

Signature School

Program of Studies

2016-2017

Table of Contents

Rationale	3
Curriculum Overview.....	3
Graduation Requirements and Expectations	4
Academic Honors Requirements	4
Grades	5
Enrolling in Classes	6
Pre-IB at Signature	6
11 th and 12 th Grade Study at Signature.....	7
Course Descriptions and Flow Charts	10
Group 1: English	10
Group 2: Second Language	11
Group 3: Individuals and Societies	13
Group 4: Experimental Sciences	15
Group 5: Mathematics and Computer Science.....	17
Group 6: The Arts.....	19
Other Required Courses.....	22
Build Your Own Schedule	23

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 toward an International Baccalaureate (IB) Diploma; some will amass an impressive record of Advanced Placement (AP) exam scores and IB certificates; all will strive to earn the Indiana Academic Honors diploma. **Members of the Graduating Class of 2019 and onwards will all fulfill requirements for the IB Diploma and will have the opportunity to earn the AP Capstone Diploma.**

Offering serious academic opportunities to high school students of Southwestern Indiana is an extraordinary and rewarding task. All 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 Multicultural America (a one-semester course) and AP World History. IB Diploma candidates take any IB Group 3 course while IB Courses students take IB History SL or IB History HL. All Signature students take four years of a world language.

Students who successfully complete the ninth and tenth grade course sequence are expected to enter eleventh grade as International Baccalaureate Diploma candidates. The IB program is 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.**

Students who choose not to pursue the IB Diploma will work toward earning IB certificates and Advanced Placement (AP) credit by examination in particular areas of study. **Starting with the Graduating Class of 2019, all students will meet IB Diploma requirements.** 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. Those graduating in 2018 and before must take and pass End-of-Course Assessments (ECAs) in English 10 (AP Language and Composition) and Algebra 1, while those graduating in 2019 and beyond must take and pass the Grade 10 ISTEP in Math and English and must take the ISTEP science exam while they are enrolled in their first high school biology course. Graduation from Signature School is contingent on meeting all state requirements, fulfilling the school’s Community Service requirement, taking and passing Multicultural America (MAm), taking a fourth year of a world language, and either participating in the IB program as an IB diploma candidate or taking IB History, Standard or Higher Level. **Beginning with the Class of 2019, graduation from Signature School is contingent on meeting all state requirements, fulfilling the school’s Community Service requirement, taking and passing Multicultural America (MAm), taking a fourth year of a world language, and participating in the IB program as an IB diploma candidate.**

Signature School expects all students to graduate with, at a minimum, 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. Students who have good reason to be exempted from automatic re-enrollment may request a hearing before the Curriculum Committee and the classroom teacher to establish a plan for regaining Academic Honors status. Request forms are available in the Counselor’s office or [online](#) and **must be submitted within ten days of final grade publication.**

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	2016 graduates and below 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) Note that Signature students must take a four-year sequence of a World Language while in high school.	Students may concentrate in one language or take 2 two-year sequences.
Fine Arts	2 credits	
Physical Education	2 credits	
Health and Wellness	1 credit	
Electives	6-8 credits	

2016 graduates 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
- 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
- Score 1750 or higher combined SAT math, critical reading, and writing with a minimum score of 350 on each
- Score a 26 composite ACT

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. Nevertheless, 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. Students who are at immediate risk of not graduating or students who want to take advantage of the International Baccalaureate program but are unable to because they must repeat a class or classes may request a hearing before the Curriculum Committee and the classroom teacher involved to establish a plan for regaining Academic Honors status. Request forms (Request from Exemption from Automatic Re-Enrollment to Regain Academic Honors Status) are available in the counselor’s office or [online](#) and **must be submitted to the counselor’s office within ten days of final grade publication.**

In the event that a student retakes a class to earn a higher grade, 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 (most 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 particular 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 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 the corresponding AP or IB exam. If a student does not register for the AP or IB exam, 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 in the counselor's office or [online](#).

Students may request changes to their schedules by submitting a completed [Drop/Add Course](#) form to the counselor by the end of the school day on the second Friday of the new semester. After the second Friday, the only schedule changes will be those initiated by a faculty member, the counselor, 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 counselor 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.

A student who intends 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 complete an AP Exam Permission form, available at the counselor's office. All forms must be submitted to the counselor 7 days before the deadline for AP registration. 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 partially fulfills AP Capstone Diploma requirements. Generally, ninth graders choose subjects in Groups 1-6 and take 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, choose subjects in Groups 1-5, take Multicultural America for one semester, health for the other semester, and may choose from an elective in Group 6 or in "Electives" for a total of seven classes plus a resource period, AP Seminar. 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

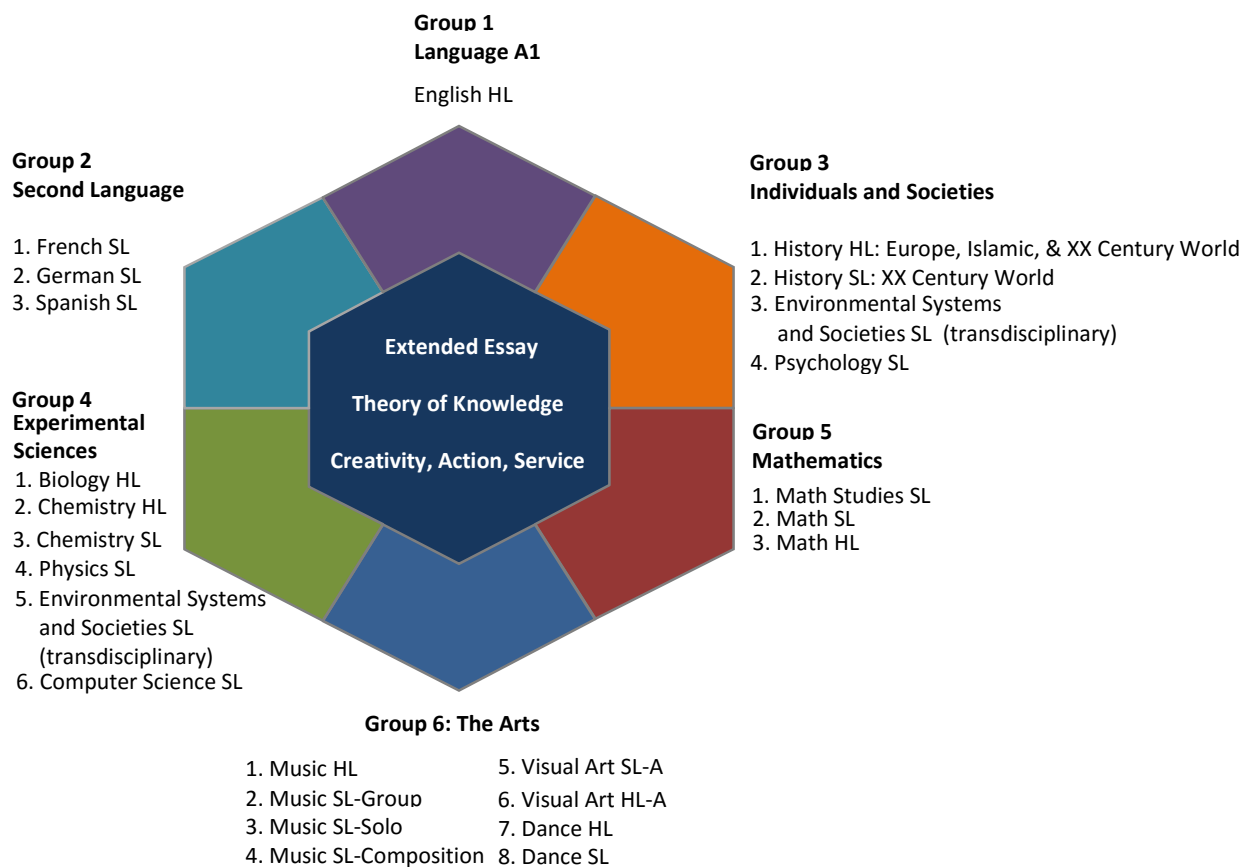
	9 th Grade	10 th Grade
Group 1: Language	Honors English 9	AP Language and Composition
Group 2: World Language	Honors French 1 or 2	Honors French 2 or 3
	Honors German 1 or 2	Honors German 2 or 3
	Honors Spanish 1 or 2	Honors Spanish 2 or 3
Group 3: Individuals and Societies	AP US History	AP World History &
		Multicultural America (1 sem.)
Group 4: Experimental Sciences	Honors Biology	Honors Chemistry
Group 5: Mathematics	Honors Algebra 1	Honors Geometry
	Honors Geometry, prereqs: Algebra 1 and passing the Algebra ECA	Honors Algebra 2
	Honors Algebra 2, prereq: geometry	Honors Algebra 2 with trig
	Honors Algebra 2 w/Trig, prereq: geometry	Honors Precalculus
	Honors Precalculus, prereq: Algebra 2	Honors Pre-IB Math SL
Group 6: The Arts	Fine Arts Connections	AP Music Theory (P)
	Signature Singers (P) 9 th /10 th	Pre-IB Dance (P)
	Instrumental Music, 7:30-8:30 (students take 9 classes; see "Electives" below) 9 th /10 th	Visual Art 1
Health and P.E.	P.E.	Health (1 semester)
Electives (for 10th Graders)		Choice from Group 6 above
		A second world language (P)
		A second math (P)
		*AP Physics 1
Other Requirements	25 hours of Community Service	25 hours of Community Service

(P): permission required; 9th/10th: indicates a course that may be taken in the 9th or the 10th grade; *: indicates a course highly encouraged, especially for those planning on applying to selective universities

11th and 12th Grade Study at Signature

All incoming eleventh graders who have successfully completed the pre-IB program or who have completed comparable coursework at another school are encouraged to commit to the two-year IB 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, two-year, interdisciplinary course, Theory of Knowledge (TOK).

The hexagon 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.



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 Studies SL, Math SL, Dance SL, and Computer Science SL) are one year, while some follow a two-year sequence. All HL courses require a two-year commitment.

Students who choose not to pursue the full IB Diploma take IB and AP courses, fulfill the Indiana Academic Honors Diploma requirements, fulfill Signature's requirements of four years of a world language and Global Studies (taken as IB History SL, or IB History HL, a two-year course), submit an extended independent research project to their senior English teacher, and complete a total of 50 hours of Community Service. **Starting with the Graduating Class of 2019, all students will fulfill the requirements for the IB Diploma.**

All students are strongly encouraged to take AP European History (IB History HL1) and AP Physics 1 as electives in order to fulfill admission requirements at some selective universities.

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

11th and 12th Grade Course Sequence

	11 th Grade	12 th Grade	
Group 1: Language	IB English HL1 (AP Literature)	IB English HL2	
Group 2: World Language	Honors French 3/4	IB French SL (French 4 or 5) or AP French	
	Honors German 3/4	IB German SL (German 4 or 5) or AP German	
	Honors Spanish 3/4	IB Spanish SL (Spanish 4 or 5) or AP Spanish	
Group 3: Individuals and Societies	AP U.S. Gov 11 th /12 th , 1 sem		
	AP Macroeconomics 11 th /12 th , 1 sem		
	AP Microeconomics 11 th /12 th , 1 sem		
	*IB History HL1: Europe & the Middle East (AP Euro)	IB History HL2: XX Century	
	IB History SL: XX Century 11 th /12 th		
	IB Env Sys and Soc SL1 (AP Environmental)	IB Env Sys and Soc SL2	
Group 4: Experimental Sciences	IB Psychology SL 11 th /12 th		
	IB Biology HL1	IB Biology HL2 (AP Biology option)	
	IB Chemistry SL1/HL1 (AP Chemistry)	IB Chemistry SL2/HL2	
	IB Env Sys and Soc SL1 (AP Environmental)	IB Env Sys and Soc SL2	
	*AP Physics 1 11 th /12 th		
	IB Physics SL/AP Physics B 11 th /12 th , prereq: physics		
Group 5: Mathematics	IB Computer Science SL 11 th /12 th		
	Algebra 2 H, pre- or coreq: geometry	IB Math Studies SL	
	Algebra 2 w/Trig H, prereq: geometry	IB Math Studies SL	
	Honors Precalculus, prereq: Alg 2	IB Math SL	
	Precalculus H, prereq: Alg 2	IB Math SL	
	IB Math SL, pre-req: Alg 2 w/Trig or equivalent	AP Calculus BC	
Group 6: The Arts	IB Math HL1 (AP Calculus AB/BC), prereq: Alg 2 w/Trig or equivalent	IB Math HL2	
	IB Music SL with prereq: AP Music Theory and if SLG coreq: Singers or Instrumental Music		
	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 HL	IB Dance HL2	
	IB Dance SL 11 th /12 th		
	Musical Theatre 1 (after school)	Musical Theatre 2 (after school)	
	Instrumental Music, 7:30-8:30 11 th /12 th Note: 8 th class		
	Piano Lab 11 th /12 th		
	Signature Singers 11 th /12 th		
	Visual Art 1 11 th /12 th		
	Other Requirements and Noteworthy Requirements	Visual Art 2 11 th /12 th , prereq: Visual Art 1	
		11 th and 12 th grade: Theory of Knowledge	
11 th and 12 th grade: 150 hours Creativity, Activity, Service			
4000 word Extended Essay			
1 semester of AP Macroeconomics or AP Microeconomics 1 semester of AP U.S. Government			

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. Students in AP Language will be expected to read and respond to a variety of literary genres, demonstrating the following: an ability to engage in independent literary criticism which reveals a personal and original response to literature; an ability to express ideas with clarity, coherence, precision, and fluency in both written and oral communication; a thorough knowledge of individual works studied as well as relationships between works studied; an ability to engage in independent textual commentary on both familiar and unfamiliar pieces of writing in timed and un-timed conditions; an appreciation of structure, technique, and style as employed by authors and their effects on the reader; an ability to structure ideas and arguments, orally and in writing, and to support them with precise and relevant examples. 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.

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 IB and AP skills centering on composition, critical thinking, and original research and analysis. Students who successfully complete the junior and senior courses may receive college credit through AP and/or IB testing (or through bridge credit). 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. All students submit an independent research project during the second year of the course.

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 middle school language credit may 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 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.



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.

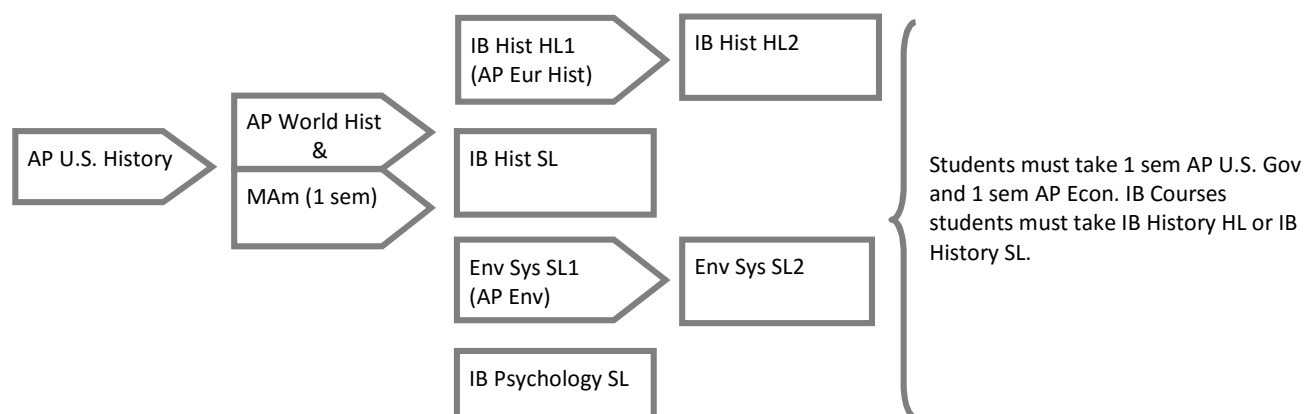
French/German/Spanish 2 Honors Students at this level should be comfortable expressing themselves in basic French/German/Spanish and functioning in a language immersion environment. French/German/Spanish 2 exposes students to a wider range of vocabulary and more complex grammatical structures in preparation 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 of 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) 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. They 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.

Group 3: Individuals and Societies

All pre-IB students take AP U.S. History, AP World History and Multicultural America. By the end of 12th grade all Signature students have taken AP U.S. Government (one semester) 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. IB Courses students must take IB History SL to graduate.



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 AP World History is a college-level social history survey course designed to teach students to think analytically and communicate concisely and logically. Beginning with the human transition to agriculture, we chronologically explore major world traditions, encounters, transitions, and societal relationships in East and South Asia, Africa, Europe and the Americas. Students should expect to devote considerable time to reading, study, and analytical essay writing. Students will modify the basic Five-Paragraph/Thesis-Statement Essay to master three AP essay formats: compare & contrast, change & continuity over time, and DBQ (document based question). Required readings consist of college level text, scholarly articles, primary source documents. This class prepares students for success in the AP World History Exam.

Multicultural America This is a one-semester course designed to continue the study of the United States begun in the freshman year by focusing on the diversity of the U.S. The course looks at the historical significance of immigration, the “melting pot” concept, historical events from different perspectives, the American culture today, the many coexisting subcultures and the issues facing each, as well as the predictions for the future. Topics for discussion include historical events, political issues, civil rights, human rights, prejudice, discrimination, intolerance, hate crimes, economic issues, religious discrimination, ageism, sexism, ableism, classism, homophobia, etc. The goal of the class is in keeping with the IB mission statement, to encourage students “to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.”

IB Psychology This is a one-year course that examines the interaction of biological, cognitive and sociocultural influences on human behaviour, 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 behaviour. 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: Aspects of Medieval Europe and the Islamic World in Year 1 and Twentieth Century World in Year 2

This two-year course, for students in the 11th and 12th grade, results from the guiding assumption that the events, cultures, and conflicts of the contemporary world are always evolving out of the long, complex histories of diverse peoples, ideas, institutions, social mores,

economic exchanges, and struggles for political power. The purpose of this course is to make learners aware that historical accounts differ over time and space because they are impregnated with the historian's perception, bias, and power of persuasion. Ultimately, this course aims for the learner to comprehend history from the viewpoint of different cultures, to reach an empathetic awareness of people of other places and other times, and to communicate historical erudition while developing a lasting appreciation of the discipline of history. Students achieve these goals by evaluating the reliability of diverse documents, placing the derived information in the wider historical context, and synthesizing the contents with the knowledge they have acquired in the process. An attentive, analytical scrutiny of social conflict, political transformations, and global interconnections demands the continuous consultation of primary sources, of historical maps, of artistic productions both visual and auditory, and of time-sensitive media. Students will consult these resources readily available at Modern History Sourcebook, You Tube, The National Gallery of Art, and other such sites in order to achieve an accurate depiction of the times, places and characters that affected and shaped the social and cultural development of all modern cultures. Students may opt to take the AP European History exam after the first year.

IB History of the Twentieth Century SL Through reading, writing, simulations and discussions, 11th or 12th grade students will evaluate global issues and question how these will impact their future. The learners will: assess the connections between humankind and its physical, social, economic, and political environment; examine the relationship of culture and human behavior by comparing diverse social traditions and mores to discover cultural and social diversity; investigate power and interdependence in global development; evaluate international organizations; analyze alternatives for the interpretation of data; synthesize acquired knowledge to propose novel outcomes; experience the global village firsthand through contacts with local communities, institutions of higher education, the Chamber of Commerce, and businesses; deepen the love of learning which will motivate a life-long commitment to engage in global issues.

IB Environmental Systems and Societies SL This is a **two-year**, transdisciplinary IB standard level course that may fulfill both group 3 and 4 requirements. The course involves work from a textbook, a significant amount of lab or field work, various writing assignments and presentations, and possible community collaboration projects. Its focus is sustainability with significant emphasis on the interrelationships between the environment and human societies. Specific topics addressed in the course are: the ecosystem; human population, carrying capacity and resource use; conservation and biodiversity; pollution management; global warming; and environmental value systems. Assessment is composed of both internal and external components. The external assessment consists of two written papers and is worth 80% of the final assessment. Paper 1 is short-answer and data response questions. Paper 2 is composed of data analysis and structured essay questions. Practical laboratory work makes up 30 hours of the course. As an alternative, or in addition, students may take the Advanced Placement exam at the end of first year or the second year. Students may not enroll in year two without having received credit in year 1.

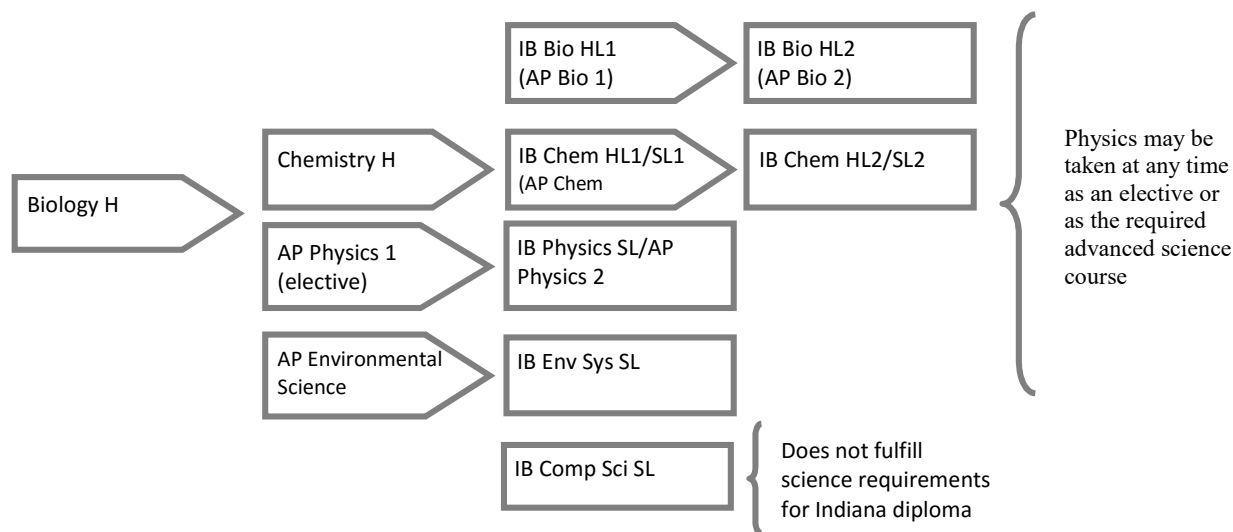
AP U.S. Government and Politics This is a challenging course taught at the college level. This one semester class explores the constitutional underpinnings of the U.S. government and the political beliefs and behaviors that shape the institutions of the government today. Students examine the role and influence of political parties, interest groups, and the media, as well as delve into the inner workings and functions of the Congress, the Executive, the Judiciary, and the Bureaucracy in determining and driving policy agendas. Students are expected to strive to deepen their understanding of the policy-making process by developing and nurturing a keen interest in current events.

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 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.

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 end-of-year assessment in biology. Passing this exam is a state requirement for graduation.

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. Students for whom this is an introductory biology course will sit for Indiana's end-of-year assessment in biology. Passing this exam is a state requirement for graduation.

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. 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 may be taken to earn one year of advanced science credit for students who have successfully completed either physics or biology and chemistry. Students who enroll in this course without having had biology must be sure to fit in biology to meet Indiana graduation requirements. The course involves work from a textbook, a significant amount of lab or field work, various writing assignments and presentations, and possible community collaboration projects. Its focus is sustainability with significant emphasis on the interrelationships between the environment and human societies. Specific topics addressed in the course are: the ecosystem; human population, carrying capacity and resource use; conservation and biodiversity; pollution management; global warming; and environmental value systems. Practical laboratory work makes up 25% of the course.

IB Environmental Systems and Societies SL This is a transdisciplinary, IB standard level course that may fulfill both group 3 and 4 requirements. The course involves work from a textbook, a significant amount of lab or field work, various writing assignments and presentations, and possible community collaboration projects. Its focus is sustainability with significant emphasis on the interrelationships between the environment and human societies. Specific topics addressed in the course are: the ecosystem; human population, carrying capacity and resource use; conservation and biodiversity; pollution management; global warming; and environmental value systems. Assessment is composed of both internal and external components. The external assessment consists of two written papers and is worth 80% of the final assessment. Paper 1 is short-answer and data response questions. Paper 2 is composed of data analysis and structured essay questions. Practical laboratory work makes up 30 hours of the course. As an alternative, or in addition, students may take the Advanced Placement exam, recommended after completion of year one or two. Students must complete the first year of the course in order to enroll in the second year.

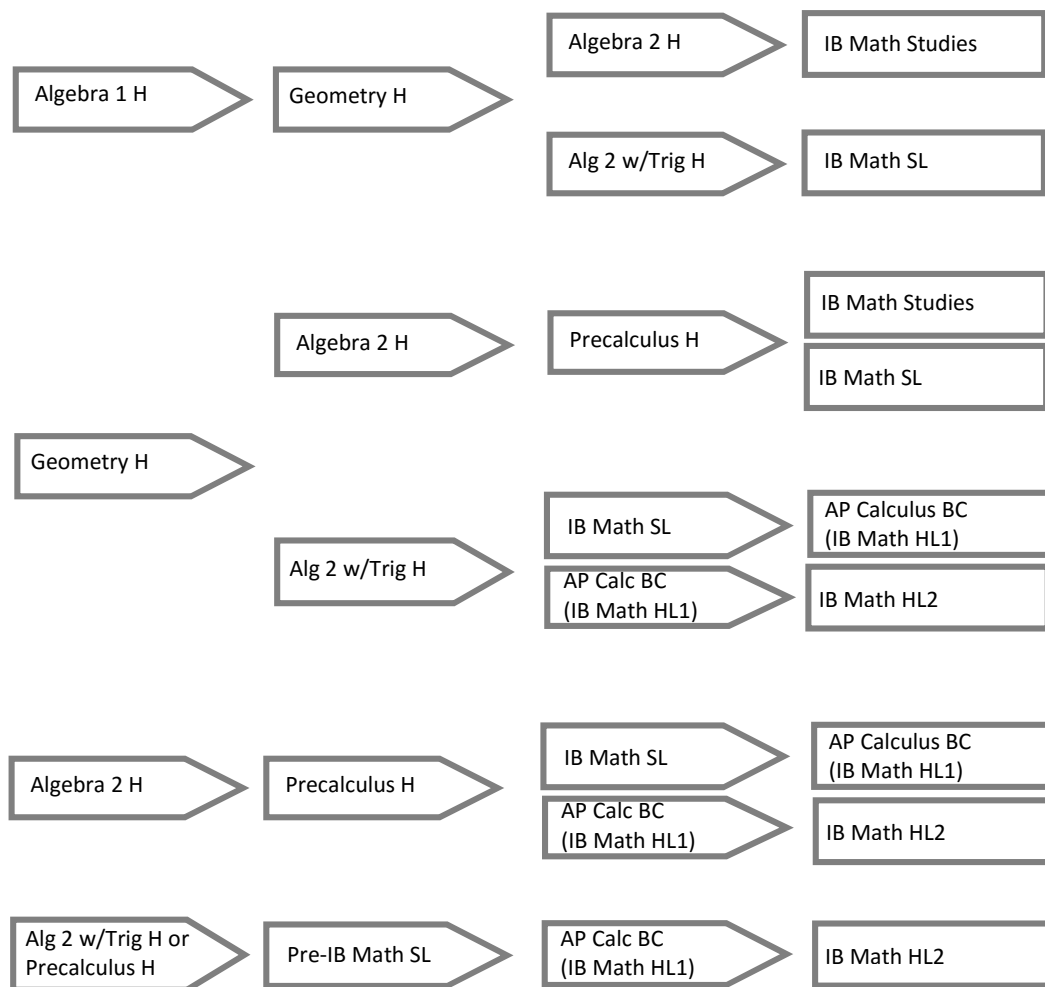
AP Physics 1 This course follows a classic physics curriculum that employs algebra and trigonometry to investigate basic physics concepts. Problem-solving skills are developed from both the conceptual and mathematical viewpoints. The first semester introduces the science of physics, the mathematical 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**

IB Computer Science SL Diploma Programme computer science students should become aware of how computer scientists work and communicate with each other and with other stakeholders in the successful development and implementation of IT solutions. The course emphasizes the need for both a theoretical and practical approach to the four, core topics studied: system fundamentals (20 hours), computer organization (6 hours), networks (9 hours), and computational thinking, problem-solving and programming (45 hours). Signature students will also study Java in fulfillment of the course's optional component, object oriented programming (30 hours).

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: A passing score on the Algebra 1 Core 40 End-of Course Assessment and credit 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. 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 Mathematical Practice

Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Algebra 2 with Trigonometry Honors or Precalculus Honors This course prepares students to begin their study of calculus topics. 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 principles and probability. Finally, students continue their work in trigonometry with trigonometric functions, identities, and equations.

IB Math Studies 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 Studies 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.

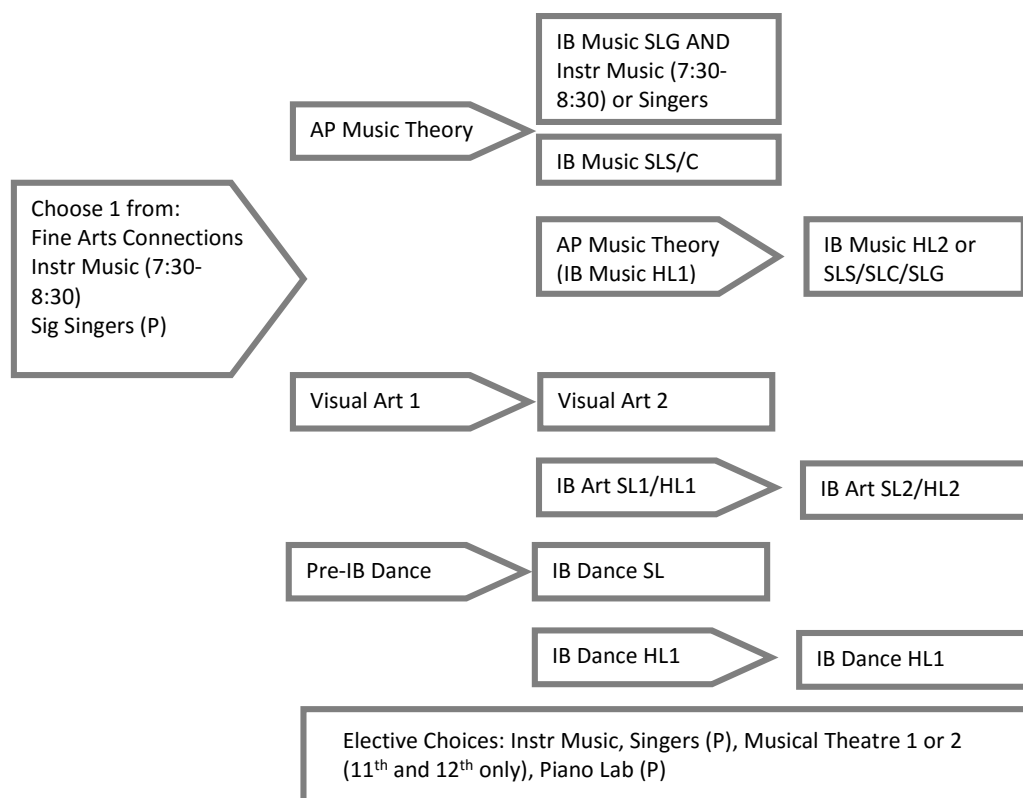
AP Calculus BC Prerequisite: Algebra 2 with Trig or IB Math SL. Students study limits and continuity, differential calculus and some of its applications, and integral calculus and some of its applications. Students also study techniques of integration, improper integrals, sequences and series, and polar, 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 or Pre-IB Math SL This is a one-year course that prepares students taking the course as juniors or seniors for the IB Math SL exam and that prepares students taking the course as sophomores for IB Math HL1. In addition to studying matrices, vectors, probability, statistics, normal and binomial distributions, and topics from differential and integral calculus, students independently explore at least two mathematically rich ideas and communicate their findings as part of the portfolio requirements described in the IB Math SL guide. 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. The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology and business administration.

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 portfolio, offers students a framework for developing independence in their mathematical learning through engaging in mathematical investigation and mathematical modelling. At the end of the first year, students will take either the AP Calculus AB exam or 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, Mathematics SL or Mathematical studies SL.

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 have to 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. The second year of IB Art SL-A or HL-A will be a weighted grade when the candidate completes the internal and external examination for an IB certificate or IB diploma. 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 fields 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 complications and risks of body piercing and tattoos, suicide awareness, stress management, drug, alcohol, and tobacco use, skin cancer, relationships, internet safety, sex education, and nutrition as well as other topics that may be pertinent to the current 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 daily stretching and running, indoor soccer, weight training, football, floor hockey, volleyball, step aerobics, basketball, badminton, whiffleball and jump roping.

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.

IB Theory of Knowledge (TOK) This weighted-grade course, scheduled during 11th and 12th grade resource, is intended for IB diploma candidates. 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, the Pre-IB Course Sequence Table, the eleventh and twelfth Grade Course Sequence Table, the course sequencing at the beginning of the course descriptions for each discipline, and the possible paths with particular emphasis on a special interest to build your own 4-year plan.

Minimum Requirements	9 th	10 th	11 th	12 th	Credits
Group 1: Language A1 4 years required	English 9 H	AP Lang and Composition	IB English HL1 (AP Lit)	IB English HL2	
Group 2: Second Language 4-year sequence required while in high school	World Language H 1 or 2	World Language H 2 or 3	World Language H 3 or 4	IB World Language	
Group 3: Individuals and Societies AP Gov and AP Econ (1 semester each) required; IB Hist SL required for IB Certificate candidates. IB Diploma students satisfy IB program requirements.	AP U.S. History	AP World History			
		Multicultural America (1 semester)			
Group 4: Experimental Sciences One year of biology and chemistry required; 1 advanced level science required (AP Physics 1, IB Bio HL1, AP Environmental Science, AP Chemistry)	Biology H	Chemistry H			
Group 5: Mathematics One year beyond Algebra 2, either Precalculus, Math Studies SL, Pre-IB Math SL, Math SL, 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 are both required for the AP Capstone Diploma.	PE	Health (1 semester)			
Elective					
Total Credits (1 semester classes count as 1 credit for a minimum of 47 credits)					

