Signature School

Program of Studies

2022-2023

Presented by the Signature Faculty and Staff in DRAFT form

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Rationale

This document serves three purposes. First, as a public charter school, Signature School is directly accountable to Indiana taxpayers for meeting the educational goals laid out in our charter. To that end, our Program of Studies is available for public scrutiny on the internet and in hard-copy form to anyone who asks for it. Second, these pages are a working compendium of the policies, guidelines, course sequences, and diploma requirements put together as a reference for faculty, staff, and parents. Third, and most importantly, students will use this document to help them plan and meet their educational goals.

Every policy, course sequence, and procedure outlined in this Program of Studies is predicated on Signature School's mission:

The mission of the Signature School is to meet the needs of self-motivated learners in a progressive environment driven by global concerns. We emphasize rigor and excellence in academics, the arts, integrated technologies, and community service.

In order to fulfill this mission, we have designed curricular and extra-curricular offerings that provide intellectually rich experiences culminating in widely recognized academic credentials for every student. Some students will work towards the Advanced Placement (AP) Capstone Diploma. Most will amass an impressive record of AP and IB exam scores as well as one or more of the College Board AP Scholar designations. All will strive to attain the International Baccalaureate Diploma and, in so doing, will likely earn the Indiana Academic Honors Diploma.

Offering serious academic opportunities to high school students of Southwestern Indiana is an extraordinary and rewarding task. Most of our faculty and staff have received specialized training from the International Baccalaureate Organization or from the College Board for Advanced Placement, and in many cases from both. We work to stay fully accredited by both organizations so that we may offer students what most leaders in education consider the best high school curricula in the country.

Curriculum Overview

In keeping with our charter's promise to prepare students to thrive in an environment increasingly driven by global concerns, all Signature students take AP World History and four years of a world language, and they fulfill the requirements of the IB Diploma program, an academically rigorous, internationally recognized course of study that offers a wide array of university-level training for students seeking to

- **ask challenging questions**
- **learn how to learn**
- **develop a strong sense of their own identity and culture**
- **develop the ability to communicate with and understand people from other countries and cultures.**

These students will also be eligible to earn the AP Capstone Diploma, a new and innovative program that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges.

Graduation Requirements and Expectations

In order to receive a high school diploma, all Indiana students must meet course requirements in compliance with the state of Indiana's curriculum and must take and pass all state-mandated assessments and, starting with the class of 2023, must satisfy all three of the state Graduation Pathway requirements.

Graduation from Signature School is contingent on meeting all state requirements, taking the same world language all four years of high school, and participating as fully as possible in the IB program as an IB diploma candidate. Signature School 9th and 10th graders must document 25 hours of community service per year.

Signature School expects all students to graduate with an Indiana Academic Honors Diploma. Academic Honors Diplomas are awarded to students who do not receive below a C in any of the course requirements and who maintain a B (3.0) average. Students who receive a grade of D or F in a required course are automatically re-enrolled in the class so that they may stay on track to earn the Academic Honors Diploma. The only exception to automatic reenrollment is if retaking a class impedes on-time graduation. There are some cases in which reenrollment might be deferred until there is an opening in the student's personal program of studies.

The Academic Honors requirements are outlined in the table below. One credit accrues for one semester of a course. Students take a minimum of 47 credits.

Subject	Credits	Comments
English	8 credits	
Mathematics	2 credits: Algebra 1 2 credits: Geometry 2 credits: Algebra 2 2 credits: 2 additional credits in advanced math	Students must complete a math or quantitative reasoning course each year in high school.
Science	2 credits: Biology 2 credits: Chemistry 1 or Physics 1 2 credits: any Core 40 science course	
Social Studies	2 credits: U.S. History 1 credit: U.S. Government 1 credit: Economics 2 credits: World History	
World Languages	6-8 credits: World Language (6 credits in one language or 4 credits in each in two languages)	Signature students must concentrate in one language and, in fact, must be enrolled in the same world language all 4 years of high school.
Fine Arts	2 credits	
Physical Education	2 credits	
Health and Wellness	1 credit	
Electives	6-8 credits	

In addition to all of the above, students complete at least one of the following:

- **Two International Baccalaureate courses (4 credits) and corresponding IB exams**
- **Two Advanced Placement courses (4 credits) and corresponding AP exams**
- **Academic, transferable dual high school/college courses resulting in 6 college credits**
- **Composite score of 1250 or higher on the SAT and a minimum of 560 on math and 590 on the evidence based reading and writing section**
- **Two of the following:**
  - **One International Baccalaureate course (2 credits) and corresponding IB exam**
  - **One Advanced Placement course and corresponding AP exam**
  - **One academic transferable dual high school/college course resulting in 3 college credits**
- **Composite ACT score of 26 or above and completion of the written section**

Grades

The school-wide grading scale is: 90-100 A, 80-89 B, 70-79 C, 60-69 D, below 60 F. Teachers report their grades in smaller increments (80-82 B-, 83-86 B, 87-89 B+, 90-92 A-, 93-100 A) but “plusses” and “minuses” do not affect a student’s GPA. Parents and students have continual access to student grades through the online grade book, PowerSchool. Hard copies of grade reports are sent home twice a year, once at mid-term in December and then again at year’s end.

A student who earns a D or below in a course required for graduation with Academic Honors will automatically be re-enrolled in the class the following year. The only exception to automatic reenrollment is if retaking a class impedes on-time graduation. There are some cases in which reenrollment might be deferred until there is an opening in the student’s personal program of studies.

Students with room in their schedules can retake a class to earn a higher grade, provided the class is not already filled with first-time students. The original record will appear along with the new grade, but the GPA will be figured using only the new grade.

All IB and AP courses culminate in external assessment. **No student will be excluded from participating in testing because of monetary constraints.** Students who take these tests after a one-year course (all AP courses and some IB courses designated as "SL") will enjoy one year of a weighted grade, and students who take these tests after a two-year sequence (some IB courses designated as “SL” and all IB courses designated as "HL") will enjoy two years of a weighted grade. (See course descriptions for information about courses.) Courses not taken at Signature School, AP or IB courses that do not culminate in AP or IB testing, and AP exams taken for a course in which a student is not currently enrolled will not be weighted, e.g., a student cannot take the AP U.S. History exam as a junior and retroactively earn a weighted grade for the course taken without the exam as a freshman.

Upon the student’s enrollment in an AP or IB course, grades are weighted under the assumption that the student will take all of the components of the corresponding AP or IB exam, including internal and external assessments over and above the actual May examination. If a student does not register for the AP or IB exam or if the student withdraws from the exam either explicitly or implicitly by not fulfilling each and every exam requirement, the student’s GPA will be recalculated without the weighted grade, and universities and academic programs will be informed of the changes in the transcript.

Grades are weighted in the following manner: an A earns 5 points, a B 4 points, a C 3 points, a D 2 points, and an F 0 points. The weighted GPA is figured by multiplying the **Potential Credit** earned by the **Grade Points** for each class. These numbers (**Grade Points * Potential Credit**) for each class are added together, and that number is divided by the **Sum** of Potential Credits earned. Here is a sample schedule for a first-semester sophomore to model how the GPA is figured:

Course	Grade	Grade Points	Potential Credit	Grade Points*Potential Credit
AP Language	B	4	1	4
Spanish 2	A	4	1	4
AP World History	A	5	1	5
Chemistry	B	3	1	3
Alg 2 w/Trig	B	3	1	3
Health	B	3	1	3
Sum			6	22
GPA = 22 ÷ 6 = 3.67, rounded to the nearest hundredth				

Enrolling in Classes

In the spring semester, students choose at least seven classes to fill their schedules for the coming academic year. Students wishing to register for a study hall should complete and submit a Request for Study Hall form, available through Academic Services.

Students may request changes to their schedules by submitting a completed Drop/Add Course form to the appropriate Director of Academic Services by the end of the school day on the second Friday of the new semester. Forms are available through Academic Services. After the second Friday, the only schedule changes will be those initiated by a faculty member, a Director of Academic Services, or the Principal.

Students are expected to complete all coursework for graduation at Signature School. There are special circumstances (impending graduation, need for a course not offered by Signature) under which a student may enroll in a course offered through another institution. Students wanting to earn a credit from an institution other than Signature School must submit an Alternate Credit Permission form to the appropriate Director of Academic Services who will present the request to the Curriculum Committee. This procedure helps to ensure the integrity of the Signature School diploma. Students who take a course at an institution other than Signature should bear in mind that the resulting grade is not weighted and will not appear on their transcript unless the course is required for graduation or for the Indiana Academic Honors Diploma. The only exemption to this policy is students earning credit through the **Health Science Institute**. These students do not receive a weighted grade for their summer achievements, but the grade is added to the Signature transcript with no need of a special request form.

A student who wishes to take an AP exam for an AP course not offered at Signature School or for an AP course in which the student is not currently enrolled must send an email to the Curriculum Committee Chair, explaining why the student wishes to take the exam and the measures the student will take to prepare for the exam. Students are advised that AP exams taken in this manner will not result in a weighted grade.

9th and 10th Grade Study at Signature

Ninth and tenth graders at Signature School complete a course of study that prepares them for the two-year International Baccalaureate Program and that may partially fulfill AP Capstone Diploma requirements. Generally, ninth graders take prescribed subjects in Groups 1-6 and PE for a total of seven classes plus a resource period. However, ninth graders enrolled in Instrumental Music before school must fill in their schedules so that they take a total of eight classes plus a resource period.

Tenth graders, having fulfilled the fine and performing arts requirement, take prescribed subjects in Groups 1-5, including the one-semester Health class. To fill out their schedule, they choose one two-semester course and one semester-long course from courses in Group 6 and in “Electives” for a total of seven classes plus a resource period during which students follow AP Seminar curriculum. Tenth graders enrolled in Instrumental Music take eight classes plus AP Seminar.

Students should be aware of course sequencing when choosing electives and are encouraged to make use of the “Build Your Own Schedule” form at the end of this document to plan their four-year course schedule.

9th and 10th Grade Course Sequence

	9th Grade	10th Grade
Group 1: Language	Honors English 9	AP Language and Composition
Group 2: World Language	Honors French 1 or 2	Honors French 2 or 3
	Honors German 1 or 2	Honors German 2 or 3
	Honors Spanish 1 or 2	Honors Spanish 2 or 3
Group 3: Individuals and Societies	AP US History	AP World History Modern
Group 4: Experimental Sciences	Honors Biology	Honors Chemistry
Group 5: Mathematics	Honors Algebra 1	Honors Geometry
	Honors Geometry, prereq: Algebra 1	Honors Algebra 2
		Honors Algebra 2 with trig
	Honors Algebra 2, prereq: geometry	Honors Precalculus
	Honors Algebra 2 w/Trig, prereq: geometry	IB Math SL AA**
	Honors Precalculus, prereq: Algebra 2	IB Math SL AA**
Group 6: The Arts	Fine Arts Connections	AP Music Theory (P)
	Signature Singers (audition may be required-replaces FAC for 9th graders)	Signature Singers (audition required)
	Instrumental Music, 7:30-8:30 (students take more than 8 classes)	Instrumental Music, 7:30-8:30 (students take more than 9 classes)
		Pre-IB Dance (P)
		Piano Lab (P)
		Visual Art 1 or 2
		Musical Theatre 1, 3:30-5 TTh
Health and P.E.	P.E.	Health (1 semester)
Electives (for 10th Graders)		A second world language (P)
		AP U.S. Government and Politics (1 sem)
		AP Macroecon (1 sem) traditional or online
		AP Microecon (1 sem) traditional or online
		AP Environmental Science
		Indiana Studies (1 sem)
		Ethnic Studies (1 sem)
		*AP Physics 1
		A second math (P)
		Choice from Group 6 above
Other Requirements	25 documented hours of Community Service	25 documented hours of Community Service
(P): permission required; *: indicates a course highly encouraged over the four-year period, especially for those planning on applying to highly selective universities; **does not count towards IB Diploma requirements if taken in 10th grade.		

11th and 12th Grade Study at Signature

All incoming eleventh graders follow the two-year IB diploma course of study. In addition to proving proficiency in six subjects through external and internal assessments, IB students submit a 4000-word extended essay (EE), complete 150 hours of creativity/action/service (CAS), and enroll in a 100-hour interdisciplinary course, Theory of Knowledge (TOK). Students who earned a 3 or better on the AP Seminar exam as sophomores may choose to take the Research Methods resource at the AP level in partial fulfillment of AP Capstone diploma requirements.

The diploma model below graphically summarizes the IB educational program. Students take courses in Groups 1-5 and choose a sixth course, either from Group 6 or from any of the other five groups. Courses are offered at the Higher Level (HL) or the Standard Level (SL). At least three, and not more than four, of the courses must be HL. Note that Environmental Systems and Societies SL is both a Group 3 and a Group 4 course. Students taking this course may choose two other IB courses from any of the six groups for their fifth and sixth subjects.

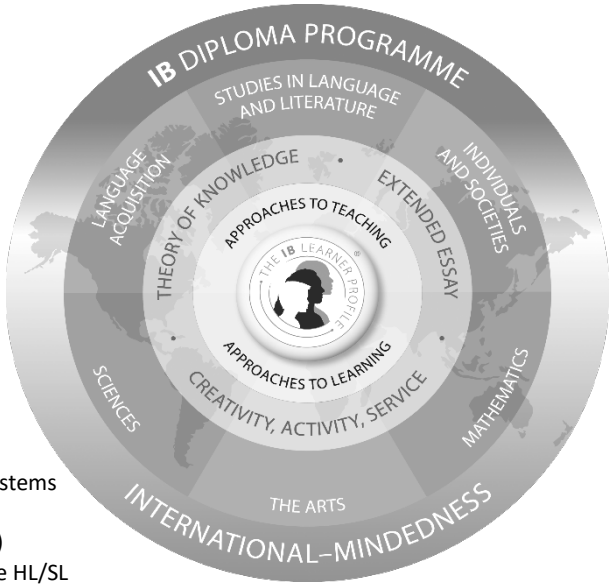
Group 1 Language A
English HL

Group 2
Second Language

1. French SL/HL
2. German SL/HL
3. Spanish SL/HL

Group 3
Individuals and Societies

1. History HL
2. History SL
3. Environmental Systems and Societies SL (transdisciplinary)
4. Psychology HL/SL



Group 4
Experimental Sciences

1. Biology HL
2. Chemistry HL
3. Chemistry SL
4. Physics SL
5. Environmental Systems and Societies SL (transdisciplinary)
6. Computer Science HL/SL

Group 5
Mathematics

1. Math SL AI
2. Math SL AA
3. Math HL

Group 6: The Arts

1. Music HL
2. Music SL-Group
3. Music SL-Solo
4. Music SL-Composition
5. Visual Art SL-A
6. Visual Art HL-A
7. Dance HL
8. Dance SL

IB students must plan their schedules carefully to complete the diploma and to fulfill Indiana graduation requirements. Some SL courses (History SL, Psychology SL, Math SL AI, Math SL AA, Dance SL, and Computer Science SL) are one year, while some follow a two-year sequence. All HL courses require a two-year commitment.

The following table lists the course sequence options for all eleventh and twelfth graders.

11th and 12th Grade Course Sequence

	11th Grade	12th Grade
Group 1: Language	IB English HL1 (AP Literature)	IB English HL2
Group 2: World Language	Honors French 3/4 or IB French HL1	IB French SL/HL2 (French 4 or 5) or AP French
	Honors German 3/4 or IB German HL1	IB German SL/HL2 (German 4 or 5) or AP German
	Honors Spanish 3/4 or IB Spanish HL1	IB Spanish SL/HL2 (Spanish 4 or 5) or AP Spanish
Group 3: Individuals and Societies	*IB History HL1 (AP Euro)	IB History HL2: XX Century
	IB History SL: XX Century 11th/12th	
	IB Env Sys and Soc SL (pre-req: AP Env)	
	AP Psychology/IB Psychology HL1	IB Psychology HL2
	IB Psychology SL 11th/12th	
	IB Env Sys and Soc SL1 (AP Environmental)	IB Env Sys and Soc SL2
	AP U.S. Gov 11th/12th, 1 sem	
	AP Macroeconomics 11th/12th, 1 sem	
	AP Microeconomics 11th/12th, 1 sem	
	Indiana Studies, 1 sem	
	Ethnic Studies, 1 sem	
Group 4: Experimental Sciences	IB Biology HL1	IB Biology HL2 (AP Biology option)
	IB Chemistry SL1/HL1 (AP Chemistry)	IB Chemistry SL2/HL2
	IB Chemistry SL (the one-year pilot)	
	IB Env Sys and Soc SL (pre-req: AP Env)	
	IB Env Sys and Soc SL1 (AP Environmental)	IB Env Sys and Soc SL2
	*AP Physics 1 11th/12th	
	IB Physics SL/AP Physics B 11th/12th, prereq: physics	
	AP Computer Science A	IB Computer Science HL/SL
Group 5: Mathematics	Algebra 2 H, pre- or coreq: geometry	IB Math SL AI
	Algebra 2 w/trig H, prereq: geometry	IB Math SL AA
	Precalculus H, prereq: Alg 2	IB Math SL AA
	IB Math SL AA, pre-req: Alg 2 w/Trig or equivalent	AP Calculus BC or AB
	IB Math HL1 (AP Calculus AB/BC), prereq: Alg 2 w/Trig or equivalent	IB Math HL2
Group 6: The Arts	IB Music SL (pre-req: AP Music Theory)	
	AP Music Theory (IB Music HL1/SLS1/SLG1/SLC1)	IB Music HL2/SLS2/SLG2/SLC2 (Note: SLG students take Singers or Instrumental Music concurrently)
	IB Art HL1/SL1	IB Art HL2/SL2
	IB Dance HL1/SL1	IB Dance HL2/SL2
	IB Dance SL (pre-req: pre-IB dance)	
	Musical Theatre 1 (after school)	Musical Theatre 2 (after school)
	Instrumental Music, 7:30-8:30 11th/12th	
	Piano Lab 11th/12th	
	Signature Singers 11th/12th	
	Visual Art 1 11th/12th	
	Visual Art 2 11th/12th, prereq: Visual Art 1	
Other Requirements and Noteworthy Requirements	4000 word EE completed in Research Methods resource—AP Research optional	Theory of Knowledge
	Throughout 11th and 12th grade: Creativity, Activity, Service to fulfill IB DP requirements	
	1 semester of AP Macroeconomics or AP Microeconomics	
	AP U.S. Government	
	All Indiana Academic Honors Diploma requirements completed with a C or better	

*indicates a course highly encouraged to take over the four-year period, especially for those planning on applying to highly selective universities

Course titles in parentheses are alternate course titles or descriptive titles; 11th/12th designates a course taken in either 11th grade or 12th grade. Courses with an asterisk (*) are highly encouraged, especially for those planning on applying to selective universities.

Course Descriptions and Flow Charts

Course descriptions and course sequencing for each subject group follow in the pages below to help students and parents make informed enrollment decisions.

Group 1: English

English 9 Honors This course covers writing, grammar, Greek and Latin word roots, and British, American, and world lit selections. Coursework focuses on interpreting and analyzing literary works and writing scholarly, insightful essays that follow English language rules and conventions. Class lessons adhere to the Indiana Academic Standards for English and Language Arts and prepare students for AP/IB writing assignments throughout high school.

AP Language and Composition The primary objective of this class is to prepare students for the Advanced Placement Language test and for eleventh and twelfth grade IB English. The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods Students will study SAT vocabulary to prepare them for standardized tests. Class activities will be aligned with the Indiana Academic Standards for English and Language Arts as well as with Advanced Placement objectives.

AP Literature and Composition Concurrent with IB English HL, Signature juniors follow the AP Literature and Composition curriculum, which aligns to an introductory college-level literary analysis course. As with IB English, students engage in close reading and critical analysis, gaining the skills required to enjoy and understand imaginative literature. Students learn to identify and analyze structure, style, and themes, as well as figurative language, imagery, symbolism, and tone. Writing assignments require students to analyze and interpret literary works. Students may receive college credit through AP testing.

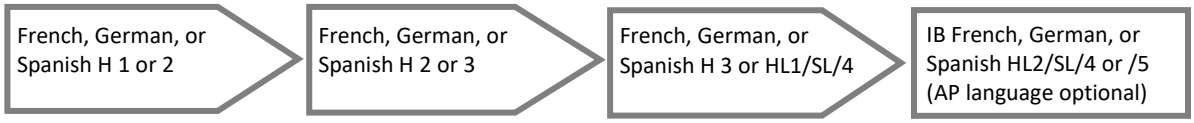
IB English HL Signature juniors and seniors follow the International Baccalaureate curriculum, with courses stressing critical reading, writing, reflection, and discussion. Curriculum centers on analysis and effective use of language in poetry and prose, both fiction and nonfiction. Students master skills centering on composition, critical thinking, and analysis. Students who successfully complete the junior and senior courses may receive college credit through IB testing. Goals include enjoying and understanding literature, honing literary analysis skills, gaining confidence and skill in writing and grammar, and supporting ideas with textual references. The course and reading selections are for mature readers.

Group 2: Second Language

Students who graduate from Signature School must have four years of a world language, culminating in external testing. They must be enrolled in their chosen language every year and are expected to reach the IB SL level (year 4/5) by their senior year. Students with two years of middle school language credit may obtain teacher permission to enroll in the second year of their language as freshmen and will reach French/German/Spanish 5 their senior year. We encourage study abroad and strongly recommend the IU Honors Program in Foreign Languages for students interested in reaching the highest possible proficiency in their language.

The Indiana Certificate of Multilingual Proficiency will be awarded to all students who score at least a 4 on the IB language assessment or a 3 on the AP language assessment.

The choice of which language to study is a personal choice that may be made for a variety of reasons, including personal interest, career goals, and family background. All language students, regardless of their choice, are held to the same high academic standards and expectations. Students may take a second Group 2 language as an elective providing there is room in their schedule. Native speakers of any of the languages we offer are strongly recommended to select a third language to study at Signature School.



French/German/Spanish 1 Honors Students entering French/German/Spanish 1 should have little or no prior experience with the language. The focus in the first year is on developing active everyday vocabulary, mastering the most frequent and basic grammatical structures, and exploring the diversity of cultures around the world. The course is taught entirely in French/German/Spanish and students are not allowed to speak English in class.

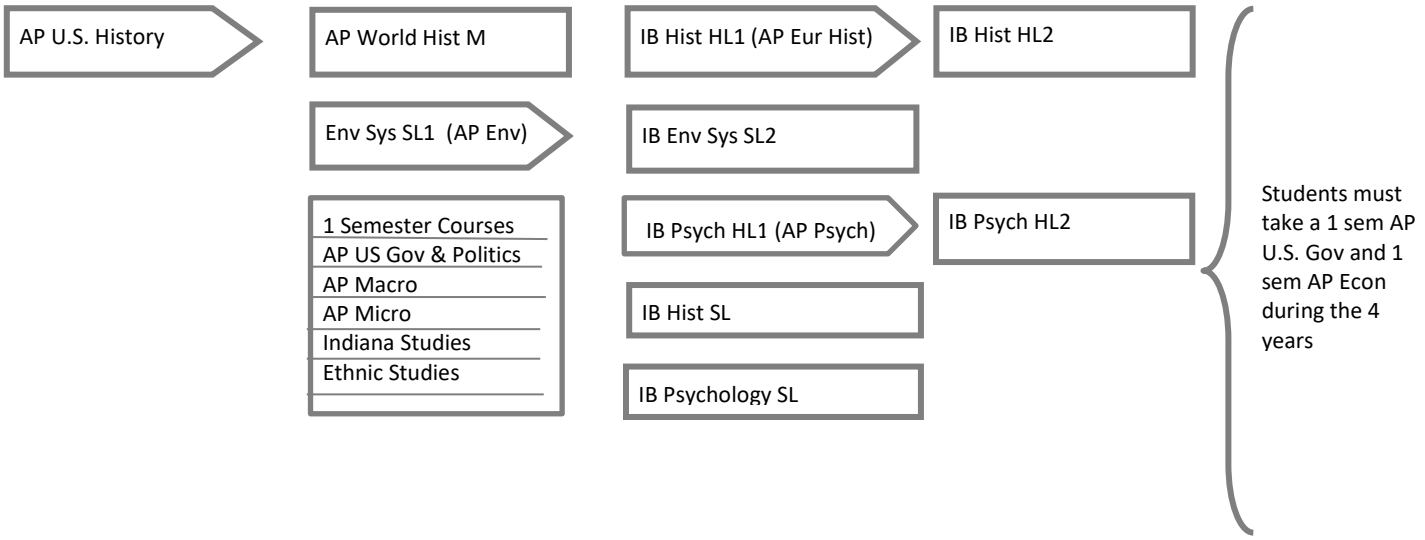
French/German/Spanish 2 Honors Students at this level should be comfortable expressing themselves in basic French/German/Spanish and functioning in a language immersion environment. French/German/Spanish 2 exposes students to a wider range of vocabulary and more complex grammatical structures in preparation for moving on to more advanced material in the upper levels. The goals of this course are to: understand and interpret written and spoken language on a variety of topics, demonstrate an appreciation for the nature of language through the comparison of English to their language of study, and provide cultural understanding through comparing the target culture to their own.

French/German/Spanish 3 Honors The IB curriculum is introduced at this level and the course is organized around themes in French/German/Spanish-speaking cultures, which are discussed entirely in the target language. We also do a comprehensive grammar review, including all the structures previously studied as well as more advanced structures. Students work with authentic texts and start to write essay-length pieces in French/German/Spanish. Practice for the IB and AP testing programs is introduced at this level. Interested students are encouraged to study abroad starting at this level, and we strongly recommend the IU Honors Program in Foreign Languages. The application process starts in the fall of the 3rd year of language study and the program is open to sophomores, juniors and seniors.

French/German/Spanish 4/5 (IB Language B SL/HL) The course emphasizes the use of higher level speaking and writing skills, as well as intercultural understanding. The year is built around the IB Language B SL syllabus, including oral exams, written assignments, and authentic audio/visual and print materials. Students will be prepared for external testing through the IB SL exam and/or the AP exam, and they consistently place into the second or third year of university language courses. French/German/Spanish 4 and 5 usually sit together in a combined class with a rotating syllabus that ensures that students reaching the 5th year of French/German/Spanish are provided with new and challenging material. Students who demonstrate an advanced command of the language may seek teacher permission to take the class at the **HL** level. These students are required to study literature in the target language. Seniors in the course may choose to take the AP language exam in addition to the IB language exam.

Group 3: Individuals and Societies

All pre-IB students take AP U.S. History and AP World History Modern. By the end of 12th grade all Signature students have taken AP U.S. Government and either AP Macroeconomics or AP Microeconomics (one semester, each). All students are encouraged to take AP European History (IB History HL1), especially those interested in applying to selective and highly selective universities.



AP U.S. History This required freshman two-semester course builds upon concepts developed in previous studies (8th grade) and emphasizes national development from the late 19th century into the 21st century. After a review of the fundamental ideas in the early development of our nation, students study the key events, people, groups, and movements of the late 19th, 20th, and early 21st centuries as they relate to life in Indiana and the United States. Specifically, those are The Development of the Industrial United States: 1870-1900, Emergence of the Modern United States: 1897-1920, The Modern United States in Prosperity and Depression: 1920-1940, The United States and World War II: 1939-1945, Postwar United States: 1945-1960, The United States in Troubled Times: 1960-1980, and The Contemporary United States: 1980 to the present. Students will also conduct historical research that includes forming research questions, developing a thesis, investigating a variety of primary and secondary sources, and presenting their findings with documentation.

AP World History Modern Students study the cultural, economic, political, and social developments that have shaped the world from c. 1200 CE to the present. They analyze texts, visual sources, and other historical evidence and write essays expressing historical arguments.

AP Psychology Students explore the ideas, theories, and methods of the scientific study of behavior and mental processes. They examine the concepts of psychology through reading and discussion and analyze data from psychological research studies. Students may take the course as a stand-alone elective or as the first year of the two-year IB Psychology HL sequence.

IB Psychology HL2 The IB Diploma Programme higher level psychology course aims to develop an awareness of how research findings can be applied to better understand human behaviour and how ethical practices are upheld in psychological inquiry. Students learn to understand the biological, cognitive and sociocultural influences on human behaviour and explore alternative explanations of behaviour. They also understand and use diverse methods of psychological inquiry.

IB Psychology SL This is a one-year course that examines the interaction of biological, cognitive and sociocultural influences on human behavior, thereby adopting an integrative approach. Understanding how psychological knowledge is generated, developed and applied enables students to achieve a greater understanding of themselves and appreciate the diversity of human behavior. The ethical concerns raised by the methodology and application of psychological research are key considerations in IB psychology. The course takes a holistic approach that fosters intercultural understanding and respect. In addition to the IB exam at the end of the year, students submit a report based on their replication of a published experimental study of their own choosing.

IB History HL: History of Europe from the Middle Ages to the Present This is a two-year course for students in the 11th and 12th grade. The first year of the course follows the AP European History curriculum, and students are expected to take the AP European History exam. During this first year, students also fulfill the IB internal assessment course requirement by submitting a 2200-word historical investigation in which students formulate and explore an historical question. The Diploma Programme (DP) history course is a world history course based on a comparative, multi-perspective approach to history and focused around key historical concepts such as change, causation and significance. It involves the study of a variety of types of history, including political, economic, social and cultural, encouraging students to think historically and to develop historical skills. In this way, the course involves a challenging and demanding

critical exploration of the past. The DP history course requires students to study and compare examples from different regions of the world, helping to foster international mindedness. Teachers have a great deal of freedom to choose relevant examples to explore with their students, helping to ensure that the course meets their students' needs and interests regardless of their location or context.

IB History of the Twentieth Century SL This is a one-year course for 11th or 12th grade students. The Diploma Programme (DP) history course is a world history course based on a comparative, multi-perspective approach to history and focused around key historical concepts such as change, causation and significance. It involves the study of a variety of types of history, including political, economic, social and cultural, encouraging students to think historically and to develop historical skills. In this way, the course involves a challenging and demanding critical exploration of the past. The DP history course requires students to study and compare examples from different regions of the world, helping to foster international mindedness. Teachers have a great deal of freedom to choose relevant examples to explore with their students, helping to ensure that the course meets their students' needs and interests regardless of their location or context. In addition to taking the IB History SL exam in May, students fulfill the IB internal assessment course requirement by submitting a 2200-word historical investigation in which they formulate and explore an historical question.

IB Environmental Systems and Societies SL This is a two-year, transdisciplinary IB standard level course that fulfills both IB Group 3 and 4 requirements. Before enrolling in year one, students should have successfully completed biology and should have either completed, or concurrently be enrolled in, chemistry. Students may not enroll in year two without having received credit in year one, ESS 1 (APES). The focus of the course is sustainability with significant emphasis on the interrelationships between the environment and human societies. Specific topics addressed in the course are: (1) foundations of environmental systems and societies; (2); ecosystems and ecology; (3) biodiversity and conservation; (4) water, food production systems and society; (5) soil systems and society; (6) atmospheric systems and society; (7) climate change and energy production; and (8) human systems and resource use. Assessment is composed of both internal and external components. The external assessment consists of two written papers (tests) and is worth 75% of the IB mark. Paper 1 is a case study. Paper 2 is composed of short answer questions and two essay questions. A personally designed internal investigation (lab) makes up the other 25% of the IB mark. Practical laboratory work makes up 30 hours of the course.

AP U.S. Government and Politics This course is an intensive, one-semester study of the formal and informal structures of government and the processes of the American political system, with an emphasis on policy-making and implementation. During the course, students must know and understand how the functions and logic behind the legislative, executive, and judicial branches, as well as the bureaucratic system, deepen the ties between our system of governance and the American citizenry. While the primary purpose of this course is to prepare students for the A.P. Government and Politics examination in May, this course should also be viewed as a course that will enable students to know and understand their rights and responsibilities as members of US political and civic society through local engagement and participation.

AP Macroeconomics This one-semester course is designed to give you a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course places particular emphasis on the study of national income and price determination, and also develops your familiarity with economic performance measures, economic growth, and international economics. It may be taken in the traditional classroom or online.

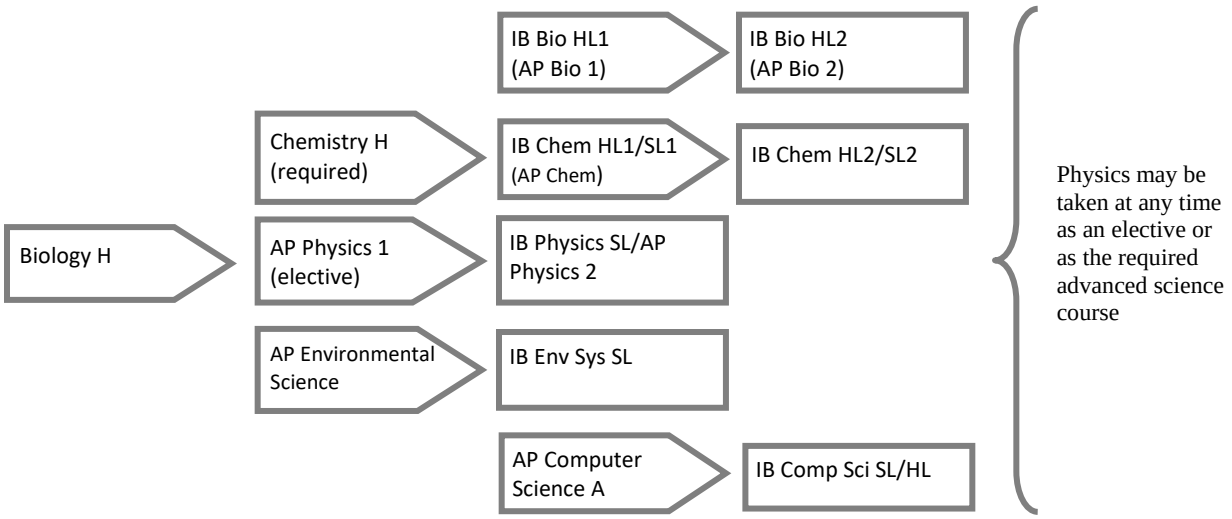
AP Microeconomics This one-semester course is designed is to provide a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. It may be taken in the traditional classroom or online.

Ethnic Studies This one-semester course provides opportunities to broaden students' perspectives concerning the history and cultural patterns of ethnic groups in the United States. This course will specifically focus on African-American History, covering from slavery to the near present. Topics of discussion include, but are not limited to: the development and characteristics of slavery in Antebellum America, the rise of abolitionist movements, the Civil War and Reconstruction, the Great Migration, the lives of Martin Luther King Jr. and Malcolm X, and the presidency of Barack Obama. The course will combine lecture and discussion to provide an introduction to a typical college humanities course.

Indiana Studies This one-semester course explores the history and culture of the Hoosier state. This is a survey course, studying Indiana from its original inhabitants to recent times. Topics of discussion include: Native American life in Indiana, the experiences of the Pioneers, Indiana in the Civil War, the tumultuous 1920s in Indiana, the growth and development of basketball, Indiana's critical role in World War II, and the Civil Rights Movement in Indiana. This course will combine lecture and discussion to provide an introduction to a typical college humanities course.

Group 4: Experimental Sciences

All students must take biology, chemistry, and an advanced science. All sophomores must take chemistry in order to meet the prerequisite for IB coursework. Physics may be scheduled at any point after Algebra 1. Students needing an advanced science to fulfill Indiana Academic Honors requirements may take AP Physics 1 (highly encouraged for all students, especially those considering applying to selective and highly selective universities), AP Chemistry, AP Environmental Science, or they may take the first year of IB Biology. IB Computer Science does not fulfill science requirements for an Indiana diploma.



Biology Honors This is an introductory class in general biology covering topics of biochemistry, cells, enzymes, respiration, photosynthesis, cell division, classical genetics, molecular genetics, biotechnology, evolution, classification, animal structure and function, and ecology. Learning objectives are provided for each chapter and are the basis of the tests. Each chapter will be coordinated with lab activities. The goal of the course is to introduce students to the major concepts in biology and the application of the method of science to living things. At the end of the course, students take Indiana's ISTEP in biology.

IB Biology HL1 This is the first year of a two-year course which will prepare junior IB students for the IB Biology HL test given in May of the second year. This course may also be taken by juniors and seniors who are interested in advanced topics in biology, and/or would like to prepare for the AP Biology test. Topics include biochemistry, cells, metabolism, photosynthesis, cell respiration, cell division, classical genetics, molecular genetics, natural selection, and evolution. Junior students could continue on to the second year of the course before taking the AP test. They could also complete the IB certificate in HL Biology. Senior students could use the first year of this course as preparation for the AP test, if they are willing to do additional, independent preparation for the test. Twenty-five percent of class time will be spent in lab work. Labs will include microscope work, molecular model building, osmosis and diffusion, enzyme rate, pea seed respiration, photosynthesis, mitosis in onion root, crossing over in mold, mono-hybrid fruit fly cross, extraction of DNA, electrophoresis of DNA, transforming genes in bacteria, measuring gene frequencies in a population.

IB Biology HL2 This is the second year of a two-year course, which will prepare senior IB students for the IB Biology HL and the AP Biology tests given in May. The topics will include digestion, circulation, respiration, immune system, excretion, hormones, reproduction, muscle function, plant structure and function, plant reproduction, populations, communities and ecosystems. Twenty-five percent of the class time will be spent on lab work. Labs will include photosynthesis in spinach leaves, collecting macro-invertebrates at Howell wetland, measuring the rate of enzyme catalyzed reactions, yeast respiration and sugars, effect of alcohol on cell membranes, a di-hybrid fruit fly cross, measuring gene frequencies, transpiration in plants, yeast population growth study.

Chemistry Honors The honors chemistry course is designed to both meet the Indiana state guidelines for chemistry and to provide the background necessary for success in the next level of Advanced Placement or International Baccalaureate science courses. For this reason, the course could be titled "Pre-IB or Pre-AP Chemistry." Specific topics studied include: matter; basic foundations of chemistry; nomenclature; measurement and calculations; chemical composition; reactions; stoichiometry; energy; the atomic theory; chemical bonding; the study of gases, liquids, solids; the study of solutions; the study of acids and bases; and the study of pH. The class is divided into 75% lecture and 25% laboratory practice. Formal lab reports are required.

IB Chemistry SL1/HL1 (AP Chemistry) This year-long course investigates general chemistry topics typically covered in first-year university-level chemistry. First semester topics include: measurements, atomic theory, stoichiometry, reactions, gases, thermochemistry, periodicity, bonding models, and solutions. Second semester topics include: kinetics, equilibrium, acid/base equilibrium, electrochemistry, nuclear chemistry, coordination chemistry, and an introduction to organic chemistry. At the end of this course, students may choose to take the AP Chemistry exam.

IB Chemistry SL2 This year-long course completes the IB curriculum by investigating three special topics, or options, from a list that includes: modern analytical chemistry, human biochemistry, chemistry in industry and technology, medicines and drugs, environmental chemistry, food chemistry, and further organic chemistry. This second year of the IB curriculum is laboratory intensive, with emphasis on experiment design, data collection, and experiment analysis. The IB Diploma Programme chemistry course combines academic study with the acquisition of practical and investigational skills through the experimental approach. Students learn the chemical principles that underpin both the physical environment and biological systems through the study of quantitative chemistry, periodicity, kinetics and other subjects. The chemistry course covers the essential principles of the subject and, through selection of options, allows teachers some flexibility to tailor the course to meet the needs of their students. Throughout this course, students become aware of how scientists work and communicate with each other. Further, students enjoy many opportunities for scientific study and creative inquiry in a global context.

IB Chemistry HL2 This year-long course combines academic study with the acquisition of practical and investigational skills through the experimental approach. Students learn the chemical principles that underpin both the physical environment and biological systems through the study of quantitative chemistry, periodicity, kinetics and other subjects. The chemistry course covers the essential principles of the subject and, through selection of options, allows teachers some flexibility to tailor the course to meet the needs of their students. Throughout this challenging course, students become aware of how scientists work and communicate with each other. Further, students enjoy multiple opportunities for scientific study and creative inquiry within a global context.

AP Environmental Science This course can be taken by sophomores, juniors, or seniors as a stand-alone AP course, or it can be taken by sophomores and juniors as year one of the two-year transdisciplinary IB Environmental Systems and Societies. Before enrolling, students should have successfully completed biology and should have either completed, or be concurrently enrolled in, chemistry. This course integrates information from the fields of biology, chemistry, geography, geology, physics, sociology, economics, law, politics, and natural resource management. The course involves work from a textbook, a significant amount of lab or field work (including a 10-week research project), various writing assignments and presentations, and possible community collaboration projects. Some specific topics addressed in the course are: the ecosystem; human population; carrying capacity and resource use; conservation and biodiversity; pollution management; global climate change; and environmental value systems. The course culminates in the external assessment of the Advanced Placement Environmental Science exam.

IB Environmental Systems and Societies SL This is a two-year, transdisciplinary IB standard level course that fulfills both IB Group 3 and 4 requirements. Before enrolling in year one, students should have successfully completed biology and should have either completed, or concurrently be enrolled in, chemistry. The focus of the course is sustainability with significant emphasis on the interrelationships between the environment and human societies. Specific topics addressed in the course are: (1) foundations of environmental systems and societies; (2); ecosystems and ecology; (3) biodiversity and conservation; (4) water, food production systems and society; (5) soil systems and society; (6) atmospheric systems and society; (7) climate change and energy production; and (8) human systems and resource use. **Prerequisite: AP Environmental Science**

AP Physics 1 This course follows a classic physics curriculum that employs algebra and trigonometry to investigate basic physics concepts. Problem-solving skills are developed from both the conceptual and mathematical viewpoints. The first semester introduces the science of physics, the mathematical approach to physics, and vectors before a comprehensive study of mechanics is carried out. Topics include one- and two-dimensional motion, Newton's Laws, circular motion, work, and momentum. Topics in the second semester include fluids, thermodynamics, waves, sound, light, electricity, magnetism, and atomic physics.

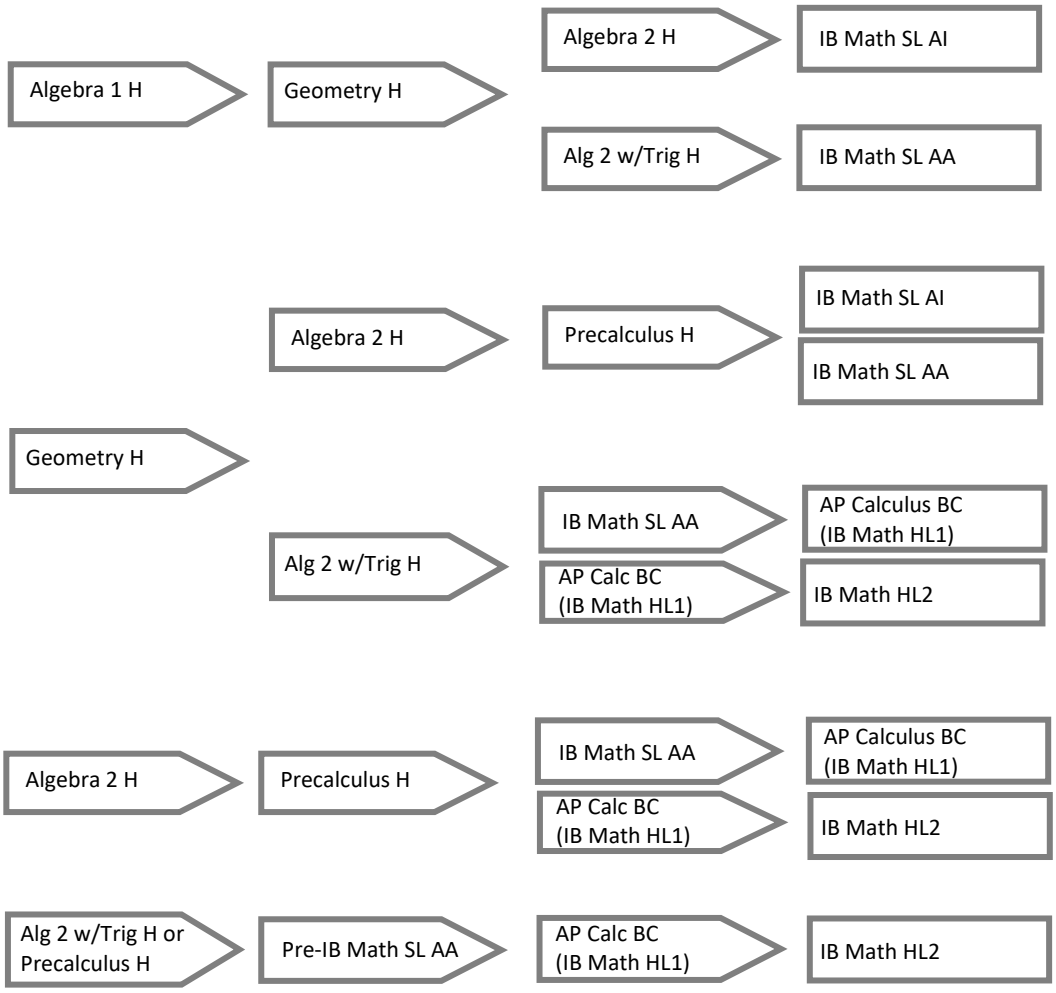
IB Physics SL/AP Physics 2 This course follows a classic physics curriculum that employs algebra and trigonometry to investigate basic physics concepts. Problem-solving skills are enhanced from both the conceptual and mathematical viewpoints. Topics include physics and physical measurement, mechanics, thermal physics, oscillations and waves, electric currents, fields and forces, atomic and nuclear physics, energy, power and climate change, and two other optional topics to be chosen by the teacher. Fulfillment of IB requirements involves an exam in May as well as the submission of extensive and numerous lab reports. Some students may also choose to take the AP Physics 2 exam. **Prerequisite: AP Physics 1**

AP Computer Science A Get familiar with the concepts and tools of computer science as you learn a subset of the Java programming language. You'll do hands-on work to design, write, and test computer programs that solve problems or accomplish tasks.

IB Computer Science HL IB DP computer science HL requires an understanding of the fundamental concepts of computational thinking and knowledge of how computers and other digital devices operate. The course draws on a wide spectrum of knowledge, and enables and empowers innovation, exploration and the acquisition of further knowledge. Students study how computer science interacts with and influences cultures, society and how individuals and societies behave, and the ethical issues involved. During the course the student will develop computational solutions. Students may take the course at the SL level with instructor permission. **Prerequisite: AP Computer Science A**

Group 5: Mathematics

All students must be ready for Honors Algebra 1 or Honors Geometry in ninth grade. Students who take Algebra 1 as ninth graders will have to "double up" in tenth grade if they wish to take AP Calculus and meet IB Diploma math requirements. To qualify for Academic Honors, students must successfully complete one course beyond Algebra 2 or Algebra 2 with Trigonometry.



Algebra 1 Honors This is the entry-level math course at Signature School for students who did not earn a credit in Algebra 1 as eighth graders. The course follows Indiana standards and gives students opportunities to continue their work with real number operations and to begin their formal study of linear equations and inequalities, relations and functions, graphing linear equations and inequalities, solving pairs of linear equations and inequalities, performing operations with polynomials, including factoring, and simplifying algebraic fractions. Students also explore quadratic, cubic, and radical equations and work on mathematical problem solving. The class prepares students to pass Indiana's End-of-Course Assessment in Algebra 1, a requirement for graduation.

Geometry Honors Pre-requisite: C or better in Algebra 1. Geometry students understand the relationship between geometric ideas and their representation with coordinate systems. They find lengths and midpoints of line segments, equations of lines, and discover the properties of parallel and perpendicular lines. They study polygons and their characteristics, transformations, congruence, similarity, symmetry and tessellations. Students begin their study of right triangle trigonometry, and they develop the theorems related to circles and polyhedra. Formal and informal proof and classical constructions are interwoven throughout the course. Students also further their study of algebra by working with advanced topics such as polynomial functions and relations.

Algebra 2 Honors Algebra 2 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. The Indiana Mathematical Process standards are supplemented by the Indiana Mathematical standards for Algebra II that require developing profiency in complex numbers and expressions, systems of equations, quadratic, exponential, logaritmic, polynomial, rational and radical equations and functions, and data analysis, statistics and probabilty.

Algebra 2 with Trigonometry Honors or Precalculus Honors This course prepares students to begin their study of calculus topics. The course is designed for students with a strong foundation in algebra. Algebra 2 with Trigonometry, as the name suggests, explores a combination of Algebra 2 and trigonometry standards, thus necessitating a quicker pace than Honors Algebra 2. Students become conversant in relations and functions, linear and absolute value equations and inequalities, quadratic equations and functions, the conic sections, the binomial theorem, and the ramifications of the Fundamental Theorem of Algebra. They further their understanding of algebraic fractions and polynomials, and they begin their study of logarithmic and exponential functions, sequences and series, and counting principals and probability. Finally, students continue their work in trigonometry with trigonometric functions, identities, and equations. Students wishing to study mathematics in a less rigorous environment should opt for Honors Algebra 2.

IB Math SL AI The aims of this course are to enable students to develop mathematical knowledge, concepts and principles, develop logical, critical and creative thinking, and to employ and refine their powers of abstraction and generalization as they prepare for the IB Math Studies test at the end of the year. The course concentrates on mathematics that can be applied to contexts related as far as possible to other subjects being studied, to common real-world occurrences and to topics that relate to home, work and leisure situations. The course includes project work, a feature unique within this group of courses: students must produce a project, a piece of written work based on personal research, guided and supervised by the teacher. Topics will be focused around functions, geometry, trigonometry, set theory and probability, statistics, financial mathematics, and introductory differential calculus. IB Math SL AI is designed for students whose main interests lie outside the field of mathematics and who do not anticipate needing math to achieve further qualifications. It is intended for 12th graders.

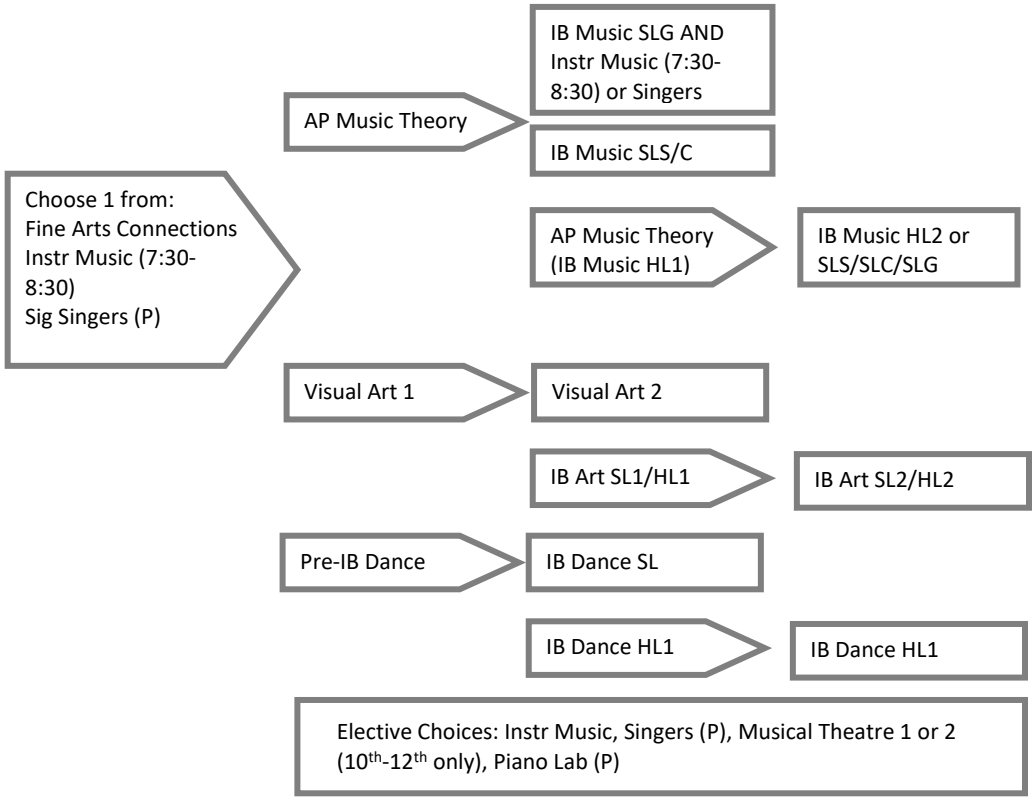
AP Calculus BC Prerequisite: Algebra 2 with Trig or IB Math SL AA. Students study limits and continuity, differential calculus and some of its applications, and integral calculus and some of its applications. Students also study techniques of integration, improper integrals, sequences and series, and polar, parametric and vector-valued functions and equations. At the end of the course, students take the AP Calculus BC exam or the AP Calculus AB exam, according to need. Note that this is the first year of the IB Math HL two-year sequence.

IB Math SL AA This is a one-year course that prepares students taking the course as juniors or seniors for the IB Math SL AA exam and that prepares students taking the course as sophomores for IB Math HL1. The course is designed for students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly. Most of these students will expect to need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology and business administration. Students prepare for the IB Math SL AA exam by deepening their understanding and proficiency in algebra, functions and equations, circular functions and trigonometry, and statistics and probability. They are introduced to vectors and topics in differential and integral calculus. The internally assessed exploration offers students the opportunity for developing independence in their mathematical learning. The exploration also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas. Students taking the course as 10th graders will earn a weighted grade if they fulfill all course requirements, but they will not be able to count the course towards as the IB DP Group 5 requirement. They must take IB Math HL, IB Math SL AI, or even retake the course in their final two years of high school.

IB Math HL This two-year course is designed for students with a good background in mathematics who are competent in a range of analytical and technical skills. The majority of these students will be expecting to include mathematics as a major component of their university studies, either as a subject in its own right or within courses such as physics, engineering and technology. Others may take this subject because they have a strong interest in mathematics and enjoy meeting its challenges and engaging with its problems. Students embarking on this course should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas. The internally assessed component, the exploration, requires students to investigate a topic of their own choosing in a mathematically rigorous way. At the end of the first year, students will take the AP Calculus BC exam (see the course description for AP Calculus BC above). Because the topics of the IB Math HL course are much broader than the topics in AP Calculus BC and include in-depth study of vector geometry, probability, statistics, and probability distributions, the course is demanding. Students wishing to study mathematics in a less rigorous environment should therefore opt for one of the standard level courses, IB Math SL AA or IB Math SL AI.

Group 6: Fine and Performing Arts

All students take two semesters of Fine Arts to earn two credits. Note that Instrumental Music is offered from 7:30-8:30 in the morning. Students who take this class will take a total of eight classes to fill their schedule. Note also that many courses require permission (P) to enroll.



Fine Arts Connections Since middle school students quite often must choose between Visual Art, Choir or Band/Orchestra, many students come to high school thinking their talents are limited to that area. The focus of this course is to allow students to sample visual arts, music and theatre in a non-judgmental, project-oriented, cooperative atmosphere. Students are split throughout the year between the art and music room where they create, write and perform various projects. This introduces the various fine arts course offerings at Signature to students who may learn that they wish to pursue more advanced courses during their high school career while it creatively fulfills the Fine Arts requirement for those who won't. This course provides students an opportunity to develop both practical and perceptual skills through a variety of art and music experiences from which they will learn to create, realize, perform, recognize, speculate, analyze, identify, discriminate and hypothesize about the fine and performing arts and their connection to both community and world cultures. Students are afforded, through various projects, the opportunity to develop their knowledge, abilities and understanding of the fine and performing arts through performances and composition in addition to giving the Arts a historical and international framework. Finally, this course strives to assist students in developing their potential as musicians, actors and artists as they create and perform in group and solo settings.

Instrumental Music This class is a combined mixed ensemble offering Full Orchestra, Full Wind Ensemble, String Ensemble, String Quartet, and Jazz Ensemble. The ensembles provide instruction and performing opportunities for all players. The basics of music theory and ensemble playing are a daily focus. A variety of musical styles will be offered to provide experience for each student's musical skills to be enhanced. The ensembles perform at concerts throughout the school year; some of these concerts may be off campus. Participation in scheduled concerts is a part of this course. The dates of all performances will be posted and announced as soon as they are scheduled and approved by the office. Students in this class are expected to have had at least three years of study on their instrument prior to enrolling in this high school level ensemble. Each student is encouraged take private lessons on their instrument.

Signature Singers This is a two-semester course for grades 9-12 by audition only. The choir performs multiple concerts at the school and throughout the community. This group of students represents Signature School as a source of public relations and community service. Students are encouraged to develop and exhibit advanced performance skills at every opportunity. Members are expected to further develop singing technique and sight-singing skills that are necessary to create an ensemble of excellence. Recordings of the group are submitted to International Baccalaureate and the choir is adjudicated at both Solo/Ensemble contest and ISSMA Organizational Contest.

Musical Theatre 1 This class blends all aspects of performance into a complete package. Dance focuses on ballet, jazz, and tap technique as well as "picking up" combinations in an audition setting. Individual audition portfolios are created with prepared cuts of vocal music from various composers and styles and monologues from different genres of theater. Workshops with special guests are built into class time and touch upon movement, character building, creating a scene, and improvisation. This class is graded on preparation and participation with emphasis on making "big choices" and thinking outside of the box.

Musical Theatre 2 Building on basic auditioning techniques established in Musical Theatre 1, the individual audition portfolio is perfected and completed with resumes. Students are challenged with more advanced dance techniques and combinations. Class time will be spent learning how to rehearse scenes, basic directing skills, and understanding the business of the professional theatre world. Class work is still graded on preparation and participation with emphasis on making those "big choices" and being individually creative. When possible a senior showcase will be included in the final grade.

Piano Lab Designed originally to introduce music students to the instrument upon which much of music theory is based, the piano class has emerged as a class for students who need practice time to enhance their private piano lessons, as a place for beginners to acquaint themselves with the instrument as an avocation, and as a reintroduction to an instrument they may have studied when young but quit before they achieved a level of competence. Piano Lab at Signature is customized. Each student sets goals with the teacher and is held accountable for meeting those goals. The teacher's role is that of motivator and guide. The success of the class relies on the self-motivation of the student. Assessment is through in-class recitals. Skill level permitting, the final may include public recitals. This course is highly recommended for all music and musical theater students and is a primary recommendation for Fine Arts Endorsement students.

IB Music HL1/AP Music Theory This course seeks first to instill mastery of the rudiments and terminology of music, including hearing and notating pitches, intervals, scales and keys, chords, metric organization, and rhythmic patterns. While this course focuses primarily on the system of major–minor tonality, it also attempts to incorporate at least a brief introduction to modal, pentatonic, and other scales. Attention is given to the acquisition of correct notational skills. Speed and fluency with basic notational and chordal skills is emphasized. As time permits, the course endeavors to include current musical practices and the theory used in various world cultures. Building on this foundation, the course progresses to include more sophisticated and creative tasks, such as: melodic and harmonic dictation; composition of a bass line for a given melody, implying appropriate harmony; realization of a figured bass; realization of a Roman numeral progression; analysis of repertoire, including melody, harmony, rhythm, texture, and form; sight-singing; and composition.

IB Music HL2/SL Prerequisite: AP Music Theory (above). This course provides students an opportunity to develop perceptual skills through an in-depth study of the historical perspectives of music throughout the world and a variety of musical experiences from which they will learn to recognize, speculate, analyze, identify, discriminate and hypothesize about their music. Students are afforded the opportunity to creatively develop their knowledge, abilities and understanding through performances and composition in addition to giving the music a historical and international framework. This course also builds upon the theory, aural and analysis skills studied in the Music Theory Course (prerequisite), applicable to listening to and performing musical literature. This course prepares students for the IB SL or HL exam in music. Finally, this course assists students in developing their potential as musicians and performers in group and solo settings.

Visual Arts 1 and 2 (Introduction to 2D or 3D Art; Advanced 2D or 3D Art) Students in Visual Arts 1 and 2 acquire a foundation in two- and three-dimensional areas of introductory studio art courses that encompasses art history, art criticism, aesthetics, and production and leads to the creation of portfolio quality works in the areas of art history, art criticism, aesthetics, production, and theory. Within this context, students: create works of art in drawing media (dry/wet), graphic design, digital design, photography, sculpture and ceramics; reflect upon the outcomes of those experiences; explore historical connections; write about the process; make presentations about their progress at regular intervals; work individually and in groups; find direct correlations to other disciplines; and explore career options in visual art. Students also utilize art museums, galleries, studios, and community resources in their studies.

IB Art SL/HL The exam for IB Visual Art encourages the candidates to articulate their inspirations and development over two years of study that encourages respect for cultural and aesthetic differences and promotes creative thinking and problem solving. The two areas of focus in **both** IB Visual Art SL-A **and HL-A** are 60%-studio (practical work) and 40%-investigative workbook (sketchbook-journal). The International Baccalaureate Visual Art program teaches the student candidate art theory and design, structure, and the aesthetic development of art work expressing personal and global inspirations. Internal assessment is based upon the review of Investigative Workbooks and external assessment consists of **a digital portfolio containing** the Candidate's **artist statement, images of their artwork, and a number of photocopied pages from their investigative workbooks.**

IB Dance SL/HL Consistent with the educational philosophy of the IB, the Diploma Programme dance curriculum aims for 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 and 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. The dance course has three components of study and assessment: composition and analysis, world dance studies, and performance. While prior dance experience is not mandatory at SL, it is recommended. At HL it is very strongly recommended. This is a two-year class at both the SL and HL levels. Students who enroll in Pre-IB Dance as sophomores may take the IB SL test as juniors.

Other Required Courses

Health This course will cover topics of current concern in the field of health and personal safety with an emphasis on class discussion and review of current studies and writings in the field. Emphasis will be on awareness of the risks to individuals due to lifestyle choices. Topics will include suicide awareness, stress management, drug and alcohol, tobacco use, skin cancer, relationships, CPR/AED training, domestic violence sessions presented by Albion Fellows Bacon Center, sex education, and nutrition as well as other topics that may be pertinent to the students.

Physical Education This course emphasizes physical conditioning and total development of the individual through a wide variety of physical experiences. Students will participate in areas of physical fitness intended to condition the body and develop sound discipline. Activities include ultimate frisbee, pillo pollo, soccer, running, basketball and various forms of tag. Students will be introduced to interval training, weight training, and a variety of other sports activities, such as body pump, yoga and Zumba, cycling, boxing and cardio.

AP Seminar This weighted-grade course, scheduled during 10th grade resource, provides students with opportunities to think critically and creatively, research, explore, pose solutions, develop arguments, collaborate, and communicate using various media. Students explore real-world issues through a variety of lenses and consider multiple points of view to develop deep understanding of complex issues as they make connections between these issues and their own lives. Students are assessed with two through-course performance tasks and an end-of-course exam. The AP Seminar score is based on all three assessments and is reported on the standard 1– 5 AP scoring scale. AP Seminar is the first course in the AP Capstone sequence. Students who score a 3 or better in AP Seminar, in AP Research (the final course in the sequence), and in any four other AP courses earn the AP Capstone Diploma.

AP Research This weighted-grade course, scheduled during 11th grade resource, is the second year of the AP Capstone experience. It allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a substantial investigation to address a research question. Through this inquiry, they further the skills they acquired in the pre-requisite 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.

Research Methods This weighted-grade course, scheduled during 11th grade resource, follows the course content of AP Research. However, students end the year having produced a 4,000-word draft of the IB extended essay with no presentation or oral defense.

IB Theory of Knowledge (TOK) This weighted-grade course, scheduled during 12th grade resource, is required for the IB Diploma. The aims of the TOK class are to engage students in reflection on, and in the questioning of, the bases of knowledge, so that they: develop an understanding of why critically examining knowledge claims is important; develop a critical capacity to evaluate beliefs and knowledge claims; make interdisciplinary connections; become aware of the interpretative nature of knowledge including personal and ideological biases; consider that knowledge may place responsibilities on the knower; understand the strengths and limitations of individual and cultural perspectives; develop a concern for rigor in formulating knowledge claims; and develop intellectual honesty. The second year of the course requires a 10-minute oral presentation and a 1600-word essay on a title prescribed by the IB.

Build Your Own Schedule

Use the information on Academic Honors (p. 4), the Ninth and Tenth Grade Sequence (p. 7), the Eleventh and Twelfth Grade Course Sequence (p. 9), and the course sequencing at the beginning of the course descriptions for each discipline (starting on p. 10).

Minimum Requirements	9th	10th	11th	12th	Credits
Group 1: Language A1 4 years required	English 9 H	AP Lang and Composition	IB English HL1 (AP Lit)	IB English HL2	8
Group 2: Second Language 4-year sequence required while in high school	World Language H 1 or 2				8
Group 3: Individuals and Societies AP Gov (1 semester) and AP Econ (1 semester) required. IB Diploma students satisfy IB program requirements.	AP U.S. History				
Group 4: Experimental Sciences One year of biology and chemistry required; 1 advanced level science required (AP Phys 1, IB Bio HL1, AP Env Sci, AP Chemistry, AP Comp Sci A)	Biology H	Chemistry H			
Group 5: Mathematics One year beyond Algebra 2, either Precalculus, Math SL AA AI, Pre-IB Math SL AA, Math SL AA, or AP Calculus BC required					
Group 6: The Arts One year required					
Other Requirements TOK, scheduled during the resource period, is required for IB Diploma candidates. AP Seminar, scheduled during sophomore resource, and AP Research, scheduled during junior resource, are both required for the AP Capstone Diploma.	PE 9th Grade resource	Health (1 semester) AP Seminar	AP Research or Research Methods	TOK	
Elective					
Total Credits (1 semester classes count as 1 credit for a minimum of 47 credits)					