equip students with a toolkit for tackling complex and unfamiliar subjects, essential for successful progression to higher education or into professional employment.

**8186 Cambridge Advanced Thinking Skills (AS Level)**  
**(CI AS TSKILLS)**

Cambridge Advanced Thinking Skills (AS Level) helps students develop a set of transferable skills, including critical thinking, reasoning and problem solving, that students can apply across a wide range of subjects and complex real world issues. The syllabus enables students to develop their ability to analyze unfamiliar problems, devise problem solving strategies, and evaluate the diverse ways a problem may be solved. During a Thinking Skills course, students learn to put their personal views aside in favor of examining and evaluating the evidence. Students learn how to make informed and reasoned decisions and construct evidence-based arguments. These independent thinking skills build confidence and equip students with a toolkit for tackling complex and unfamiliar subjects, essential for successful progression to higher education or into professional employment.

**8188 Cambridge Advanced Law (A Level)**  
**(CI A LAW)**

The main aim of Cambridge Advanced Law (A Level) is to provide learners with an introduction to the main principles of the law as it is practiced in England and Wales. As a result, learners build their knowledge and understanding of the English legal system, and develop a critical awareness of its

structure, personnel, and operation. The syllabus also focuses on two areas of substantive law (contract and tort) and encourages learners to develop skills of analysis and problem-solving through the application of legal rules.

**8190 Cambridge Advanced Law (AS Level) 9084  
(CI AS LAW)**

The main aim of Cambridge Advanced Law (AS Level) is to provide learners with an introduction to the main principles of the law as it is practiced in England and Wales. As a result, learners build their knowledge and understanding of the English legal system, and develop a critical awareness of its structure, personnel, and operation. The syllabus also focuses on two areas of substantive law (contract and tort) and encourages learners to develop skills of analysis and problem-solving through the application of legal rules.

**8192 Cambridge Advanced Chinese – Language and Literature (A Level)  
(CI A CHINESE)**

Cambridge Advanced Chinese Language and Literature (A Level) builds on the language skills gained at Cambridge IGCSE or Cambridge Advanced AS Level, and is the ideal foundation for university-level study, or to improve career prospects. Learners gain an understanding of how to use the language in a variety of situations. They will be expected to handle texts and other source materials, extracting information in order to respond to specific tasks. Through their studies, learners can expect to achieve greater fluency, accuracy and confidence in the language. They will also learn how to translate material from English into Chinese.

**8194 Cambridge Advanced Chinese – Language (AS Level)  
(CI AS CHINESE)**

The Cambridge Advanced Chinese Language (AS Level) syllabus enables learners to achieve greater fluency, accuracy and confidence in the written language, and improve their communication skills. They learn how to improve their use of Chinese in a variety of situations, understanding how to read texts and other source materials, and how to extract information, and respond to questions in writing.

**8196 Cambridge Advanced Classical Studies (A Level)  
(CI A CLASSTUD)**

Cambridge Advanced Classical Studies (A Level) provides learners with an understanding of the civilizations of ancient Greece and Rome, and an appreciation of the diversity of the Classical world. The syllabus opens learners to a range of original sources (textual, material archaeological) and develops their abilities to interpret, analyze and evaluate a range of evidence. The multidisciplinary nature of classical studies combines different areas of studies such as literature, history of art, and history, and leads to a greater understanding of the relationship between different intellectual disciplines, encouraging learners to make connections between them. The syllabus is flexible and wide-ranging, allowing teachers to build a course that reflects their learners' interests and staff specialisms.

**8198 Cambridge Advanced Classical Studies (AS Level)  
(CI AS CLASSTUD)**

Cambridge Advanced AS Level Classical Studies provides learners with an understanding of the civilizations of ancient Greece and Rome, and an appreciation of the diversity of the Classical world. The syllabus opens learners to a range of original sources (textual, material archaeological) and develops their abilities to interpret, analyze and evaluate a range of evidence. The syllabus is flexible and wide-ranging, allowing teachers to build a course that reflects their learners' interests and staff specialisms.

**8200 Cambridge Advanced French – Language and Literature (A Level)  
(CI A FRENCH)**

Cambridge Advanced French Language and Literature (A Level) builds on the language skills gained at Cambridge IGCSE or Cambridge International AS Level, and is the ideal foundation for university-level study, or to improve career prospects. Learners will gain an understanding of how to use the language in a variety of situations. They will be expected to handle texts and other source materials, extracting information in order to respond to specific tasks. Through their studies, learners can expect to achieve greater fluency, accuracy and confidence in the language.

**8202 Cambridge Advanced French – Language (AS Level)  
(CI AS FRENCH LANGUAGE)**

Cambridge Advanced French Language (AS Level) enables learners to achieve greater fluency, accuracy and confidence in the language as it is spoken and written and improve their communication skills. They will learn how to improve their use of French in a variety of situations, understanding how to read texts and other source materials, extract information, initiate conversations and respond to questions both orally and in writing.

**8206 Cambridge Advanced German – Language and Literature (A Level)  
(CI A GERMAN)**

Cambridge Advanced German Language and Literature (A Level) builds on the language skills gained at Cambridge IGCSE or Cambridge International AS Level, and is the ideal foundation for university-level study, or to improve career prospects. Learners will gain an understanding of how to use the language in a variety of situations. They will be expected to handle texts and other source materials, extracting information in order to respond to specific tasks. Learners can expect to achieve greater fluency, accuracy and confidence in the language.

**8208 Cambridge Advanced German – Language (AS Level)  
(CI AS GERMAN)**

Cambridge Advanced German (AS Level) enables learners to achieve greater fluency, accuracy and confidence in the language as it is spoken and written, and improve their communication skills. They will learn how to improve their use of German in a variety of situations, understanding how to read texts and other source materials, and how to extract information, initiate conversations and respond to questions both orally and in writing.

**8212 Cambridge Advanced Portuguese – Language (A Level)  
(CI A PORTUGUESE)**

Cambridge Advanced A Level Portuguese builds on the language skills gained at Cambridge IGCSE or Cambridge International AS Level, and is the ideal foundation for university-level study, or to improve career prospects. Learners gain an understanding of how to use the language in a variety of situations. They will be expected to handle texts and other source materials, extracting information in order to respond to specific tasks. Through their studies, learners can expect to achieve greater fluency, accuracy and confidence in the language.

**8214 Cambridge Advanced Portuguese – Language (AS Level)  
(CI AS PORTUGUESE)**

Cambridge Advanced Portuguese (AS Level) enables learners to achieve greater fluency, accuracy and confidence in the language as it is spoken and written and improve their communication skills. They will learn how to improve their use of Portuguese in a variety of situations, understanding how to read texts and other source materials, and how to extract information, initiate conversations, and respond to questions both orally and in writing.

**8216 Cambridge Advanced Spanish – Language (AS Level)  
(CI AS SPAN LANG)**

Cambridge Advanced Spanish (AS Level) enables learners to achieve greater fluency, accuracy and confidence in the language as it is spoken and written and improve their communication skills. They will learn how to improve their use of Spanish in a variety of situations, understanding how to read texts and other source materials, extract information, initiate conversations and respond to questions both orally and in writing.

**8218 Cambridge Advanced Spanish – Language and Literature (A Level)  
(CI AS SPAN LIT)**

Cambridge Advanced Spanish Language and Literature (A Level) enables learners to study a series of works from Spanish literature. The aim is to understand these texts and the issues raised by the authors, and to develop the skills to communicate this understanding in a clear and focused way. Learners will study a variety of texts, including novels, poems and plays, looking both at the way the authors have conveyed their ideas, and discussing the wider issues that each text raises.

**8220 Cambridge Advanced Travel and Tourism (A Level)  
(CI A TRAVEL)**

Cambridge Advanced Travel and Tourism (AS and A Level) is suitable for both Cambridge International A Level candidates and for those seeking a more specialized study of this subject. This syllabus encourages learners to appreciate the scale and importance of the travel and tourism industry in the world and recognize the positive and negative impacts the industry may have on people, environments and economies. Learners discover that the travel and tourism industry is dynamic in nature and how the industry responds to change: for example, external factors such as changing consumer needs and expectations, and developments in ICT. The syllabus encourages learners to develop practical and technical skills relevant to the industry, enabling them to deal with a range of complex situations and problems.

**8222 Cambridge Advanced Travel and Tourism (AS Level)  
(CI AS TRAVEL)**

Cambridge Advanced Travel and Tourism (AS and A Level) is suitable for both Cambridge Advanced (A Level) candidates and for those seeking a more specialized study of this subject. This syllabus encourages learners to appreciate the scale and importance of the travel and tourism industry in the world and recognize the positive and negative impacts the industry may have on people, environments and economies. Learners discover that the travel and tourism industry is dynamic in nature and how the industry responds to change: for example, external factors such as changing consumer needs and expectations, and developments in ICT. The syllabus encourages learners to develop practical and technical skills relevant to the industry, enabling them to deal with a range of complex situations and problems.

**8228 Cambridge Advanced Art and Design (A Level)  
(CI A ARTDESIGN)**

The Cambridge Advanced A Level Art and Design syllabus considers expression and communication. Learners gain an understanding of visual perception and aesthetic experience, and the ways in which art and design creates a language of its own. Most of the work for this syllabus is practical or studio-based, so that learners can develop their abilities of observation and analysis of the visual world, sensitivity, skill, personal expression and imagination. They also learn how to relate their skills to an enhanced knowledge of their own cultures, past and present, as well as an appreciation of practical design problems.

**8230 Cambridge Advanced Art and Design (AS Level)  
(CI AS ARTDESIGN)**

The Cambridge Advanced A Level Art and Design syllabus considers expression and communication. Learners gain an understanding of visual perception and aesthetic experience, and the ways in which art and design creates a language of its own. Most of the work for this syllabus is practical or studio-based, so that learners can develop their abilities of observation and analysis of the visual world, sensitivity, skill, personal expression and imagination. They also learn how to relate their skills to an enhanced knowledge of their own cultures, past and present, as well as an appreciation of practical design problems.

**8232 Cambridge Advanced Environmental Management (AS Level)  
(CI AS ENV MGMT)**

Cambridge Advanced Environmental Management (AS Level) addresses environmental issues and their management, especially the human aspect. Through their studies, learners gain an understanding of environmental resources and their human exploitation, and the goal of sustainable environmental management. Learners also consider a range of case study material which can feature local, regional, or global examples. Although Cambridge International AS Level Environmental Management extends and complements the relevant Cambridge IGCSE syllabuses, learners do not need to have studied the subject before starting the course.

### **8234 Cambridge Advanced Digital Media and Design (A Level) (CI A DIGMD)**

Cambridge Advanced Digital Media & Design (AS & A Level) is a new addition to the Cambridge International creative subject suite. This syllabus is for learners who want to explore a range of processes and techniques in digital media. The subject content is grouped into three broad areas of study, digital photography, moving image through film and animation, and mobile and multimedia applications including games design. Schools can structure a course around a single area of study or create a course that includes a combination of two or three areas of study. Cambridge Advanced Digital Media & Design (AS & A Level) helps learners develop the knowledge and skills that will prepare them for further study and to work in a collaborative industry. They will develop an awareness of the world of digital media and design, and the factors and contexts that influence it. Learners will develop creative processes and the ability to critically evaluate their work to continually review and refine ideas, learn how to combine innovative approaches and techniques to solve problems creatively, and expand their knowledge of digital media by exploring different designers, processes and concepts.

### **8236 Cambridge Advanced Digital Media and Design (AS Level) (CI AS DIGMD)**

Cambridge Advanced Level Digital Media & Design (AS & A Level) is a new addition to the Cambridge International creative subject suite. This syllabus is for learners who want to explore a range of processes and techniques in digital media. The subject content is grouped into three broad areas of study, digital photography, moving image through film and animation, and mobile and multimedia applications including games design. Schools can structure a course around a single area of study or create a course that includes a combination of two or three areas of study. Cambridge Advanced Digital Media & Design (AS & A Level) helps learners develop the knowledge and skills that will prepare them for further study and to work in a collaborative industry. They will develop an awareness of the world of digital media and design, and the factors and contexts that influence it. Learners will develop creative processes and the ability to critically evaluate their work to continually review and refine ideas, learn how to combine innovative approaches, and techniques to solve problems creatively, and expand their knowledge of digital media by exploring different designers, processes and concepts.

## **English/Language Arts Courses**

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### **1002 English 9 (A) (ENG 9)**

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

**1004 English 10 (A)**  
**(ENG 10)**

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

**1006 English 11 (A)**  
**(ENG 11)**

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

**1008 English 12 (A)**  
**(ENG 12)**

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

**1010 Language Arts Lab (A)**  
**(LANG LAB)**

Language Arts Lab is a supplemental course that provides students with individualized or small group instruction designed to support success in completing coursework aligned with the Indiana Academic Standards for English/Language Arts focusing on the writing standards. All students should be concurrently enrolled in an English course in which class work will address all of the Indiana Academic Standards.

### **1012 English as a New Language (English/Language Arts) (A) (ENL)**

English as a New Language (English/Language Arts), an integrated English course based on the WIDA English Language Development (ELD) Standards, is the study of language, literature, composition and oral communication for English learners (ELs) so that they improve their proficiency in listening, speaking, reading, writing and comprehension of standard English. Students study English vocabulary used in fictional texts and content-area texts, speak and write English so that they can function within the regular school setting and an English-speaking society, and deliver oral presentations appropriate to their respective levels of English proficiency. This coursework addresses Indiana's Academic Standards for English/Language Arts (ELA) and is based on the general ELA curriculum and each student's Individualized Learning Plan.

### **1014 CCR Bridge: Literacy Ready (CCR BRG)**

CCR Bridge: Literacy Ready is an innovative, dynamic course built to help students master the literacy skills needed for three core subject areas —English, social science, and science. CCR Bridge: Literacy Ready consists of eight units: three in history, three in English, and two in science. Content of each of the disciplines is at the forefront of the curriculum, while disciplinary literacy skills are emphasized through reading and writing assignments based on the content. The focus is on truly understanding how to read and interpret texts in the discipline on a college level. Students in this course want to be college bound but have not met the requirements necessary to fulfill that goal. Schools are expected to embed Indiana Academic Standards for English/Language Arts into the curriculum.

### **1020 American Literature (A) (AMER LIT)**

American Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of representative works and authors of the United States. Students read, analyze, evaluate, critique, and actively respond to a wide variety of literary genres that reflect American culture. 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. The course can be offered in conjunction with a composition course, or schools should embed Indiana Academic Standards for English/Language Arts writing standards within the American Literature curriculum.

### **1022 Biblical Literature (A) (BIBLE LIT)**

Biblical Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of the Bible, viewed from a literary standpoint, as a source of a wide variety of literary patterns, themes, and conventions. Students examine the different books in relation to the various historical time frames of the books and in relation to related literature as it pertains to Biblical themes. Students read, discuss, and write about Biblical references (allusions) in both classical and modern literature, formation of a canonical Bible, inclusion of apocryphal and heretical writings, oral versus literate transmission of sacred history and doctrine, and questions and problems of interpretation. The course can be offered in conjunction with a composition course, or schools should embed Indiana Academic Standards for English/Language Arts writing standards within the curriculum.

**1024 Biographies (A)**  
**(BIOGRPHIES)**

Biographies, a course based on the Indiana Academic Standards for English/Language Arts, is a study of outstanding examples of biographical literature from various historical eras, cultures, and authors. Students examine autobiographies, legendary narratives of historical figures, and hagiographies (venerated persons). Students analyze works written for different purposes, such as moralistic, inspirational, entertainment, and cautionary. Students analyze the assumptions of the author and the relationship between the author and the subject of the biography in order to determine reliability and validity of the work. The course can be offered in conjunction with a composition course, or schools should embed Indiana Academic Standards for English/Language Arts writing standards within the curriculum.

**1026 Classical Literature (A)**  
**(CLASS LIT)**

Classical Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of Greek and Roman Empire literature by the major authors, such as Aristotle, Cicero, Dante, Euripides, Homer, Ovid, Plato, Plutarch, Sappho, Sophocles, St. Augustine, Virgil, and others. Students examine a variety of literary genres, such as tragedy, comedy, epic, lyric, novel, oratory, and others. Students analyze themes as they relate to the transition from oral to literate cultures, the emergence of cities and empires, the use of mythology, and the rise and fall of democracy. Students analyze how classical literary patterns, themes, and conventions have influenced modern literature. The course can be offered in conjunction with a composition course, or schools should embed Indiana Academic Standards for English/Language Arts writing standards within the curriculum.

**1028 Dramatic Literature (A)**  
**(DRAMA LIT)**

Dramatic Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of plays and literary art as different from other literary genres. Students view live, televised, or filmed productions and stage scenes from plays or scripts. Students examine tragedies, comedies, melodramas, musicals, or operas created by important playwrights and screenwriters representing the literary movements in dramatic literature. Students analyze how live performance alters interpretation from text and how developments in acting and production have altered the way we interpret plays or scripts. Students analyze the relationship between the development of dramatic literature as entertainment and as a reflection of or an influence on the culture. The course can be offered in conjunction with a composition course, or schools should embed Indiana Academic Standards for English/Language Arts writing standards within the curriculum.

**1030 English Literature (A)**  
**(ENG LIT)**

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

the cultures and the countries in which they were written. The course can be offered in conjunction with a composition course, or schools may embed Indiana Academic Standards for English/Language Arts writing standards within the curriculum.

### **1032 Ethnic Literature (A) (ETHNIC LIT)**

Ethnic Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of literature focusing on specific multicultural issues produced by writers representing various ethnic cultures. Students examine works exploring ethnic experiences and ideas as well as the contributions of authors to multicultural themes. Students analyze the expressions of cultural identities within ethnic literature and how problems or issues of interest to a given group relate or interconnect with national issues and history. The course can be offered in conjunction with a composition course, or schools should embed Indiana Academic Standards for English/Language Arts writing standards within the curriculum.

### **1034 Film Literature (A) (FILM LIT)**

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

### **1036 Genres of Literature (A) (GENRES LIT)**

Genres of Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of various literary genres, such as poetry, dramas, novels, short stories, biographies, journals, diaries, essays, and others. Students examine a set or sets of literary works written in different genres that address similar topics or themes. Students analyze how each genre shapes literary understanding or experiences differently, how different genres enable or constrain the expression of ideas, how certain genres have had a stronger impact on the culture than others in different historical time periods, and what the most influential genres are in contemporary times. The course can be offered in conjunction with a composition course, or schools should embed Indiana Academic Standards for English/Language Arts writing standards within the curriculum.

### **1038 Indiana Literature (A) (IND LIT)**

Indiana Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of works produced by those who were born in, raised, or lived most of their lives in Indiana and works about Indiana or its famous persons. Students examine representative works of various historical periods, works from the various literary movements, and works that reflect unique aspects of Indiana culture. Students analyze and evaluate contributions of Indiana literature to specific genres and to the

body of American literature or media in the past and present. The course can be offered in conjunction with a composition course, or schools may embed Indiana Academic Standards for English/Language Arts writing standards within the curriculum.

### **1040 Literary Movements (A)** **(LIT MVMTS)**

Literary Movements, a course based on the Indiana Academic Standards for English/Language Arts, is a study of representative European or American literature produced during the historical time periods of Ancient Greece and Rome; the Middle Ages; the Renaissance; the Enlightenment; and the literary periods of Romanticism, Realism, Modernism, The Harlem Renaissance, and Contemporary Literature. Students examine a variety of literary genres, such as dramas, epic and lyric poetry, novels, oratory, short stories, biographies, journals, diaries, essays, and others. Students analyze how the trends and movements shaped the literature of the time and how the works of the various literary trends and movements continue to affect contemporary literature and issues. The course can be offered in conjunction with a composition course, or schools may embed Indiana Academic Standards for English/Language Arts writing standards within the curriculum.

### **1042 Novels (A)** **(NOVELS)**

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

### **1044 Poetry (A)** **(POETRY)**

Poetry, a course based on the Indiana Academic Standards for English/Language Arts, is a study of poetic works, the interpretation of poetry, and the variety of structures, devices, and themes that differentiate one type of poetry from another. Students examine a wide variety of major poetic works from the English-speaking world and English translations of important works from the non-English-speaking world. Students analyze the impact of aural devices, such as meter, alliteration, assonance, and rhyme, on the overall interpretation of a poem and how poetry is a form of literary expression that has prevailed through the ages. The course can be offered in conjunction with a composition course, or schools should embed Indiana Academic Standards for English/Language Arts writing standards within the curriculum.

**1046 Short Stories (A)**  
**(SHORT STRS)**

Short Stories, a course based on the Indiana Academic Standards for English/Language Arts, is a study of the distinct features of the narrative fiction short story. The course may be organized by historical periods, themes, or authors. Students examine short stories with modernist and contemporary themes by a variety of authors from the perspective of audience, purpose, and historical development. Students analyze what distinguishes the short story genre from other literary genres (e.g., novels, epics, romances, biographies). The course can be offered in conjunction with a composition course, or schools should embed Indiana Academic Standards for English/Language Arts writing standards within the curriculum.

**1048 Themes in Literature (A)**  
**(THEMES LIT)**

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

**1050 Twentieth-Century Literature (A)**  
**(20TH-C LIT)**

Twentieth-Century Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of twentieth-century literature in the United States, the British Isles, and Europe with a focus on major works and writers in the Modern Period, the Harlem Renaissance, Early Contemporary Literature, and Contemporary Literature from a chronological or thematic perspective. Students examine a variety of genres including novels, short stories, poetry, dramas, science fiction, and others. Students analyze how the writers and their works either reflected or influenced the issues of the time. The course can be offered in conjunction with a composition course, or schools should embed Indiana Academic Standards for English/Language Arts writing standards within the curriculum.

**1052 World Literature (A)**  
**(WORLD LIT)**

World Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of ancient and modern representative works by major authors from six continents: Africa, Asia, Australia, Europe, North America, and South America. Students examine a wide variety of literary genres and themes. Students analyze how the ideas and concepts presented in the works are both interconnected and reflective of the cultures and historical periods of the countries represented by the authors. The course can be offered in conjunction with a composition course, or schools should embed Indiana Academic Standards for English/Language Arts writing standards within the curriculum.

**1054 Contemporary Literature (A)**  
**(CONTEM LIT)**

Contemporary Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of how post-1950s literature from around the world, such as North and South America, Europe and Great Britain, the Middle East, and post-colonial Africa and Asia, addresses contemporary issues. Students examine multiple genres to develop a sense of how particular genres are used today to represent ideas and events. Students analyze different theories and methods of textual criticism, especially theories currently popular. Students analyze how the interpretations and themes of contemporary literature read in this course relate to the time period and to historical issues. The course can be offered in conjunction with a composition course, or schools should embed Indiana Academic Standards for English/Language Arts writing standards within the curriculum.

**1060 Etymology (A)**  
**(ETYMOLOGY)**

Etymology, a language studies course based on the Indiana Academic Standards for English/Language Arts, is the study and application of the derivation of English words and word families from their roots in ancient and modern languages (Latin, Greek, Germanic, and Romance Languages). Students analyze meanings of English words by examining roots, prefixes, and suffixes. Students analyze the connotative and denotative meaning of words in a variety of contexts and the reasons for language change. Students write about word history and semantics in texts that require etymological sensitivity, such as Renaissance poetry or works in translation.

**1062 Grammar (A)**  
**(GRAMMAR)**

Grammar, a course based on the Indiana Academic Standards for English/Language Arts, is a study of the English language system. Students examine and apply the conventions of oral and written expression that include syntax, usage, punctuation, and spelling. Students learn grammatical terminology, study grammar in the context of reading and writing, and apply grammatical concepts in writing and speaking.

**1064 Linguistics (A)**  
**(LINGUISTICS)**

Linguistics, a language studies course based on the Indiana Academic Standards for English/Language Arts, is the study of language structures and patterns that enable humans to communicate an infinite number of ideas using a finite grammar and vocabulary. Students examine the terminology and sub-categories of linguistics as a field of study, including semantics, syntax, and morphology. Students analyze the psychological, social, and cultural factors that contribute to choices of structure and pattern by language users.

**1070 Debate (A)**  
**(DEBATE)**

Debate, a course based on the Indiana Academic Standards for English/Language Arts, is the study and application of the basic principles of debate involving support for the basic types of arguments (induction, deduction, causation) and debate strategies (affirmative or negative argument construction)

and extension, case development, refutation or rebuttal of argument claims and evidence, and persuasive speaking).

### **1074 Critical Thinking and Argumentation (A) (CRIT THINK)**

Critical Thinking and Argumentation, a course based on the Indiana Academic Standards for English/Language Arts, is a study of deductive and inductive logic, including logical fallacies, and should challenge students to think critically, analytically, and philosophically. Students learn to formulate thoughtful inquiry questions, connect ideas or concepts, challenge ideas and concepts, and rephrase ideas when appropriate. Active class participation is essential, including persistent questioning, rational discussion, and reasoned argumentation. Students make comments that reflect the development of logic (a line of reasoning), represent a clear point of view, and involve evidence of support (data, examples, anecdotes, documents, information from a variety of sources). Students use the same Standard English conventions for oral speech that they use in their writing.

### **1076 Speech (A) (SPEECH)**

Speech, a course based on the Indiana Academic Standards for English/Language Arts, is the study and application of the basic principles and techniques of effective oral communication. Students deliver focused and coherent speeches that convey clear messages, using gestures, tone, and vocabulary appropriate to the audience and purpose. Students deliver different types of oral and multimedia presentations, including viewpoint, instructional, demonstration, informative, persuasive, and impromptu. Students use the same Standard English conventions for oral speech that they use in their writing.

### **1078 Advanced Speech and Communication (ADV SPEECH)**

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

### **1080 Journalism (A) (JOURNALISM)**

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

design stories for print and digital media products.

**1082 Library Media (A)**  
**(LBRY MEDIA)**

Library Media is the study and application of procedures based on library science theory. Students examine the role of the library and technology in the current Information Age. Students use electronic resources for specific research needs and use multimedia presentation technology for practical applications.

**1084 Digital Media (A)**  
**(Digital Media)**

Digital Media, a course based on the Indiana Academic Standards for English/Language Arts and Media Literacy Standards, is a study of media literacy and production skills. This course examines the impact of informational, narrative, and persuasive media on everyday life. This course will focus on changes in media and includes practice in broadcast journalism, audio/visual storytelling, multimedia storytelling, as well as different platforms such as online and social media. Students will analyze local, national, and global media through the lens of law, ethics, and social responsibility. Students use course content to become knowledgeable consumers and producers of media. For the second credit: Students continue to develop media production skills in addition to continuing critical media analysis. By the end of the semester, students write and produce media projects.

**1086 Student Media (A)**  
**(STDNT MEDIA)**

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

**1090 Composition (A)**  
**(COMP)**

Composition, a course based on the Indiana Academic Standards for English/Language Arts, is a study and application of the rhetorical writing strategies of narration, description, exposition, and persuasion. Using the writing process, students demonstrate a command of vocabulary, English language conventions, research and organizational skills, an awareness of the audience, the purpose for writing, and style. Students read classic and contemporary literature or articles and use appropriate works as models for writing. Students write a variety of types of compositions with a focus on fictional narratives, reflective compositions, academic essays, and responses to literature. The course can be offered in conjunction with a literature course, or schools should embed Indiana Academic Standards for English/Language Arts reading standards within the curriculum.

**1092 Creative Writing (A)**  
**(CREAT WRIT)**

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

**1094 Expository Writing (A)**  
**(EXPOS WRIT)**

Expository Writing, a course based on the Indiana Academic Standards for English/ Language Arts, is a study and application of the various types of informational writing intended for a variety of different audiences. Using the writing process, students demonstrate a command of vocabulary, English language conventions, research and organizational skills, an awareness of the audience, the purpose for writing, and style. The course can be offered in conjunction with a literature course, or schools should embed Indiana Academic Standards for English/Language Arts reading standards within the curriculum.

**1096 Technical Communication (A)**  
**(TECH COMM)**

Technical Communication, a course based on the Indiana Academic Standards for English/Language Arts, is the study and application of the processes and conventions needed for effective technical writing-communication. Using the writing process, students demonstrate a command of vocabulary, English language conventions, research and organizational skills, an awareness of the audience, the purpose for writing, and style. The course can be offered in conjunction with a literature course, or schools should embed Indiana Academic Standards for English/Language Arts reading standards within the curriculum.

**1098 Advanced Composition**  
**(ADV COMP)**

Advanced Composition, a course based on the Indiana Academic Standards for English/Language Arts, is a study and application of the rhetorical writing strategies of exposition and persuasion. Students write expository critiques of nonfiction selections, literary criticism of fiction selections, persuasive compositions, and research reports in addition to other appropriate writing tasks. The course can be offered in conjunction with a literature course, or schools should embed Indiana Academic Standards for English/Language Arts reading standards within the curriculum.

**1120 Developmental Reading (A)**  
**(DEV READING)**

Developmental Reading is a supplemental course that provides students with individualized instruction designed to support success in completing coursework aligned with the Indiana Academic Standards for English/Language Arts focusing on the Reading Standards for Literature and Nonfiction. All students should be concurrently enrolled in an English course in which classwork will

address all of the Indiana Academic Standards.

## Fine Arts Courses

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### **0518 Musical Theater (A)** **(MUS THTR)**

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

### **4000 Introduction to Two-Dimensional Art (L) (A)** **(2D ART)**

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

### **4002 Introduction to Three-Dimensional Art (L) (A)** **(3D ART)**

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

### **4004 Advanced Two-Dimensional Art (L)** **(ADV 2D ART)**

Advanced Two-Dimensional Art is a course based on the Indiana Academic Standards for Visual Art. Students in this course build on the sequential learning experiences of Introduction to Two-Dimensional Art that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze,

interpret, theorize, and make informed judgments about artwork and the nature of art; create two-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources.

#### **4006 Advanced Three-Dimensional Art (L) (ADV 3D ART)**

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

#### **4020 Advanced Art History (ADV ART HST)**

Advanced Art History is a course based on the Indiana Academic Standards for Visual Art. Students in this course engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production. They build on knowledge and skills developed in Art History. Students continue to study works of art and artifacts from world cultures, engage in historically relevant studio activities; utilize research skills to discover social, political, economic, technological, environmental, and historical trends and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They utilize the resources of art museums, galleries, and studios, and identify art-related careers.

#### **4024 Art History (A) (ART HIST)**

Art History is a course based on the Indiana Academic Standards for Visual Art. Students taking Art History engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production. Students study works of art and artifacts from world cultures, engage in historically relevant studio activities; utilize research skills to discover social, political, economic, technological, environmental, and historical trends and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

#### **4026 Fine Arts Connections (A) (FN ART CONN)**

Fine Arts Connections is a course based on the Indiana Academic Standards for Visual Art, Music, Theatre, and Dance. In this course, students make connections among experiences in the four arts disciplines and integrate them in studies of all academic disciplines. They create works encompassing

multiple disciplines, literacies, and sign systems; reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about works and the nature of the arts. They incorporate presentational skills and utilize the resources of the arts community, identifying related careers.

**4040 Ceramics (L) (A)**  
**(CERAMICS)**

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

**4042 Jewelry (L) (A)**  
**(JWLRY)**

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

**4044 Sculpture (L) (A)**  
**(SCULPT)**

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

**4046 Fiber Arts (L) (A)**  
**(FBR ARTS)**

Fiber Arts is a course based on the Indiana Academic Standards for Visual Art. Students in fiber arts engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create fiber art works utilizing

processes such as loom and off-loom construction, dyeing, coiling, and stitchery. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

#### **4060 Drawing (L) (A) (DRAWING)**

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

#### **4062 Photography (L) (A) (PHOTOGRPH)**

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

#### **4064 Painting (L) (A) (PAINTING)**

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

**4066 Printmaking (L) (A)**  
**(PRNTMKG)**

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

**4082 Digital Design (L) (A)**  
**(DIG DESIGN)**

Digital Design is a course based on the Indiana Academic Standards for Visual Art. Students in digital design engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. They incorporate desktop publishing, multimedia, digitized imagery, computer animation, and web design. Students reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

**4086 Visual Communication (L) (A)**  
**(VIS COMM)**

Visual Communication is a course based on the Indiana Academic Standards for Visual Art. Students in visual communication engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. They create print media utilizing graphic design, typography, illustration, and image creation with digital tools and computer technology. Students reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

**4140 Dance History and Appreciation (A)**  
**(DNC HIST)**

Dance History and Appreciation is based on the Indiana Standards for Dance. This course develops students' knowledge and appreciation of a multicultural and multi-styled dance heritage. Students study the literature, music, media, and movement associated with a variety of dance genres including Modern, Ballet, Jazz, Tap, and Ethnic-Folk. Students explore how these forms aid in the preservation and perpetuation of movement communication as an art form. Activities and experiences are designed to develop students' ability to recognize the historical perspective of dance evolution and styles of

dance; study the development of dance and the impact of historical periods and dance's relationship to other art forms; identify prominent dancers, dance companies, and social groups which have influenced dance; and study dance interactions with society. Students are given opportunities to experience live and recorded dance performances by professional individuals, companies, or social groups that demonstrate cultural and historical perspectives of dance.

**4142 Dance Choreography: Ballet, Modern, Jazz, or Ethnic-Folk (L) (A)  
(DANCE CHR)**

Dance Choreography is based on the Indiana Academic Standards for Dance. Learning activities in choreography are sequential and systematic and allow students to exhibit self-expression. A wide variety of materials and experiences are used in order to provide students with the knowledge, skills, and appreciation of the multi-styled and multicultural dance expressions. Choreographic activities provide students opportunities to participate in roles as a soloist, a choreographer or leader, and in a subject role. Students also explore a wide variety of choreographic philosophies as well as administrative and media skills necessary for the promotion and documentation of works to be performed. Students experience and learn to use appropriate terminology to describe, analyze, interpret, and critique dance compositions by professional individuals or companies.

**4146 Dance Performance: Ballet, Modern, Jazz, or Ethnic-Folk (L) (A)  
(DNC PERF)**

Dance Performance is based on the Indiana Academic Standards for Dance. Sequential and systematic learning experiences are provided in the specific genre offered, whether it is Ballet, Modern, Jazz, or Ethnic-Folk. Activities utilize a wide variety of materials and experiences and are designed to develop techniques appropriate within the 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 performance class provides opportunities for students to experience degrees of physical prowess, technique, flexibility, and the study of dance performance as an artistic discipline and as a form of artistic communication. Students describe, analyze, interpret, and judge live and recorded dance performances of professional dancers and companies in the genre. They also become aware of the career opportunities in dance.

**4160 Beginning Concert Band (L) (A)  
(BEG BAND)**

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

**4162 Instrumental Ensemble (L)**  
**(INSTR ENS)**

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

**4164 Jazz Ensemble (L)**  
**(JAZZ ENS)**

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

**4166 Beginning Orchestra (L) (A)**  
**(BEG ORCH)**

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

**4168 Intermediate Concert Band (L)**  
**(INT BAND)**

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

**4170 Advanced Concert Band (L)**  
**(ADV BAND)**

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

**4172 Intermediate Orchestra (L)**  
**(INT ORCH)**

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

**4174 Advanced Orchestra (L)**  
**(ADV ORCH)**

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

**4180 Choral Chamber Ensemble (L)**  
**(CHRL ENSEM)**

Choral Chamber Ensemble is based on the Indiana Academic Standards for High School Choral Music. Student musicianship and specific performance skills in this course are enhanced through specialized small group instruction. The activities expand the repertoire of a specific genre. Chamber ensemble classes provide instruction in creating, performing, listening to, and analyzing music in addition to focusing on specific subject matter. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

**4182 Beginning Chorus (L) (A)**  
**(BEG CHOR)**

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

**4184 Vocal Jazz (L)**  
**(VOC JAZZ)**

Vocal Jazz is based on the Indiana Academic Standards for High School Choral Music. Students in this course develop musicianship and specific performance skills through group and individual settings for the study and performance of varied styles of vocal jazz. Instruction includes the study of the history and formative and stylistic elements of jazz. Students develop their creative skills through

improvisation, composition, arranging, performing, listening, and analyzing. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

**4186 Intermediate Chorus (L)**  
**(INT CHOR)**

Intermediate Chorus is based on the Indiana Academic Standards for High School Choral Music. Students taking Intermediate Chorus develop musicianship and specific performance skills through ensemble and solo singing. This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Chorus classes provide opportunities for performing, creating, and responding to music. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily 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.

**4188 Advanced Chorus (L)**  
**(ADV CHOR)**

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

**4200 Applied Music (L)**  
**(APP MUS)**

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

**4202 Electronic Music (L)**  
**(ELEC MUS)**

Electronic Music is based on the Indiana Academic Standards for High School Music Technology. Students taking this course are provided with a wide variety of activities and experiences to develop skills in using electronic media and current technology to perform, create, and respond to music.

**4204 Piano and Electronic Keyboard (L)**  
**(PIANO KEY)**

Piano and Electronic Keyboard is based on the Indiana Academic Standards for High School Music Technology and Instrumental Music. Students taking this course are offered keyboard classes in order to develop music proficiency and musicianship. Students perform with proper posture, hand position, fingering, rhythm, and articulation; compose and improvise melodic and harmonic material; create and perform simple accompaniments; listen to, analyze, sight-read, and study a variety of keyboard literature; study the elements of music as exemplified in a variety of styles; and make interpretive decisions.

**4206 Music History and Appreciation (A)**  
**(MUS HIST)**

Music History and Appreciation is based on the Indiana Academic Standards for Music and standards for this specific course. Students receive instruction designed to explore music and major musical styles and periods through understanding music in relation to both Western and Non-Western history and culture. Activities include analyzing and describing music; evaluating music and music performances; and understanding relationships between music and the other arts, as well as disciplines outside of the arts.

**4208 Music Theory and Composition (L)**  
**(MUS THEORY)**

Music Theory and Composition is based on the Indiana Academic Standards for Music and standards for this specific course. Students develop skills in the analysis of music and theoretical concepts. Students develop ear training and dictation skills, compose works that illustrate mastered concepts, understand harmonic structures and analysis, understand modes and scales, study a wide variety of musical styles, study traditional and nontraditional music notation and sound sources as tools for musical composition, and receive detailed instruction in other basic elements of music.

**4240 Advanced Theater Arts (L)**  
**(ADV THTR)**

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

**4242 Theater Arts (L) (A)**  
**(THTR ARTS)**

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

theatre, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community.

**4244 Technical Theater (L)**  
**(TECH THTR)**

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

**4246 Theater Arts History (A)**  
**(THTR ART HST)**

Theatre Arts History is based on the Indiana Academic Standards for Theatre. Students enrolled in Theatre Arts History read and discuss significant plays from various periods and explore the interrelationship between theatre and history. These activities should incorporate elements of culture, analysis, response, creative process, and integrated studies. Additionally, students explore career opportunities in the theatre, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community.

**4248 Theater Production (L) (A)**  
**(THTR PROD)**

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

**4250 Advanced Acting (L)**  
**(ADV ACTING)**

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

### **4252 Advanced Technical Theater (L) (ADV TECH TH)**

Advanced Technical Theatre is based on the Indiana Academic Standards for Theatre. Students enrolled in Advanced Technical Theatre actively lead and supervise in the process of designing, building, managing, programming, drafting, and implementing the technical aspects of a production. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students investigate technical theatre careers then develop a plan for potential employment or further education through audition, interview, or presentation of a portfolio. Students also attend and critique theatrical productions and volunteer to support theatre in their community.

### **4254 Theater Arts Special Topic (THTR ART ST)**

Theatre Arts, Special Topics is based on the Indiana Academic Standards for Theatre. Students taking this course focus on a specific subject related to theatre arts, such as: Shakespeare, Children's Theatre, Directing, Arts Management, and other specialized areas of study. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore career opportunities in the theatre, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community.

### **4260 Advanced Fine Arts, College Credit (ADV ART CC)**

Advanced Fine Arts, College Credit is a title covering any advanced course in fine arts (music, visual arts, theatre arts, or dance) offered for credit by an accredited post-secondary institution through an adjunct agreement with a secondary school or any other post-secondary fine arts course offered for dual credit.

## **Health and Wellness Courses**

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### **3500 Advanced Health Education (ADV HLTH ED)**

Advanced Health and Wellness, an elective course that is aligned to Indiana's Academic Standards for Health and Wellness, provides advanced knowledge and skills to help students adopt and maintain healthy behaviors. Through a variety of instructional strategies, students practice the development of functional advanced health information (essential concepts); determine personal values that support healthy behaviors; develop group norms that value a healthy lifestyle; and develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors. Advanced Health and Wellness provides students with an in-depth study of promoting personal health and wellness, physical activity, healthy eating; promoting safety and prevention of unintentional injury and violence; promoting mental and emotional health, a tobacco, alcohol, and other drug-free lifestyle; and promoting human development and family health. The scientific components of health and wellness, health issues and concerns, health risk appraisals, individual wellness plans, health promotion, and health careers are

expanded and explored within the context of the course. This course provides students with the advanced knowledge and skills of health and wellness core concepts, analyzing influences, accessing information, interpersonal communication, decision-making and goal-setting skills, health-enhancing behaviors, and health and wellness advocacy skills.

**3506 Health and Wellness Education (A)  
(HLTH & WELL)**

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

**3508 Current Health Issues (A)  
(CHI)**

Current Health Issues, an elective course that can be aligned to Indiana's Academic Standards for Health and Wellness, focuses on specific health issues and/or emerging trends in health and wellness including, but not limited to, personal health and wellness; non-communicable and communicable diseases; nutrition; mental and emotional health; tobacco prevention; alcohol and other drug prevention; human development and family health; health care and/or medical treatments; and national and/or international health issues. This course provides students with the knowledge and skills of health and wellness core concepts, analysis of influences, access to information, interpersonal communication, decision-making and goal-setting, health-enhancing behaviors, and health and wellness advocacy skills.

## International Baccalaureate Courses

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The International Baccalaureate (IB) Diploma Programme is an academically challenging and balanced programme of education with final examinations that prepares students, ages 16 to 19, for success at university and life beyond. It has been designed to address the intellectual, social, emotional, and physical well-being of students. The programme has gained recognition and respect from the world's leading universities. Schools must be authorized to use IB.

The Diploma Programme prepares students for effective participation in a rapidly evolving and increasingly global society as they:

- develop physically, intellectually, emotionally, and ethically;
- acquire breadth and depth of knowledge and understanding, studying courses from six subject groups;
- develop the skills and a positive attitude towards learning that will prepare them for higher education;
- study at least two languages and increase understanding of cultures, including their own;
- make connections across traditional academic disciplines and explore the nature of knowledge through the programme's unique Theory of Knowledge course;
- undertake in-depth research into an area of interest through the lens of one or more academic disciplines in the extended essay; and
- enhance their personal and interpersonal development through creativity, action, and service.

### The Curriculum

IB Diploma Programme students must choose one subject from each of the five subject groups (1 to 5): Studies in Language and Literature, Language Acquisition, Individuals and Societies, Sciences, and Mathematics. In addition, the sixth subject a student must choose may be from an arts subject or from the aforementioned subjects. Diploma Programme subjects can be taken at higher level or standard level.

At least three and not more than four subjects are taken at higher level (240 teaching hours), while the other subjects are taken at standard level (150 teaching hours). Students can study and take examinations in English, French, or Spanish. Two Diploma Programme subjects are classified as interdisciplinary subjects and so satisfy the requirements of more than one subject group.

Within two of the subject areas (Language and Literature and Sciences) are additional interdisciplinary subjects which satisfy the requirement of more than one subject group. These include:

- Literature and performance - group one and group six
- Environmental systems - group three and group four

In addition to disciplinary and interdisciplinary study, the Diploma Programme features three core elements that broaden students' educational experience and challenge them to apply their knowledge and skills.

## The Diploma Programme Core

- **The extended essay** is a mandatory component that asks students to engage in independent research through an in-depth study of a question relating to one of the Diploma Programme subjects they are studying. The world studies extended essay option allows students to focus on a topic of global significance which they examine through the lens of at least two Diploma Programme subjects.
- **Theory of knowledge** develops a coherent approach to learning that unifies the academic disciplines. In this course on critical thinking, students inquire into the nature of knowing and deepen their understanding of knowledge as a human construction.
- **Creativity, Activity, Service (CAS)** involves students in a range of activities alongside their academic studies throughout the Diploma Programme. Creativity encourages students to engage in the arts and creative thinking. Activity seeks to develop a healthy lifestyle through physical activity. Service with the community offers a vehicle for new learning with academic value. The three strands of CAS enhance students' personal and interpersonal development through experiential learning and enable journeys of self-discovery. The CAS project can address any single strand of CAS, or combine two or all three strands of creativity, activity, and service.

A comprehensive description of all IB Diploma Programme courses can be found [here](#).

### **0556 IB Environmental Systems and Societies HL (IB ESS HL)**

IB Environmental Systems and Societies (ESS) is an interdisciplinary course, encompassing a mixture of methodologies, techniques, and knowledge associated with both IB diploma subjects (sciences and individuals and societies) to engage students in the challenges of 21st century environmental issues. It requires its students to develop a diverse set of skills, knowledge and understanding from different disciplines and a scientific approach through explorations of environmental systems. Students also acquire understandings and methods from individuals and societies subjects while studying sustainability issues within social, cultural, economic, political, and ethical contexts. The course emphasizes the ability to perform research and investigations and to participate in philosophical, ethical, and pragmatic discussions of the issues involved from the local through to the global level.

### **0553 IB Personal and Professional Skills I (PPS I, IB)**

IB Personal and Professional Skills (PPS) courses are a required component of the International Baccalaureate's Career-related program. Intended to develop attitudes, skills, and strategies applicable to both personal and professional situations, these courses emphasize personal growth and development, interpersonal skills, intercultural understanding, and the use of ethics. IB Personal and Professional Skills courses are linked to students' career-related studies and may include work-based experiences.

### **0554 IB Personal and Professional Skills II (PPS II, IB)**

IB Personal and Professional Skills (PPS) courses are a required component of the International Baccalaureate's Career-related program. Intended to develop attitudes, skills, and strategies applicable to both personal and professional situations, these courses emphasize personal growth and development, interpersonal skills, intercultural understanding, and the use of ethics. IB Personal and Professional Skills courses are linked to students' career-related studies and may include work-based experiences.

### **0560 IB Theory of Knowledge (TOK IB)**

IB Theory of Knowledge (TOK) is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It plays a special role in the DP by providing an opportunity for students to reflect on the nature of knowledge, to make connections between areas of knowledge, and to become aware of their own perspectives and those of the various groups whose knowledge they share. It is a core element undertaken by all DP students, and schools are required to devote at least 100 hours of class time to the course. The overall aim of TOK is to encourage students to formulate answers to the question "how do you know?" in a variety of contexts, and to see the value of that question. This allows students to develop an enduring fascination with the richness of knowledge.

### **1130 IB Language A: Literature Higher Level (LA LIT H IB)**

The IB Diploma Programme Language A: Literature Higher Level course develops understanding of the techniques involved in literary criticism and promotes the ability to form independent literary judgments. In Language A: Literature Higher Level, the formal analysis of texts and wide coverage of a variety of literature—both in the language of the subject and in translated texts from other cultural domains—is combined with a study of the way literary conventions shape responses to texts. Students completing this course will have a thorough knowledge of a range of texts and an understanding of other cultural perspectives. They will also have developed skills of analysis and the ability to support an argument in clearly expressed writing, sometimes at significant length. This course will enable them to succeed in a wide range of university courses, particularly in literature but also in subjects such as philosophy, law and language.

### **1132 IB Language A: Literature Standard Level (LA LIT S IB)**

The IB Diploma Programme Language A: Literature Standard Level course develops understanding of the techniques involved in literary criticism and promotes the ability to form independent literary judgments. In Language A: Literature Standard Level, the formal analysis of texts and wide coverage of a variety of literature—both in the language of the subject and in translated texts from other cultural domains—is combined with a study of the way literary conventions shape responses to texts. Students completing this course will have a thorough knowledge of a range of texts and an understanding of other cultural perspectives. They will also have effectively developed skills of analysis and the ability to support an argument in clearly expressed writing, sometimes at significant length. The course will

enable them to succeed in a wide range of university courses, particularly in literature but also in subjects such as philosophy, law and language.

**1134 IB Literature and Performance Standard Level  
(LP S IB)**

IB Literature and Performance Standard Level is based on curriculum published by the International Baccalaureate Organization. The course is an interdisciplinary synthesis of language A and theatre. It incorporates essential elements of literature and performance and aims to explore the dynamic relationship between the two. At the heart of the course is the interaction between (1) a conventional literary emphasis on close reading, critical writing and discussion and (2) the practical, aesthetic and symbolic elements of performance. A distinctive outcome of this synthesis is the performance of a piece transformed from poetry or prose. In this creative process, text is viewed from different angles in a way that goes beyond what is characteristic of either literary or theatre studies as single disciplines. Through examination of both literary and dramatic texts, the course develops intellect, imagination, and creativity. It encourages intercultural awareness through a study of texts from more than one culture. (Available at standard level only).

**1136 IB Language A: Language and Literature Higher Level  
(LA LAL H IB)**

The language A: Language and Literature Higher Level course aims to develop skills of textual analysis and the understanding that texts, both literary and non-literary, can relate to culturally determined reading practices, and to encourage students to question the meaning generated by language and texts. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception. Helping students to focus closely on the language of studied texts and to become aware of the role of wider context in shaping meaning is central to the course. The study of literature in translation from other cultures is especially important to IB DP students because it contributes to a global perspective. Texts are chosen from a variety of sources, genres and media.

**1138 IB Language A: Language and Literature Standard Level  
(LA LAL S IB)**

The language A: Language and Literature Standard Level course aims to develop skills of textual analysis and the understanding that texts, both literary and non-literary, can relate to culturally determined reading practices, and to encourage students to question the meaning generated by language and texts. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception. Helping students to focus closely on the language of studied texts and to become aware of the role of wider context in shaping meaning is central to the course. The study of literature in translation from other cultures is especially important to IB DP students because it contributes to a global perspective. Texts are chosen from a variety of sources, genres and media.

### **1578 IB Global Politics Standard Level (GLPO S IB)**

IB Global Politics Standard Level explores fundamental political concepts such as power, liberty, and equality, in a range of contexts and at a variety of levels. It allows students to develop an understanding of the local, national, international, and global dimensions of political activity, as well as allowing them the opportunity to explore political issues affecting their own lives. Global politics draws on a variety of disciplines in the social sciences and humanities. It helps students to understand abstract political concepts by grounding them in real world examples and case studies, and also invites comparison between such examples and case studies to ensure a transnational perspective. Developing international mindedness and an awareness of multiple perspectives is at the heart of this course. It encourages dialogue and debate, nurturing the capacity to interpret competing and contestable claims. All standard level and higher-level students complete a common core entitled "People, Power, and Politics". This consists of four core units: Power, Sovereignty and International Relations; Human rights; Development; and Peace and Conflict.

### **1580 IB Economics Higher Level (ECON H IB)**

The IB Diploma Programme Economics Higher Level is a dynamic social science. The study of economics is essentially about dealing with scarcity, resource allocation, and the methods and processes by which choices are made in the satisfaction of human wants. As a social science, economics uses scientific methodologies that include quantitative and qualitative elements. The DP economics course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments, and societies. These economic theories are not studied in a vacuum—rather, they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development, and environmental sustainability.

### **1582 IB Economics Standard Level (ECON S IB)**

The IB Diploma Programme Economics Standard Level is a dynamic social science. The study of economics is essentially about dealing with scarcity, resource allocation, and the methods and processes by which choices are made in the satisfaction of human wants. As a social science, economics uses scientific methodologies that include quantitative and qualitative elements. The DP economics course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments, and societies. These economic theories are not studied in a vacuum—rather, they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development, and environmental sustainability.

### **1584 IB Geography, Higher Level (GEO H IB)**

The IB Geography Higher Level course is a dynamic subject that is firmly grounded in the real world and focuses on the interactions between individuals, societies, and the physical environment in both

time and space. It seeks to identify trends and patterns in these interactions and examines the processes behind them. Geography is distinctive in that it occupies the middle ground between social sciences and natural sciences. The DP geography course integrates both physical and human geography and ensures that students acquire elements of both scientific and socio-economic methodologies. Geography takes advantage of its position between both these groups of subjects to examine relevant concepts and ideas from a wide variety of disciplines. This helps students develop an appreciation of, and a respect for, alternative approaches, viewpoints, and ideas.

### **1586 IB Geography, Standard Level (GEO S IB)**

The IB Geography Standard Level course is a dynamic subject that is firmly grounded in the real world and focuses on the interactions between individuals, societies, and the physical environment in both time and space. It seeks to identify trends and patterns in these interactions and examines the processes behind them. Geography is distinctive in that it occupies the middle ground between social sciences and natural sciences. The DP geography course integrates both physical and human geography and ensures that students acquire elements of both scientific and socio-economic methodologies. Geography takes advantage of its position between both these groups of subjects to examine relevant concepts and ideas from a wide variety of disciplines. This helps students develop an appreciation of, and a respect for, alternative approaches, viewpoints, and ideas.

### **1588 IB World Religions Standard Level (WREL S IB)**

The IB World Religions Standard Level course is a systematic, analytical, yet empathetic study of the variety of beliefs and practices encountered in nine main religions of the world. The course seeks to promote an awareness of religious issues in the contemporary world by requiring the study of a diverse range of religions. The religions are studied in such a way that students acquire a sense of what it is like to belong to a particular religion and how that influences the way in which the followers of that religion understand the world, act in it, and relate and respond to others.

### **1590 IB History, Higher Level (HIS H IB)**

The IB history course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social, and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, transfer, and use of primary sources. There are six key concepts that have particular prominence throughout the DP history course: change, continuity, causation, consequence, significance, and perspectives. The range of content is from 750 CE to the 21st Century. Higher Level requires that one of four regions must be studied: Americas, Africa/Middle East, Europe, or Asia/Oceania.

### **1592 IB History, Standard Level (HIS S IB)**

The IB history course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social, and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, transfer, and use of primary sources. There are six key concepts that have particular prominence throughout the IB history course: change, continuity, causation, consequence, significance, and perspectives. The range of content is from 750 CE to the 21st century.

### **1598 IB Global Politics Higher Level (GLPO H IB)**

IB Global Politics Higher Level explores fundamental political concepts such as power, liberty, and equality, in a range of contexts and at a variety of levels. It allows students to develop an understanding of the local, national, international, and global dimensions of political activity, as well as allowing them the opportunity to explore political issues affecting their own lives. Global politics draws on a variety of disciplines in the social sciences and humanities. It helps students to understand abstract political concepts by grounding them in real world examples and case studies, and also invites comparison between such examples and case studies to ensure a transnational perspective. Developing international mindedness and an awareness of multiple perspectives is at the heart of this course. It encourages dialogue and debate, nurturing the capacity to interpret competing and contestable claims. All standard level and higher-level students complete a common core entitled "People, Power, and Politics". This consists of four core units: Power, Sovereignty and International Relations; Human rights; Development; and Peace and Conflict.

### **1600 IB Philosophy Higher Level (PHIL H IB)**

The IB Philosophy Higher Level course provides an opportunity for students to engage with some of the world's most interesting and influential thinkers. It also develops highly transferable skills such as the ability to formulate arguments clearly, to make reasoned judgments, and to evaluate highly complex and multifaceted issues. The course is focused on stimulating students' intellectual curiosity and encouraging them to examine both their own perspectives and those of others. Students are challenged to develop their own philosophical voice and to grow into independent thinkers. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, transfer, and use of primary sources.

### **1602 IB Philosophy Standard Level (PHIL S IB)**

The IB Philosophy Standard Level course provides an opportunity for students to engage with some of the world's most interesting and influential thinkers. It also develops highly transferable skills such as the ability to formulate arguments clearly, to make reasoned judgments, and to evaluate highly complex and multifaceted issues. The emphasis of the IB philosophy course is on "doing philosophy", that is, on

actively engaging students in philosophical activity. The course is focused on stimulating students' intellectual curiosity and encouraging them to examine both their own perspectives and those of others. Students are challenged to develop their own philosophical voice and to grow into independent thinkers. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, transfer, and use of primary sources.

**1604 IB Psychology Higher Level  
(PSY H IB)**

The IB Psychology Higher Level course aims to develop an awareness of how research findings can be applied to better understand human behavior and how ethical practices are upheld in psychological inquiry. Students learn to understand the biological, cognitive, and sociocultural influences on human behavior and explore alternative explanations of behavior. They also understand and use diverse methods of psychological inquiry.

**1606 IB Psychology Standard Level  
(PSY S IB)**

The IB Psychology Standard Level course aims to develop an awareness of how research findings can be applied to better understand human behavior and how ethical practices are upheld in psychological inquiry. Students learn to understand the biological, cognitive, and sociocultural influences on human behavior and explore alternative explanations of behavior. They also understand and use diverse methods of psychological inquiry.

**1608 IB Social and Cultural Anthropology Higher Level  
(SCAN H IB)**

The IB Social and Cultural Anthropology Higher Level course offers an opportunity for students to become acquainted with anthropological perspectives and ways of thinking, and to develop critical, reflexive knowledge. Social and cultural anthropology contributes a distinctive approach to intercultural awareness and understanding, which embodies the essence of an IB education. Anthropology fosters the development of citizens who are globally aware and ethically sensitive. The social and cultural anthropology course for both SL and HL students is designed to introduce the principles, practices, and materials of the discipline.

**1610 IB Social and Cultural Anthropology Standard Level  
(SCAN S IB)**

The IB Social and Cultural Anthropology Standard Level course offers an opportunity for students to become acquainted with anthropological perspectives and ways of thinking, and to develop critical, reflexive knowledge. Social and cultural anthropology contributes a distinctive approach to intercultural awareness and understanding, which embodies the essence of an IB education. Anthropology fosters the development of citizens who are globally aware and ethically sensitive. The social and cultural anthropology course for both SL and HL students is designed to introduce the principles, practices, and materials of the discipline.

### **1614 IB Sports, Exercise, and Health Sciences Higher Level (SEHS H IB)**

IB Sports, Exercise, and Health Science Higher Level involves the science that underpins physical performance and allows students opportunities to apply these principles both through inquiry and experimental (field and laboratory). Topics must cover anatomy, exercise physiology, energy systems, movement analysis, skill in sport and measurement, and evaluation of human performance. Students are required to do in-depth study of two of the following options: optimizing physiological performance, psychology of sport, physical activity and health, and nutrition for sport, exercise, and health. Students taking this course will also address issues and ethics on an international scale by considering sport, exercise, and health within a global context relevant to the individual. The course is based on the curriculum published by the International Baccalaureate Organization.

### **2300 IB Classical Languages Higher Level (CL H IB)**

The IB Classical Languages Higher level (HL) course can be taken in Latin or Classical Greek. The course provides students with the opportunity to study a historically significant language that is also embedded in many modern languages. Latin and Classical Greek are separate subjects, but they share the same syllabus and assessment criteria. The DP classical languages course provides an opportunity for students to explore the languages, literature, and cultures of ancient Greece or Rome. The study of classical languages gives important insights into the cultures that produced them, and leads to a greater understanding of contemporary languages, literature, and cultures. Fundamentally, the study of classical languages trains the mind, developing skills of critical thought, memory and close analysis, as well as an appreciation of the beauty and power of language.

### **2302 IB Classical Languages Standard Level (CL S IB)**

The IB Classical Languages Standard level (SL) course can be taken in Latin or Classical Greek. The course provides students with the opportunity to study a historically significant language that is also embedded in many modern languages. Latin and Classical Greek are separate subjects, but they share the same syllabus and assessment criteria. The DP classical languages course provides an opportunity for students to explore the languages, literature, and cultures of ancient Greece or Rome. The study of classical languages gives important insights into the cultures that produced them, and leads to a greater understanding of contemporary languages, literature, and cultures. Fundamentally, the study of classical languages trains the mind, developing skills of critical thought, memory and close analysis, as well as an appreciation of the beauty and power of language.

### **2306 IB World Language B Higher Level (WLB H IB)**

The IB Language B Higher Level course provides students with the opportunity to acquire or develop an additional language and to promote an understanding of other cultures through the study of language. Language B is designed for students who possess a degree of knowledge and experience in the target language. Those learning a language B at higher level should be able to follow university courses in other disciplines in the language B that is studied.

**2308 IB World Language B Standard Level  
(WLB S IB)**

The IB language B Standard Level course provides students with the opportunity to acquire or develop an additional language and to promote an understanding of other cultures through the study of language. Language B is designed for students who possess a degree of knowledge and experience in the target language. High performing standard level students should be able to follow university courses in other disciplines in the language B that is studied.

**2310 IB World Language ab Initio Standard Level  
(WL AIS IB)**

The IB language ab initio Standard Level course is designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process encourages the learner to go beyond the confines of the classroom, expanding an awareness of the world and fostering respect for cultural diversity. The language ab initio course develops students' linguistic abilities through the development of receptive, productive, and interactive skills by providing them with opportunities to respond and interact appropriately in a defined range of everyday situations.

**2600 IB Language A-Literature A: Literature School Supported Self-Taught  
(LA LIT SSST IB)**

This course is part of the studies in language and literature group. It is not meant to be a replacement for the Language A: Literature guide. Being a self-taught student offers a unique opportunity to study the literature of a language that may not be offered at one's school as a taught subject. A certain level of autonomy is expected. For example, you will be asked to develop a list of literary works and a timeline; you will also be expected to autonomously administer the 150 hours required for the study of the course. Language A: Literature SSST is similar to the taught course, which is built on the notion of conceptual learning. This means that the course is organized around concepts, or big ideas, which makes it easier to form connections between subjects and between parts of a course. Concepts are important as they are applicable and transferable to real-life situations. In this course, the central concepts are culture, communication, transformation, perspective, creativity, representation, and identity.

**2588 IB Mathematics: Analysis and Approaches Standard Level  
(MATH A7A S IB)**

The IB Mathematics: Analysis and Approaches course is intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content. It is for students who enjoy developing mathematical arguments, problem solving, and exploring real and abstract applications, with and without technology. Core topics provide students the opportunity to engage in detailed study of numbers and algebra, functions, geometry and trigonometry, statistics and probability, and calculus.

**2590 IB Mathematics: Analysis and Approaches Higher Level  
(MATH A&A H IB)**

The IB Mathematics: Analysis and Approaches course is intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content. It is for students who enjoy developing mathematical arguments, problem solving, and exploring real and abstract applications, with and without technology. Core topics provide students the opportunity to engage in detailed study of numbers and algebra, functions, geometry and trigonometry, statistics and probability, and calculus.

**2592 IB Mathematics: Applications and Interpretations Standard Level  
(MATH A&I IB)**

The IB Mathematics: Applications and Interpretations course is designed for students who enjoy describing the real world and solving practical problems using mathematics, those who are interested in harnessing the power of technology alongside exploring mathematical models, and who enjoy the more practical side of mathematics. Core topics provide students the opportunity to engage in detailed study of numbers and algebra, functions, geometry and trigonometry, statistics and probability, and calculus.

**2594 IB Mathematics: Applications and Interpretations Higher Level  
(MATH A&H IB)**

The IB Mathematics: Applications and Interpretations course is designed for students who enjoy describing the real world and solving practical problems using mathematics, those who are interested in harnessing the power of technology alongside exploring mathematical models, and who enjoy the more practical side of mathematics. Core topics provide students the opportunity to engage in detailed study of numbers and algebra, functions, geometry and trigonometry, statistics and probability, and calculus.

**3016 IB Environmental Systems and Societies Standard Level  
(ENVSS S IB)**

The IB DP Environmental Systems and Societies Standard Level course aims to provide students with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face. Students' attention is constantly drawn to their own relationship with their environment and the significance of choices and decisions that they make in their own lives. It is intended that students develop a sound understanding of the interrelationships between environmental systems and societies, rather than a purely journalistic appreciation of environmental issues. The teaching approach strives to be conducive to students evaluating the scientific, ethical, and socio-political aspects of issues.

**3032 IB Biology Higher Level  
(BIO H IB)**

IB Biology Higher Level focuses on six core topics: cell biology, molecular biology, genetics, ecology, evolution/biodiversity, and human physiology. It is based on the curriculum published by the International Baccalaureate Organization. Students must complete additional study in eight topics: nucleic acids, metabolism, cell respiration, photosynthesis, genetics and evolution, animal physiology, and plant biology. Optional course topics for students include neurobiology and behavior, biotechnology

and bioinformatics, ecology and conservations, and human physiology.

**3034 IB Biology Standard Level  
(BIO S IB)**

IB Biology Standard Level focuses on six core topics: cell biology, molecular biology, genetics, ecology, evolution and biodiversity, and human physiology. It is based on the curriculum published by the International Baccalaureate Organization. Optional course topics include neurobiology and behavior, biotechnology and bioinformatics, ecology and conservations, and human physiology.

**3070 IB Chemistry Higher Level  
(CHEM H IB)**

IB Chemistry Higher Level is designed to introduce students to the theories and practical techniques involved in the composition, characterization, and transformation of substances. It is based on the curriculum published by the International Baccalaureate Organization. As the central science, the chemical principles investigated underpin both the physical world in which we live and all biological systems. Students study eleven core topics: stoichiometry, atomic theory, periodicity, bonding, states of matter, energetics, kinetics, equilibrium, acids and bases, oxidation and reduction, and organic chemistry. Students must complete additional study in nine topics: atomic theory, periodicity, bonding, energetics, kinetics, equilibrium, acids and bases, oxidation and reduction, and organic chemistry. Optional course topics include medicines and drugs, human biochemistry, environmental chemistry, chemical industries, and fuels and energy. Additional options are modern analytical chemistry and further organic chemistry.

**3072 IB Chemistry Standard Level  
(CHEM S IB)**

IB Chemistry Standard Level is designed to introduce students to the theories and practical techniques involved in the composition, characterization, and transformation of substances. It is based on the curriculum published by the International Baccalaureate Organization. As the central science, the chemical principles investigated underpin both the physical world in which we live and all biological systems. Students study eleven core topics: stoichiometry, atomic theory, periodicity, bonding, states of matter, energetics, kinetics, equilibrium, acids and bases, oxidation and reduction, and organic chemistry. Optional course topics include medicines and drugs, human biochemistry, environmental chemistry, chemical industries, and fuels and energy. Higher physical organic chemistry is a further option.

**3096 IB Physics Higher Level  
(PHY H IB)**

IB Physics Higher Level is designed to introduce students to the laws of physics, the experimental skills required in physics, and the social and historical aspects of physics as an evolving body of human knowledge about nature. It is based on the curriculum published by the International Baccalaureate Organization. Students study six topics: physics and physical measurement, mechanics, thermal physics, waves, electricity and magnetism, and atomic and nuclear physics. Students must complete additional study in six topics: measurement and uncertainties, mechanics, thermal physics, wave phenomena, electromagnetism, and quantum and nuclear physics. Optional course topics from which

the student may only choose two include biomedical physics, the history and development of physics, astrophysics, relativity, and optics.

### **3098 IB Physics Standard Level (PHY S IB)**

IB Physics Standard Level is designed to introduce students to the laws of physics, the experimental skills required in physics, and the social and historical aspects of physics as an evolving body of human knowledge about nature. It is based on the curriculum published by the International Baccalaureate Organization. Students study six topics: physics and physical measurement, mechanics, thermal physics, waves, electricity and magnetism, and atomic and nuclear physics. Students must complete additional study in six topics: measurement and uncertainties, mechanics, thermal physics, wave phenomena, electromagnetism, and quantum and nuclear physics. Optional course topics from which the student may only choose two include biomedical physics, the history and development of physics, astrophysics, relativity, and optics. Further options would be mechanics extension, quantum physics, nuclear physics, and further energy.

### **3510 IB Sports, Exercise, and Health Sciences Standard Level (SEHS S IB)**

IB Sports, Exercise, and Health Science Standard Level involves the science that underpins physical performance and allows students opportunities to apply these principles both through inquiry and experimentation (field and laboratory). Topics must cover anatomy, exercise physiology, energy systems, movement analysis, skill in sport and measurement, and evaluation of human performance. Students are required to do in-depth study of two of the following options: optimizing physiological performance, psychology of sport, physical activity and health, and nutrition for sport, exercise, and health. Students taking this course will also address issues and ethics on an international scale by considering sport, exercise, and health within a global context relevant to the individual. The course is based on the curriculum published by the International Baccalaureate Organization.

### **4090 IB Visual Arts Higher Level (VA H IB)**

The IB Visual Arts Higher Level course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with, and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to further study of visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts. The role of visual arts teachers should be to actively and carefully organize learning experiences for the students, directing their study to enable them to reach their potential, and satisfy the demands of the course. Students should be empowered to become autonomous, informed, and skilled visual artists.

**4092 IB Visual Arts Standard Level  
(VA S IB)**

The IB Visual Arts Standard Level course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to further study of visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts. The role of visual arts teachers should be to actively and carefully organize learning experiences for the students, directing their study to enable them to reach their potential, and satisfy the demands of the course. Students should be empowered to become autonomous, informed, and skilled visual artists.

**4144 IB Dance Higher Level  
(DNC H IB )**

The IB DP Dance Higher Level course takes a holistic approach to dance and embraces a variety of dance traditions and dance cultures—past, present, and looking towards the future. Performance, creative, and analytical skills are mutually developed and valued whether the students are writing papers or creating/performing dances. The curriculum provides students with a liberal arts orientation to dance. This orientation facilitates the development of students who may become choreographers, dance scholars, performers, or those, more broadly, who seek life enrichment through dance.

**4148 IB Dance Standard Level  
(DNC S IB)**

The IB DP Dance Standard Level course takes a holistic approach to dance and embraces a variety of dance traditions and dance cultures—past, present, and looking towards the future. Performance, creative, and analytical skills are mutually developed and valued whether the students are writing papers or creating/performing dances. The curriculum provides students with a liberal arts orientation to dance. This orientation facilitates the development of students who may become choreographers, dance scholars, performers, or those, more broadly, who seek life enrichment through dance.

**4212 IB Music Higher Level  
(MUS H IB)**

The IB Music Higher Level course seeks to develop students' knowledge and potential as musicians, both personally and collaboratively. IB Diploma Programme Music students are required to study musical perception and actively listen to a wide range of music from different parts of the world, musical cultures, and time periods. They also develop aural perception and understanding of music by learning about musical elements, including form and structure, notations, musical terminology, and context. Through the course of study, students become aware of how musicians work and communicate.

**4214 IB Music Standard Level  
(MUS S IB)**

The IB Music Standard Level course seeks to develop students' knowledge and potential as musicians, both personally and collaboratively. IB Diploma Programme Music students are required to study

musical perception and actively listen to a wide range of music from different parts of the world, musical cultures, and time periods. They also develop aural perception and understanding of music by learning about musical elements, including form and structure, notations, musical terminology, and context. Through the course of study, students become aware of how musicians work and communicate.

#### **4262 IB Theatre Arts Higher Level (THTR H IB)**

The IB Theatre Arts Higher Level course is multifaceted and gives students the opportunity to actively engage in theatre as creators, designers, directors, and performers. It emphasizes working both individually and collaboratively as part of an ensemble. The teacher's role is to create opportunities that allow students to explore, learn, discover, and collaborate to become autonomous, informed, and skilled theatre-makers. Students learn to apply research and theory to inform and to contextualize their work. Through researching, creating, preparing, presenting, and critically reflecting on theatre, they gain a richer understanding of themselves, their community, and the world. Students experience the course from contrasting artistic and cultural perspectives. They learn about theatre from around the world, the importance of making theatre with integrity, and the impact that theatre can have on the world. It enables them to discover and engage with different forms of theatre across time, place, and culture, promoting international-mindedness and an appreciation of the diversity of theatre.

#### **4264 IB Theater Arts Standard Level (THTR S IB)**

The IB Theatre Arts Standard Level course is multifaceted and gives students the opportunity to actively engage in theatre as creators, designers, directors, and performers. It emphasizes working both individually and collaboratively as part of an ensemble. The teacher's role is to create opportunities that allow students to explore, learn, discover, and collaborate to become autonomous, informed, and skilled theatre-makers. Students learn to apply research and theory to inform and to contextualize their work. Through researching, creating, preparing, presenting, and critically reflecting on theatre, they gain a richer understanding of themselves, their community, and the world. Students experience the course from contrasting artistic and cultural perspectives. They learn about theatre from around the world, the importance of making theatre with integrity, and the impact that theatre can have on the world. It enables them to discover and engage with different forms of theatre across time, place, and culture, promoting international-mindedness and an appreciation of the diversity of theatre.

#### **4270 IB Film Higher Level (FILM H IB)**

The DP film course aims to develop students as proficient interpreters and makers of film texts. Through the study and analysis of film texts and practical exercises in film production, students develop critical abilities and appreciation of artistic, cultural, historical, and global perspectives in film. They examine concepts, theories, practices, and ideas from multiple perspectives, challenging their own views to understand and value those of others. Students are challenged to acquire and develop critical thinking, reflective analysis, and the imaginative synthesis through practical engagement in the art, craft, and study of film.

### **4272 IB Film Standard Level (FILM S IB)**

The DP film course aims to develop students as proficient interpreters and makers of film texts. Through the study and analysis of film texts, and practical exercises in film production, students develop critical abilities and appreciation of artistic, cultural, historical and global perspectives in film. They examine concepts, theories, practices and ideas from multiple perspectives, challenging their own views to understand and value those of others. Students are challenged to acquire and develop critical thinking, reflective analysis and the imaginative synthesis through practical engagement in the art, craft and study of film.

### **4580 IB Business and Management Higher Level (BUSM H IB)**

The IB Business Management course is designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyze, discuss, and evaluate business activities at local, national, and international levels. The course covers a range of organizations from all sectors, as well as the sociocultural and economic contexts in which those organizations operate. The course covers the key characteristics of business organization and environment, and the business functions of human resource management, finance and accounts, marketing, and operations management. Links between the topics are central to the course. Through the exploration of six underpinning concepts (change, culture, ethics, globalization, innovation, and strategy), the course allows students to develop a holistic understanding of today's complex and dynamic business environment. The conceptual learning is firmly anchored in business management theories, tools, and techniques, and placed in the context of real world examples and case studies.

### **4582 IB Business and Management Standard Level (BUSM S IB)**

The IB Business Management course is designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyze, discuss and evaluate business activities at local, national and international levels. The course covers a range of organizations from all sectors, as well as the sociocultural and economic contexts in which those organizations operate. The course covers the key characteristics of business organization and environment, and the business functions of human resource management, finance and accounts, marketing and operations management. Links between the topics are central to the course. Through the exploration of six underpinning concepts (change, culture, ethics, globalization, innovation and strategy), the course allows students to develop a holistic understanding of today's complex and dynamic business environment. The conceptual learning is firmly anchored in business management theories, tools and techniques and placed in the context of real world examples and case studies.

### **4584 IB Computer Science Higher Level (COMPSCI H IB)**

IB Computer Science Higher Level guides students through problem solving strategies and definitions to the construction of algorithms to create solutions, thereby developing skills of logic and analytical thinking. It is based on the curriculum published by the International Baccalaureate Organization. The

common core includes: systems life cycle and software development, program construction in Java, computing system fundamentals, a case study, and a program dossier. Additional material may include computer mathematics and logic, abstract data structure and algorithms, further system fundamentals, file organization, and an extended case study.

#### **4586 IB Computer Science Standard Level (COMPSCI S IB)**

IB Computer Science Standard Level guides students through problem solving strategies and definitions to the construction of algorithms to create solutions, thereby developing skills of logic and analytical thinking. It is based on the curriculum published by the International Baccalaureate Organization. The common core includes: systems life cycle and software development, program construction in Java, computing system fundamentals, a case study, and a program dossier.

#### **4822 IB Design Technology Higher Level (DTECH H IB)**

IB Diploma Program Design Technology at Higher Level (HL) enables students to develop a deep understanding of design as a purposeful, human-centered, and ethical activity. The course is structured around three interconnected themes (design in theory, design in practice, and design in context) that are integrated throughout the course to support coherent learning that reflects authentic design processes. Students explore design principles, systems, and materials through design in theory; apply these understandings through modelling, prototyping, testing, and iteration in design in practice; and evaluate the wider social, ethical, environmental, and economic implications of design decisions through design in context. Students engage in inquiry-based learning to understand user needs, analyze existing products, generate and evaluate ideas, and develop refined solutions informed by research and testing. Students engage in the analysis and application of structural, mechanical, and electronic systems; manufacturing techniques and production systems; life-cycle analysis; design for manufacture strategies; and considerations that extend design beyond usability, including emotional and experiential dimensions. All students complete a design project (internal assessment), in which they identify, analyze, and redesign an existing product to meet the needs of an intended user.

#### **4824 IB Design Technology Standard Level (DTECH S IB)**

IB Diploma Program Design Technology at Standard Level (SL) introduces students to design as a structured, inquiry-driven approach to problem-solving. The course develops students' understanding of how products are designed, developed, and evaluated in response to user needs and real-world contexts. Learning is organized around three interrelated themes (design in theory, design in practice, and design in context) that work together to ensure that conceptual understanding, practical application, and contextual awareness are developed concurrently throughout the course. Through design in theory, students explore key concepts such as ergonomics, materials, sustainability, and design strategies. Through design in practice, students apply these ideas through modelling, prototyping, testing, and iterative development. Through design in context, students consider the responsibilities of designers and the impact of products on users, society, and the environment. Students analyze existing products, carry out research, generate and develop ideas, and evaluate the effectiveness of design solutions. All SL students complete the design project (internal assessment). This project requires students to redesign an existing product by applying user-centered research, ideation, modelling, testing, and

evaluation, culminating in a clearly communicated design solution.

## Mathematics Courses

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### **2516 Algebra I Lab (A)** **(ALG I LAB)**

Algebra I Lab is a mathematics support course for Algebra I. Algebra I Lab is taken while students are concurrently enrolled in Algebra I. This course provides students with additional time to build the foundations necessary for high school math courses, while concurrently having access to rigorous, grade-level appropriate courses. The five critical areas of Algebra I Lab align with the critical areas of Algebra I: Number Systems, Expressions, and Functions; Linear Equations, Inequalities, and Functions; Systems of Linear Equations and Inequalities; Quadratic and Exponential Equations and Functions; and Data Analysis and Statistics. However, whereas Algebra I contains exclusively grade-level content, Algebra I Lab combines standards from high school courses with foundational standards from the middle grades.

### **2518 Integrated Mathematics I Lab (A)** **(INT MATH ENRICH)**

Integrated Mathematics I Lab is a mathematics support course for Integrated Mathematics I. Integrated Mathematics I Lab is taken while students are concurrently enrolled in Integrated Mathematics I. This course provides students with additional time to build the foundations necessary for high school math courses, while concurrently having access to rigorous, grade-level appropriate courses. The six critical areas of Integrated Mathematics I Lab align with the critical areas of Integrated Mathematics I: Relationships between Quantities; Linear and Exponential Relationships; Reasoning with Equations; Descriptive Statistics; Congruence, Proof, and Constructions; and Connecting Algebra and Geometry through Coordinates. However, whereas Integrated Mathematics I contains exclusively grade-level content, Integrated Mathematics I Lab combines standards from high school courses with foundational standards from the middle grades.

### **2520 Algebra I (A)** **(ALG I)**

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

**2522 Algebra II (A)**  
**(ALG II)**

Algebra II builds on work with linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Indiana Academic Standards for Algebra II consist of six domains: Arithmetic and Structure of Expressions, Equations, and Functions; Function Families; Modeling with Functions and Data; Modeling with Advanced Algebra; Modeling with Data and Statistics; and Modeling with Quantities. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

**2524 Analytical Algebra II**  
**(ANA ALG)**

Analytical Algebra II builds on previous work with linear, quadratic and exponential functions and extends to include polynomial, rational, and radical functions. Data analysis, statistics, and probability content should be included throughout the course, as students collect and use univariate and bivariate data to create and interpret mathematical models. The Indiana Academic Standards for Analytical Algebra II consist of six domains: Arithmetic and Structure of Expressions, Equations, and Functions; Function Families; Modeling with Functions and Data; Modeling with Advanced Algebra; Modeling with Data and Statistics; and Modeling with Quantities. Additionally, Analytical Algebra II should focus on the application of mathematics in various disciplines including business, finance, science, CTE, and social sciences using technology to model real-world problems with various functions, using and translating between multiple representations. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The essential standards for Analytical Algebra II are different from those noted for Algebra II, which may support students in a variety of STEM-related and non-STEM post-secondary pursuits.

**2527 Calculus**  
**(CALC)**

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

**2530 Finite Mathematics  
(FINITE)**

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

**2532 Geometry (A)  
(GEOM)**

Geometry formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The Indiana Academic Standards for Geometry consist of five domains: Geometry Foundations, Triangles, Quadrilaterals and Other Polygons, Circles, and Transformations & Three-Dimensional Solids. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

**2543 Advanced Mathematics, Special Topics  
(ADV MATH ST)**

Advanced Mathematics, Special Topics is the course title that is to be used for reporting by schools that offer a mathematics course beyond the scope of approved courses. Schools must apply to the Indiana Department of Education for a nonstandard course waiver. The non-standards course waiver will provide a proposed course description, standards students will meet for the course, how the special topics course relates to students' needs, and rationale describing post-secondary/higher education and business/industry need and support for the course. Schools will follow the special topics non-standards course waiver framework and provide feedback to the Indiana Department of Education at the end of the course.

**2546 Probability and Statistics  
(PROB/STAT)**

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

**2550 Quantitative Reasoning (A)**  
**(QUANT REAS)**

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

**2554 Integrated Mathematics I (A)**  
**(INT MATH I)**

Integrated Mathematics I formalizes and extends the mathematics students learned in the middle grades. The critical areas deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Integrated Mathematics I uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

**2556 Integrated Mathematics II (A)**  
**(INT MATH II)**

Integrated Mathematics II focuses on quadratic expressions, equations, and functions by comparing their characteristics and behavior to those of linear and exponential relationships from Integrated Mathematics I. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Circles, with their quadratic algebraic representations, rounds out the course. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

**2558 Integrated Mathematics III (A)**  
**(INT MATH III)**

Integrated Mathematics III provides students the opportunity to pull together and apply the accumulation of learning that they have from their previous courses. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their

repertoire of functions to include polynomial, rational, and radical functions. They expand their study of right triangle trigonometry to include general triangles. Finally, students bring together all of their experiences with functions and geometry to create models and solve contextual problems. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

### **2560 Mathematics Lab (A) (MATH LAB)**

Mathematics Lab provides students with individualized instruction designed to support success in completing mathematics coursework aligned with Indiana's Academic Standards for Mathematics. Mathematics Lab is to be taken in conjunction with a graduation-qualifying mathematics course, and the content of Mathematics Lab should be tightly aligned to the content of its corresponding course. Mathematics Lab should not be offered in conjunction with Algebra I or Integrated Mathematics I; instead, schools should offer Algebra I Lab or Integrated Mathematics I Lab to provide students with rigorous support for these courses.

### **2564 Pre-Calculus: Algebra (PRECAL AL)**

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

### **2566 Pre-Calculus: Trigonometry (PRECAL TRIG)**

Pre-Calculus: Trigonometry provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Trigonometry provides the foundation for common periodic functions that are encountered in many disciplines, including music, engineering, medicine, finance, and nearly all other STEM disciplines. Trigonometry consists of six strands: Unit Circle; Triangles; Periodic Functions; Identities; Polar Coordinates and Complex Numbers; and Vectors. Students will advance their understanding of imaginary numbers through an investigation of complex numbers and polar coordinates. A strong understanding of complex and imaginary numbers is a necessity for fields such as engineering and computer programming. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

**2595 PRIME Math  
(PRIME)**

The PRIME Math course utilizes a curriculum developed by the Southern Regional Education Board (SREB), that includes and reinforces the Algebra I, Geometry, Algebra II, and Statistics skills necessary for postsecondary success. This course emphasizes understanding of math concepts rather than just memorizing procedures. PRIME math emphasizes students' reasoning and sense making about procedures (e.g., why to use a certain formula or method to solve a problem). This equips them with higher-order thinking skills in order to apply math skills, functions, and concepts in different situations. The course is intended for students who currently have achieved the minimum math requirements at the secondary level, but need additional experiences to enhance their mathematical knowledge before pursuing credit-bearing courses at a postsecondary institution. In order to offer this course, the instructor must have received training by SREB or IDOE. Additionally, the school and the instructor must commit to teaching the PRIME math curriculum with fidelity.

**Multidisciplinary Courses**

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**0500 Basic Skills Development (A)  
(BAS SKLS)**

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

**0502 Cadet Teaching Experience (A)  
(CADET TCHG)**

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

**0509 Jobs for America's Graduates (A)  
(JAG)**

Jobs for America's Graduates (JAG) is a state-based, national non-profit organization dedicated to preventing dropouts among young people who are most at-risk. JAG's mission is to keep young people in school through graduation and provide work-based learning experiences that will lead to career advancement opportunities or to enroll in a postsecondary institution that leads to a rewarding career. JAG students receive adult mentoring while in school and one year of follow-up counseling after graduation. The JAG program is funded through grants provided by the Indiana Department of Workforce Development.

**0512 Environmental Studies (A)  
(ENV STUDIES)**

Environmental Studies provides students opportunities to utilize several disciplines in examining ecosystems from a variety of human viewpoints. This course fosters an awareness of aesthetics in urban and rural areas and the ecological, economic, social and political interdependence of environmental factors. It introduces students to the knowledge, attitudes, commitments, and skills needed to make decisions and to choose personal actions that will contribute to intelligent resource management. This course also provides students with the skills needed to investigate the ecological effects regarding the uses of: (1) energy, (2) water, (3) air, (4) soils, (5) minerals, (6) wildlife, and (7) other natural resources. Field trips and community investigations provide examples of practical applications of resource management. Topics include: (1) identifying and monitoring the disposal of hazardous wastes, (2) acid rain, (3) land- use practices ranging from wilderness areas to areas under multiple-use management, (4) water and solid waste treatment, (5) transportation systems, (6) human population demands on the land, and (7) the impact of these factors on the quality of life and the culture of the area.

**0514 Humanities (A)  
(HUMANITIES)**

A course in humanities provides for the study of content drawn from history, philosophy, literature, languages, and the arts. This course also includes an in-depth study of specific disciplines in these and related subject areas that could include: (1) linguistics; (2) archeology; (3) jurisprudence; (4) the history, theory, and criticism of the arts; (5) the history and philosophy of science; (6) ethics; (7) comparative religions; and (8) other aspects of the social sciences which relate to understanding life and the world. The emphasis of the course work is on developing an understanding of the content of the course and how to actually apply it to the human environment. Particular attention is given to the relevance of these applications in regard to the current conditions of life.

**0516 Junior Reserve Officer Training Corps  
(JR ROTC)**

This course is designed to develop: (1) citizenship and patriotism, (2) self-discipline, (3) physical fitness, (4) reliance and leadership, and (5) the skills used in decision making, communications, and problem-solving. The course content and experiences enable the students to understand the role of the military in support of national objectives and to become familiar with basic military knowledge, gender equity issues, benefits, and requirements. Topics to be included in the course are: (1) military history, (2) ROTC in the military, (3) substance abuse, (4) map reading, (5) marksmanship and firearm safety,

(6) military drill, (7) field activities, (8) reserve components, and (9) first aid and hygiene. Opportunities are provided to explore the qualities and traits of courage, self-sacrifice, and integrity. Junior Reserve Officer Training Corps programs must be approved by and meet the requirements of the appropriate military organization.

**0520 Peer Tutoring  
(PEER TUTR)**

Peer Tutoring provides high school students with an organized exploratory experience to assist students in kindergarten through grade twelve (K-12), through a helping relationship, with their studies and personal growth and development. The course provides opportunities for the students taking the course to develop a basic understanding of individual differences and to explore career options in related fields. Peer Tutoring experiences are preplanned by the teacher trainer and any cooperating teacher under whom the tutoring is to be provided. It must be conducted under the supervision of a licensed teacher. The course provides a balance of class work relating to the development of and use of: (1) listening skills, (2) communication skills, (3) facilitation skills, (4) decision-making skills, and (5) teaching strategies.

**0522 Career Information and Exploration (A)  
(CARR INFO)**

Career Information and Exploration provides students with opportunities to learn about themselves and about various traditional and nontraditional occupations and careers. Students also gain an awareness of the type of occupational preparation or training needed for various occupations and careers. Students develop skills in: (1) employability, (2) understanding the economic process, and (3) career decision making and planning. Opportunities are provided for students to observe and participate in various job situations through opportunities such as field trips, internships, mock interviews, and guest speakers. Resume development experience and career-related testing are also provided to students.

**0524 Community Service (A)  
(COMM SERV)**

Community Service is a course created by public law IC 20-30-14. Community service allows students in grades nine through twelve (HEA 1629) the opportunity to earn up to two high school credits for completion of approved community service projects or volunteer service that “relates to a course in which the student is enrolled or intends to enroll.” For each student who wishes to earn credit for community service or volunteer service under this law, the student, a teacher of the student, or a community or volunteer service organization must submit an application to the high school principal including: 1) name of the community service organization or volunteer service organization the student intends to assist; 2) name, address, and telephone number of the director or supervisor of the community service organization or volunteer service organization and, if different from the director or supervisor, the name, address, and telephone number of the individual assigned by the community or volunteer service organization to supervise the student at the activity site; 3) nature of the community service or volunteer service performed by the student with a certification that the service performed by the student is voluntary; 4) total number of hours the student intends to serve the community service organization or volunteer service organization during the school year; 5) written statement by the director or the supervisor of the community service organization or volunteer service organization certifying that the information included in the application is an accurate reflection of: (a) the student's

expectations with regard to the number of hours of service contemplated to be performed; and (b) the community service organization's or the volunteer service organization's need to acquire the student's service; 6) description of: (a) the educational or career exploration benefits the student and the school should expect to gain, including the student learning standards to be achieved, from the student's community or volunteer service participation; and (b) the service and benefit the community service organization or volunteer service organization expects to gain from the student's participation; 7) the description of how the community or volunteer service activity relates to a course in which the student is enrolled or intends to enroll; 8) manner and frequency in which the student and the community or volunteer service activity will be evaluated; 9) the name of the certificated school employee who will be responsible for monitoring and evaluating the student's activity and performance and assigning the student a grade for participation under this section; and 10) any other information required by the principal.

### **0530 Career Exploration Internship (A) (CARR EXP)**

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

### **0532 College-Entrance Preparation (A) (COL-ENT PREP)**

College-Entrance Preparation utilizes individual student score reports from the PSAT or other formative assessments to prepare students for college readiness assessments such as Indiana's Graduation Qualifying Exam, the SAT. Based on individual student score reports, students should receive targeted instruction to strengthen their foundations in critical reading, writing, and mathematics. Being "college ready" means being prepared for any post-secondary education or training experience, including readiness for study at two-year and four-year institutions leading to a post-secondary credential (i.e., a certificate, license, associate or bachelor's degree). A college-ready student has the necessary English and mathematics skills to qualify for and succeed in entry-level, credit-bearing college courses without the need for remedial coursework.

### **0539 Service Based Learning (SBL)**

Service-based learning integrates meaningful service to enrich and apply academic knowledge, teach civic and personal responsibility (and other employability skills), and strengthen communities. SBL can be classified by three core indicators: (1) Integrating academic study with service experience, (2) Reflecting larger social, economic, and societal issues, and (3) Collaborative efforts between students, schools, and community partners.

### **0543 Work-Based Learning: Employability Skills Development (WBL ESD)**

The Work Based Learning (WBL): Employability Skills Development course may be used to capture WBL experiences and track the hours completed within those experiences. The course is primarily utilized for cases in which a student's WBL experience does not align with other WBL course code options. For example, short-term experiences that do not meet the minimum hours required for other WBL courses or experiences over the summer where WBL course funding is not available. This course includes paid or non-paid experiential activities that can occur in a real or simulated workplace setting. All elements of the WBL definition must be met to utilize this course.

### **0547 Project Based Learning (PBL)**

Project-based learning allows students to gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge. The project is framed by a meaningful problem to solve or a question to answer, at the appropriate level of challenge. Students engage in a rigorous, extended process of asking questions, finding resources, and applying information. Students often make their project work public by explaining, displaying and/or presenting it to people beyond the classroom.

### **0550 Religion (A) (RELIGION)**

Course content is to be determined locally to meet local needs.

### **0590 Pilot Course (A) (PILOT)**

Pilot Course is a course title that is to be used for reporting by schools that are piloting a new course, either for the Indiana Department of Education or with approval from the Indiana Department of Education. Schools must apply to the Indiana Department of Education for a non-standard course waiver and provide or propose a course description, standards, course relates to student needs, and rationale describing post-secondary/higher education and business/industry need and support. Schools are to follow the pilot course framework and provide feedback on that framework to the Department. This course title should be used for non-Career and Technical Education (CTE) courses.

### **3520 Driver Education (DRIVER ED)**

Driver Education provides students with the knowledge needed to assist them in developing the skills, habits, and attitudes necessary to interact safely and effectively with other highway users in a wide variety of environments, situations, and conditions. This course should always provide a combination of classroom instruction and behind-the-wheel experiences in on-street environments. Whenever possible, the on-street observations and behind-the-wheel experiences should be supplemented with off street, multiple-car driving range and simulation experiences as listed in IAC 5116-6-7. The Driver Education course also provides for, but is not necessarily limited to, student learning related to: (1) driving skills, (2) traffic laws, (3) the laws of nature, (4) driving attitudes, (5) occupant protection, (6) the effect of physical and mental conditions of the driver, (7) vehicle purchase, (8) insurance and maintenance, (9) the ecology and energy efficiency of various transportation modes, (10) energy

efficient driving techniques, and (11) sharing the roadway with other users, including motorcyclists and pedestrians.

### **3522 Motorcycle Safety Education (MTRCYCSFTY)**

Motorcycle Safety Education consists of both classroom instruction and laboratory experiences, including experiences on an off-street, multi-vehicle driving range. The course provides for, but is not necessarily limited to, student learning related to: (1) motorcycle controls, (2) protective equipment, (3) riding skills, (4) basic maneuvers, (5) basic street riding, (6) advanced riding skills, (7) vehicle selection, (8) insurance and maintenance, (9) traffic laws, (10) the laws of nature, (11) adverse riding conditions, (12) sharing the roadway with other users, including pedestrians, (13) the transport of passengers and other loads, and (14) the effects of the physical and mental condition of the rider, including the hazards of alcohol and drug use.

### **3524 Introduction to Public Service (INTRO PUB SERV)**

Introduction to Public Service offers a comprehensive overview of public service, focusing on both military and non-military avenues. Students will explore the multifaceted benefits of military service, including personal and professional development, leadership skills, and community impact. A historical overview of U.S. military history and the history of non-military public service will provide context for the evolution of public service and its significance in shaping national identity. Key components of this course include an introduction to military customs and courtesies, instruction on ethical behavior and decision-making, development of leadership and analytical reasoning skills, an introduction to career paths (and their entrance requirements) available within public service, incentives for public service, and the significance of public service.

## **Physical Education Courses**

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### **3542 Physical Education I (L) (A) (PHYS ED I)**

Physical Education I focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provides students with opportunities to actively participate in at least four of the following: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all of which are within the framework of the skills, knowledge, and confidence needed by the student for a lifetime of healthful physical activity and fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEPs and 504 plans (e.g., chronic illnesses, temporary injuries, obesity). See 511 IAC 7-27-9, 7-27-11.

### **3544 Physical Education II (L) (A) (PHYS ED II)**

Physical Education II focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provides students with opportunities to actively participate in four of the following areas that were not included in Physical Education I: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all of which are within the framework of the skills, knowledge and confidence needed by the student for a lifetime of healthful physical activity and fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEPs and 504 plans (e.g., chronic illnesses, temporary injuries, obesity). See 511 IAC 7-27-9, 7-27-11.

### **3560 Elective Physical Education (L) (A) (ELECT PE)**

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

## **Science Courses**

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### **3008 Science Research, Independent Study (L) (SCI RSRCH IS)**

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 fair project to be exhibited at a regional science fair and/or state science symposium, an end-of-course project, such as a scientific research paper, or some other suitable presentation of their findings.

**3010 Environmental Science (L) (A)**  
**(ENVSCI)**

Environmental Science is an interdisciplinary course that integrates biology, earth science, chemistry, and other disciplines. Students enrolled in this course integrate Disciplinary Core Ideas, Science and Engineering Practices and Crosscutting Concepts to conduct in-depth scientific studies of environmental systems, flow of matter and energy, natural disasters, environmental policies, biodiversity, population, pollution, and natural and anthropogenic resource cycles. Students formulate, design, and carry out laboratory and field investigations as an essential course component. Students completing Environmental Science acquire the essential tools for understanding the complexities of national and global environmental systems.

**3024 Biology I (L) (A)**  
**(BIO I)**

Biology I incorporates Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts to help students gain a three dimensional understanding of Biology topics. Disciplinary Core Ideas for this course include From Molecules to Organisms, Ecosystems, Heredity and Biological Evolution. Instruction focuses on the observation of phenomena to develop an understanding of how scientific knowledge is acquired.

**3026 Biology II (L)**  
**(BIO II)**

Biology II is an advanced laboratory, field, and literature investigations-based course. Students enrolled in Biology II examine in greater depth the structures, functions, and processes of living organisms. Students also analyze and describe the relationship of Earth's living organisms to each other and to the environment in which they live. In this course, students refine their scientific inquiry skills as they collaboratively and independently apply their knowledge of the unifying themes of biology to biological questions and problems related to personal and community issues in the life sciences.

**3030 Life Science (L) (A)**  
**(LIFE SCI)**

Life Science is an introduction to biology course. Students develop problem-solving skills and strategies while performing laboratory and field investigations of fundamental biological concepts and principles. Students explore the functions and processes of cells within all living organisms, the sources and patterns of genetic inheritance and variation leading to biodiversity, and the relationships of living organisms to each other and to the environment as a whole.

**3044 Earth and Space Science I (L) (A)**  
**(EAS SCI I)**

Earth and Space Science incorporates high school Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts to help students gain a three dimensional understanding of Earth and Space Science topics. Disciplinary Core Ideas for this course include Earth's Place in the Universe, Earth's Systems, and Human Interaction with Earth's Systems. Instruction focuses on the observation of phenomena to develop an understanding of how scientific knowledge is acquired.

**3046 Earth and Space Science II (L)  
(EAS SCI II)**

Earth and Space Science II is an extended laboratory, field, and literature investigations-based course whereby students apply concepts from other scientific disciplines in synthesizing theoretical models of earth and its interactions with the macrocosm. Students enrolled in this course examine various earth and space science phenomena, such as the structure, composition, and interconnected systems of earth and the various processes that shape it, as well as earth's lithosphere, atmosphere, hydrosphere, and celestial environment. Students analyze and apply the unifying themes of earth and space science as part of scientific inquiry aimed at investigating earth and space science problems related to personal needs and community issues.

**3064 Chemistry I (L) (A)  
(CHEM I)**

Chemistry I incorporates Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts to help students gain a three dimensional understanding of Chemistry topics. Disciplinary Core Ideas for this course include Matter and its Interactions and Energy. Instruction focuses on the observation of phenomena to develop an understanding of how scientific knowledge is acquired.

**3066 Chemistry II (L)  
(CHEM II)**

Chemistry II is an extended laboratory, field, and literature investigations-based course. Students enrolled in Chemistry II examine the chemical reactions of matter in living and nonliving materials. Based on the unifying themes of chemistry and the application of physical and mathematical models of the interactions of matter, students use the methods of scientific inquiry to answer chemical questions and solve problems concerning personal needs and community issues related to chemistry.

**3084 Physics I (L) (A)  
(PHYS I)**

Physics I incorporates Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts to help students gain a three dimensional understanding of Physics topics. Disciplinary Core Ideas for this course include Forces and Interactions, Energy, Wave Properties, and Electromagnetic Radiation. Instruction focuses on the observation of phenomena to develop an understanding of how scientific knowledge is acquired.

**3086 Physics II (L)  
(PHYS II)**

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

**3092 Advanced Science, Special Topics (L)  
(ADV SCI ST)**

Advanced Science, Special Topics is any science course that is grounded in extended laboratory, field, and literature investigations in one or more specialized science disciplines (e.g., anatomy/physiology, astronomy, biochemistry, botany, ecology, electromagnetism, genetics, geology, nuclear physics, organic chemistry). Students enrolled in this course engage in an in-depth study of the application of science concepts, principles, and unifying themes that are unique to that particular science discipline and that address specific technological, environmental or health-related issues. Under the direction of a science advisor, students enrolled in this course will complete an end-of-course project and presentation, such as a scientific research paper or science fair project, integrating knowledge, skills, and concepts from the student's course of study. Individual projects are preferred, but group projects may be appropriate if each student in the group has specific and unique responsibilities.

**3102 Physical Science (L) (A)  
(PHY SCI)**

Physical Science is a course in which students develop problem solving skills and strategies while performing laboratory and field investigations of fundamental chemical, physical, and related earth and space science concepts and principles that are related to students' interests and that address everyday problems. Students enrolled in Physical Science will explore the structure and properties of matter, the nature of energy and its role in chemical reactions and the physical and chemical laws that govern Earth's interconnected systems and forces of nature.

**3108 Integrated Chemistry-Physics (L) (A)  
(ICP)**

Integrated Chemistry and Physics incorporates Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts to help students gain a three dimensional understanding of Chemistry and Physics topics. Disciplinary Core Ideas for this course include Matter and its Interactions, Forces, Energy, and Waves and their Applications in Technologies for Information Transfer. Instruction focuses on the observation of phenomena to develop an understanding of how scientific knowledge is acquired.

**5276 Anatomy and Physiology (A)  
(A & P)**

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

## Social Studies Courses

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### **1500 African Studies (A)** **(AFR STUDIES)**

African Studies helps students understand and appreciate the diverse peoples, cultures, and economic systems of the African continent. This course examines: (1) the early kingdoms and cities of Africa; (2) early trade routes with Europe and the East; (3) the influence of African culture in the Americas; (4) European colonization of Africa; (5) African influences in the United States; (6) the establishment of independent nations in Africa; and (7) contemporary traditions, literature, art and other aspects of culture.

### **1502 Anthropology (A)** **(ANTHRO)**

Anthropology gives students perspectives concerning patterns of culture among people. The course introduces the anthropologist's processes of observing and analyzing human behavior. Topics studied include (1) theories and principles of cultural formation, growth, function, and change; (2) the relationship of culture to environment; and (3) the relationship between cultural background and behavior.

### **1504 Applied Economics (A)** **(APP ECON)**

Applied Economics investigates the specific economic effect of market forces and government policies on individuals and major institutional groups, such as business and labor, in the economy. Special attention is given to economic concepts and principles used by consumers, producers, and voters. Learning experiences, such as projects, field trips, and computer applications, are strongly encouraged as ways to demonstrate practical applications of economic concepts.

### **1506 Asian Studies (A)** **(ASN STUDIES)**

Asian Studies provides insight into the diverse peoples and cultures of Asia. It offers opportunities to study aspects of culture in one or more Asian countries. Attention is given to religions, traditions, art, literature, and the development of social, economic, and political institutions. Examination of contemporary Asian societies and the interaction of Asia with the United States are components of this course.

### **1508 Citizenship and Civics (A)** **(CIVICS)**

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

government. Study of the local government should be a component of this course.

**1512 Current Problems, Issues, and Events (A)**  
**(CPIE)**

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

**1514 Economics (A)**  
**(ECON)**

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

**1518 Indiana Studies (A)**  
**(IN STUDIES)**

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

**1520 International Relations (A)**  
**(INTL RELAT)**

International Relations provides a survey of the formal relations among sovereign states in the international system, emphasizing the operation of diplomacy. The procedures for settlement of disputes and various methods of international conflict resolution are included. This course examines power, interdependence, global development, and international organizations.

**1522 Introduction to Social Science (A)**  
**(INTRO SS)**

Introduction to Social Science develops an understanding of the nature of the social sciences and presents reasons for studying them. The course involves consideration of the social sciences such as: (1) the study of humanity; (2) the reasons for separate fields or disciplines; (3) the objectives, materials, and methods of each discipline; and (4) the difficulties encountered by social scientists in applying

scientific method to the study of human life. Content may include group and individual behavior, education, social systems, and the role of social studies.

**1524 Latin American Studies (A)**  
**(LAT STUDIES)**

Latin American Studies provides an understanding of and appreciation for the diverse peoples, cultures, and economic systems of Mexico, Central and South America, and the Caribbean nations. Content includes geographical and historical factors that have influenced contemporary situations. Topics of study include: (1) the development of pre-Columbian civilizations, (2) European colonial systems and resulting institutions, (3) the development of independent nations and governments, and (4) current issues.

**1526 Law Education (A)**  
**(LAW ED)**

Law Education provides an understanding of the American legal system and its basis in the United States Constitution. The course is designed to promote an understanding of society and its system of laws by indicating how citizens may effectively function within the law. Ways of dealing with interpersonal conflict in order to secure constructive change are included, along with the development of critical thinking and problem solving skills. Case studies, field trips, simulations, and mock trials will be used in this course whenever feasible.

**1528 Modern World Civilization (A)**  
**(MOD WLD CIV)**

Modern World Civilization provides students an in-depth look at the twentieth and twenty-first century world. It is a study of different cultures as they exist in the world today, including comparative analysis of the various types of government and economic systems. International relationships are examined partly from the viewpoint of national interests, including the successes and failures of diplomacy.

**1530 Political Science (A)**  
**(POLI SCI)**

Political Science provides for a study of the processes and goals of politics; processes of government; methods by which decisions are made; and the basis of decision making. The course goes beyond the study of governmental structure and functions to include an analysis of topics such as: (1) the nature of the American party system, (2) interest groups, (3) public opinion, (4) laws which affect students, (5) reasons laws are changed, (6) due process of law, (7) legal rights, and (8) legal responsibilities. Comparative studies of governmental systems in nations other than the United States may also be included.

**1532 Psychology (A)**  
**(PSYCH)**

Psychology is the scientific study of mental processes and behavior. The course is divided into eight content areas: History and Scientific Method, Biological Basis for Behavior, Development, Cognition, Personality and Assessment, Abnormal Psychology, Socio-Cultural Dimensions of Behavior, and Psychological Thinking.

**1534 Sociology (A)**  
**(SOCIOLOGY)**

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

**1536 State and Local Government (A)**  
**(ST/LOC GOVT)**

State and Local Government is the study of the function and organization of state, county, city, town, and township government units. The primary focus is on the major factors and issues in the state's political development. This course also traces the role and influence of political and social institutions on a state's political development. The implications of this development for governmental units should be discussed relative to current political and governmental situations. Field trips, observations, and interviews with state and local leaders should be encouraged whenever possible.

**1538 Topics in History (A)**  
**(TOP HIST)**

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

**1540 United States Government (A)**  
**(US GOVT)**

United States Government provides a framework for understanding the purposes, principles, and practices of constitutional representative democracy in the United States. Responsible and effective participation of citizens is stressed. Students understand the nature of citizenship, politics, and governments and understand the rights and responsibilities of citizens and how these are part of local, state, and national government. Students examine how the United States Constitution protects rights and provides the structure and functions of various levels of government. Analysis of how the United States interacts with other nations and the government's role in world affairs is included in this course. Using primary and secondary resources, students will articulate, evaluate, and defend positions on political issues. As a result, they will be able to explain the role of individuals and groups in government, politics, and civic activities and the need for civic and political engagement of citizens in the United States.

**1542 United States History (A)**  
**(US HIST)**

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

**1544 Urban Affairs (A)**  
**(URBN AFAIR)**

Urban Affairs examines the history, organization, processes, and distinctive aspects of urban affairs. The rise of modern cities and an analysis of modern urban problems are dealt with in this course. The politics of governing urban areas, including the selection of political leaders and citizen participation in the decision-making process, is to be emphasized. Data collection and research skills may be taught in conjunction with the study of this course.

**1546 World Geography (A)**  
**(WORLD GEO)**

World Geography allows students to study the interaction of humans and their environments in a world setting. Students study global patterns of physical and cultural characteristics, including the Earth/sun relationship, atmospheric and oceanic circulation, landforms, climate, vegetation, population, economic and political structures, culture, cultural diffusion, and international and interregional connections. Using maps, geographic representations and technology such as geographic information systems (GIS), students will examine spatial relationships, the interaction of physical and cultural characteristics of designated places, areas, or regions. Students are expected to apply knowledge of geographic concepts and uses of geography to inquiry, research, and use participatory processes. The themes of location, characteristic of place, human/environmental interaction, movement between places, and regions anchor the course content. Emphasized are elements of the National Geography Standards: The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems and Environment and Society.

**1548 World History and Civilization (A)**  
**(WLD HST/CVL)**

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

among various peoples and cultures from the past to the present. Students are also expected to practice and process skills of historical thinking and research and apply content knowledge to the practice of thinking and inquiry skills and processes. There will be continuous and pervasive interactions of processes and content, skills and substance, in the teaching and learning of history.

### **1550 Topics in Social Science (A) (TOPICS SS)**

Topics in Social Science provides students with an opportunity for in-depth study of a specific topic, theme, or concept in one of the social science disciplines such as anthropology, archaeology, economics, geography, political science, psychology, or sociology. It is also possible to focus the course on more than one discipline. A subtitle should be included to give a clear idea of the course content. For example, a course focusing on a specific topic in political science might be entitled, "Topics in Social Science: Comparative Government." Courses taught under this title should emphasize scientific methods of inquiry and help students develop effective research and thinking skills.

### **1570 Geography and History of the World (A) (GEO-HST WLD)**

Geography and History of the World is designed to enable students to use geographical tools, skills and historical concepts to deepen their understanding of major global themes including the origin and spread of world religions; exploration; conquest, and imperialism; urbanization; and innovations and revolutions. Geographical and historical skills include forming research questions, acquiring information by investigating a variety of primary and secondary sources, organizing information by creating graphic representations, analyzing information to determine and explain patterns and trends, planning for the future, and documenting and presenting findings orally or in writing. The historical geography concepts used to explore global themes include change over time, origin, diffusion, physical systems, cultural landscapes, and spatial distribution/patterns and interaction/relationships. Students use the knowledge, tools, and skills obtained from this course in order to analyze, evaluate, and make predictions about major global developments. This course is designed to nurture perceptive and responsible citizenship, to encourage and support the development of critical thinking skills and lifelong learning, and to help prepare Indiana students for the 21st Century.

### **4558 Global Economics (GLOB ECON)**

Global Economics is a business course that provides students with an understanding of their role as consumers and producers in domestic and global economies. This course enables students to understand how the economic system operates while comprehending their role in that system. Students deal with public policy, international economics, microeconomics, and macroeconomics in comparing economic systems and using selected economic measures.

## World Language Courses

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### **2000 Chinese I (CHI I)**

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

### **2002 Chinese II (CHI II)**

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

### **2004 Chinese III (CHI III)**

Chinese III, a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for Chinese language learning by facilitating the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to initiate, sustain and close conversations; exchange detailed information in oral and written form; and write simple paragraphs using characters. This course also emphasizes the continued development of reading and listening comprehension skills, such as using radicals, stroke order, and stroke count to guess meaning. Students will address the

presentational mode by presenting student- created material on a variety of topics, as well as reading aloud to practice appropriate pronunciation. Additionally, students will continue to develop understanding of Chinese- speaking culture through recognition of the interrelations among the practices, products and perspectives of the target culture; discussion of significant events in the target culture; and investigation of elements that shape cultural identity in the target culture. This course further emphasizes making connections across content areas as well the application of understanding Chinese language and culture outside of the classroom.

#### **2006 Chinese IV (CHI IV)**

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

#### **2008 Chinese V (CHI V)**

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

### **2010 Chinese VI (CHI VI)**

Chinese VI, a course based on Indiana's Academic Standards for World Languages, provides a context for students to demonstrate the ability to use the target language to interact in a wide range of culturally and socially authentic and/or simulated situations. This course focuses on the degree of ease and accuracy with which students are able to communicate in the target language, as well as the culturally-appropriate nature of the communication. Additionally, students will further develop an understanding of Chinese-speaking culture through discussing changes in interrelations among and factors that influence the practices, products and perspectives of the target culture; and researching and comparing the origins of idiomatic, colloquial and proverbial expressions in the target language. This course further emphasizes the integration of concepts and skills from other content areas with the target language and cultural understanding, as well as the use of the Chinese language and cultural understanding outside of the classroom.

### **2020 French I (FREN I)**

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

### **2022 French II (FREN II)**

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

**2024 French III  
(FREN III)**

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

**2026 French IV  
(FREN IV)**

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

**2028 French V  
(FREN V)**

French V, a course based on Indiana's Academic Standards for World Languages, provides opportunities for students to interact and exchange information in culturally and socially authentic and/or simulated situations to demonstrate integration of language skills with understanding of French-speaking culture. This course emphasizes the use of appropriate formats, varied vocabulary and complex language structures within student communication, both oral and written, as well as the opportunity to produce and present creative material using the language. Additionally, students will continue to develop an understanding of French-speaking culture through investigating the origin and impact of significant events and contributions unique to the target culture, comparing and contrasting

elements that shape cultural identity in the target culture and the student's own culture, and explaining how the target language and culture have impacted other communities. This course further emphasizes the integration of concepts and skills from other content areas with the target language and cultural understanding, as well as the exploration of community resources intended for native French speakers.

### **2030 French VI (FREN VI)**

French VI, a course based on Indiana's Academic Standards for World Languages, provides a context for students to demonstrate the ability to use the target language to interact in a wide range of culturally and socially authentic and/or simulated situations. This course focuses on the degree of ease and accuracy with which students are able to communicate in the target language, as well as the culturally-appropriate nature of the communication. Additionally, students will further develop understanding of French-speaking culture through discussing changes in interrelations among and factors that influence the practices, products and perspectives of the target culture; and researching and comparing the origins of idiomatic, colloquial and proverbial expressions in the target language. This course further emphasizes the integration of concepts and skills from other content areas with the target language and cultural understanding, as well as the use of the French language and cultural understanding outside of the classroom.

### **2040 German I (GER I)**

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

### **2042 German II (GER II)**

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

practice appropriate pronunciation and intonation. Additionally, students will describe the practices, products and perspectives of German-speaking culture; report on basic family and social practices of the target culture; and describe contributions from the target culture. This course further emphasizes making connections across content areas and the application of understanding German language and culture outside of the classroom.

### **2044 German III (GER III)**

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

### **2046 German IV (GER IV)**

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

### **2048 German V (GER V)**

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

### **2050 German VI (GER VI)**

German VI, a course based on Indiana's Academic Standards for World Languages, provides a context for students to demonstrate the ability to use the target language to interact in a wide range of culturally and socially authentic and/or simulated situations. This course focuses on the degree of ease and accuracy with which students are able to communicate in the target language, as well as the culturally-appropriate nature of the communication. Additionally, students will further develop an understanding of German-speaking culture through discussing changes in interrelations among and factors that influence the practices, products and perspectives of the target culture; and researching and comparing the origins of idiomatic, colloquial and proverbial expressions in the target language. This course further emphasizes the integration of concepts and skills from other content areas with the target language and cultural understanding, as well as the use of the German language and cultural understanding outside of the classroom.

### **2060 Japanese I (JPN I)**

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

**2062 Japanese II  
(JPN II)**

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

**2064 Japanese III  
(JPN III)**

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

**2066 Japanese IV  
(JPN IV)**

Japanese IV, a course based on Indiana's Academic Standards for World Languages, provides a context for integration of the continued development of language skills and cultural understanding with other content areas and the community beyond the classroom. The skill sets that apply to the exchange of written and oral information are expanded through emphasis on practicing speaking and listening strategies that facilitate communication, such as the use of circumlocution, guessing meaning in familiar and unfamiliar contexts, and using elements of word formation to expand vocabulary and derive meaning. Additionally, students will continue to develop understanding of Japanese-speaking culture through explaining factors that influence the practices, products, and perspectives of the target culture; reflecting on cultural practices of the target culture; and comparing systems of the target culture and the

student's own culture. This course further emphasizes making connections across content areas through the design of activities and materials that integrate the target language and culture with concepts and skills from other content areas. The use and influence of the Japanese language and culture in the community beyond the classroom is explored through the identification and evaluation of resources intended for native Japanese speakers.

### **2068 Japanese V (JPN V)**

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

### **2070 Japanese VI (JPN VI)**

Japanese VI, a course based on Indiana's Academic Standards for World Languages, provides a context for students to demonstrate the ability to use the target language to interact in a wide range of culturally and socially authentic and/or simulated situations. This course focuses on the degree of ease and accuracy with which students are able to communicate in the target language, as well as the culturally-appropriate nature of the communication. Additionally, students will further develop understanding of Japanese-speaking culture through discussing changes in interrelations among and factors that influence the practices, products, and perspectives of the target culture; and researching and comparing the origins of idiomatic, colloquial, and proverbial expressions in the target language. This course further emphasizes the integration of concepts and skills from other content areas with the target language and cultural understanding, as well as the use of the Japanese language and cultural understanding outside of the classroom.

### **2080 Latin I (LAT I)**

Latin I, a course based on Indiana's Academic Standards for World Languages, introduces students to effective strategies for beginning Latin language learning, and to various aspects of classical Roman culture. This course emphasizes the development of reading and listening comprehension skills, such as reading isolated words and phrases in a situational context and comprehending brief written or oral directions. Though interpersonal communication is not an explicit emphasis of this course, opportunities may be provided for students to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar

topics, and write short passages with guidance. Additionally, students will examine the practices, products and perspectives of classical Roman culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding Latin language and culture outside of the classroom.

### **2082 Latin II (LAT II)**

Latin II, a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for Latin language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and comprehending longer written or oral directions. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Though interpersonal communication is not an explicit emphasis of this course, opportunities may be provided for students to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics, and write cohesive passages with greater independence and using appropriate formats. Additionally, students will describe the practices, products, and perspectives of classical Roman culture; report on basic family and social practices of the target culture; and describe contributions from the target culture. This course further emphasizes making connections across content areas and the application of understanding Latin language and culture outside of the classroom.

### **2084 Latin III (LAT III)**

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

**2086 Latin IV  
(LAT IV)**

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

**2088 Latin V  
(LAT V)**

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

**2090 Latin VI  
(LAT VI)**

Latin VI, a course based on Indiana's Academic Standards for World Languages, provides a context for students to demonstrate the ability to use the target language to interact in a wide range of culturally and socially authentic and/or simulated situations. This course focuses on the degree of ease and accuracy with which students are able to communicate and present in the target language, as well as the culturally-appropriate nature of the communication and presentation. Additionally, students will further develop understanding of classical Roman culture through discussing changes in interrelations among and factors that influence the practices, products and perspectives of the target culture; and researching and comparing the origins of idiomatic, colloquial, and proverbial expressions in the target language. This course further emphasizes the integration of concepts and skills from other content areas with the target language and cultural understanding, as well as the use of the Latin language and

cultural understanding outside of the classroom.

### **2100 Russian I (RUS I)**

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

### **2102 Russian II (RUS II)**

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

### **2104 Russian III (RUS III)**

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

as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will continue to develop understanding of Russian-speaking culture through recognition of the interrelations among the practices, products, and perspectives of the target culture; discussion of significant events in the target culture; and investigation of elements that shape cultural identity in the target culture. This course further emphasizes making connections across content areas as well the application of understanding Russian language and culture outside of the classroom.

### **2106 Russian IV (RUS IV)**

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

### **2108 Russian V (RUS V)**

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

### **2110 Russian VI (RUS VI)**

Russian VI, a course based on Indiana's Academic Standards for World Languages, provides a context for students to demonstrate the ability to use the target language to interact in a wide range of culturally and socially authentic and/or simulated situations. This course focuses on the degree of ease and

accuracy with which students are able to communicate in the target language, as well as the culturally-appropriate nature of the communication. Additionally, students will further develop understanding of Russian-speaking culture through discussing changes in interrelations among and factors that influence the practices, products, and perspectives of the target culture; and researching and comparing the origins of idiomatic, colloquial, and proverbial expressions in the target language. This course further emphasizes the integration of concepts and skills from other content areas with the target language and cultural understanding, as well as the use of the Russian language and cultural understanding outside of the classroom.

### **2120 Spanish I (SPAN I)**

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

### **2122 Spanish II (SPAN II)**

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

**2124 Spanish III  
(SPAN III)**

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

**2126 Spanish IV  
(SPAN IV)**

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

**2128 Spanish V  
(SPAN V)**

Spanish V, a course based on Indiana's Academic Standards for World Languages, provides opportunities for students to interact and exchange information in culturally and socially authentic and/or simulated situations to demonstrate integration of language skills with understanding of Spanish-speaking culture. This course emphasizes the use of appropriate formats, varied vocabulary and complex language structures within student communication, both oral and written, as well as the opportunity to produce and present creative material using the language. Additionally, students will continue to develop understanding of Spanish-speaking culture through investigating the origin and impact of significant events and contributions unique to the target culture, comparing and contrasting

elements that shape cultural identity in the target culture and the student's own culture, and explaining how the target language and culture have impacted other communities. This course further emphasizes the integration of concepts and skills from other content areas with the target language and cultural understanding, as well as the exploration of community resources intended for native Spanish speakers.

### **2130 Spanish VI (SPAN VI)**

Spanish VI, a course based on Indiana's Academic Standards for World Languages, provides a context for students to demonstrate the ability to use the target language to interact in a wide range of culturally and socially authentic and/or simulated situations. This course focuses on the degree of ease and accuracy with which students are able to communicate in the target language, as well as the culturally-appropriate nature of the communication. Additionally, students will further develop understanding of Spanish-speaking culture through discussing changes in interrelations among and factors that influence the practices, products, and perspectives of the target culture; and researching and comparing the origins of idiomatic, colloquial, and proverbial expressions in the target language. This course further emphasizes the integration of concepts and skills from other content areas with the target language and cultural understanding, as well as the use of the Spanish language and cultural understanding outside of the classroom.

### **2140 World Language Other I (WLD LANG OTHR I)**

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

### **2142 World Language Other II (WLD LANG OTHR II)**

Other II, a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for target language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics, and write cohesive passages with greater independence and using appropriate formats. This course also emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and comprehending longer written or oral directions. Students will address the

presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will describe the practices, products, and perspectives of the target culture; report on basic family and social practices of the target culture; and describe contributions from the target culture. This course further emphasizes making connections across content areas and the application of understanding the target language and culture outside of the classroom.

### **2144 World Language Other III (WLD LANG OTHR III)**

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

### **2146 World Language Other IV (WLD LANG OTHR IV)**

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

**2148 World Language Other V  
(WLD LANG OTHR V)**

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

**2150 World Language Other VI  
(WLD LANG OTHR VI)**

Other VI, a course based on Indiana's Academic Standards for World Languages, provides a context for students to demonstrate the ability to use the target language to interact in a wide range of culturally and socially authentic and/or simulated situations. This course focuses on the degree of ease and accuracy with which students are able to communicate in the target language, as well as the culturally-appropriate nature of the communication. Additionally, students will further develop understanding of the target culture through discussing changes in interrelations among and factors that influence the practices, products, and perspectives of the target culture; and researching and comparing the origins of idiomatic, colloquial, and proverbial expressions in the target language. This course further emphasizes the integration of concepts and skills from other content areas with the target language and cultural understanding, as well as the use of the target language and cultural understanding outside of the classroom.

**2156 American Sign Language I  
(ASL I)**

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

### **2158 American Sign Language II (ASL II)**

American Sign Language II is a course that continues the focus on frequently used signs through a functional-notional approach and the discussion of the cultural features of the deaf community. Emphasis is placed on further development of receptive and expressive communication skills in American Sign Language (ASL). Through this course, students are given the opportunity to watch and understand short stories, dialogues, and poetry in ASL; continue to develop visual discrimination skills; begin to understand various dialects of ASL by interacting with ASL users within the deaf community; begin to use classifiers appropriately; continue the mastery of the current GLOSSING system used in texts to write ASL; and begin to write in GLOSS their own simple dialogues, poetry and translations. Students will also learn to examine some of the political issues associated with the deaf community, and will further develop an understanding of the relationship between languages and cultures as a whole.

### **2162 American Sign Language III (ASL III)**

American Sign Language III is a course that continues to focus on the students' non-verbal communication skills at advanced levels of competency. American Sign Language is used exclusively in the class as students communicate using more complex structures of the language on a variety of topics, moving from concrete to more abstract concepts. This course provides opportunities for students to learn to express themselves in advanced situations, use more sophisticated vocabulary and structure; apply advanced grammatical features (e.g., descriptors, classifier use and various numbering systems); and develop the ability to discuss topics related to historical and contemporary events and issues within the deaf community. Students will also build on narrative skills and learn to relay information they have read or heard through explanation of more complex ideas. This course further emphasizes the development of spontaneous language responsive behaviors through activities designed for this purpose.

### **2164 American Sign Language IV (ASL IV)**

American Sign Language IV is a course based on Indiana Academic Standards for World Languages. This course continues to focus on the students' non-verbal communication skills at advanced levels of competency. American Sign Language is used exclusively in the class as students communicate using more complex structures of the language on a variety of topics, moving from concrete to more abstract concepts.

### **2188 English as a New Language (English Language Development) (A) (ENL)**

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

### **2190 Language for Heritage Speakers I (A) (LHS I)**

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

### **2192 Language for Heritage Speakers II (A) (LHS II)**

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

### **2194 Language for Heritage Speakers III (A) (LHS III)**

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

### **2200 Arabic I (ARABIC I)**

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

emphasizes making connections across content areas and the application of understanding Arabic language and culture outside of the classroom.

### **2202 Arabic II (ARABIC II)**

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

### **2204 Arabic III (ARABIC III)**

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

### **2206 Arabic IV (ARABIC IV)**

Arabic IV, a course based on Indiana's Academic Standards for World Languages, provides a context for integration of the continued development of language skills and cultural understanding with other content areas and the community beyond the classroom. The skill sets that apply to the exchange of written and oral information are expanded through emphasis on the practice of speaking and listening strategies that facilitate communication, such as the use of circumlocution, guessing meaning in familiar

and unfamiliar contexts, and using elements of word formation to expand vocabulary and derive meaning. Additionally, students will continue to develop understanding of Arabic-speaking culture through explaining factors that influence the practices, products, and perspectives of the target culture; reflecting on cultural practices of the target culture; and comparing systems of the target culture and the student's own culture. This course further emphasizes making connections across content areas through the design of activities and materials that integrate the target language and culture with concepts and skills from other content areas. The use and influence of the Arabic language and culture in the community beyond the classroom is explored through the identification and evaluation of resources intended for native Arabic speakers.

### **2208 Arabic V (ARABIC V)**

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

### **2210 Arabic VI (ARABIC VI)**

Arabic VI, a course based on Indiana's Academic Standards for World Languages, provides a context for students to demonstrate the ability to use the target language to interact in a wide range of culturally and socially authentic and/or simulated situations. This course focuses on the degree of ease and accuracy with which students are able to communicate in the target language, as well as the culturally-appropriate nature of the communication. Additionally, students will further develop understanding of Arabic-speaking culture through discussing changes in interrelations among and factors that influence the practices, products, and perspectives of the target culture; and researching and comparing the origins of idiomatic, colloquial, and proverbial expressions in the target language. This course further emphasizes the integration of concepts and skills from other content areas with the target language and cultural understanding, as well as the use of the Arabic language and cultural understanding outside of the classroom.

### **2220 Greek I (GREEK I)**

Greek I, a course based on Indiana's Academic Standards for World Languages, introduces students to effective strategies for beginning Greek language learning, and to various aspects of classical Greek culture. This course emphasizes the development of reading and listening comprehension skills, such as reading isolated words and phrases in a situational context and comprehending brief written or oral

directions. Though interpersonal communication is not an explicit emphasis of this course, opportunities may be provided for students to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics, and write short passages with guidance. Additionally, students will examine the practices, products, and perspectives of classical Greek culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding Greek language and culture outside of the classroom.

### **2222 Greek II (GREEK II)**

Greek II, a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for Greek language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and comprehending longer written or oral directions. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Though interpersonal communication is not an explicit emphasis of this course, opportunities may be provided for students to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics, and write cohesive passages with greater independence and using appropriate formats. Additionally, students will describe the practices, products, and perspectives of classical Greek culture; report on basic family and social practices of the target culture; and describe contributions from the target culture. This course further emphasizes making connections across content areas and the application of understanding Greek language and culture outside of the classroom.

### **2224 Greek III (GREEK III)**

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

**2226 Greek IV  
(GREEK IV )**

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

**2228 Greek V  
(GREEK V)**

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

**2230 Greek VI  
(GREEK VI)**

Greek VI, a course based on Indiana's Academic Standards for World Languages, provides a context for students to demonstrate the ability to use the target language to interact in a wide range of culturally and socially authentic and/or simulated situations. This course focuses on the degree of ease and accuracy with which students are able to communicate and present in the target language, as well as the culturally-appropriate nature of the communication and presentation. Additionally, students will further develop understanding of classical Greek culture through discussing changes in interrelations among and factors that influence the practices, products, and perspectives of the target culture; and researching and comparing the origins of idiomatic, colloquial, and proverbial expressions in the target language. This course further emphasizes the integration of concepts and skills from other content areas with the target language and cultural understanding, as well as the use of the Greek language

and cultural understanding outside of the classroom.

### **2240 Hebrew I (HEBREW I)**

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

### **2242 Hebrew II (HEBREW II)**

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

### **2244 Hebrew III (HEBREW III)**

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

as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will continue to develop understanding of Hebrew-speaking culture through recognition of the interrelations among the practices, products, and perspectives of the target culture; discussion of significant events in the target culture; and investigation of elements that shape cultural identity in the target culture. This course further emphasizes making connections across content areas as well the application of understanding Hebrew language and culture outside of the classroom.

#### **2246 Hebrew IV (HEBREW IV)**

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

#### **2248 Hebrew V (HEBREW V)**

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

**2250 Hebrew VI  
(HEBREW VI)**

Hebrew VI, a course based on Indiana's Academic Standards for World Languages, provides a context for students to demonstrate the ability to use the target language to interact in a wide range of culturally and socially authentic and/or simulated situations. This course focuses on the degree of ease and accuracy with which students are able to communicate in the target language, as well as the culturally-appropriate nature of the communication. Additionally, students will further develop understanding of Hebrew-speaking culture through discussing changes in interrelations among and factors that influence the practices, products, and perspectives of the target culture; and researching and comparing the origins of idiomatic, colloquial, and proverbial expressions in the target language. This course further emphasizes the integration of concepts and skills from other content areas with the target language and cultural understanding, as well as the use of the Hebrew language and cultural understanding outside of the classroom.

**2260 Italian I  
(ITAL I)**

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

**2262 Italian II  
(ITAL II)**

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

**2264 Italian III  
(ITAL III)**

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

**2266 Italian IV  
(ITAL IV)**

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

**2268 Italian V  
(ITAL V)**

Italian V, a course based on Indiana's Academic Standards for World Languages, provides opportunities for students to interact and exchange information in culturally and socially authentic and/or simulated situations to demonstrate integration of language skills with understanding of Italian-speaking culture. This course emphasizes the use of appropriate formats, varied vocabulary, and complex language structures within student communication, both oral and written, as well as the opportunity to produce and present creative material using the language. Additionally, students will continue to develop understanding of Italian-speaking culture through investigating the origin and impact of significant events and contributions unique to the target culture, comparing and contrasting

elements that shape cultural identity in the target culture and the student's own culture, and explaining how the target language and culture have impacted other communities. This course further emphasizes the integration of concepts and skills from other content areas with the target language and cultural understanding, as well as the exploration of community resources intended for native Italian speakers.

### **2270 Italian VI (ITAL VI)**

Italian VI, a course based on Indiana's Academic Standards for World Languages, provides a context for students to demonstrate the ability to use the target language to interact in a wide range of culturally and socially authentic and/or simulated situations. This course focuses on the degree of ease and accuracy with which students are able to communicate in the target language, as well as the culturally-appropriate nature of the communication. Additionally, students will further develop understanding of Italian-speaking culture through discussing changes in interrelations among and factors that influence the practices, products, and perspectives of the target culture; and researching and comparing the origins of idiomatic, colloquial and proverbial expressions in the target language. This course further emphasizes the integration of concepts and skills from other content areas with the target language and cultural understanding, as well as the use of the Italian language and cultural understanding outside of the classroom.

### **2280 Korean I (KOREAN I)**

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

### **2282 Korean II (KOREAN II)**

Korean II, a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for Korean language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics, and write sentences and descriptions using characters. This course also emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and recognizing words and characters through stroke order and stroke count. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice

appropriate pronunciation. Additionally, students will describe the practices, products, and perspectives of Korean-speaking culture; report on basic family and social practices of the target culture; and describe contributions from the target culture. This course further emphasizes making connections across content areas and the application of understanding Korean language and culture outside of the classroom.

### **2284 Korean III (KOREAN III)**

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

### **2286 Korean IV (KOREAN IV)**

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

### **2288 Korean V (KOREAN V)**

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

### **2290 Korean VI (KOREAN VI)**

Korean VI, a course based on Indiana’s Academic Standards for World Languages, provides a context for students to demonstrate the ability to use the target language to interact in a wide range of culturally and socially authentic and/or simulated situations. This course focuses on the degree of ease and accuracy with which students are able to communicate in the target language, as well as the culturally-appropriate nature of the communication. Additionally, students will further develop understanding of Korean-speaking culture through discussing changes in interrelations among and factors that influence the practices, products, and perspectives of the target culture; and researching and comparing the origins of idiomatic, colloquial, and proverbial expressions in the target language. This course further emphasizes the integration of concepts and skills from other content areas with the target language and cultural understanding, as well as the use of the Korean language and cultural understanding outside of the classroom.

### **2304 World Language Immersion - High School (WLD LANG IM)**

World Language Immersion – High School is the continuation of a world language program that began at the elementary and middle levels, in which instructional time is spent learning subject matter taught in the world language. Students address specific grade-level academic standards for selected subjects; the focus of the world language program at the high school level is often delivery of the content, and teachers should follow the content area academic standards at the appropriate grade level for courses of this nature. Additionally, immersion courses at this level can focus on the development of advanced communication and literacy skills in the world language. Thus, world language learning is incorporated as necessary throughout the curriculum; language, content, and culture are interwoven throughout instruction.

**2422 Dual Language Education - High School  
(DLE HS)**

Dual Language for High School is the continuation of a dual language program that began at the elementary and middle levels, in which the majority of instructional time is spent learning subject matter taught in an approved partner language. Students address specific grade-level academic standards for selected subjects; the focus of the dual language program at the high school level is often delivery of the content, and teachers should follow the content area academic standards at the appropriate grade level for courses taught in the partner language. Additionally, dual language courses at this level can focus on developing advanced communication and literacy skills in the partner language. Thus, language learning is incorporated as necessary throughout the curriculum; language, content, and culture are interwoven throughout instruction, and are based upon the three pillars of dual languages: a) bilingualism/biliteracy, b) high academic achievement in both program languages, and c) sociocultural competence.