

Academic Policy And Curriculum Handbook

2024-2025



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Mission Statement

Marian High School challenges students to spiritual and moral growth, academic and physical excellence, and social maturity. As a Catholic community, Marian values the sanctity and individuality of each student and strives to live the example set by Jesus Christ as teacher and servant.

Beliefs

1. Students, parents, and teachers share in the responsibility for the support of the school's mission statement.
2. The Marian community recognizes that each student is created in the image of God with unique gifts, needs, and abilities.
3. As individuals and as a community, Marian strives to live the example set by Jesus Christ as teacher and servant.
4. The Marian community celebrates the diversity of the human experience through language, art, literature, music and drama.
5. Marian provides challenging curricula to enhance each student's intellectual, spiritual, moral, and physical growth.
6. The Marian faculty enhances the individual learning process through various classroom methods and opportunities.
7. Marian encourages participation in athletics, clubs, and community service projects.
8. All students can learn, succeed, and achieve their potential in a safe and physically comfortable environment.
9. The Marian community is dedicated to developing students who will become honest, responsible, and respectful leaders.

Accreditation

Marian High School is accredited through the State of Indiana Department of Education and Cognia. Beginning with school year 2024-2025, a transition will be made to the *Lumen* accreditation program developed through Catholic University of America.

State of Indiana Graduation Requirements

In order to graduate from High School in Indiana with Core 40, the state requires the completion of a minimum of 40 credits. Additionally, beginning with the Class of 2023, the State of Indiana has implemented new graduation requirements known as the Postsecondary Readiness Graduation Pathways. Students will have to complete one requirement in the three different areas listed below in order to graduate from high school:

- High School Diploma
 - o Complete requirements for a Core-40 Diploma or Academic Honors Core-40 Diploma
- Learn and Demonstrate Employability Skills
 - o Complete a service-based learning experience (Marian Service Learning)
- Postsecondary Readiness Competencies
 - o Complete requirements for an Academic Honors Core-40 Diploma
 - o Achieve a qualifying score on SAT or ACT
 - o Earn an average of C or better enrolled in 3 AP/Dual Credit classes
 - o Earn an average of C or better in a sequence of 3 Career and Technical (CTE) classes

More information on Indiana's graduation pathways can be found here: <https://www.doe.in.gov/graduation-pathways>

Core 40 ensures the student has met the curricular requirements for admission into Indiana's public institutions of higher education. All courses are Core 40 unless stated otherwise. Students transferring to Marian are not required to make up religion classes. **The ultimate responsibility for seeing that requirements and credits are completed rests with the individual student and his/her parents.**

| Subject Area | Credits | Subject Area | Credits |
|---------------|---------|--|-------------|
| English | 8.0 | Mathematics | 6.0 |
| Theology | 8.0 | Health and Safety | 1.0 |
| World History | 2.0 | Physical Education | 2.0 |
| U.S. History | 2.0 | Career, Fine Arts, or Business Ed., FACS | 2.0 |
| Government | 1.0 | Electives* | 10.0 |
| Economics | 1.0 | | |
| Science | 6.0 | TOTAL | 49.0 |

Notes:

- * Students are required to earn 5 credits in Directed Electives, including designated career courses, Business, Fine Arts, Family and Consumer Science, or World Languages. Students must be enrolled in a math or quantitative reasoning course each year with a minimum of 6 hours.
- Most commonly, 1 credit towards graduation is given for each course completed in a semester.
- Beginning with the Class of 2028, all students must complete the *Personal Financial Responsibility* course.
- A student who fails to comply with these subject requirements must make up the work by attending summer school the first summer following the school year in which the failure occurred or some other acceptable form of credit recovery approved by the Administration.

State Academic Honors Diploma

In addition to the Marian Graduation Requirements, a student must use the following areas of study as elective credits:

- Mathematics: 2 credits (for a total of 8 math credits)
- World Language: 6-8 credits (must be at least 3 years of 1 language or 2 years of 2 different languages)
 - Students who take the placement test and pass out of their first year of a world language will receive 2 credits and will be enrolled in Spanish 2, Latin 2, French 2, or German 2. These two credits will count toward the State Academic Honors Diploma. Students may not pass out of more than one year of world language at Marian.
- Fine Arts: 2 credits (This must be Fine Arts and not Career Area or Business)
- Earn a grade of a "C" or better in courses that will count toward the diploma
- Have a grade point average of a "B" or better
- Complete one of the following
 - o Earn 4 credits in 2 or more AP courses and take corresponding AP exams
 - o Earn 6 verifiable transcript-ed college credits in dual credit courses from the approved dual credit list
 - o Earn two of the following:
 - A minimum of 3 verifiable transcript-ed college credits from the approved dual credit list
 - 2 credits in AP courses and corresponding AP exams
 - o Earn a 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
 - o Earn an ACT composite score of 26 or higher and complete written section

Course Selection Guidelines

- Students must consult with their parents or guardians when selecting courses. The course selection sheet must have the parent's or guardian's signature of approval.
- Any current freshmen, sophomore or junior who wants to register for a class above the department recommended level may petition into the class and request a meeting with their school counselor and parent. Additional testing may be required first in certain disciplines. Marian High School reserves the right to reassign the student to the original recommended level if a student fails to achieve a C+ at the end of the first semester.
- If a student and parent choose to override the course recommendation from the academic department or School Counseling Department, then the student must complete the entire semester of that course before a level change will again be considered. Exceptions may be granted by the Principal or Assistant Principal at the recommendation of the Student Intervention Team or School Counseling Department. Exceptions may also be made for freshman and transfer students who are new to Marian High School.
- A semester that is failed in Math or English should be retaken during summer school. A student failing the first semester may, at the discretion of the teacher, continue for the second semester even though the first semester work must be repeated.

Minimum Class Size

The Administration reserves the right to cancel classes that have fewer than 14 students registered.

Course and Schedule Changes

The school, through individual teachers, dept. chairpersons, counselors, and administrators, will give all assistance possible to students and parents in the selection of courses and in developing the student's schedule. This whole process is begun early and pursued methodically to insure the best results.

Student course selections determine the Master Schedule. Core course (math, English, science, social studies and Religion) selections are based on teacher recommendations. Therefore, after this process has been completed (April 1), changes in course selection and/or student schedules must be strictly limited. In general, the following criteria will apply:

- Due to lack of enrollment in a course, course overloads, or schedule conflicts, students will be required to rank order alternative electives when scheduling for the following school year (February - May).
- **ELECTIVE SELECTION AND RANKING IS VERY IMPORTANT:** students will not be able to change elective courses once the Master Schedule is constructed. This policy will help to ensure that a favorable student to teacher ratio can be obtained in each class.
- A student who desires to change his/her course requests after submitting his/her course preference ranking sheet has until June 1 of the prior academic year to do so without a fee.
- If a student wishes to an elective after the schedule has been constructed, then it can only be replaced with a study hall. A fee will be assessed for this change. This change can be made until the 5th day of class.
- No schedule changes will be made due to personality conflicts or teacher preference.
- Administrative action including but not limited to lacking a prerequisite, erroneous placement, or failure of a prior semester.
- Any changes made to a student's schedule due to a failed grade will be made with no charge to the student.
- Level Changes
 - Moving up a level - (foundations to regular, regular to honors) may be made until the 5th day of classes. Students must have the permission of the School Counselor, Department Head, and his or her parent in order for this change to be made.
 - Moving down a level – (honors to regular, regular to foundations) must be made with the consultation with the teacher, Department Head, parents, and potentially the Student Intervention Team. If a move to a basic class is requested, the current teacher must submit the level change form to the Student Intervention Team.
- Student schedules for both semesters will be mailed home during the summer. The 2nd Semester schedule will remain *provisional only*, until finalized prior to the Spring term. The mailing will contain instructions on the appropriate time for students to meet with counselors prior to the beginning of the school year in order to fix problems not rectified by the school, i.e., missing elective, two tenth hour courses, etc.

Withdrawals from Courses

- Withdrawal from a class is highly discouraged and can be avoided if a student will take advantage of all the resources available during the registration process. These include counselors, department chairpersons, students who have taken those classes previously, curriculum books, parents, and, most importantly, the teachers a student has for class at the time of registration.
- It is a student's primary vocation to study. Learning to live with one's academic limitations and working with others in groups such as in the classroom are integral parts of that vocation. Low grades, the expectation of higher grades in another section or class, too much homework, personality conflicts, and/or student preference for a specific teacher are considered insufficient reasons for a withdrawal.
- In a few serious cases where a withdrawal is deemed appropriate, the following grading policy applies:
 - If a student withdraws from a class within the first ten days of a semester, it will be treated as a class never taken and no grade will be recorded.
 - If a student wishes to withdraw from a class after the tenth school day of a semester, a student may be given a grade of WF. It is important to note that the WF grade counts against the grade point average of the student and should be avoided at all costs.
- A student removed from a class for disciplinary reasons or excessive absences always gets a grade of WF for the semester.

Incompletes

Due to illness or other serious circumstances an Incomplete or "I" may be given on the report card. Unless the student had experienced an extended illness that necessitated the Incomplete, he/she has five school days after the end of the affected grading period to complete the missing work. It is the student's responsibility to make arrangements with the instructor involved. Incomplete work not made up in the allocated time will be recorded as zero and the student's grade will be calculated without it.

Extended Absence

Parents sometimes find it necessary to take their children out of school due to family travel that cannot be arranged during times when school is not in progress. When a parent removes his/her child from school for the purpose of family travel, the parent

assumes responsibility for the education and academic progress of the student(s). Parents should be alerted to the school's attendance policy stated in the Student-Parent Handbook.

Most importantly, when a student is absent from school, that child loses the benefit of direct instructional time with his/her teacher. It is the desire of instructional professionals to have students highly involved in the learning process on a daily basis. When parents find it necessary to remove their child from school for the purpose of a family trip, the Dean of Student Formation should be given advance notice of at least five days in order to ensure that the student's classroom teachers are notified.

Expectations for the Completion of Work and Make Up Responsibilities

All pending assignments should be submitted prior to departure unless alternate arrangements have been made with the teacher. This includes major tests, reports, and major written assignments. Assignments/work missed during the absence are to be completed upon return – at a schedule agreed upon by the student and classroom teacher. Teachers may give assignments in advance when possible. Refer to **Make-up Work/Assessments due to Absence** and **Missing/Late Work** policies in the Student-Parent Handbook.

Off-Campus Classes - Eligibility, Attendance, and Probation

In order to be eligible for participation in an off-campus academic program, a student must have passed all courses without any attendance deductions and be cleared of any academic or disciplinary probation, during the spring semester prior to the year of off-campus enrollment. Administration, in dialogue with the Counseling department, may deny off-campus enrollment requests on the basis of serious academic, attendance, or disciplinary issues not otherwise detailed above.

Although off-campus classes are not reported on the Marian transcript or GPA, the school can refuse to accept those credits for issues related to grades or attendance at the off-campus institution. Marian's policy for irregular attendance, which stipulates a grade deduction after 10 absences or academic failure after 20 absences in a semester can be used to determine acceptance or rejection of courses taken off-campus. In addition, grades from those courses may be used in determining academic probation status.

Academic Relief after Concussion

Any student who suffers a suspected concussion (or other physical condition that affects cognitive function), and requires academic restriction, must have his or her doctor complete the "Academic Relief after Concussion" form. This form will be kept on file in the school nurse's office. If the injury causes the student to miss five consecutive school days, a re-entry meeting will be scheduled by the school nurse when the student is able to return to school. Parents, teachers, administrators, nurse, and counselor will all convene at the re-entry meeting in order to discuss make-up work, timeline, and other related issues.

Academic Expectations

A basic principle of our school's philosophy is that every student must actively engage in the educational process. Consequently, we expect each student to realize that the primary responsibility for learning rests squarely on his/her own shoulders. Parents, teachers and friends may guide and direct the learning process, but real achievement in the academic endeavor is not possible if a student is not actively involved. Hence, each teacher expects that a student will come to class fully prepared, ready, willing and able to participate in the lessons of the day. The following expectations more clearly explain how a student should approach his/her studies.

- **Classroom Conduct & Attendance:** A student is expected to be on time for each class and not to miss class except in the case of illness or other serious reason. The student is expected to participate in all class activities. Further, he or she is expected to assist in maintaining order by refraining from disruptive conduct.
- **Materials:** A student is expected to bring all necessary materials to class. This includes all textbooks, workbooks, notebooks, pens and pencils, binder paper and any other materials required by the teacher in a particular class.
- **Homework:** Students may expect an average of two hours of homework every night (20 to 30 minutes per class), although actual homework requirements may vary. This may be a combination of written assignments, reading, study, and long-term projects or papers. At least 2 hours should be spent in study over and above the time provided at school if a student is to gain the most benefit possible from his/her classes. Assignments should be neat, complete, and on time.

GPA and Honor Roll

- The student's GPA will appear on report cards. GPA is computed with semester grades only.
- Only semester grades are recorded on the transcript and kept as a permanent record.
- The following designations will be awarded to Marian seniors after the first semester of their senior year. The GPA required to be academically qualified for the various levels of the Marian Honor Roll are as follows:

| | |
|---------------|-----------|
| Marian Honors | 3.66-5.00 |
| High Honors | 3.33-3.65 |
| Honors | 3.00-3.32 |

Marian High School Grading Scale

| Grade | Percentage | Grade Points (Basic, Regular) | Grade Points (Honors/ACP/AP) |
|-------|------------|----------------------------------|---------------------------------|
| A | 93 – 100 | 4.00 | 5.00 |
| A- | 90 – 92 | 3.67 | 4.67 |
| B+ | 87 - 89 | 3.33 | 4.33 |
| B | 83 - 86 | 3.00 | 4.00 |
| B- | 80 - 82 | 2.67 | 3.67 |
| C+ | 77 - 79 | 2.33 | 3.33 |
| C | 73 - 76 | 2.00 | 3.00 |
| C- | 70 - 72 | 1.67 | 2.67 |
| D+ | 67 - 69 | 1.33 | 2.33 |
| D | 63 - 66 | 1.00 | 2.00 |
| D- | 60 - 62 | 0.67 | 1.67 |
| F | 0 - 59 | 0.00 | 0.00 |

Academic Probation Policy (Diploma Track Students)

Mid-Quarter

Student academic performance will be monitored by his or her school counselor. At mid-quarter, any student receiving any failing grade and/or a quarter GPA <1.67 will be identified as at-risk for academic probation and will meet with his or her school counselor. In addition, the school counselors will also meet with any student who is already on academic probation as a result of poor academic performance during a previous quarter.

- The school counseling office will schedule a meeting with these students and will notify the parents by letter and/or phone call of the consequences of poor academic performance.
 - o The school counselors will work with students to help them identify areas for improvement.
 - o School counselors will offer students tools for success including availability of tutoring, organizational skills, etc.
 - o Counselors will clearly communicate with students the consequences for continued poor academic performance, including the potential possibility of academic probation.
 - o School counselors will monitor students' attendance at the mandatory study table (freshmen only) and will notify the Dean of Student Formation when a student is not fulfilling their requirement.

Quarter / Semester

Students who earn a quarter or semester GPA < 1.67 and/or are failing two or more classes at the end of any quarter or semester will be placed on academic probation for the following quarter.

- The student and a parent will meet with the school counselor and any available teachers to discuss the plan for improvement, as well as the consequences for his/her continued enrollment at Marian High School.
- The consequences will include
 - o Freshmen only: Mandatory attendance at study table three times per week
 - o Loss of co-curricular activity privileges that take place outside the school day.
- To be removed from academic probation, the student must achieve a GPA of 1.67 or greater and have no more than 1 F on the quarter or semester report card.
- The Administration may also place a student on academic probation at any time because of poor academic performance.

Admission and Academic Support Program

Incoming students may also be identified as at-risk for academic failure and consequently enrolled at Marian under the stipulations of the academic support program.

- Incoming freshmen and transfer students may be identified as at-risk for academic failure based on poor academic performance in grade school, poor attendance history, low scores on the Marian/HSPT placement exam(s), etc., and will be conditionally admitted to Marian.
- The school counseling office will schedule a meeting with the parents and the student to discuss the academic support program and to outline the steps that will be implemented in order to maximize student success.
- This program will include
 - Mandatory attendance at study tables three times per week. Non-compliance with this requirement will result in Saturday school.
 - Mandatory attendance at academic prep school prior to the beginning of the academic year.
- To have the conditions of the academic support program removed, the student must achieve a GPA of 1.67 or greater and have no more than 1 F on his/her quarter or semester report card.
- The Administration may also require a student to abide by the conditions of the academic support program at any time because of poor academic performance.

Academic Expulsion

- Any student who receives three (3) failing semester grades (not quarter grades) will be removed from the school no matter what courses the failures are in.
- For freshmen, expulsion may occur if each of the student's fall and spring semester GPAs is below a 1.67.
- Expulsion may occur if any student's semester GPA is below 1.67 for three cumulative semesters.
- Appeals due to unusual or extenuating circumstances may be made to the Principal.

Co-Curricular Eligibility

- Students who are on academic probation are ineligible for co-curricular activities that take place outside the school day. Students who are struggling academically should focus their time and efforts at improving their performance in the classroom first and foremost.
- To be removed from academic probation, and regain co-curricular eligibility, the student must achieve a quarter or semester GPA of 1.67 or greater and have no more than 1 F on the quarter or semester report card.

Failures

- A student who is enrolled in a Regular level course and receives a grade of F for the semester will only be moved into a Basic level course if both the teacher and the parents agree that a change in academic level is in the student's best interest. If this condition does not exist, then the Assistant Principal will make the final decision.
- Taking an honors class is considered a privilege and in order to maintain enrollment in these courses, students must maintain a D- average.
 - If a student receives an F in an honors level class for the semester, they will automatically be dropped into an available and appropriate regular level class. If a class is not available, then the student will be placed in an elective or a study hall.
 - Appeals may be made directly to the teacher or to the Assistant Principal.

Taking Honors Level Courses in Future Academic Years

Taking an honors class is considered a privilege and in order to maintain enrollment in these courses in subsequent academic years, students must maintain good academic standing in the course. This is important to ensure that the pacing and depth of academic content in the course is of the highest quality for all students enrolled.

- In order to continue from one honors course to another in the following academic year, a student must obtain a B- semester 1 grade, have the recommendation of the teacher, and fulfill any other prerequisites as outlined in the Course Description in the Academic and Curriculum
 - On a rare occasion, a student may have a semester 1 average lower than a B- and enroll in an honors course the following year, if he or she has the recommendation of the teacher and has fulfilled the other prerequisites as described above.
 - A teacher may change the recommendation for the student based upon the semester 2 grade.
- In order to move from a regular level course to an honors level course (when both regular and honors levels are offered) in

the following academic year, a student must obtain an A- semester 1 grade and have the recommendation of the teacher.

- o A teacher may change the recommendation for the student based upon the semester 2 grade.
- o When a regular course is not offered, then the teacher recommendation will take priority.

Summer School/Other Credit Programs

All Marian students who wish to receive credit for any course taken outside of Marian High School must obtain a permission form from the School Counseling Department prior to the student's enrollment in the course. Failure to do so may result in non-recognition of a grade earned by a student.

Students must seek approval from their School Counselors to participate in academic programs outside of Marian High School, such as the Elkhart Area Career Center. The credits earned in these cases will count toward graduation, but will not be placed on the Marian transcript and included in the Marian GPA. See also **Off-Campus Classes and Attendance/Probation**.

Credit for Courses Taken in Middle School

Some Marian students may have the opportunity to complete courses required for high school during their time in middle school. The following procedure will be followed for the courses outlined below. Parents who have questions about courses not listed below are to contact the School Counseling Department.

- Algebra I – Students who have completed Algebra I in middle school will be placed into Algebra I / Honors Algebra I, Algebra II / Honors Algebra II, or Geometry / Honors Geometry, depending on the results of placement testing. The grade for Algebra I earned in middle school will not be placed on the Marian transcript. Students will be required to complete three years of mathematics courses at Marian as required for a Core-40 diploma.
- Geometry – Students who have completed Geometry in middle school will be placed into Algebra II / Honors Algebra II or Geometry / Honors Geometry. The grade for Geometry earned in middle school will not be placed on the Marian transcript. Students will be required to complete three years of mathematics courses at Marian as required for a Core-40 diploma.
- Spanish I (or other World Language) – Students who have completed Spanish I (or another World Language) in middle school will be required to take the Marian High School Spanish I (or applicable Language) placement exam. Students who score above an 80% on the exam will be placed into Spanish II (or applicable Language) and will have an "A" placed on his or her Marian transcript. Students who score above a 70% but lower than an 80% will be placed into Spanish II and will have a grade of a "B" placed on his or her Marian transcript. Students who score below 70% will be placed into Spanish I.

Study Halls

Students must complete all of the state of Indiana's academic requirements as well as any additional Marian High School requirements in order to graduate. In order to allow for the most flexibility, students should limit the number of study halls they choose to take. Students are permitted to take no more than one study hall per semester. During senior year, seniors may take either a Study hall or Early Dismissal, but not both. Exceptions may be made for a student who is required to drop a course mid-semester or students who are recovering from injury or prolonged illness.

Credit Recovery for Theology

All Marian students must take and pass a Theology course each semester. In the event that a student earns an "F" grade in Theology for the semester, he/she will have the opportunity to recover that credit required for graduation by completing an online module or by retaking the course in a subsequent semester. All modules will require time outside of class and will be administered by a member of the Theology department. Upon successful completion of the module, the "F" semester grade will be replaced with a "D-" semester grade on the official transcript. Students will be assessed a \$100 fee for taking the online module.

Grades 9 - 11

- Students who fail a religion class with 50 - 59% and have 10 or fewer absences will be permitted to complete the credit recovery module to earn the passing grade. Fees will apply.
- Students who fail a religion class with a grade of 49% or lower, or who fail with a 50 - 59% and/or have more than 10 absences will be required to retake the class the following year.
- No student can complete credit recovery if they lack the service learning component of the class. They will receive an 'INC' for the course and will be given a deadline of February 15 (semester 1 classes) or June 30 (semester 2 classes) to complete the service learning requirement for up to 50% credit.
 - o If they do not complete the requirement on time, they will receive a failing grade (WF) for the course and be required to retake the course the following year.

Grade 12

- Seniors who fail a religion class (in either semester) with 50 - 59% and have 10 or fewer absences will work with the teacher to complete outstanding or alternate semester course work by an established deadline to earn a passing grade.
- Seniors who fail a religion class 1st semester with 49% or lower, or because of absences, and/or have more than 10 absences will be required to enroll in 2 religion classes second semester and must pass them in order to graduate.
 - If this is not feasible within the student's schedule, other options may have to be explored. These include, but are not limited to, summer theology courses, online courses, college religion programs, or more. These options may incur additional expense to the family.
- Seniors who fail a religion class 2nd semester because of absences, with a grade of 49% or lower, or who fail with a 50 - 59% and/or have more than 10 absences, that student risks graduation and may be required to complete the above options to complete credit.
- No student can complete credit recovery if they lack the service learning component of the class. They will receive an 'INC' for the course and will be given a deadline of February 15 (semester 1 classes) or June 30 (semester 2 classes) to complete the service learning requirement for up to 50% credit.
 - If they do not complete the requirement on time, they will receive a failing grade (WF) for the course and be required to retake the course the following year.

Provision to Retake a Class for which a Passing Grade has been Earned

In order to earn an Academic Honors Diploma from the state of Indiana, a student must earn a "C" semester grade in every course required for the diploma. With permission and authorization from the School Counseling Department, a student may replace one grade lower than a "C-" on his or her official transcript by retaking an approved course to maintain his or her eligibility for the Academic Honors Diploma. Students who are not intending to pursue an Academic Honors Diploma from the State are also eligible for this process. For the purposes of AHD preservation, the retake course must be offered as part of the Marian schedule (not online, summer, or credit recovery). Any student who wishes to pursue this option must make the request prior to the semester of the requested retake. If the course is full, the retaking student may not "bump" students who are taking the class for the first time and/or as a requirement. The grade lower than a "C-" will be replaced with the new grade earned on the Marian transcript and in GPA calculations. The new grade will not be used in the GPA calculation for valedictorian or salutatorian.

Co-Curricular Eligibility after Credit Recovery

Students are placed on Academic Probation according to the policies outlined in this handbook. A student who recovers credit according to the above guidelines will have his or her eligibility recalculated by the Assistant Principal or Principal.

Selection Process for Valedictorian and Salutatorian

The selection of valedictorian and salutatorian will be made after the completion of the seventh semester (first semester senior year). To be eligible a student must be in good academic and disciplinary standing with the school. The student must also be a good representative of the values and beliefs of Marian High School.

Freshman and sophomore transfer students are eligible to be honored as valedictorian and salutatorian. However, due to discrepancies that could exist resulting from grades from another school, the Principal will determine which grades and/or credits from other institutions will be included in the final calculation of GPA, and at what weight value.

Only the 50 grades (7 grades earned each semester over 7 semesters with the addition of 1 credit during freshman year) for courses taken at Marian during the traditional school day will be considered in the selection of valedictorian and salutatorian. The student(s) with the highest GPA in those courses will be named as valedictorian and the student(s) with the second highest GPA will be named the salutatorian. Grades earned in courses that will not count toward the determination of valedictorian and salutatorian are:

1. credits accepted from 8th grade, placement testing, summer school, or non-Marian online courses
2. independent study/zero hour courses
3. courses retaken for the Academic Honors Diploma
4. college courses taken off of Marian's campus*

Although courses taken in the categories above will not count in the determination of valedictorian and salutatorian, the grades earned in those courses will still appear on a student's transcript and in the student's overall GPA.

*In the event that a student completes the entire course sequence in a department, and wishes to pursue further education in that department, he or she may be granted an exception to number "4" above.

- Approval can only be given by the School Counselor in conjunction with the Principal prior to the course being taken.
- If an exception is granted, then that course will replace 1 of the 7 courses taken at Marian that semester.
- The Principal and School Counselor will outline the specifics of the exception in writing prior to the course being taken. This agreement will be signed by the student, student's parent(s) or guardian(s), the Principal, and School Counselor.

Dual Credit Options

Many courses at Marian offer students the opportunity to receive both high school and college credit. These courses are known as Dual Credit Courses. Marian participates in two dual credit programs described below.

Advanced Placement Courses (Denoted by AP in the Curriculum Guide):

Marian faculty members are approved to teach AP courses by the College Board. AP courses provide students the opportunity to earn college credit at colleges and universities across the country. Credit is determined by the college or university based upon a student's score on the AP exam given in May of each academic year.

Indiana public colleges are required to award at least elective credit to students earning a score of 3, 4 or 5 on the respective AP test. No grade is attached to the student's college transcript for an AP class. AP courses at Marian are considered honors courses, and students who accept the challenge of taking AP courses at Marian have the potential to earn additional grade point average points. Students pay approximately \$90 per AP test. Depending on the state's budget, the state may pay students' AP test fee, especially in math and science courses.

Dual Enrollment Courses (Denoted as Ivy Tech, IU-South Bend, or Holy Cross College):

In partnership with Ivy Tech Community College, Indiana University of South Bend, and Holy Cross College, Marian offers Dual Enrollment Classes. These partnerships provide students with a college level course at little or no additional cost to the student or family. Dual enrollment courses are college courses intended to allow a wide range of students to engage in college-level work for college credit. These courses provide both high school and college credit (concurrent enrollment) and, therefore, allow students to fulfill requirements for high school graduation while beginning a college transcript. Students who wish to enroll in a concurrent enrollment course may be required to fill out online or paper documentation for the partner college and also must qualify to be enrolled in the college course according to the partner college's specifications.

College transcripts are available from the partner college once the course is completed. It is the students' responsibility to obtain the transcript and submit it to the college or university he or she will be attending.

Appeals

Any appeal, exception, exemption, override, or waiver of an academic policy or decision made within the scope of this handbook may be originated only by a faculty of the Counseling department in dialogue with the Assistant Principal or the Dean of Students. Thereafter, only the Principal may hear direct appeal by the student or parent and render a final decision.

Right to Amend or Modify

Marian High School reserves the right to modify, edit, or amend this handbook at any point.

Theology Department

Philosophy: Religious education at Marian High School is designed to help students experience a living faith that witnesses the presence and reality of the Risen Lord Jesus; a faith, which is expressed and lived in the context of the Roman Catholic tradition. Our curriculum is based on the framework provided by the United States Conference of Catholic Bishops, who state that...

"The definitive aim of catechesis is to put people not only in touch but in communion, in intimacy, with Jesus Christ" (CT, no. 5)... The Christological centrality of this framework is designed to form the content of instruction as well as to be a vehicle for growth in one's relationship with the Lord so that each may come to know him and live according to the truth he has given to us. In this way, disciples not only participate more deeply in the life of the Church but are also better able to reach eternal life with God in Heaven."

In implementing this philosophy, the following goals are also important:

- To achieve an intellectual understanding of the authentic content of the Catholic faith.
- To provide students with personal experiences of a faith community through worship and through service to others.
- To help students formulate Christian attitudes and values in relation to their world and the larger world of which they are a part.
- To aid students in their process of becoming adult members of parish communities.
- To help those same young people develop the necessary skills to answer or address the real questions that they face in life and in their Catholic faith.
- All students, whether Catholic or not, are required to participate in the course offerings of the Theology Department. Two semesters of Theology are required by all students in each of their four years. All Theology courses are one-semester courses. An elective course is offered for one semester of the senior year.

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| 925 Introduction to Catholicism I | 1 semester - 1 credit | Grade Level: 9 | Grading Scale: Regular |
| This course is designed for students who have had little or no Catholic catechesis. The purpose of this course is to explain what it means to be a Catholic. It introduces the students to the basic doctrinal beliefs of the faith, the liturgy and the sacraments, the institutional structure of the Church, and the life of prayer and Christ's call to discipleship in imitation of Him. | | | |

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| 926 Introduction to Catholicism II | 1 semester - 1 credit | Grade Level: 9 | Grading Scale: Regular |
| This course is designed for students who have completed Introduction to Catholicism 1, and are not yet ready to be mainstreamed into the general Theology classes. The purpose of this course is to continue exploring what it means to be Catholic by solidifying and expanding upon lessons learned in Introduction to Catholicism I. This course will prepare the students to be fully integrated into their Theology classes the following semester. | | | |

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| 911 The Revelation of Jesus Christ in Scripture | 1 semester - 1 credit | Grade Level: 9 | Grading Scale: Regular |
| The purpose of this course is to give students a general knowledge and appreciation of the Sacred Scriptures. Through their study of the Bible, they will come to encounter the living Word of God, Jesus Christ. In the course, they will learn about the Bible, authored by God through Inspiration, and its value to people throughout the world. If they have not been taught this earlier, they will learn how to read the Bible and will become familiar with the major sections of the Bible and the books included in each section. | | | |

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| 912 Who Is Jesus Christ? | 1 semester - 1 credit | Grade Level: 9 | Grading Scale: Regular |
| The purpose of this course is to introduce students to the mystery of Jesus Christ, the living Word of God, and the Second Person of the Blessed Trinity. In this course students will understand that Jesus Christ is the ultimate Revelation to us from God. In learning about who he is, the students will also learn who he calls them to be. The students will pay particular attention to the Gospels, where they may grow to know and love Jesus Christ more personally. | | | |

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| 921 The Mission of Jesus Christ (The Paschal Mystery) | 1 semester - 1 credit | Grade Level: 10 | Grading Scale: Regular |
| The purpose of this course is to help students understand all that God has done for us through his Son, Jesus Christ. Through this course of study, students will learn that for all eternity, God has planned for us to share eternal happiness with him, which is accomplished through the redemption Christ won for us. Students will learn that they share in this redemption only in and through Jesus Christ. They will also be introduced to what it means to be a disciple of Christ and what life as a disciple entails. | | | |

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| 922 Jesus Christ's Mission Continues in the Mission of the Church | 1 semester - 1 credit | Grade Level: 10 | Grading Scale: Regular |
| The purpose of this course is to help the students understand that in and through the Church they encounter the living Jesus Christ. They will be introduced to the fact that the Church was founded by Christ through the Apostles and is sustained by him through the Holy Spirit. The students will come to know that the Church is the living Body of Christ today. This Body has both divine and human elements. In this course, students will learn not so much about events in the life of the Church but about the sacred nature of the Church. | | | |
| 931 Sacraments as Privileged Encounters with Jesus Christ | 1 semester - 1 credit | Grade Level: 11 | Grading Scale: Regular |
| The purpose of this course is to help students understand that they can encounter Christ today in a full and real way in and through the sacraments, and especially through the Eucharist. Students will examine each of the sacraments in detail so as to learn how they may encounter Christ throughout life. | | | |
| 932 Life in Jesus Christ | 1 semester - 1 credit | Grade Level: 11 | Grading Scale: Regular |
| The purpose of this course is to help students understand that it is only through Christ that they can fully live out God's plans for their lives. Students are to learn the moral concepts and precepts that govern the lives of Christ's disciples. | | | |
| 941 Christian Discipleship in the World | 1 semester - 1 credit | Grade Level: 12 | Grading Scale: Regular |
| The purpose of this course is to understand the Christian call to discipleship, how it is expressed through the vocations of life and how we are called to serve as Disciples of Christ in today's society. The class will introduce the students to the Church's social teaching and its particular concern for others, especially the poor and needy. (This class combines doctrinal elements of the USCCB Curriculum Framework elective courses, "Responding to the Call of Jesus Christ," and "Living as a Disciple of Jesus Christ in Society.") | | | |
| 942 Catholic Apologetics | 1 semester - 1 credit | Grade Level: 12 | Grading Scale: Regular |
| The objective of this course is to introduce the student to the art of Catholic Apologetics. Apologetics is a theological science which has for its purpose the explanation and defense of the Christian faith. The science of apologetics easily falls into four great divisions: First, study of the grounds of theistic belief; second, study of religion in general (which will include exploring elements of ecumenism and interreligious issues), third, the study of the grounds of Christian belief; and finally, the study of the true Church of Christ and the grounds of Catholic belief. This class helps to culminate the essential elements studied in previous Theology classes based on the USCCB Curriculum Framework, and includes doctrinal elements from its elective course, "Ecumenical and Interreligious Issues." | | | |
| 943MR Dignity and Vocation of Men I | 1 semester - 1 credit | Grade Level: 12 | Grading Scale: Regular |
| The course, in order to be effective on the level of theology, must first engage the individual in his or her context and culture. Along these lines, we will encounter elements of philosophy, sociology, anthropology, ethics, literature, and more, and we will draw on the student's previous theological education, as well as their real life experience, as we work towards an integrated and imaginative theological vision and understanding of the dignity and vocation of men. This reading and writing intensive course is offered in the first semester and focuses on 'man in himself.' We will explore images and perceptions of men and masculinity throughout history. Along the way we will think critically about different definitions and destinies of man, we will explore the | | | |

question/ problem of human freedom, and we will work toward the establishing of a theological anthropology that is both relative to our shared experience and adequate to the 'texts' of the Christian tradition.

| 944MR Dignity and Vocation of Men II | 1 semester - 1 credit | Grade Level: 12 | Grading Scale: Regular |
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| <p>The course, in order to be effective on the level of theology, must first engage the individual in his or her context and culture. Along these lines, we will encounter elements of philosophy, sociology, anthropology, ethics, literature, and more, and we will draw on the student's previous theological education, as well as their real life experience, as we work towards an integrated and imaginative theological vision and understanding of the dignity and vocation of men. This reading and writing intensive course is offered in the second semester and focuses on 'man in relationship.' We will explore questions of family and marriage in light of a sacramental understanding of the Church. Focusing on the understanding of the human person and of the church as outlined by the Second Vatican Council, we will study the Rite of Marriage, we will integrate St. John Paul II's <i>Theology of the Body</i> in a way that is real and practical, and we will emphasize the need for (and then actually practice) various spiritual disciplines so, as we go forth in our lives, we have the necessary imagination-formation tools and resources at our disposal to be faithful, loving, and magnanimous husbands, priests, religious, or single people.</p> | | | |

| 943WR Dignity and Vocation of Women I | 1 semester -1 credit | Grade Level: 12 | Grading Scale: Regular |
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| <p>This Senior course is for WOMEN ONLY and will explore the teaching of the Catholic Church on the dignity and vocation of women. The course is built upon Pope John Paul II's <i>Mulieris Dignitatem</i>. We will study the life and theology of the Blessed Virgin Mary, the perfect model of Christian womanhood, along with the life and writings of several notable female saints in the Catholic Church. We will also study other influential Catholic women who are transforming the Church today through their "feminine genius" and their contribution to the "New Feminism." Women's issues will be discussed in a manner that engages the student in her own context and culture, while also considering them in light of the teachings of the Church. Please note: this course is reading and writing intensive.</p> | | | |

| 944WR Dignity and Vocation of Women II | 1 semester - 1 credit | Grade Level: 12 | Grading Scale: Regular |
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| <p>This Senior course is for WOMEN ONLY and will explore the teaching of the Catholic Church on the dignity and vocation of women. The course is built upon Pope John Paul II's <i>Mulieris Dignitatem</i>. We will examine the meaning of true feminine spirituality and prayer by exploring the life and writings of several notable female saints in the Catholic Church. We will also study other influential Catholic women who are transforming the Church today through their "feminine genius" and their contribution to the "New Feminism." The various roles and vocations of women will be discussed in a manner that engages the student in her own context and culture, while also considering them in light of the teachings of the Church. Please note: this course is reading and writing intensive.</p> | | | |

| 9040 Humanities: The Quest for Truth | 1 semester - 1 credit | Grade Level: 12 | Grading Scale: Regular |
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| <p>Prerequisites: Biology I, & Chemistry I; Revelation of Jesus Christ in Scripture, Who is Jesus Christ?, The Mission of Jesus Christ (The Paschal Mystery), and Jesus Christ's Mission Continues in the Mission of the Church` OR Recommendation of the Theology teacher</p> | | <p>Counts as a Senior Theology elective and as a directed elective or elective for the Core 40 and Core 40 with Academic Honors diplomas.</p> | |

Co-taught by a Theology instructor and a Science instructor, this course challenges the modern perception of an apparent incompatibility between faith and science. Through a historical and theoretical examination of both areas, the course will demonstrate the unity of all truth, whether it is found in Revelation or in the “book of nature” written by the same God. By examining faith and science as complementary and interdependent fields of knowledge, the student will come to a unified view of the “faith” and “scientific” aspects of the reality in which they live, the appropriate use of the gift of reason in fields of knowledge, and a greater understanding of the unity that undergirds all academic disciplines. The course grade will be highly dependent on discussion and seminar participation, and written reflections.

Business

Marian’s Business Department offers a variety of courses to meet the needs of today’s Business oriented students. This area of study provides students with a general introduction into the Business field, along with the necessary background required for college level Business courses. The computer courses are designed to prepare the students not only for higher level learning instructions, but also for the working world. The skills learned will be incorporated into their daily lives giving them a much needed basis to function in this world of changing technology.

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| 200 Personal Financial Responsibility | 1 semester - 1 credit | Grade Level: 9, 10, 11, 12 | Grading Scale: Regular |
| Prerequisite: None <i>*Beginning with the Class of 2028, this course is now a graduation requirement for all students. In addition to the elective course, summer and online options may also be offered.*</i> | | Counts as a directed elective or elective for the Core 40 and Core 40 with Academic Honors diplomas. Qualifies as a quantitative reasoning course. | |
| Personal Financial Responsibility addresses the identification and management of personal financial resources to meet the financial needs and wants of individuals and families, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. This course helps students build skills in financial responsibility and decision making; analyze personal standards, needs, wants, and goals; identify sources of income, saving and investing; understand banking, budgeting, record-keeping and managing risk, insurance and credit card debt. A project based approach and applications through authentic settings such as work based observations and service learning experiences are appropriate. Direct, concrete applications of mathematics proficiencies in projects are encouraged. | | | |

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| 221 Introduction to Entrepreneurship | 1 semester - 1 credit | Grade Level: 10, 11, 12 | Grading Scale: Regular |
| Prerequisite: None | | Counts as a directed elective or elective for the Core 40 and Core 40 with Academic Honors diplomas. | |
| Introduction to Entrepreneurship introduces entrepreneurship, and develops skills and tools critical for starting and succeeding in a new venture. The entrepreneurial process of opportunity recognition, innovation, value proposition, competitive advantage, venture concept, feasibility analysis, and “go to” market strategies will be explored through mini case studies of successful and unsuccessful entrepreneurial start-ups. Additionally, topics of government and legal restrictions, intellectual property, franchising location, basic business accounting, raising startup funding, sales and revenue forecasting and business plan development will be presented through extensive use of word processing, spreadsheet and presentation software. Students will develop a written business plan that will display their skills in communication, technical writing , research, and problem solving. Instructional strategies may include teacher demonstration, collaborative instruction, teamwork, and projects. | | | |

| 8010 Principles of Business Management | 1 semester - 1 credit | Grade Level: 10, 11, 12 | Grading Scale: Regular |
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| Prerequisite: None | | Dual Credit: Ivy Tech Semester 1 or 2 – 3 Credits | Counts as a directed elective or elective for the Core 40 and Core 40 with Academic Honors diplomas. |

Principles of Business Management examines business ownership, organization principles and problems, management, control facilities, administration, financial management, and development practices of business enterprises. This course will also emphasize the identification and practice of the appropriate use of technology to communicate and solve business problems and aid in decision making. Students will develop business communication, problem-solving, and decision-making skills using spreadsheets, word processing, and presentation software.

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| 8009 Principles of Business Applications | 1 semester - 1 credit | Grade Level: 10, 11, 12 | Grading Scale: Regular |
| Prerequisite: None | | Dual Credit: Ivy Tech Semester 1 or 2 – 3 Credits | Counts as a directed elective or elective for the Core 40 and Core 40 with Academic Honors diplomas. |
| Principles of Business Applications is designed as a companion class to Principles of Business Administration. Both semesters are recommended to get the full experience, but they can be taken separately. This course prepares students to use Microsoft Office Suite applications in the business environment. Students develop skills related to word processing, spreadsheets, presentations, and communications software. This class receives dual credit for a different course (BOAT-207) than Business Administration (BUSN-101). | | | |

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| 8020 Honors Personal Finance and Banking | 1 semester - 1 credit | Grade Level: 10, 11, 12 | Grading Scale: Honors |
| Prerequisite: Principles of Business Management (also corequisite) | | Dual Credit: Ivy Tech Semester 1 or 2 – 3 Credits | Counts as a directed elective or elective for the Core 40 and Core 40 with Academic Honors diplomas. |
| Personal Finance and Banking emphasizes management of individual financial resources for growth and maintenance of personal wealth. Covers home buying and mortgage financing, installment financing, life and health insurance, and investment opportunities. Students will gain an overview of the banking industry and the financial services provided by banks for individuals and businesses. | | | |

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| 8040 Honors Marketing Fundamentals | 1 semester - 1 credit | Grade Level: 10, 11, 12 | Grading Scale: Honors |
| Prerequisite: Principles of Business Management (also corequisite) | | Dual Credit: Ivy Tech Semester 1 or 2 – 3 Credits | Counts as a directed elective or elective for the Core 40 and Core 40 with Academic Honors diplomas. |
| Marketing Fundamentals provides a basic introduction to the scope and importance of marketing in the global economy. Course topics include the seven functions of marketing: promotion, channel management, pricing, product/service management, market planning, marketing information management, and professional selling skills. Introduces environmental analysis, marketing research, consumer behavior, segmenting, targeting, positioning, branding, product management, price strategy, supply chain management, integrated marketing communications, and market analytics and control. Develop a basic marketing plan. | | | |

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| 8050 Honors Accounting Fundamentals | 1 semester - 1 credit | Grade Level: 10, 11, 12 | Grading Scale: Honors |
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| Prerequisite: Principles of Business Management (also corequisite) | Counts as a directed elective or elective for the Core 40 and Core 40 with Academic Honors diplomas. |
| Accounting Fundamentals introduces the language of business using Generally Accepted Accounting Principles (GAAP) and procedures for proprietorships and partnerships using double-entry accounting. Emphasis is placed on accounting principles as they relate to both manual and automated financial systems. This course involves understanding, analyzing, and recording business transactions and preparing, analyzing, and interpreting financial reports as a basis for decision-making. | |

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| 223/224 (Start Up Moxie) Principles of Entrepreneurship/New Venture Development | 2 semesters - 4 credits | Grade Level: 12 | Grading Scale: Honors |
| Prerequisite: Application Process | | Dual Credit: Ivy Tech Semester 1 – 5 Credits Semester 2 – 11 Credits | Counts as a directed elective or elective for the Core 40 and Core 40 with Academic Honors diplomas. |
| The Start Up Moxie Program is designed for seniors attending any high school in St Joseph County and covers the basics of conceptualizing, starting, and running a small business. The Indiana Department of Education recognizes Start Up Moxie and has designated it as Principles of Entrepreneurship, Entrepreneurial Mindset, and New Venture Launch. The program qualifies for two credits per semester for a total of four credits. Concepts such as supply and demand, cost/benefit analysis, competitive advantage, and opportunity recognition are covered. In addition, coursework includes: innovative thinking strategies, product development, business structure, marketing, financial strategies, record keeping, and preparing an income statement, balance sheet, income and cash flow statements. Entrepreneurial thinking (outside-the-box problem solving) is utilized throughout the course. The course is built around the National Entrepreneurship Standards. Students will meet daily with their class at various locations around the county from 7:30-9:00 am. A student who takes this course will not have a 1st or 2nd hour at Marian. | | | |

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| 673 Digital Applications and Responsibility | 1 semester - 1 credit | Grade Level: 9, 10, 11, 12 | Grading Scale: Regular |
| Prerequisite: None | | Counts as a directed elective or elective for the Core 40 and Core 40 with Academic Honors diplomas. | |
| Digital Citizenship prepares students to use computer technology in an effective and appropriate manner. Students develop knowledge of word processing, spreadsheets, presentation and communications software. Students establish what it means to be a good digital citizen and how to use technology appropriately. This course begins by teaching the students basic keyboarding skills. The course then develops the necessary lifelong computer skills needed in our technological world. Students will create letters, reports, resumes, tables, graphics, spreadsheets, and databases. Included in this course will be using the Internet as a research tool to gather information for completing various projects. Future technology trends will be explored. Instructional strategies may include collaborative instruction, interdisciplinary and/or culminating projects, problem-solving and critical thinking activities, simulations, and projects. | | | |

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| 678 Web Design | 1 semester - 1 credit | Grade Level: 9, 10, 11, 12 | Grading Scale: Regular |
| Prerequisite: None | | Counts as a directed elective or elective for the Core 40 and Core 40 with Academic Honors diplomas. | |
| Web Design is a course that provides instruction in the principles of web design using HTML/XHTML and current/emerging software programs. Areas of instruction include audience analysis, hierarchy layout and design techniques, software integration, and publishing. Instructional strategies should include peer teaching, collaborative instruction, project-based learning activities and school community projects. | | | |

English Department

The immediate goal of the English Department is to teach students to communicate effectively through critical reading and writing skills, as well as speaking and listening skills. The long range goal is the appreciation of literary forms with their enriching influence of life values, and the mastery of communication skills for all practical purposes.

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| 311B/312B English 9 | 2 semesters - 2 credits | Grade Level: 9 | Grading Scale: Regular |
| Prerequisite: Recommendation of the Counseling Office and/or English Department, based on the results of placement testing. | | Fulfills an English/Language Arts requirement for the Core 40 and Core 40 with Academic Honors diplomas. | |
| English 9B will stress the basics in good English form. Grammar, spelling, vocabulary, and reading development will be the main thrust of this course. A limited amount of literature in the forms of the short story and the novel will be studied. | | | |

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| 309B/310B Language Arts Lab 310LS/311LS/310LSU/311LSU | 2 semesters - 2 credits | Grade Level: 9 | Grading Scale: Regular |
| Prerequisite: Enrollment in English 9B | | Students taking this course will receive an Elective rather than English/Language Arts credit. | |
| Language Arts Lab is a supplemental course that provides students with individual or small group instruction designed to support success in completing language arts course work aligned with Indiana’s Standards for English/Language Arts and the Common Core State Standards for English/Language Arts, focusing on the Writing Standards (Standards 4, 5, and 6). In addition, this course is designed to provide individualized and small group instruction to strengthen organizational and study skills that are essential for academic success in all subject areas. This course focuses on reading, writing, speaking and listening skills. Lessons are presented in a way that engages a variety of learning styles and multiple intelligences. It is strongly recommended this course be taken concurrently with English 9B. | | | |

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| 313/314 English 9 | 2 semesters - 2 credits | Grade Level: 9 | Grading Scale: Regular |
| Prerequisite: None | | Fulfills an English/Language Arts requirement for the Core 40 and Core 40 with Academic Honors diplomas. | |
| This English course is a basic grammar and reading course. It includes the systematic study of grammar, spelling and vocabulary, as well as stresses organizational skills. Freshman reading covers two main areas: an informal study skills program and the study of various literary forms, such as the novel, drama, short story, and poetry. | | | |

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| 315/316 Honors English 9 | 2 semesters - 2 credits | Grade Level: 9 | Grading Scale: Honors |
| Prerequisite: Recommendation of the Counseling Office and/or English Department, based on the results of placement testing. | | Fulfills an English/Language Arts requirement for the Core 40 and Core 40 with Academic Honors diplomas. | |
| English 9 Honors is an advanced course in grammar and literature. This course emphasizes writing and includes a review of grammar, spelling, and vocabulary. It also covers organizational and study skills. Freshman reading includes the short story, poetry, drama, and the novel. | | | |

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| 321B/322B English 10 | 2 semesters - 2 credits | Grade Level: 10 | Grading Scale: Regular |
| Prerequisite: Admission with the approval of the English Department Chairperson or the student's current English teacher. | | Fulfills an English/Language Arts requirement for the Core 40 and Core 40 with Academic Honors diplomas. | |

This English course will stress basics in reading comprehension and good writing form. Literature in the forms of the short story, novel, drama, and poetry will be included. Sentence structure, paragraph development, and longer writing assignments, including the study of the research paper, will be the main thrust of this course. In addition, students will study vocabulary and public speaking.

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| 323/324 English 10 | 2 semesters - 2 credits | Grade Level: 10 | Grading Scale: Regular |
| Prerequisite: None | | Fulfills an English/Language Arts requirement for the Core 40 and Core 40 with Academic Honors diplomas. | |
| This Sophomore English course is a further analysis of various literary genres such as the short story, novel, drama, and poetry. Sentence structure, paragraph development, and essay writing skills will be included in this course. All Sophomore English courses include not only the writing of short papers but a detailed study of the research paper (MLA format) as well. Vocabulary study and an introduction to public speaking further enhance this course. | | | |

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| 325/326 Honors English 10 | 2 semesters - 2 credits | Grade Level: 10 | Grading Scale: Honors |
| Prerequisite: English 9-Honors with a grade of B- or better, or English 9 with a grade of A- or better and the recommendation of the English teacher. | | Fulfills an English/Language Arts requirement for the Core 40 and Core 40 with Academic Honors diplomas. | |
| English 10 Honors is an advanced course in literature and writing. In addition to the material covered in Sophomore English, there will be supplemental readings, including two or three novels, an extended vocabulary unit, and an introduction of various writing and note-taking forms. | | | |

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| 331B/332B English 11 | 2 semesters - 2 credits | Grade Level: 11 | Grading Scale: Regular |
| Prerequisite: Admission with the approval of the English Department Chairperson or the student’s current English teacher. | | Fulfills an English/Language Arts requirement for the Core 40 and Core 40 with Academic Honors diplomas. | |
| English 11 is a survey course that includes the study of various forms of literature, writing and speech. This course also includes a basic grammar review, an emphasis on organization in writing, as well as a wide variety of assignments. Note: English 11-B is not a remedial course, but rather a survey course for the student who is considering a two-year college. | | | |

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| 333/334 Junior Composition | 2 semesters - 2 credits | Grade Level: 11 | Grading Scale: Regular |
| Prerequisite: English 10 or recommendation of the student's current English teacher. | | Fulfills an English/Language Arts requirement for the Core 40 and Core 40 with Academic Honors diplomas. | |
| Junior Composition is a course that studies the effective use of the English language in written communication with the focus on methods of written composition. Composition emphasizes usage, style, coherence, and organization in paragraphs, essays, and expository themes. The course includes vocabulary study and literary analysis. | | | |

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| 335/336 Honors AP English Language and Composition | 2 semesters - 2 credits | Grade Level: 11 | Grading Scale: Honors |
| Prerequisite: English 10 Honors with a grade of B- or better, or English 10 with a grade of A- or better and the recommendation of the current English teacher. | | Dual Credit: AP & Ivy Tech Full Year – 3 Credits | Fulfills an English/Language Arts requirement for the Core 40 and Core 40 with Academic Honors diplomas. |

Junior Composition-Honors is a course in expository and creative writing. The course will include a review of basics (diction, sentences, paragraphs, principles of drama, and film), writing in-class and impromptu essays, writing 500 word expository themes, and writing poems and stories. Evaluation of student work is based primarily on the weekly writings.

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| 341B/342B English 12 | 2 semesters - 2 credits | Grade Level: 12 | Grading Scale: Regular |
| Prerequisite: Admission with the approval of the English Department Chairperson or the student's current English teacher. | | Fulfills an English/Language Arts requirement for the Core 40 and Core 40 with Academic Honors diplomas. | |
| English 12 is a course for the student who needs further development of the basic skills of reading comprehension, grammar, writing, and composition. The course also includes business letters and resumes. Vocabulary testing is assigned at regular intervals. Note: English 12-B is not a remedial course, but rather a survey course for the student who is considering a two year college. | | | |

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| 343/344 World Literature | 2 semesters - 2 credits | Grade Level: 12 | Grading Scale: Regular |
| Prerequisite: English 11 or Junior Composition or recommendation of the student’s current English teacher. | | Fulfills an English/Language Arts requirement for the Core 40 and Core 40 with Academic Honors diplomas. | |
| World Literature is a college preparatory course designed to expose the students to several forms of literature spanning a variety of continents and time periods. In addition, the course aims to sharpen each student’s essay skills by the use of essay tests, short papers, major analysis papers, and projects. In the first semester, Classical and Eastern Literature, the students will study the narrative poem, the short story, the essay, modern poetry, drama, and the novel. In the second semester, Western Literature, the focus will primarily be on 19th and 20th century works. Included in the study will be the short story, novel, and drama. Two short papers each semester analyzing a classic novel are required. Evaluation of the student’s performance is based primarily on essay tests, projects, and papers. | | | |

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| 347/348 Honors AP English Literature and Composition | 2 semesters - 2 credits | Grade Level: 12 | Grading Scale: Honors |
| Prerequisite: Honors AP Language and Composition with a grade of B- or better or Junior Composition with a grade of A- and the recommendation of the Composition teacher. | | Dual Credit: AP & Ivy Tech Semester 1 – 3 Credits Semester 2 – 3 Credits | Fulfills an English / Language Arts requirement for grades 11 or 12 for the Core 40, and Core 40 with Academic Honors diplomas. |
| AP Literature and Composition is a course designed for seniors who have demonstrated a high level of competency in the areas of literature analysis and composition. The course engages students in the close reading and critical analysis of imaginative literature--poetry and novels--to deepen their understanding of the way writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include analytical and argumentative essays that require students to analyze and interpret literary works. This course is aligned to a college-level literary analysis course, moving chronologically through some of the major literary time periods, starting with early Greeks and then Shakespeare and moving through contemporary American writers. This course features novelists such as Upton Sinclair, Zora Neale Hurston, and J.D. Salinger. Students are encouraged to take the AP Exam in the spring. Students taking this course are eligible for six hours college credit through Ivy Tech Community College. | | | |

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| 349 Mythology - Classic Literature | 1 semester - 1 credit | Grade Level: 11, 12 | Grading Scale: Regular |
| Prerequisite: None | | Counts as an elective for the Core 40, and Core 40 with Academic Honors diplomas. | |

Different versions of myths from Classical Mythology will be compared and contrasted. While providing a general overview of Classical mythology, this course will focus on several mythological figures and their stories with the following questions in mind. Why was this myth told? Does the myth support traditional values? Did it produce societal change? Students will also have an opportunity to create their own modern re-telling of a myth.

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| 350 Creative Writing | 1 semester - 1 credit | Grade Level: 11, 12 | Grading Scale: Regular |
| Prerequisite: English 9 and English 10 | | Counts as an elective for the Core 40, and Core 40 with Academic Honors diplomas. Does not count as an English Language Arts requirement for a diploma. | |
| Creative Writing introduces students to two genres of writing (fiction and poetry). Students will analyze short story craft and types of poetry in order to develop original work. Through writing workshops, students will also learn how to give and receive constructive feedback. At the end of the semester, they will produce a portfolio of work covering both genres. | | | |

Family and Consumer Science

Family and Consumer Science seeks to develop socially-minded students conscious of the importance and need of the family, and who are willing to make the necessary contributions to its success and well-being. All courses are open to both boys and girls.

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| 9010 Principles of Nutrition and Culinary Arts | 1 semester - 1 credit | Grade Level: 9, 10, 11, 12 | Grading Scale: Regular |
| Prerequisite: None | | Counts as a directed elective or elective for the Core 40 and Core 40 with Academic Honors diplomas. | |
| Principles of Nutrition is designed to develop an understanding of the hospitality industry and career opportunities, and responsibilities in the food service and lodging industry. Additionally, students will learn the fundamentals of food preparation, basic principles of sanitation, service procedures, and safety practices in the food service industry including proper operation techniques for equipment. | | | |

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| 9020 Honors Advanced Nutrition | 1 semester - 1 credit | Grade Level: 9, 10, 11, 12 | Grading Scale: Honors |
| Prerequisite: Principles of Nutrition and Culinary (also corequisite) | | Counts as a directed elective or elective for the Core 40 and Core 40 with Academic Honors diplomas. | |
| Nutrition students will learn the characteristics, functions and food sources of the major nutrient groups and how to maximize nutrient retention in food preparation and storage. Students will be made aware of nutrient needs throughout the life cycle and to apply those principles to menu planning and food preparation. This course will engage students in hands-on learning of nutritional concepts such as preparing nutrient dense meals or examining nutritional needs of student athletes. | | | |

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| 9030 Honors Culinary Arts | 1 semester - 1 credit | Grade Level: 10, 11, 12 | Grading Scale: Honors |
| Prerequisite: Principles of Nutrition and Culinary (also corequisite) | | Counts as a directed elective or elective for the Core 40 and Core 40 with Academic Honors diplomas. | |
| Culinary Arts teaches students how to prepare the four major stocks, the five mother sauces (in addition to smaller sauces) and various soups. Additional emphasis is placed on the further development of the classical cooking methods. This course will also present the fundamentals of baking science including terminology, ingredients, weights and measures, and proper use and care of equipment. Students will produce yeast goods, pies, cakes, cookies, and quick breads. | | | |

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| 503 Introduction to Fashion and Textiles I | 1 semester - 1 credit | Grade Level: 9, 10, 11, 12 | Grading Scale: Regular |
| Prerequisite: None | | Counts as a directed elective or elective for the Core 40 and Core 40 with Academic Honors diplomas. | |
| Students will be constructing garments using techniques appropriate for the individual's skill level and personal needs. Design, line, and color in selection along with fabric types are emphasized. | | | |

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| 504 Introduction to Fashion and Textiles II | 1 semester - 1 credit | Grade Level: 9, 10, 11, 12 | Grading Scale: Regular |
| Prerequisite: Fashion and Textile Foundations I | | Counts as a directed elective or elective for the Core 40 and Core 40 with Academic Honors diplomas. | |
| Students will be constructing garments using advanced techniques appropriate for the individual's skill level and personal needs. Special emphasis will be placed on fabric characteristics, quality construction, and guidelines for purchasing clothing. | | | |

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| 507 Introduction to Fashion and Textiles III | 1 semester - 1 credit | Grade Level: 10, 11, 12 | Grading Scale: Regular |
| Prerequisite: Fashion and Textile Foundations I & II | | Counts as a directed elective or elective for the Core 40 and Core 40 with Academic Honors diplomas. | |
| Students will be constructing garments using advanced techniques appropriate for the individual's skill level and personal needs. Special emphasis will be placed on fabric characteristics, quality construction, and guidelines for purchasing clothing. | | | |

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| 508 Introduction to Fashion and Textiles IV | 1 semester - 1 credit | Grade Level: 10, 11, 12 | Grading Scale: Regular |
| Prerequisite: Fashion and Textile Foundations I, II, & III | | Counts as a directed elective or elective for the Core 40 and Core 40 with Academic Honors diplomas. | |
| Students will be constructing garments using advanced techniques appropriate for the individual's skill level and personal needs. Special emphasis will be placed on fabric characteristics, quality construction, and guidelines for purchasing clothing. | | | |

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| 505 Child Development | 1 semester - 1 credit | Grade Level: 11, 12 | Grading Scale: Regular |
| Prerequisite: None | | Counts as a directed elective or elective for the Core 40 and Core 40 with Academic Honors diplomas. Qualifies as one of the F&CS courses a student can take to waive the Health & Wellness graduation requirement. To qualify for the Health and Wellness waiver, a student must take three of the approved courses. | |

This course will address the knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development of infants and children. The focus is on research-based nurturing and parenting practices and skills that support positive development of children.

Fine Arts Department

Each of the visual art classes provide opportunities for students to develop an art vocabulary and refine perceptual skills through exploring, examining, and describing the following features of art: elements, principles, subject matter, media, techniques, styles, products, and function in works of art and artifacts. Students should understand and appreciate the functional and aesthetic aspects of applied mediums in context to art history. Classes follow the Discipline-Based Art Education model by offering a balance between art production, art history, art aesthetics, and art criticism. Two Dimensional fine art students are encouraged to participate in the annual Scholastic Art Competition at the South Bend Regional Museum of Art. All fine arts students including drama, music, dance and creative writing are also encouraged to enter in Project Excel, a state wide competition for all art mediums in the fine arts. **Note:** All students wishing to participate in Indiana State School Music Association competitions must be enrolled in either Choral Chamber Ensemble, Musical Theater, or another offered music class at Marian High School.

Fine Arts: Visual Arts

Beginning classes: The Visual Arts faculty recommends the serious art student take both the Introduction to Two-Dimensional Art prerequisite for drawing and painting and the Introduction to Three-Dimensional Art prerequisite for sculpture and ceramics at his/her first opportunity. Choices for beginning classes also include Media Arts I: Photography.

Advanced level art classes: Students generally must take the lower level class prior to taking a higher level class. Ideally these classes are taken during the same year. These classes include: Drawing I and Drawing II; Drawing III and Drawing IV; Painting I and Painting II; Painting III and Painting IV; Sculpture I and Sculpture II; Sculpture III and Sculpture IV; Media Arts I and Media Arts II; Media Arts III and Media Arts IV; Ceramics I and Ceramics II; Ceramics III and Ceramics IV

Prerequisites: Must have completed all previous levels offered in that specialty art class. Advanced 2D and 3D Classes: The Advanced Two and Three Dimensional Art classes build on the sequential learning experiences of all previous art levels offered in the regular art curriculum.

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| 111 Introduction to Two-Dimensional Art | 1 semester - 1 credit | Grade Level: 9, 10, 11, 12 | Grading Scale: Regular |
| Prerequisites: None | | Counts as a Directed Elective or Elective for the Core 40 and Core 40 with Academic Honors diplomas. Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma. | |
| In this course students will explore a wide range of two-dimensional art, such as drawing, painting, printing, design, and textiles. Students will become familiar with the elements and principles of art through hands-on projects and the study of art history. The fundamental concepts and vocabulary of art criticism will be emphasized. Students will develop an aesthetic response and an appreciation for art from a variety of cultures, ages, and styles. | | | |

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| 112 Introduction to Three-Dimensional Art | 1 semester - 1 credit | Grade Level: 9, 10, 11, 12 | Grading Scale: Regular |
| Prerequisites: None | | Counts as a Directed Elective or Elective for the Core 40 and Core 40 with Academic Honors diplomas. Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma. | |
| In this course students will explore a wide range of three-dimensional art, working with materials such as papier mache, pinch pots w/terra cotta clay, wire, wood and mask making. Students will become familiar with the elements and principles of art | | | |

through hands-on projects and the study of art history. The fundamental concepts and vocabulary of art criticism will be emphasized. Students will develop an aesthetic response and an appreciation for art from a variety of cultures, ages, and styles.

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| 121 Drawing I | 1 semester - 1 credit | Grade Level: 9, 10, 11, 12 | Grading Scale: Regular |
| Prerequisite: Introduction to Two-Dimensional Art | | Counts as a Directed Elective or Elective for the Core 40 and Core 40 with Academic Honors diplomas. Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma. | |
| Drawing I builds on the traditional methods, tools, techniques of drawing introduced in the Introduction of Two-Dimensional Basic Art. Media such as pencils, crayon, charcoal, chalk, oil pastel, dry pastel, pen and ink, scratchboard, and others are used. The elements and principles of art are developed through the observation and exercise of still life, figure, nature and environment drawing with realistic and imaginative approaches. The study of major artists' works and themes accompanies hands-on projects and exercises to help students develop their critiquing skills and aesthetic response to art. The nature of this course allows for successive semesters of instruction at the advanced level. | | | |

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| 122 Drawing II | 1 semester - 1 credit | Grade Level: 10, 11, 12 | Grading Scale: Regular |
| Prerequisite: Drawing I | | Counts as a Directed Elective or Elective for the Core 40 and Core 40 with Academic Honors diplomas. Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma. | |
| Drawing II focuses on the development and refinement of individual style and technique for the advanced drawing student, with continued attention on the elements and principles of art. The specialized use of techniques and media introduced in Drawing I are reinforced, along with the introduction of new techniques such as silver point, etching, and printmaking. The work of master artists and their reflections on the art of drawing is studied. Critiquing skills and art aesthetics are further enhanced. | | | |

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| 131 Honors Drawing III | 1 semester - 1 credit | Grade Level: 11, 12 | Grading Scale: Honors |
| Prerequisite: Drawing II/Permission of faculty | | Counts as a Directed Elective or Elective for the Core 40 and Core 40 with Academic Honors diplomas. Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma. | |
| Drawing III builds on the drawing skills, knowledge of techniques, and materials learned in Drawing I and II. Both illustrative and imaginative approaches are developed. Students are provided with the opportunity to specialize in a personal style while increasing the ability to apply advanced drawing techniques. Students will be expected to professionally present their work in public. The work of master artists and their reflections on the art of drawing are studied. | | | |

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| 132 Honors Drawing IV | 1 semester - 1 credit | Grade Level: 11, 12 | Grading Scale: Honors |
| Prerequisite: Drawing III/Permission of faculty | | Counts as a Directed Elective or Elective for the Core 40 and Core 40 with Academic Honors diplomas. Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma. | |
| Drawing IV is designed for students who have taken the full course of offerings in drawing and are interested in pursuing art as a career. Students design several contracts with the approval of the instructor, specializing in a particular medium with a timeline, specific objectives, and the means of meeting those objectives. Students will continue to balance developing a personal style with | | | |

mastering techniques and materials. Students will prepare a portfolio and will be encouraged to set up and meet with a representative from an art college or training school.

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| 123 Painting I | 1 semester - 1 credit | Grade Level: 9, 10, 11, 12 | Grading Scale: Regular |
| Prerequisite: Introduction to Two-Dimensional Art | | Counts as a Directed Elective or Elective for the Core 40 and Core 40 with Academic Honors diplomas. Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma. | |
| Painting I builds on the traditional methods, tools, and techniques of painting introduced in Introduction to Two-Dimensional Basic Art. This course offers a sequential experience in painting realistic, abstract, and non representational compositions. Students will increase their perceptive and expressive skills through the use of a variety of painting materials, tools, and techniques. Materials include mixed media, watercolor, acrylic, and other painting media. The work of master artists and their reflections on the art of painting are studied. The dimensions of color are studied through experimentation and mixing to develop and strengthen good color sense. | | | |

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| 124 Painting II | 1 semester - 1 credit | Grade Level: 10, 11, 12 | Grading Scale: Regular |
| Prerequisite: Painting I/Permission of faculty | | Counts as a Directed Elective or Elective for the Core 40 and Core 40 with Academic Honors diplomas. Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma. | |
| Painting II builds on the sequential experiences in Painting I. This course emphasizes the development and refinement of individual style and technique for the advanced painting student, with continued attention on the elements and principles of art. Compositional work through a variety of themes is stressed and development of a painterly style is encouraged. | | | |

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| 133 Honors Painting III | 1 semester - 1 credit | Grade Level: 11, 12 | Grading Scale: Honors |
| Prerequisite: Painting II/Permission of faculty | | Counts as a Directed Elective or Elective for the Core 40 and Core 40 with Academic Honors diplomas. Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma. | |
| Painting III builds on the sequential experiences in Painting I and II. Students are expected to perfect development and refinement of their individual style and technique for the advanced painting student. Students are encouraged to investigate the work of various artists. Students will be expected to professionally present their work to the public. | | | |

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| 134 Honors Painting IV | 1 semester - 1 credit | Grade Level: 11, 12 | Grading Scale: Honors |
| Prerequisite: Painting III/Permission of faculty | | Counts as a Directed Elective or Elective for the Core 40 and Core 40 with Academic Honors diplomas. Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma. | |
| Painting IV builds on the sequential experiences in Painting III. Students design several contracts with the approval of the instructor, specializing in a particular medium with a timeline, specific objectives, and the means of meeting these objectives. | | | |

Students will continue to balance developing a personal style with mastering techniques and materials. Students will prepare a portfolio and will be encouraged to set up and meet with a representative from an art college, art training school or university.

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| 119 Media Arts/Photography I | 1 semester - 1 credit | Grade Level: 9, 10, 11, 12 | Grading Scale: Regular |
| Prerequisites: None | | Counts as a Directed Elective or Elective for the Core 40 and Core 40 with Academic Honors diplomas. Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma. | |
| This course provides sequential experience in photography. Students will increase their perceptive and expressive skills through the use of a variety of materials, tools, and techniques. Experiences will include the ability to produce photographs. Functional and aesthetic aspects of photography of the past and present are covered. The nature of the course allows for successive semesters of instruction at the advanced level. | | | |

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| 129 Media Arts/Photography II | 1 semester - 1 credit | Grade Level: 10, 11, 12 | Grading Scale: Regular |
| Prerequisite: Media Arts/Photography I | | Counts as a Directed Elective or Elective for the Core 40 and Core 40 with Academic Honors diplomas. Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma. | |
| This course builds on the sequential experience in photography, in Media Arts I. Students will continue to increase their perceptive and expressive skills through the use of a variety of materials, tools, and techniques. Experiences will include the ability to produce photographs using traditional methods and expanding on darkroom techniques. The nature of this course allows for successive semesters of instruction at advanced level. | | | |

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| 139 Honors Media Arts/Photography III | 1 semester - 1 credit | Grade Level: 11, 12 | Grading Scale: Honors |
| Prerequisite: Media Arts/Photography II/Permission of faculty | | Counts as a Directed Elective or Elective for the Core 40 and Core 40 with Academic Honors diplomas. Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma. | |
| This course continues to build on the sequential experience in photography learned in Media Arts II. Students will work with digital photography and video along with traditional 35mm photography. Students will design several contracts with the approval of the instructor, specializing in a particular medium with a timeline, specific objectives, and the means of meeting those objectives. Students continue to balance developing a personal style with mastering techniques and skills. | | | |

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| 146 Honors Media Arts/Photography IV | 1 semester - 1 credit | Grade Level: 11, 12 | Grading Scale: Honors |
| Prerequisite: Media Arts/Photography III /Permission of faculty | | Counts as a Directed Elective or Elective for the Core 40 and Core 40 with Academic Honors diplomas. Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma. | |
| This course continues to build on the sequential experience in photography learned in Media Arts III. Students will work with digital photography and video along with traditional 35mm photography. Students will design several contracts with | | | |

the approval of the instructor, specializing in a particular medium with a timeline, specific objectives, and the means of meeting those objectives. Students continue to balance developing a personal style with mastering techniques and skills.

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| 127 Ceramics I | 1 semester - 1 credit | Grade Level: 9, 10, 11, 12 | Grading Scale: Regular |
| Prerequisite: Introduction to Three-Dimensional Art | | Counts as a Directed Elective or Elective for the Core 40 and Core 40 with Academic Honors diplomas. Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma. | |
| Ceramics I students are introduced to clay at the basic level with an emphasis on hand-building techniques. The elements and principles of art, with special emphasis on texture and form, are taught through creating and critiquing three-dimensional work. Techniques such as pinch pot, slab, coil, mold, and cylinder building are reviewed and introduced. Basic glazing and firing techniques are examined and applied. Students will learn the vocabulary and history of working with clay. | | | |

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| 128 Ceramics II | 1 semester - 1 credit | Grade Level: 10, 11, 12 | Grading Scale: Regular |
| Prerequisite: Ceramics I | | Counts as a Directed Elective or Elective for the Core 40 and Core 40 with Academic Honors diplomas. Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma. | |
| Ceramics II students are introduced to the potter’s wheel, with emphasis on centering and throwing. The course will further develop students’ skills in handling clay and experience of glazing and firing. The course also cultivates a deeper understanding of the variety of clays and their characteristics, as well as the history of ceramics and appreciation of its use across a variety of cultures and ages. | | | |

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| 137 Honors Ceramics III | 1 semester - 1 credit | Grade Level 11, 12 | Grading Scale: Honors |
| Prerequisite: Ceramics II | | Counts as a Directed Elective or Elective for the Core 40 and Core 40 with Academic Honors diplomas. Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma. | |
| Ceramics III builds on the student’s experiences in ceramics I & II. Students will expand their understanding and uses of the wheel to create complex forms and shapes. The students will have the opportunity to work with different types of clay, such as porcelain and stoneware. They will also integrate different glazing techniques into their work. Students will be challenged to use their hand building skills to create larger, more complex forms. The history of ceramics and appreciation of its use across cultures and ages will be emphasized throughout the class. | | | |

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| 138 Honors Ceramics IV | 1 semester - 1 credit | Grade Level 11, 12 | Grading Scale: Honors |
| Prerequisite: Ceramics III/Permission of Faculty | | Counts as a Directed Elective or Elective for the Core 40 and Core 40 with Academic Honors diplomas. Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma. | |
| Ceramics IV builds on the experiences of the Ceramics III class. Students will refine their understanding and uses of the wheel to create personal creative statements of their choosing (submitted via work contract with instructor's approval). The course will also | | | |

challenge students to integrate hand building with thrown pieces. Students will continue to work with a variety of clay bodies and glazing techniques. The history of ceramics and appreciation of its uses will continue to be emphasized throughout this course.

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| 144 Honors Advanced Two-Dimensional Art | 1 semester - 1 credit | Grade Level 10, 11, 12 | Grading Scale: Honors |
| Prerequisite: Introduction to Two-Dimensional Art, Drawing I-IV or Painting 1-V unless approved by the Department Chair. | | Counts as a Directed Elective or Elective for the Core 40 and Core 40 with Academic Honors diplomas. Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma. | |
| Students in Two-Dimensional Art build on the sequential learning experiences of Introduction to Two-Dimensional Art, Drawing 1-IV, and Painting 1-IV which encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Additionally, students: (1) create works of art, (2) reflect upon the outcomes of that experience, (3) explore historical connections, (4) write about the process, (5) make presentations about their progress at regular intervals, (6) work individually and in groups, (7) find a direct correlation to other disciplines, and (8) explore career options in visual art. Students also utilize art museums, galleries, studios, and community resources in their studies. | | | |

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| 145 Honors Advanced Three-Dimensional Art | 1 semester - 1 credit | Grade Level: 10, 11, 12 | Grading Scale: Honors |
| Prerequisite: Introduction to Three-Dimensional Art or Ceramics 1-V, or with permission from the Department Chair. | | Counts as a Directed Elective or Elective for the Core 40 and Core 40 with Academic Honors diplomas. Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma. | |
| Students in Advanced Three-Dimensional Art build on the sequential learning experiences of Introduction to Three-Dimensional Art, Sculpture 1-IV, and Ceramics 1-IV, which encompass art history, criticism, aesthetics, and production and lead to the creation of portfolio quality works. Within this context, students: (1) create works of art, (2) reflect upon the outcomes of those experiences, (3) explore historical connections, (4) write about the process, (5) make presentations about their progress at regular intervals, (6) work individually and in groups, (7) find direct correlations to other disciplines, and (8) explore career options in visual art. Students also utilize art museums, galleries, studios, and community resources in their studies. | | | |

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| 142/143 Honors AP Drawing | 2 semesters - 2 credits | Grade Level: 12 | Grading Scale: Honors |
| Prerequisites: Drawing I & II along with department head approval. ** Students can only take Honors AP 2D Drawing or AP 2D Art & Design (Photography). Students cannot receive credit for both. | | Dual Credit: AP & Dual Credit Full Year – 3 Credits | Counts as a Directed Elective or Elective for the Core 40 and Core 40 with Academic Honors diplomas. Fulfills the Fine Arts requirement for the Core 40 with Academic Honors diploma. |
| Course Description: The AP Studio Art Drawing course is designed for highly motivated students who demonstrate serious interest in the arts. It is recommended for the AP student to have previous training in art or be able to demonstrate through a portfolio advanced skills in drawing and/or painting as the AP course requirements are significantly more rigorous than Drawing I-IV and Painting I-IV classes. The AP Studio Art Drawing course strives for quality of production and experience in the investigation of drawing styles, techniques and reflection of historical influences in drawing and painting. The course is designed as an intensive one-year program which will lead to a strong portfolio. The course will focus on furthering drawing and painting skills combined with exploring fresh concepts that represent and express the student's personal interests. All works will be digitally recorded and labeled for final portfolio review. | | | |

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| 147/148 Honors AP 2D Art & Design (Photography) | 2 semesters - 2 credits | Grade Level: 11, 12 | Grading Scale: Honors |
| Prerequisites: Photo I & II along with department head approval. ** Students can only take Honors AP 2D Drawing or AP 2D Art & Design (Photography). Students cannot receive credit for both. | | Dual Credit: AP & Dual Credit Full Year – 3 Credits | Counts as a Directed Elective or Elective for the Core 40 and Core 40 with Academic Honors diplomas. Fulfills the Fine Arts requirement for the Core 40 with Academic Honors diploma. |
| Course Description: The AP Studio Art Photography course is designed for highly motivated students who demonstrate serious interest in the arts. It is recommended for the AP student to have completed both Photo 1 and 2 in order to have the skills needed to complete the AP course requirements. The AP Studio Art Photography course strives for quality of production and experience in the investigation of analog and digital photography techniques. The course is designed as an intensive one-year program which will lead to a strong portfolio. The course will focus on strengthening the students' skills in photography combined with exploring fresh concepts that represent and express the student's personal interests. All works will be digitally recorded and labeled for final portfolio review. | | | |

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| 151/152 Honors AP 3D Art & Design | 2 semesters - 2 credits | Grade Level: 11, 12 | Grading Scale: Honors |
| Prerequisites: Ceramics I & II along with department head approval | | Dual Credit: AP & Ivy Tech Full Year – 3 Credits | Counts as a Directed Elective or Elective for the Core 40 and Core 40 with Academic Honors diplomas. Fulfills the Fine Arts requirement for the Core 40 with Academic Honors diploma. |
| Course Description: The AP Studio Art Ceramics course is designed for highly motivated students who demonstrate serious interest in the arts. The AP Studio Art Ceramics course strives for quality of production and experience in the investigation of visual principles and material techniques, synthesizing form, technique, and content. The course is designed as an intensive one-year program which will lead to a strong portfolio. The course will focus on furthering skills in ceramics combined with exploring fresh concepts that represent and express the student's personal interests. All works will be digitally recorded and labeled for final portfolio review. | | | |

Fine Arts: Drama

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| 113/116 Musical Theater I/II | 1 semester - 1 credit each | Grade Level: 9, 10, 11, 12 | Grading Scale: Regular |
| Prerequisites: None | | Counts as a Directed Elective or Elective for the Core 40 and Core 40 with Academic Honors diplomas. Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma. | |
| Students in this course study the history of musical theater and its place in today’s society. They participate in directing, staging, choreographing, rehearsing, and performing an original or existing musical work. These activities incorporate elements of theater history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore career opportunities in | | | |

the theater, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theater patrons in their community. Musical Theater II builds upon the understanding and experiences of Musical Theater I. Students must participate in practice and performance opportunities, outside of the school day, that support and extend the learning in the classroom.

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| 5122/5123 Honors Advanced Musical Theater | 1 semester - 1 credit Repeatable | Grade Level: 10, 11, 12 | Grading Scale: Honors |
| Prerequisite: Musical Theater I/II or at least one verifiable prior year of theater instruction or performance, with Instructor Approval | | Counts as a Directed Elective or Elective for the Core 40 and Core 40 with Academic Honors diplomas. Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma. | |
| Honors Advanced Musical Theater exposes students to more sophisticated roles in directing, staging, choreographing, rehearsing, and performing an original or existing musical work. These activities incorporate elements of theater history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore career opportunities in the theater, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theater patrons in their community. Students must participate in practice and performance opportunities, outside of the school day, that support and extend the learning in the classroom. | | | |

Fine Arts: Music

A primary purpose of the school's music curriculum is to provide a continuous program of education that makes a major contribution toward developing cultural and aesthetic values of all students. The music program is designed to satisfy the many musical needs of the students, the school, and the community, at the same time satisfying the musical objectives of the State of Indiana. The program is designed specifically to aid each individual student in developing his/her musical talent to the highest level of his/her personal interest and ability. Students are encouraged to continue their participation in drama, choir, band, orchestra, or drumline for multiple years to build long term depth, skill, and exposure to musical repertoire.

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| 101/102 Concert Choir I/II | 2 semesters - 2 credits | Grade Level: 9, 10, 11, 12 | Grading Scale: Regular |
| Prerequisite: None | | Counts as a Directed Elective or Elective for the Core 40 and Core 40 with Academic Honors diplomas. | |
| Concert Choir provides the means for students to be part of a high quality vocal performance ensemble. Choral music from the major stylistic periods, as well as contemporary and Broadway show music is represented. Students learn proper technique for breathing, phonation, formation of vowels and consonants, expression, and dynamics. Through Concert Choir, students become increasingly familiar with the fundamentals of music theory, music notation and aural recognition of intervals. Students must participate in practice and performance opportunities, outside of the school day, that support and extend the learning in the classroom. | | | |

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| 117/118 Honors Advanced Concert Choir | 2 semesters - 2 credits Repeatable | Grade Level: 10, 11, 12 | Grading Scale: Honors |
| Prerequisite: Concert Choir I/II or at least one verifiable prior year of choral instruction or performance, with Instructor Approval | | Counts as a Directed Elective or Elective for the Core 40 and Core 40 with Academic Honors diplomas. | |
| <p>Honors Advanced Concert Choir provides the means for students to be part of a high quality vocal performance ensemble. Choral music from the major stylistic periods, as well as contemporary and Broadway show music is represented. Students learn proper technique for breathing, phonation, formation of vowels and consonants, expression, and dynamics. Through advanced Concert Choir, students are exposed to more sophisticated principles of music theory, music notation and aural recognition of intervals. Students must participate in practice and performance opportunities, outside of the school day, that support and extend the learning in the classroom.</p> | | | |

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| 107/108 Drumline I/II | 2 semesters - 2 credits | Grade Level: 9, 10, 11, 12 | Grading Scale: Regular |
| Prerequisite: None | | Applied Music: Counts as a Directed Elective or Elective for the Core 40 and Core 40 with Academic Honors diplomas. Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma. | |
| Drumline serves as the percussion section for the Knights Band/Orchestra. Drumline will focus on technique specific to the marching percussion idiom. Anyone can sign up for drumline. Placement on instruments is based upon an audition as well as the student's attitude, work ethic and what best fits the ensemble. Students will perform on their instruments with correct technique in and outside of an ensemble. Students will perform a varied repertoire of percussion and concert band/orchestra literature. Students must participate in practice and performance opportunities, outside of the school day, that support and extend the learning in the classroom. | | | |

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| 5133/5134 Honors Advanced Drumline | 2 semesters - 2 credits Repeatable | Grade Level: 10, 11, 12 | Grading Scale: Regular |
| Prerequisite: Drumline I/II or at least one verifiable prior year of instruction or performance in marching band percussion, drumline, or drum corps, with Instructor Approval | | Applied Music: Counts as a Directed Elective or Elective for the Core 40 and Core 40 with Academic Honors diplomas. Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma. | |
| Drumline serves as the percussion section for the Knights Band/Orchestra. Honors Advanced Drumline will focus on more sophisticated techniques and leadership roles. Placement on instruments is based upon an audition as well as the student's attitude, work ethic and what best fits the ensemble. Students will perform on their instruments with correct technique in and outside of an ensemble. Students will perform a varied repertoire of percussion and concert band/orchestra literature. Students must participate in practice and performance opportunities, outside of the school day, that support and extend the learning in the classroom. | | | |

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| 5131/5132 Instrumental Foundations | 2 semesters - 2 credits | Grade Level: 9, 10, 11, 12 | Grading Scale: Regular |
| Prerequisite: none | | Applied Music: Counts as a Directed Elective or Elective for the Core 40 and Core 40 with Academic Honors diplomas. Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma. | |
| Instrumental Foundations is intended for students with no prior musical instrument experience, with the instructor and student working in collaboration to identify one or more instruments for foundational study. This course offers students the opportunity to receive group and personalized instrumental instruction designed to develop performance skills and connect with the larger school community. This course can include opportunities to play at sporting events, assemblies, Mass, ISSMA contests, and concerts. Students must participate in practice and performance opportunities, outside of the school day, that support and extend the learning in the classroom. | | | |

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| 103/104 Concert Band I/II | 2 semesters - 2 credits | Grade Level: 9, 10, 11, 12 | Grading Scale: Regular |
| Prerequisite: Instrumental Foundations or at least one verifiable prior year of instruction or performance on the instrument of choice, with Instructor Approval | | Applied Music: Counts as a Directed Elective or Elective for the Core 40 and Core 40 with Academic Honors diplomas. Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma. | |
| Concert Band provides students with the opportunity to engage in the study of instrumental performance. Intonation, tone, technical facility, breath control, ensemble playing, rhythm accuracy, and sight-reading of music are emphasized. This course will encompass various musical styles | | | |

in woodwind, brass, and percussion performance. Students must participate in practice and performance opportunities, outside of the school day, that support and extend the learning in the classroom.

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| 5137/5138 Honors Advanced Concert Band | 2 semesters - 2 credits Repeatable | Grade Level: 10, 11, 12 | Grading Scale: Honors |
| Prerequisite: Concert Band I/II or at least two verifiable prior years of instruction or performance on the instrument of choice, with Instructor Approval | | Applied Music: Counts as a Directed Elective or Elective for the Core 40 and Core 40 with Academic Honors diplomas. Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma. | |
| Honors Advanced Concert Band provides students with the opportunity to engage in more sophisticated study of instrumental performance. Intonation, tone, technical facility, breath control, ensemble playing, rhythm accuracy, and sight-reading of music are emphasized. This course will encompass various musical styles. It is designed to meet the needs of students who are interested in woodwind, brass, and percussion performance. Students must participate in practice and performance opportunities, outside of the school day, that support and extend the learning in the classroom. | | | |

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| 5120/5121 Orchestra I/II | 2 semesters - 2 credits | Grade Level: 9, 10, 11, 12 | Grading Scale: Regular |
| Prerequisite: Instrumental Foundations or at least one verifiable prior year of instruction or performance on the instrument of choice, with Instructor Approval | | Applied Music: Counts as a Directed Elective or Elective for the Core 40 and Core 40 with Academic Honors diplomas. Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma. | |
| Orchestra provides students with the opportunity to engage in the study of instrumental performance. Intonation, tone, technical facility, breath control, ensemble playing, rhythm accuracy, and sight-reading of music are emphasized. This course will encompass various musical styles in string instrumental performance. Students must participate in practice and performance opportunities, outside of the school day, that support and extend the learning in the classroom. | | | |

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| 5139/5140 Honors Advanced Orchestra | 2 semesters - 2 credits Repeatable | Grade Level: 10, 11, 12 | Grading Scale: Honors |
| Prerequisite: Orchestra I/II or at least two verifiable prior years of instruction or performance on the instrument of choice, with Instructor Approval | | Applied Music: Counts as a Directed Elective or Elective for the Core 40 and Core 40 with Academic Honors diplomas. Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma. | |
| Honors Advanced Orchestra provides students with the opportunity to engage in more sophisticated study of instrumental performance. Intonation, tone, technical facility, breath control, ensemble playing, rhythm accuracy, and sight-reading of music are emphasized. This course will encompass various musical styles in string instrumental performance. Students must participate in practice and performance opportunities, outside of the school day, that support and extend the learning in the classroom. | | | |

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| 5135 Guitar Methods | 1 semester - 1 credit | Grade Level: 9, 10, 11, 12 | Grading Scale: Regular |
| Prerequisite: none | | Applied Music: Counts as a Directed Elective or Elective for the Core 40 and Core 40 with Academic Honors diplomas. Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma. | |
| This class is designed for beginners or intermediate guitar players who would like to fill in the gaps in their basic overall knowledge of the instrument. This course will cover fingerboard knowledge, techniques, chords, strumming, improvisation, finger-style | | | |

technique, reading music (standard notation/tablatore), and concepts in music theory that can be used to write music and figure out songs by ear. Most of the music played in this class will be drawn from the American popular and folk styles. Through listening, this class will provide an overview of the many different styles of music written for this instrument including classical, jazz, blues, folk, rock and pop. Students must participate in practice and performance opportunities, outside of the school day, that support and extend the learning in the classroom.

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| 5136 Composition Methods and Technology | 1 semester - 1 credit | Grade Level: 9, 10, 11, 12 | Grading Scale: Regular |
| Prerequisite: Co-enrolled in Concert Choir, Concert Band, Orchestra, or Drumline | | Counts as a Directed Elective or Elective for the Core 40 and Core 40 with Academic Honors diplomas. Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma. | |

This class is intended for students who may pursue a career or advanced degree in music. The course will introduce music history, aural training skills, including rhythmic, harmonic, and melodic dictation and sight reading on the instrument of the student's choice (including voice). The course takes a beginning approach to the concepts of theory and analysis, with references to historical context. Students should co-enroll in another Performing Arts course. Students must participate in practice and performance opportunities, outside of the school day, that support and extend the learning in the classroom.

Mathematics Department

The language of mathematics permeates the fabric of our society, and to be ignorant of its signs, symbols, processes, and methods is to be unable to read with the insight and understanding the publications which come to our lives. The modern person perceives the world in which they live as intrinsically mathematics. Mathematics is the medium by which humanity records its observations upon the structure and behavior of nature and from which it draws the power to discern the underlying order. It supplies us, in short, with the basis for broadening our understanding and for bending our knowledge to useful ends. Mathematics is not a set of unrelated and isolated topics. It is a system of ideas unified by such concepts as number, measurement, relationship, operation, symbolism, and proof that relate to other fields of learning and which grow in meaning and significance for the student as his/her study continues. Most importantly, Mathematics opens a window into God's revelation of the truth, goodness, and beauty of our universe.

The Department of Mathematics offers a four-year honors program, which culminates in a full year's study of calculus and AP Statistics if students come in at an advanced level. The following diagram depicts all three levels of study in mathematics.

| Freshman | Sophomore | Junior | Senior |
|--|--------------------------------------|--|---|
| Honors Algebra II (Geometry previous) | Honors Pre-Calculus | Honors AP Calculus BC Honors AP Calculus AB | Honors AP Statistics Honors AP Calculus BC Honors AP Calculus AB |
| Honors Geometry | Honors Algebra II | Honors Pre-Calculus | Honors AP Statistics Honors AP Calculus BC Honors AP Calculus AB |
| Honors Algebra I | Honors Geometry Honors Algebra II | Honors Pre-Calculus | Honors AP Statistics Honors AP Calculus BC Honors AP Calculus AB |
| Honors Algebra I | Honors Geometry | Honors Algebra II | Honors Pre-Calculus |
| Algebra I | Geometry | Algebra II | Pre-Calculus, Trigonometry and Statistics, or Finite Math |

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|---------------------------------------|-----------------|-------------------|---|
| Algebra I (611B) (with Algebra I Lab) | Geometry (623B) | Algebra II (631B) | Finite Math, Trigonometry , Probability and Statistics |
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Note: When registering for next year's classes or during the course of a semester, dropping down from the college preparatory level to the basic level will only occur upon teacher recommendation and consultation with the student's parents. Basic classes are designed to help students with learning difficulties and smaller class sizes are preferred but not necessarily guaranteed.

Students who are struggling in a college preparatory class should continue to work through their difficulties since they will be better prepared for college classes. Parents of struggling students should request a conference with the teachers so the teacher can prescribe a necessary remedy (i.e., take advantage of before and after school teacher work sessions, complete all required work, complete all assigned review work for tests and quizzes, take advantage of National Honor Society tutors etc.) If the parents have previously met with their son's or daughter's teacher, the student has met all prescribed remedies, and the student has a grade of D- or lower, parents may request a meeting with the Assistant Principal and the teacher to discuss the possibility of their student dropping down to a basic class.

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| 609B/610B Math Lab 609LS/610 LS | 2 semesters - 2 credits | Grade Level: 9 | Grading Scale: Regular |
| Co-Requisite: 611B/612B Algebra I | | Counts as an Elective for the Core 40 and Core 40 with Academic Honors diplomas. | |
| Mathematics Lab provides students with individualized instruction designed to support success in completing mathematics coursework aligned with Indiana’s Academic Standards for Mathematics. Mathematics Lab is to be taken in conjunction with a Core 40 mathematics course, and the content of Mathematics Lab should be tightly aligned to the content of its corresponding course. | | | |

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| 611B/612B Algebra I | 2 semesters - 2 credits | Grade Level: 9 | Grading Scale: Regular |
| Prerequisite: Recommendation of the Counseling Office and/or Mathematics Department, based on the results of placement testing. | | Counts as a Mathematics Course for the Indiana Graduation Requirements. Fulfills the Algebra I/Integrated Mathematics I requirement for the Core 40 and Core 40 with Academic Honors diploma. | |
| This is a Core 40 course that awards grade points on the Basic scale. It is a lower-level course in first year Algebra. It will introduce the basic properties and use of real numbers to solve equations, inequalities, and story problems. In the spring semester, relations, functions, graphs, and polynomials will be studied. Math Lab is required for selected students. | | | |

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| 613/614 Algebra I | 2 semesters - 2 credits | Grade Level: 9, 10 | Grading Scale: Regular |
| Prerequisite: none | | Fulfills the Algebra I/Integrated Mathematics I requirement for the Core 40 and Core 40 with Academic Honors diploma. | |
| Algebra I is a math course that emphasizes the basic properties and use of real numbers to solve equations, inequalities and real-life applications of Algebra. In the spring semester, relations, functions, graphs, and polynomials will be introduced. | | | |

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| 615/616 Honors Algebra I | 2 semesters - 2 credits | Grade Level: 9 | Grading Scale: Honors |
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| Prerequisite: Consistently strong grades in middle school mathematics and/or Recommendation of the Counseling Office and/or Mathematics Department, based on the results of placement testing. | Counts as a Mathematics Course for the Indiana Graduation Requirements. Fulfills the Algebra I / Integrated Mathematics I requirement for the Core 40 and Core 40 with Academic Honors diploma. |
| This class is an advanced math course that contains much in-depth study of the theory of Algebra I in preparation for continuation in mathematics. Special emphasis is on the use of the properties of real numbers to solve equations and inequalities. Relations, functions, graphs, polynomials, rational expressions, and quadratic equations will be introduced. | |

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| 617/618 Honors Algebra II | 2 semesters - 2 credits | Grade Level: 9, 10, 11 | Grading Scale: Honors |
| Prerequisite: A grade of B- or higher in preceding honors level math course or A- or higher in preceding regular level math course in addition to the teacher recommendation. 9th grade students by Recommendation of the Counseling Office and/or Mathematics Department, based on the results of placement testing. | | Fulfills the Algebra II/Integrated Mathematics III requirement for the Core 40 and Core 40 with Academic Honors diplomas. | |
| Honors Algebra II is the first course of a four-year Honors program in Mathematics. Students enrolling in this course must have a strong background in Algebra in the eighth grade. In addition to reviewing and deepening the topics listed under Algebra I, students will also study sequences, series, quadratic equations, and functions, complex numbers, and the Fundamental Theorem of Algebra, the Remainder Theorem, and exponential and logarithmic equations | | | |

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| 623B/624B Geometry | 2 semesters - 2 credits | Grade Level: 10, 11 | Grading Scale: Regular |
| Prerequisite: 611B/612B Algebra I or 613/6114 Algebra I and teacher recommendation. | | Fulfills the Geometry/Integrated Mathematics II requirement for the Core 40 and Core 40 with Academic Honors diplomas. | |
| This Geometry course is a Core 40 course. It is a simplified course in plane geometry. Emphasis is on points, angles, and lines in a plane as well as proofs of congruent triangles and the geometry of quadrilaterals. Formulas for areas, perimeters, volumes, etc., will be studied. This course is intended for the student who is considering a two-year college. | | | |

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| 625/626 Geometry | 2 semesters - 2 credits | Grade Level: 10, 11 | Grading Scale: Regular |
| Prerequisite: 615/616 Algebra I and teacher recommendation. | | Fulfills the Geometry/Integrated Mathematics II requirement for the Core 40 and Core 40 with Academic Honors diplomas. | |
| Geometry is a college preparatory course that is an integrated study of plane and solid geometry. Besides the principles of logic and the patterns of reasoning, emphasis is placed upon lines and planes in space. Proofs of similar and congruent triangles coordinate geometry, circles, and spheres are also studied. | | | |

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| 627/628 Honors Geometry | 2 semesters - 2 credits | Grade Level: 9, 10 | Grading Scale: Honors |
| Prerequisite: A grade of B- or higher in preceding honors level math course or A- or higher in preceding regular level math course and teacher recommendation. 9th grade students by Recommendation of the Counseling Office and Mathematics Department, based on the results of placement testing. | | Fulfills the Geometry/Integrated Mathematics II requirement for the Core 40 and Core 40 with Academic Honors diplomas. | |
| It is intended that the student entering this course will continue on a course of study leading to calculus. It covers the same material found in Geometry but in greater depth and with more emphasis on logic. | | | |

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| 631B/632B Algebra II | 2 semesters - 2 credits | Grade Level: 11, 12 | Grading Scale: Regular |
| Prerequisite: 611B/612B Algebra I, 623B/624B Geometry, and teacher recommendation. | | Fulfills the Algebra II/Integrated Mathematics III requirement for the Core 40 and Core 40 with Academic Honors diplomas. | |
| Algebra II includes an extensive review of Algebra I together with the study of sequences of real numbers, functions, equations and inequalities, the quadratic formula, exponents, logarithmic functions, and complex numbers. | | | |

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| 633/634 Algebra II | 2 semesters - 2 credits | Grade Level: 11, 12 | Grading Scale: Regular |
| Prerequisite: 613/614 Algebra I, 625/626 Geometry, and teacher recommendation. | | Fulfills the Algebra II/Integrated Mathematics III requirement for the Core 40 and Core 40 with Academic Honors diplomas. | |
| Algebra II is a college preparatory course that includes a short review of Algebra I then proceeds to studies of sequences and series of real numbers, functions, equations and inequalities, the quadratic formula, exponents, rational and logarithmic functions, and complex numbers. Beginning fundamentals of probability and statistics will also be covered to prepare the student for Pre-calculus or further studies in probability and statistics. | | | |

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| 635/636 Honors Pre-Calculus | 2 semesters - 2 credits | Grade Level: 11 | Grading Scale: Honors |
| Prerequisite: A grade of B- or higher in preceding honors level math course or A- or higher in preceding regular level math course in addition to the teacher recommendation. | | Dual Credit: Ivy Tech Semester 1 – 3 Credits Semester 2 – 3 Credits | Counts as a Mathematics Course for the Core 40 and Core 40 with Academic Honors diplomas. |
| Honors Pre-Calculus is intended for the best students in mathematics. The trigonometry topics include the six trigonometric functions, a study of triangles, identities, inverse functions, trigonometric equations, and polar coordinates, with an emphasis on application and abstraction. Topics covered in the second part of the course are conic vector algebra, sequences, series, and matrix algebra. Other topics include a detailed discussion of functions, the study of limits, the derivatives of functions, and maxima and minima problems. | | | |

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| 643/644 Pre-Calculus | 2 semesters - 2 credits | Grade Level: 12 | Grading Scale: Regular |
| Prerequisite: 625/626 Geometry, 633/634 Algebra II, and teacher recommendation. | | Counts as a Mathematics Course for the Core 40 and Core 40 with Academic Honors diplomas. | |
| Pre-Calculus is a college preparatory course that places emphasis on structure, computation, and use of modern algebra in geometric situations and provides different approaches to the study of mathematics. The study of the six trigonometric functions includes triangles, graphs, special identities and formulas, the laws of sines and cosines, the inverse functions, trigonometric equations, and polar coordinates. Other topics may include a detailed discussion of functions, logarithms, limits, the derivatives of functions, and maxima and minima problems. | | | |

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| 645/646 Honors AP Calculus BC | 2 semesters - 2 credits | Grade Level: 12 | Grading Scale: Honors |
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| Prerequisite: A grade of B- or higher in preceding honors level math course or A- or higher in preceding regular level math course in addition to the teacher recommendation. | Dual Credit: AP & Ivy Tech Semester 1 – 4 Credits Semester 2 – 4 Credits | Counts as a Mathematics Course for the Core 40 and Core 40 with Academic Honors diplomas. Counts as a quantitative reasoning course. |
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AP Calculus BC is an honors course intended for the best students in mathematics, allowing them to study calculus at an advanced level for the entire year. The course covers a little more than two semesters of the three semesters of calculus covered in colleges. Topics include a detailed study of functions, limits, derivatives and their applications, and integration and its applications. Convergent and divergent infinite series, and Taylor polynomials will also be covered. This course provides preparation for the Advanced Placement Calculus BC examination.

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| 649/650 Honors AP Calculus AB | 2 semesters - 2 credits | Grade Level: 12 | Grading Scale: Honors |
| Prerequisite: A grade of B- or higher in preceding honors level math course or A- or higher in preceding regular level math course in addition to the teacher recommendation. | Dual Credit: AP & Ivy Tech Full Year – 4 Credits | Counts as a Mathematics Course for the Core 40 and Core 40 with Academic Honors diplomas. Counts as a quantitative reasoning course. | |

AP Calculus AB is an honors course intended for good students of mathematics, allowing them to get a start on the study of calculus while still in high school. The course covers a little more than one semester of the three semesters of calculus covered in colleges. Topics surveyed include functions, limits, derivatives and their applications, and integration and its applications. This course provides preparation for the Advanced Calculus AB examination.

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| 651/652 Honors AP Statistics | 2 semesters - 2 credits | Grade Level: 11, 12 | Grading Scale: Honors |
| Prerequisite: A grade of B- or higher in preceding honors level math course or A- or higher in preceding regular level math course in addition to the teacher recommendation. | Counts as a Mathematics Course for the Core 40 and Core 40 with Academic Honors diplomas. Counts as a quantitative reasoning course. | | |

AP Statistics is a two semester honors course in high school that is equivalent to a one semester, non-calculus based college course in introductory statistics. The course is based on four broad conceptual themes: exploring data by observing patterns and departures from patterns; planning a study to decide what and how to measure; producing models using probability and simulation; using statistical inference to confirm models. Since the use of graphing calculator technology will be an integral part of the course, it is required that each student has a graphing calculator with statistical capabilities (the TI-83 or TI-84 is Recommended). It is expected that each student will take the AP exam. A student may gain college credit with a successful score on the AP exam.

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| 654 Probability and Statistics | 1 semester - 1 credit | Grade Level: 12 | Grading Scale: Regular |
| Prerequisites: 631B/632B Algebra II, 632B/633B Geometry, and teacher recommendation. | Counts as a Mathematics Course for the Core 40 and Core 40 with Academic Honors diplomas. | | |

Probability and Statistics includes the concepts and skills needed to apply statistical techniques in the decision-making process. Topics include: (1) data analysis, (2) experimental design, (3) probability, and (4) statistical inference. Practical examples based on real experimental data are used throughout. Students plan and conduct experiments or surveys and analyze the resulting data. The use of graphing calculators (the TI-83 or TI-84) is recommended.

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| 659 Accelerated Finite Mathematics | 1 semesters - 1 credit | Grade Level: 12 | Grading Scale: Regular |
| Prerequisites: 631B/632B Algebra II, 632B/633B Geometry, and teacher recommendation. <i>[Note: Typically 654/659 will be paired as a year-long math course]</i> | | Dual Credit: Ivy Tech Semester 2 - 3 Credits | Counts as a Mathematics Course for the Core 40 and Core 40 with Academic Honors diplomas. |
| Finite Mathematics is an umbrella of mathematical topics. It is a course designed for students who will only undertake mathematics in college short of Calculus, particularly those students considering a two-year college. Topics include: (1) counting techniques, (2) matrices, (3) recursion, (4) graph theory, (5) social choice, (6) linear programming, and (7) game theory. | | | |

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| 655/656 Finite Mathematics | 2 semesters - 2 credits | Grade Level: 12 | Grading Scale: Regular |
| Prerequisites: 631B/632B Algebra II, 632B/633B Geometry, and teacher recommendation. | | Dual Credit: Ivy Tech Semester 2 - 3 Credits | Counts as a Mathematics Course for the Core 40 and Core 40 with Academic Honors diplomas. |
| Finite Mathematics is an umbrella of mathematical topics. It is a course designed for students who will only undertake mathematics in college short of Calculus, particularly those students considering a two-year college. Topics include: (1) counting techniques, (2) matrices, (3) recursion, (4) graph theory, (5) social choice, (6) linear programming, and (7) game theory. | | | |

Multidisciplinary

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| 021/022 Basic Skills Development | 1 semester - 1 credit | Grade Level: 9, 10, 11, 12 | Grading Scale: Regular |
| Prerequisite: Students must have an IEP, CAP, and/or the approval of the teacher. | | One credit per semester up to 8 credits. Counts as an Elective for all diplomas. | |
| This course is recommended for students who require academic support and is designed to introduce the student to study skills that are essential for academic success. Organizational skills such as time management, note taking, outlining, and test preparation are studied. Additional skills may include reading comprehension, writing development, memory techniques, and listening skills dependent on the needs of the individual student. Study techniques are practiced and applied in content area classes. This class may be taken all year for a total of one graduation credit per semester. Counts as elective credit for all diplomas. | | | |

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| 255/256 - Honors Education Professions I | 2 semesters - 2 credits | Grade Level: 11, 12 | Grading Scale: Honors |
| Prerequisite: Departmental Approval and PSAT scores in the top 50th percentile. A record of good attendance - excessive tardies and absences in the first semester may result in not being enrolled during the course second semester. | | Dual Credit: Holy Cross College Semester 1 – 5 Credits Semester 2 – 5 Credits | Counts as an Elective for the Core 40 and Core 40 with Academic Honors diplomas. |
| Education Professions I is a partnership between Marian High School and Holy Cross College. Classes will take place on the Campus of Holy Cross. Students will return to Marian for the beginning of the 3 rd period. Semester 1 - This course explores teaching as a vocation. Through lecture, readings, written assignments, and observations, students examine the personality traits and the functional skills necessary for success in elementary and secondary education classrooms. This course provides a structured approach to investigating one's interest in and suitability for a career in education. This course also provides an introduction to teaching as a profession in the American Education system. It offers a variety of perspectives on education including historical, philosophical, social, legal, and ethical issues in a diverse society. It includes | | | |

background knowledge in the organizational structure of schools. This course will also include exploration of education as the “formation of the hearts of young people and the development of a positive response toward religion within them” (Blessed Basil Moreau). An embedded clinical field experience is included in this course where the roles, responsibilities and daily life of teachers, schools, and students will be examined. This course requires direct contact with children and therefore students will be required to complete a criminal background check as requested by the partnering school.

Semester 2 - Drawing on children’s reading interest and needs as a basis for evaluation, this course will focus on the selection and role of children’s literature in the elementary and middle school curriculum. There is no better way to teach children empathy than through good literature. From stories about other cultures to fantasies where children can use their imaginations, good books can transform a child’s view of the world. The selection of non-fiction and well-rounded fiction can determine the quality of a reading program. In this course we will become familiar with types of literature and learn how to choose books appropriate for each child.

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| 257/258 - Honors Education Professions II | 2 semesters - 2 credits | Grade Level: 12 | Grading Scale: Honors |
| Prerequisite: Education Professions I | | Dual Credit: Holy Cross College – 5 credits each semester | Counts as an Elective for the Core 40 and Core 40 with Academic Honors diplomas. |

Education Professions II is a partnership between Marian High School and Holy Cross College. Classes will take place on the Campus of Holy Cross. Students will return to Marian for the beginning of the 3rd period. Education Professions II prepares students for employment in education and related careers and provides the foundation for study in higher education in these career areas. An active learning approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of education and related careers. The course of study includes, but is not limited to: the teaching profession, the learner and the learning process, planning instruction, learning environment, and instructional and assessment strategies. Extensive field experiences in one or more classroom settings, resumes, and career portfolios are required components. A standards-based plan guides the students’ field experiences. Students are monitored in their field experiences by the Education Professions II teacher.

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| 970/971 Student Media / Publications | 2 semesters - 2 credits | Grade Level: 9, 10, 11, 12 | Grading Scale: Regular |
| Prerequisite: None | | One credit per semester up to 8 credits. Counts as an Elective or Directed elective for all diplomas. Fulfills the Fine Arts requirement for the Core 40 with Academic Honors Diploma. | |

Students demonstrate their ability to do journalistic writing and design for high school media, including school newspapers and yearbooks, and a variety of other media formats. Students follow the ethical principles and legal boundaries that guide scholastic journalism.

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| 9850 Principles of Aviation Management | 1 semester - 1 credit | Grade Level: 10, 11, 12 | Grading Scale: Regular |
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| Prerequisite: A grade of C or higher in a previous math or science course | Dual Credit: Ivy Tech Semester 1 - 2 credits | Counts as a directed elective or elective for the Core 40 and Core 40 with Academic Honors diplomas. |
| <p>This course will examine all facets of the aviation industry, including the human, physical, technological, logistical, and legal systems that support modern aviation. The class will include a broad overview of the aerospace industry; aerodynamic and engineering principles; commercial, military, and civil aviation; history of unpowered and powered flight; role of women and minorities in aviation; modern aircraft design; space exploration; the future of aviation, including unmanned systems ("drones") and environmentally sustainable technologies; accident investigation; the FAA and NTSB; air traffic control; aircraft mechanics; aerospace engineering; aviation careers; and professional skills and perspectives. No topic will be off limits.</p> | | |

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| 9041/9042 Honors Private Pilot Theory | 2 semesters - 2 credits | Grade Level: 11, 12 | Grading Scale: Honors |
| Prerequisite: 9850 Principles of Aviation, teacher recommendation | | Dual Credit: Ivy Tech Semesters 1 & 2 - 6 credits | Counts as a directed elective or elective for the Core 40 and Core 40 with Academic Honors diplomas. |
| Ground school knowledge required for certification as a private pilot with an airplane single engine land rating with a goal of preparing students to take the FAA Private Pilot written exam. Areas of study include aerodynamics, aircraft systems, performance, weight and balance, physiology, regulations, cross country planning, weather, and decision making skills. Time permitting, other topics will be explored based on student interest and current events. This is a rigorous course that will require extensive individual and collaborative reading and study, supported by an online curriculum. Some off-campus practical experiences may be included. | | | |

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| 995 Early Dismissal - fall | 1 semester - 0 credit | Grade Level: 12 | Grading Scale: NA |
| Prerequisite: Students must be in good academic and disciplinary standing with the school (not on probation) and must have passed all state-required standardized tests. A student must also have permission from the School Counselor and his or her Parent or Guardian. | | | |
| <p>Senior students who meet the above prerequisites may choose to sign up for an early dismissal from school. If the student's schedule allows, and his or her parents approve, the student may leave the building after 9th period each day. There is no guarantee that a student will receive this course by merely requesting it.</p> | | | |

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| 996 Early Dismissal - spring | 1 semester - 0 credit | Grade Level: 12 | Grading Scale: NA |
| Prerequisite: Students must be in good academic and disciplinary standing with the school (not on probation) and must have passed all state-required standardized tests. A student must also have permission from the School Counselor and his or her Parent or Guardian. | | | |
| <p>Senior students who meet the above prerequisites may choose to sign up for an early dismissal from school. If the student's schedule allows, and his or her parents approve, the student may leave the building after 9th period each day. There is no guarantee that a student will receive this course by merely requesting it.</p> | | | |

Physical Education and Health

The purpose of physical education is to develop health habits in students by means of health instruction. Physical education also aims to provide for the physical development and health needs of the student in planning work and recreation in school, at home, and in the community. Physical Education also provides the student with lifelong learning skills.

Special scheduling note: A doctor's certificate must be on file in the Nurse's Office and School Counseling Office if a student is to be excused from participation in Physical Education because of physical disability. Marian provides an adaptive Physical Education program to meet the state requirements.

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| 901/902/903 Health and Wellness | 2 semesters - 1 credit | Grade Level: 9, 10 | Grading Scale: Regular |
| Prerequisite: None | | Fulfills the Health & Wellness requirement for the Core 40 and Core 40 with Academic Honors diplomas. | |
| The course is a study of health based on the physical, mental, social, and emotional person. Special emphasis is given to community health, foods and nutrition, current health issues, diseases, pollution, first aid, AIDS, organ donation, and mental health. The course also includes safety at home, at school, and in the car as well as Breast Cancer Awareness and Testicular Cancer Awareness. | | | |

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| 906 Intro to Public Safety and First Responders | 1 semester - 1 credit | Grade Level: 9, 10, 11, 12 | Grading Scale: Regular |
| Prerequisite: None | | Counts as a Directed Elective or Elective for the Core 40 and Core 40 with Academic Honors diplomas. | |
| Introduction to Public Safety and First Responders introduces students to a variety of available careers and areas of interest including Fire Science, Criminal Justice, Homeland Security, Environmental Health and Safety, and Emergency Medical Services. The course is designed to help students create a career plan for the Public Safety sector which includes certification requirements and hiring practices. | | | |

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| 904/905 Boys and Girls Secondary Physical Education I & II | 2 semesters, 2 credits | Grade Level: 9 | Grading Scale: Regular |
| Prerequisite: None | | Fulfills the Physical Education requirement for the Core 40 and Core 40 with Academic Honors diplomas. | |
| Physical Education activities will provide the student with an opportunity to learn skills, rules, and fundamentals of team and individual sports. The following activities are included: basketball, volleyball, physical fitness, weights, basic tumbling, floor hockey, folk, line and square dancing, aerobics, soccer, tennis, flag football, handball, and softball. The student will be placed in a level of the competition in which he/she can function and will be periodically tested to note progress. Note: The P.E. grade will be included in the student's grade point average. | | | |

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| 908/B/G Advanced PE: Weight Training | 1 semester - 1 credit Repeatable | Grade Level: 10, 11, 12 | Grading Scale: Regular |
| Prerequisite: Approval of department head, Secondary Physical Education I & II | | Counts as an Elective for the Core 40 and Core 40 with Academic Honors diplomas. | |
| This course is offered to students, by approval, who wish to improve their total body development. Emphasis is placed on increasing the strength, endurance, agility, and speed through weight training, running and other functional exercises. The course will prepare students for athletic competition and reduce the chances for injury. Note: This class is separated by gender when possible. | | | |

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| 910 Varsity PE: Introductory Weights | 1 semester - 1 credit Repeatable | Grade Level: 10, 11, 12 | Grading Scale: Regular |
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| Prerequisites: P.E. I/II, Approval of PE Department Chair/ Director of Physical Conditioning, and must be on an athletic roster | Counts as an Elective for the Core 40 and Core 40 with Academic Honors diplomas. |
| This is an introductory course for JV or Varsity athletes who have completed PE I/II and wish to continue performance conditioning for any sport. Designed for the physically active athlete, this course emphasizes weight training, flexibility, agility, proper nutrition, quickness, speed improvement, and cardiovascular endurance. The weightlifting program is designed to build a better overall athlete and is not sport specific. Classroom work such as quizzes, research papers, presentations, and projects will be required. | |

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| 908P/909P Varsity PE: Physical Conditioning | 1 semester - 1 credit Repeatable | Grade Level: 10, 11, 12 | Grading Scale: Regular |
| Prerequisites: P.E. I/II, Approval of PE Department Chair/ Director of Physical Conditioning, and must be on an athletic roster | | Counts as an Elective for the Core 40 and Core 40 with Academic Honors diplomas. | |
| This course allows the students to achieve maximum performance in physical activities and athletics. Designed for the physically active athlete, this course emphasizes weight training, flexibility, agility, proper nutrition, quickness, speed improvement, and cardiovascular endurance. The weightlifting program is designed to build a better overall athlete and is not sport specific. Classroom work such as quizzes, research papers, presentations, and projects will be required. | | | |

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| 909 Advanced PE: Recreational | 1 semester - 1 credit | Grade Level: 10, 11, 12 | Grading Scale: Regular |
| Prerequisite: Physical Education I and II. Approval of department head | | Counts as an Elective for the Core 40 and Core 40 with Academic Honors diplomas. | |
| This course is offered to students who wish to broaden their knowledge in physical activity. The course will prepare and introduce activities which may be of benefit later in life. Such activities include bowling, card games, badminton, table tennis, golf, softball, outdoor recreational games, volleyball and tennis. | | | |

Science Department

The field of Science recognizes that all natural objects, events and processes are connected to each other. In order to begin to comprehend these connections, students need to develop certain thinking skills— mathematical, logical, and inquiry—which are essential tools for learning and participating in society as a whole. Good communication is also essential in order to share information and to understand ideas. In order for students to truly understand the nature of science, they must make use of these skills, and model the process of scientific investigation through inquiries, field-work, lab work and use of technology. They must also learn the tentative nature of science and stewardship for the planet. Through these experiences, students will be better able to make informed decisions and will be better equipped to deal with the ever-changing world around them.

Note: The typical science program for students to follow includes taking Biology I, Chemistry I, and either Physics, Anatomy/Physiology, Environmental Science or an Honors level course. All students in Indiana must take and pass a Biology I course (701B/702B or 713/714 or 715/716) to qualify for graduation.

Possible Pathways for Science courses

| Freshmen | Sophomores | Juniors | Seniors |
|---------------------------|--------------------|---------------------------------|---------------------------------|
| Honors Biology I(715/716) | Honors Chemistry I | Honors College Credit Biology | Honors College Credit Biology |
| | | Honors College Credit Chemistry | Honors College Credit Chemistry |
| | | Honors Advanced Research | Honors Advanced Research |
| | | Honors Anatomy and Physiology | Honors AP Physics I |

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| | | Honors AP Environmental Science | Honors AP Physics C |
| | | | Honors AP Environmental Science |
| | | | Honors Anatomy and Physiology |
| | | | Ind. Science Research |
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| Biology I (713/714) | Chemistry I | Environmental | Environmental |
| | Earth/Space | Anatomy and Physiology | Anatomy and Physiology |
| | Integrated Chemistry / Physics | Honors College Credit Chemistry | Honors College Credit Chemistry |
| | | Honors College Credit Biology | Honors College Credit Biology |
| | | Honors Adv. Research | Honors Adv. Research |
| | Honors Chemistry I | Biology II | Honors AP Physics I |
| | | Honors Anatomy and Physiology | Honors Anatomy and Physiology |
| | | Honors AP Environmental Science | Honors AP Environmental Science |
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| Biology I (701B/702B) | Earth/Space | Integrated Chemistry/Physics | Environmental Science |
| | Integrated Chemistry / Physics | Biology II | Integrated Chemistry / Physics |
| | | Environmental Science | Biology II |
| | | Anatomy and Physiology | Anatomy and Physiology |

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| 701B/702B Biology I (L) | 2 semesters - 2 credits | Grade Level: 9 | Grading Scale: Regular |
| Prerequisite: None | | Fulfills the Biology requirement for the Core 40 and Core 40 with Academic Honors diplomas. | |
| Biology I (701B/702B) is designed to produce a basic understanding of the functions of life. It is a slower paced overview of the concepts covered in Biology I (713/714). This includes a sampling of the major biological sciences with an emphasis on cellular processes. Students participate in discussions and laboratory activities as well as open-ended investigations of life and life processes. This course is intended for students with a minimal scientific background, or for those who have lower math and reading ability. | | | |

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| 713/714 Biology I (L) | 2 semesters - 2 credits | Grade Level: 9 | Grading Scale: Regular |
| Prerequisite: None | | Fulfills the Biology requirement for the Core 40 and Core 40 with Academic Honors diplomas. | |
| In Biology I, students work with the concepts, principles, and theories that enable them to understand the living environment. They recognize that living organisms are made of cells or cell products that consist of the same components as all other matter, involve the same kinds of transformations of energy, and move using the same kinds of basic forces. Students investigate, through laboratories and fieldwork, how living things function and how they interact with one another and their environment. Topics include: cellular function, Mendelian and molecular genetics, evolution, and ecology. | | | |

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| 715/716 Honors Biology I (L) | 2 semesters - 2 credits | Grade Level: 9 | Grading Scale: Honors |
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| Prerequisite: Appropriate score on the Science Placement Test | Fulfills the Biology requirement for the Core 40 and Core 40 with Academic Honors diplomas. |
| <p>Honors Biology I covers the study of life and life processes from an inquiry-based approach. Topics covered include those in Biology I, as well as overviews of Energy Transformations, and Zoology. Students are expected to have well-developed problem solving and critical thinking skills, which will be employed to explore the life sciences in a fast-paced, laboratory-oriented situation. A high level of maturity and life science background knowledge is required. Emphasis will be placed on student investigation, and may require extra, out-of-class time. This course includes the completion of an independent science research project.</p> | |

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| 717/718 Earth/Space Science (L) | 2 semesters - 2 credits | Grade Level: 10, 11 | Grading Scale: Regular |
| Prerequisite: Biology I (701B/702B or 713/714), or Honors Biology I, Department approval | | Fulfills a Core 40 science course requirement for the Core 40 and Core 40 with Academic Honors diplomas or counts as an Elective or Directed Elective for any diploma. | |
| Earth/Space Science is an overview of the various Earth based sciences, such as Geology, Physical Geography, Seismology, Tectonics, Oceanography, Meteorology, and Paleontology, as well as Astronomy. The course will be conducted in a math friendly manner. Students who have difficulty in math may choose to take this course before taking Chemistry I or Integrated Chemistry/Physics. This course may not be taken after Integrated Chemistry/Physics or Chemistry I. Lab experiments will be included. | | | |

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| 719/720 Biology II (L) | 2 semesters - 2 credits | Grade Level: 11, 12 | Grading Scale: Regular |
| Prerequisite: Biology I (701B/702B or 713/714) is required. | | Fulfills a Core 40 science course requirement for the Core 40 and Core 40 with Academic Honors diplomas or counts as an Elective or Directed Elective for any diploma. | |
| Biology II is a laboratory, field, and literature investigations-based course with a focus on surveys of kingdoms from the evolutionary perspective. Students enrolled in Biology II examine in greater depth the structures, functions, and processes of living organisms. Students also analyze and describe the relationship of Earth’s living organisms to each other and to the environment in which they live. In this course, students refine their scientific inquiry skills as they collaboratively and independently apply their knowledge of the unifying themes of biology to biological questions and problems related to personal and community issues in the life sciences. This course is intended as an option for juniors or seniors having successfully completed ICP. | | | |

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| 721/722 Integrated Chemistry/Physics (L) | 2 semesters - 2 credits | Grade Level: 10, 11, 12 | Grading Scale: Regular |
| Prerequisite: Biology I (701B/702B or 713/714) | | Fulfills a Core 40 science (physical) course requirement for the Core 40 and Core 40 with Academic Honors diplomas or counts as an Elective or Directed Elective for any diploma. Counts as a Quantitative Reasoning course. | |
| Integrated Chemistry/Physics is designed as an overview of major concepts in chemistry and physics. Laboratory investigations are used in class as the primary tool used to investigate and analyze the physical world in which we live. An emphasis is placed on practical knowledge of concepts as well as application of knowledge learned. Students will routinely put their understanding to use as they strive to complete performance based tasks and assessments. | | | |

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| 723/724 Chemistry I (L) | 2 semesters - 2 credits | Grade Level: 10, 11, 12 | Grading Scale: Regular |
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| Prerequisite: Biology I (713/714), or Honors Biology I; Algebra I (regular or advanced) Co-requisite: Appropriate regular or honors level math course (Geometry or higher) | Fulfills a Core 40 science (physical) course requirement for the Core 40 and Core 40 with Academic Honors diplomas or counts as an Elective or Directed Elective for any diploma. Counts as a Quantitative Reasoning course. |
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In Chemistry I students develop a concept of the atom and how its major components affect the atom's physical and chemical properties. As it is a physical science involving many calculations, students will rely heavily on skills learned in Algebra I. Through experimentation students will see what role energy has in chemical change. Major topics of study include: structure of the atom, the Periodic Table, chemical reactions and the relationship between reactants and products, acids and bases and nuclear chemistry.

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| 727/728 Honors Chemistry I (L) | 2 semesters - 2 credits | Grade Level: 10 | Grading Scale: Honors |
| Prerequisite: B- or better in Honors Biology I or recommendation of biology teacher; B- or better in Algebra I. Co-requisite: Appropriate regular or honors level math course | | Fulfills a Core 40 science (physical) course requirement for the Core 40 and Core 40 with Academic Honors diplomas or counts as an Elective or Directed Elective for any diploma. Counts as a Quantitative Reasoning course. | |

Honors Chemistry I is encouraged for students with high levels of interest in scientifically related fields such as medicine and engineering, who have a high level of maturity and math ability. This course covers the properties, composition, and structure of matter, as well as the nature of chemical and energy change. Challenging enrichment activities emphasizing critical thinking and problem solving are a hallmark of the course. Students will be introduced to computer-based labs, involving automated data collection and analyses. This course includes the completion of an independent science research project.

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| 731/732 Environmental Science, Advanced (L) | 2 semesters - 2 credits | Grade Level: 11, 12 | Grading Scale: Regular |
| Prerequisite: Biology I (701B/702B or 713/714) or Honors Biology I | | Fulfills a Core 40 science (life) course requirement for the Core 40 and Core 40 with Academic Honors diplomas or counts as an Elective or Directed Elective for any diploma. | |

Environmental Science is intended as an introductory course to some of the sciences and issues in the environmental field. The basic sciences necessary for understanding the complexity of nature will be studied, as well as ways in which humans have had an impact on the natural world and its cycles. Current technology will be examined which has been implemented to minimize human impact, as well as projects that have been implemented in this area. A large portion of this class is discussion, presenting research, and debates. Emphasis will be placed on the cause and potential remediation of current real-world problems such as climate change, pollution, human impact, and energy needs.

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| 733/734 Anatomy and Physiology (L) | 2 semesters - 2 credits | Grade Level: 11, 12 | Grading Scale: Regular |
| Prerequisite: Biology I (701B/702B or 713/714) or Honors Biology I; Chemistry I or Honors Chemistry I | | Fulfills a Core 40 Science course requirement for the Core 40 and Core 40 with Academic Honors diplomas or counts as an Elective or Directed Elective for any diploma. | |

Anatomy and Physiology is a course in which students investigate concepts related to the human body, with emphasis on interdependence of systems and contributions of each system to the maintenance of a healthy body. Instruction covers tissues, and all major systems as an integrated unit. Through instruction including laboratory activities, students apply concepts associated with Human Anatomy and Physiology. Students will understand the structure, organization, and function of the various components of the healthy body. One major research project is required each semester.

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| 741/742 Physics (L) | 2 semesters - 2 credits | Grade Level: 12 | Grading Scale: Regular |
| Prerequisite: Biology I (713/714) and Chemistry I or Honors Biology I and Honors Chemistry I. Co-requisite: Pre-calculus or higher math course | | Fulfills a Core 40 science (physical) course requirement for the Core 40 and Core 40 with Academic Honors diplomas or counts as an Elective or Directed Elective for any diploma. Counts as a quantitative reasoning course. | |
| Physics is designed as the study of matter and energy and how the two interact with one another. A unique historical perspective will be emphasized in order that students might come to understand and appreciate the work of physicists in the past, present, and future. Major topics covered are kinematics, dynamics, energy, optics, electricity, magnetism, sound, and modern physics. The course is also very laboratory intensive. Students will complete experiments in which concepts learned are put to the test. | | | |

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| 745/746 Honors Advanced Science - College Credit Biology (L) | 2 semesters - 2 credits | Grade Level: 11, 12 | Grading Scale: Honors |
| Prerequisite: A grade of B- or better in Biology I (713/714) or Honors Biology I, Chemistry I or Honors Chemistry I, and Department approval. Students should have a GPA of 3.0 or higher to take this course for college credit. | | Dual Credit: Ivy Tech Semester 2 – 5 Credits | Counts as a Science Course for the Core 40 and Core 40 with Academic Honors diplomas. |
| College Credit Biology is a course offered in conjunction with Ivy Tech College. It is a Combination of 2 college courses (BIOL 105 & BIOL 107) designed to examine the fundamental principles of Biology. College Credit Biology expands the information presented in Biology I, and reinforces and builds on the principles of biological organization from molecules through cells and organisms. The emphasis is on processes common to all organisms, with special reference to humans. This course may be taken for college credit as well as high school credit. If taken for college credit, it counts as a ten credit hour lab course for non-science majors, or as a ten credit hour elective to prepare science majors for a more advanced course. To obtain college credit, a student must pass course work, the cumulative final exam, and achieve a minimum designated score on the PSAT, SAT, ACT, or Accuplacer exam. | | | |

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| 747/748 Honors Advanced Science - College Credit Chemistry (L) | 2 semesters - 2 credits | Grade Level: 11, 12 | Grading Scale: Honors |
| Prerequisite: Two years of high school Algebra; A grade of B- or better in Chemistry I or Honors Chemistry I and Department approval. Students must have a GPA of 3.0 or better to take this course for college credit. | | Dual Credit: Ivy Tech Full Year – 3 Credits | Counts as a Science Course for the Core 40 and Core 40 with Academic Honors diplomas. |
| College Credit Chemistry is a course offered in conjunction with Ivy Tech College. It is equivalent to the Ivy Tech course CHEM101 and is a 3 credit hour course. The curriculum of this course includes in-depth coverage of topics such as nomenclature, types of chemical reactions, oxidation-reduction reactions, gas stoichiometry, atomic and molecular structure, and bonding. . To obtain college credit, a student must pass course work, the final exam, and achieve a minimum designated score on the PSAT, SAT, ACT, or Accuplacer exam. | | | |

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| 743/744 Honors AP Physics I (L) | 2 semesters - 2 credits | Grade Level: 12 | Grading Scale: Honors |
| Prerequisite: Biology I (713/714) or Honors Biology I, Chemistry I or Honors Chemistry I with a grade of B- or better; a grade of B- or better in Trigonometry/Analytic Geometry and Department approval Co-requisite: Pre-calculus or higher | | Dual Credit: AP & Ivy Tech Full Year – 4 Credits | Counts as a Science Course for the Core 40 and Core 40 with Academic Honors diplomas. Counts as a Quantitative Reasoning course. |

Advanced Placement Physics I is an introductory course into several important areas of physics including kinematics, Newton's laws of motion, gravitation, rotational motion, energy, work, simple harmonic motion, waves, sound, electrostatics, and simple electric circuits. Students will have the opportunity to complete the AP Exam in May in order to obtain AP credit for the course. Successful students will have the ability to think critically about everyday phenomena and analyze those using mathematics and laboratory experiments. Not only is a working knowledge of physics stressed in the course, but also a practical application of that knowledge through performance based tasks and assessments.

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| 753/754 Honors AP Physics C (L) | 2 semesters - 2 credits | Grade Level: 12 | Grading Scale: Honors |
| Prerequisite: Biology I (713/714) or Honors Biology I, Chemistry I or Honors Chemistry I with a grade of B- or better; a grade of B- or better in Pre-Calculus or Honors Pre-Calculus, and department approval. Co-requisite: Calculus AB, Calculus BC, or higher. | | Dual Credit: AP & Ivy Tech: Semester 1 - 4 credits Semester 2 - 5 credits | Counts as a Science Course for the Core 40 and Core 40 with Academic Honors diplomas. Counts as a Quantitative Reasoning course. |

Advanced Placement Physics C is a one year course equivalent to two semesters of college level calculus based physics. The first semester course, AP Physics C Mechanics, is the equivalent of a first semester college physics class. The second semester course, AP Physics C Electricity & Magnetism, is the equivalent to a second semester college physics class. This course is intended for students interested in a majoring in physics, engineering and mathematics in college. Near the conclusion of the academic year, students will be offered the opportunity to complete the AP Physics C exam. Successful students will have the ability to think critically about everyday phenomena and analyze those using mathematics and laboratory experiments. Not only is a working knowledge of physics stressed in the course, but also a practical application of that knowledge through performance based tasks and assessments. Honors AP Physics C is also a course offered in conjunction with Ivy Tech College. It is equivalent to the Ivy Tech course PHYS101 and is a 4 credit hour course. To obtain college credit for this course, a student must pass course work, the cumulative final exam, and achieve a minimum designated score on the PSAT, SAT, ACT, or Accuplacer exam.

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| 749/750 Honors Adv. Science, Special Topics Research / Investigation (L) | 2 semesters - 2 credits | Grade Level: 11, 12 | Grading Scale: Honors |
| Prerequisite: A minimum grade of B in both Biology I (713/714) and Chemistry I or Honors Biology and Honors Chemistry I; Department approval. | | Counts as a science course for the Core 40 and Core 40 with Academic Honors diplomas. | |

This course is designed for the student interested in pursuing a career in science or medicine. It focuses on methods and techniques used in institutional research settings. Students are exposed to technology, research techniques, critical thinking activities, and scientific ethics. A portion of the second semester is dedicated to forensic investigations. The major focus of the course is an independent student research project, which includes data searching, statistical analyses, grant applications, technical writing skills, formal presentations, and contact with university or institution professional researchers. To facilitate research, students have the opportunity to work with mentors during the class hour. Students are required to enter their research in the various scientific competitions that occur throughout the state. Independent, out-of-school time commitments will be involved. This course may be repeated for credit.

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| 751 Honors Independent Study Science Research (L) | 2 semesters - 2 credits | Grade Level: 10, 11, 12 | Grading Scale: Honors |
| Prerequisite: Two credits in Core 40 and AHD science coursework; must be taken concurrently with a Core 40 science course; cannot be taken in conjunction with Biology I (701B/702B or 713/714), Honors Biology I, or Advanced Science, Special Topics – Research and Investigation. | | Counts as an Elective for the Core 40 and Core 40 with Academic Honors diplomas. | |

Science Research, Independent Study is a course that provides students with unique opportunities for independent, in-depth study of one or more specific scientific problems. Students develop a familiarity with the laboratory procedures used in a given

educational, research, or industrial setting, or a variety of such settings. Students enrolled in this course will complete an original science research project that must be entered into a regional science fair and/or state science symposium during the same school year. The project will include a contractual commitment to research, a complete logbook, a grant application, a project display, a scientific research paper, and a PowerPoint presentation of findings. A minimum of 75 hours per semester dealing directly with the research project is required. This course may be repeated a total of 3 times. It is strongly recommended that a student takes 749/750 Honors Adv. Science, Special Topics Research / Investigation prior to taking this course. Credits awarded will be counted as elective credits. They may not replace science credits required for the Core 40 diploma.

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| 761/762 Honors AP Environmental Science (L) | 2 semesters - 2 credits | Grade Level: 11, 12 | Grading Scale: Honors |
| Prerequisite: Biology I and Chemistry I | | Dual Credit: AP | Counts as a Science Course for the Core 40 and Core 40 with Academic Honors diplomas. Counts as a Quantitative Reasoning course. |
| AP Environmental Science is a course based on content established and copyrighted by the College Board. Students enrolled in AP Environmental Science investigates the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. | | | |

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| 763/764 Principles of Digital and Smart Manufacturing | 2 semesters - 2 credits | Grade Level: 9, 10, 11, 12 | Grading Scale: Regular |
| Prerequisite: none ***This course DOES NOT fulfill a science requirement for graduation.*** | | Dual Credit: Ivy Tech Full Year – 3 Credits | Counts as a Directed Elective or Elective for the Core 40 and Core 40 with Academic Honors diplomas. |
| Principles of Digital and Smart Manufacturing introduces students to the Industrial Internet of Things (IIoT). Students will explore industrial technologies such as artificial intelligence (AI), human-to-robot collaboration, big data, safety, electrical, sensors, digital integration, fluid power, robot operation, measurement, CAD,CNC, additive manufacturing, print reading, and technical mathematics. Students will complete hands-on labs, virtual simulations, projects, and critical thinking assignments. | | | |

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| 765/766 Honors AP Computer Science Principles | 2 semesters - 2 credits | Grade Level: 11, 12 | Grading Scale: Honors |
| Prerequisite: Algebra I and Instructor approval | | Dual Credit: AP & Ivy Tech Semester 2 – 3 Credits Semester 2 – 3 Credits | Counts as a Science Course for the Core 40 and Core 40 with Academic Honors diplomas. Counts as a Quantitative Reasoning course. |
| The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication and collaboration skills by working individually and | | | |

collaboratively to solve problems, and will discuss and write about the impacts these solutions could have on their community, society, and the world.

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| 769/770 Honors Advanced Science - College Credit Anat & Phys (L) | 2 semesters - 2 credits | Grade Level: 11, 12 | Grading Scale: Honors |
| Prerequisite: Biology I (713/714) or Honors Biology I; Chemistry I or Honors Chemistry I | Dual Credit: Ivy Tech Semester 1 – 3 Credits Semester 2 – 3 Credits | | Fulfills a Core 40 Science course requirement for the Core 40 and Core 40 with Academic Honors diplomas or counts as an Elective or Directed Elective for any diploma. |

Honors Anatomy and Physiology is offered to students who are interested and desire a solid initial background in the medical field, or are interested in going into health-related careers. It includes the study of all the major systems of the human body, where they are located, what they are composed of and how they function and regulate. The course also includes the study of ailments, disorders, and dysfunctions of various parts of the body. In addition to regular class work, laboratory study and research will be conducted in direct correlation to the classroom work. One major research project is required each semester.

Social Studies Department

Social Studies is the academic discipline that deals with the total person and our development through time. It coordinates the study of our past and present with our social system. It makes students aware of their responsibilities for potential citizenship in the American system. Students are required to earn a credit in the following courses: two semesters of World History; two semesters of United States History; one semester of United States Government; and one semester of Economics.

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| 821/822 World History and Civilization | 2 semesters - 2 credits | Grade Level: 10 | Grading Scale: Regular |
| Prerequisite: None | | Fulfills the Geography History of the World/World History and Civilization graduation requirement for the Core 40 and Core 40 with Academic Honors diplomas. | |
| World History emphasizes events and developments in the past that greatly affected large numbers of people across broad areas and that significantly influenced peoples and places in subsequent eras. Key events related to people and places as well as transcultural interaction and exchanges are examined in this course. Students are expected to compare and contrast events and developments involving diverse peoples and civilizations in different regions of the world. They will examine examples of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present. Students are also expected to practice the skills and process of historical thinking, research and apply content knowledge to the practice of thinking and inquiry skills and processes. There will be continuous and pervasive interactions of processes and content, skills and substance, in the teaching and learning of history. | | | |

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| 823/824 Honors World History and Civilization | 2 semesters - 2 credits | Grade Level: 10 | Grading Scale: Honors |
| Prerequisite: Overall B grade point average in elementary school or high school and departmental approval. | | Fulfills the Geography History of the World/World History and Civilization graduation requirement for the Core 40 and Core 40 with Academic Honors diplomas. | |
| The course content of World History includes a history of the World from the development of modern man to present day situations. Students will develop good research skills and study habits necessary to utilize critical thinking skills needed to develop a deeper understanding of historical concepts. Students will be required to read more material, write more, and discuss how | | | |

historical events helped to shape our World. Special attention is given to historical periods that have had a greater impact on our World.

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| 833/834 United States History | 2 semesters - 2 credits | Grade Level: 11 | Grading Scale: Regular |
| Prerequisite: None | | Fulfills the US History requirement of the Core 40 and Core 40 with Academic Honors diplomas. | |
| United States History is a two-semester course emphasizing the birth of a nation, the development of that nation, and the people and events that helped mold the country into the world power that it is today. The social, political, and economic aspects of our country are examined in the course. | | | |

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| 835/836 Honors AP United States History | 2 semesters - 2 credits | Grade Level: 11 | Grading Scale: Honors |
| Prerequisite: Grade of B or better in a regular or honors Social Studies course and Department approval. | | Dual Credit: AP & Ivy Tech Semester 1 – 3 Credits Semester 2 – 3 Credits | Fulfills the US History requirement for the Core 40 and Core 40 with Academic Honors diplomas. |
| The course is a two semester course that covers the period of US History from the Era of Exploration to present day current events in US History. The first semester covers the Era of Exploration to Reconstruction. The second semester covers the Gilded Age to present day current events in US History. The course is intended to provide individuals with an intense background in the events and development of US History. This course is open to juniors who wish to take the Advanced Placement test for college credit in the spring of their junior year. The course also fulfills the high school graduation credit requirements from Marian High School and the state of Indiana. Students are not required to take the Advanced Placement exam for the subject. | | | |

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| 839 Honors AP United States Government and Politics | 1 semester - 1 credit | Grade Level: 12 | Grading Scale: Honors |
| Prerequisites: Students who wish to take this course must have taken both Honors World History and ACP or AP United States History and received at least a B or greater. In addition, students that wish to take this course must be recommended by the ACP or AP United States History teacher, and the Department Chairperson. | | Dual Credit: AP & Ivy Tech 3 Credits | Fulfills the US Government requirement for the Core 40 and Core 40 with Academic Honors diplomas or counts as an Elective for any diploma. |
| This course explores the political theory and everyday practice that direct the daily operation of our government and shape our public policies. The express purpose of this course is to prepare students to take the AP Exam for U.S Government and Politics. The course is for all intents and purposes taught on a college level and it requires a substantial amount of reading and preparation for every class. The objectives of this course go beyond a basic analysis of how our government “works.” Students will develop a critical understanding of the strengths and weaknesses of the American political system, as well as their rights and responsibilities as citizens. | | | |

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| 843 United States Government | 1 semester - 1 credit | Grade Level: 12 | Grading Scale: Regular |
| Prerequisite: None | | Fulfills the Government requirement for the Core 40 and Core 40 with Academic Honors diplomas. | |
| United States Government is a state-required survey course placing emphasis in four areas: the Constitution, Federalism, operation of the National Government, and Foreign Policy. | | | |

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| 845 Economics | 1 semester - 1 credit | Grade Level: 12 | Grading Scale: Regular |
| Prerequisite: None | | Dual Credit: Ivy Tech 3 Credits | Fulfills the Economics requirement for the Core 40 and Core 40 with Academic Honors diplomas. Counts as a Quantitative Reasoning course. |
| Economics is a one-semester course designed to study the production and distribution of goods in a free market. Emphasis will be placed upon the increasing role played by the National Government in the economy. Principles of capitalism as well as alternate economic systems will be analyzed and compared. This course will fulfill the Indiana State graduation requirement for a semester of Economics. | | | |

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| 846 Honors AP Microeconomics | 1 semester - 1 credit | Grade Level: 12 | Grading Scale: Honors |
| Prerequisite: B or better in regular or honors Social Studies courses and Department approval | | Dual Credit: AP & Ivy Tech 3 Credits | Fulfills the Economics requirement for the Core 40 and Core 40 with Academic Honors diplomas, or counts as an Elective for any diploma. Counts as a Quantitative Reasoning course. |
| The purpose of the AP course in microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the 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. | | | |

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| 856 Honors AP Macroeconomics | 1 semester - 1 credit | Grade Level: 10, 11, 12 | Grading Scale: Honors |
| There are no prerequisite courses, but students should be able to read and comprehend college-level texts and should possess basic arithmetic and graphing skills. | | Dual Credit: AP & Ivy Tech 3 Credits | Fulfills the Economics requirement for the Core 40 and Core 40 with Academic Honors diplomas, or counts as an Elective for any diploma. Counts as a Quantitative Reasoning course. |
| AP Macroeconomics students learn why and how the world economy can change from month to month, how to identify trends in our economy, and how to use those trends to develop performance measures and predictors of economic growth or decline. They'll also examine how individuals, institutions, and influences affect people, and how those factors can impact everyone's life through employment rates, government spending, inflation, taxes, and production. Economics is a meeting ground for all the social sciences—with mathematical tools, particularly graphs—used to model human behavior. | | | |

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| 848 Psychology | 1 semester - 1 credit | Grade Level: 11, 12 | Grading Scale: Regular |
| Prerequisite: None | | Counts as an Elective for the Core 40 and Core 40 with Academic Honors diplomas. | |

This course provides students the opportunity to explore psychology as the scientific study of mental processes and behavior. Areas of study include the scientific method, theories of psychology, lifespan development, assessment and mental health, and the socio-cultural and biological bases of behavior.

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| 853 Humanities – Philosophy | 1 semester - 1 credit | Grade Level: 11, 12 | Grading Scale: Honors |
| Prerequisite: None | | Counts as an Elective for the Core 40 and Core 40 with Academic Honors diplomas. | |
| <p>This class takes an historical approach to the topic of Philosophy, tracing the development of ideas from the Ancient Greeks to the twentieth century. The class relies heavily on discussion and debate. Students will read and study about the major philosophers of the western tradition including, but not limited to Plato, Aristotle, St. Augustine, Descartes, Locke, Kant, Rousseau, and Marx. Students will be evaluated through class participation, class projects, and papers.</p> | | | |

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| 802 Ethnic Studies | 1 semester -1 credit | Grade Level: 11, 12 | Grading Scale: Regular |
| Prerequisite: None | | Counts as an Elective for the Core 40 and Core 40 with Academic Honors diplomas. | |
| <i>Ethnic Studies</i> provides opportunities to broaden students' perspectives concerning lifestyles and cultural patterns of ethnic groups in the United States. This course will either focus on a particular ethnic group or groups, or use a comparative approach to the study of patterns of cultural development, immigration, and assimilation, as well as the contributions of specific ethnic or cultural groups. The course may also include analysis of the political impact of ethnic diversity in the United States. | | | |

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| 801 Indiana Studies | 1 semester -1 credit | Grade Level: 11, 12 | Grading Scale: Regular |
| Prerequisite: None | | Counts as an Elective for the Core 40 and Core 40 with Academic Honors diplomas. | |
| <i>Indiana Studies</i> is an integrated course that compares and contrasts state and national developments in the areas of politics, economics, history, and culture. The course uses Indiana history as a basis for understanding current policies, practices, and state legislative procedures. It also includes the study of state and national constitutions from a historical perspective and as a current foundation of government. Examination of individual leaders and their roles in a democratic society will be included and students will examine the participation of citizens in the political process. Selections from Indiana arts and literature may also be analyzed for insights into historical events and cultural expressions. | | | |

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| 813 World Geography | 1 semester - 1 credit | Grade Level: 9, 10, 11 | Grading Scale: Regular |
| Prerequisite: None | | Counts as an Elective for the Core 40 and Core 40 with Academic Honors diplomas. | |
| <p>World Geography allows students to study the interaction of humans and their environments in a world setting. Students study global patterns of physical and cultural characteristics, including the Earth/sun relationship, atmospheric and oceanic circulation, landforms, climate, vegetation, population, economic and political structures, culture, cultural diffusion, and international and interregional connections. Using maps, geographic representations and technology such as geographic/ information systems (GIS), students will examine spatial relationships, the interaction of physical and cultural characteristics of designated places, areas, or regions. Students are expected to apply knowledge of geographic concepts and uses of geography to inquiry, research, and use participatory processes. The themes of location, characteristic of place, human/environmental interaction, movement between places, and regions anchor the course content. Emphasized are elements of the National Geography Standards: World in Spatial Terms; Places and Regions; Physical Systems; Human Systems; Environment and Society.</p> | | | |

World Language Department

The department seeks to develop the four basic skills of communication in modern foreign languages - listening, speaking, reading, and writing. In Latin the emphasis is mostly on reading. Through the study of cultures the World Language Department seeks to foster an appreciation of the world's diverse peoples and customs. World Language classes taught at Marian are in accord with published guidelines on competencies in the Indiana Academic Standards for Foreign Language in Indiana Schools.

Receiving Credit for a World Language taken before 9th Grade

The World Language Department determines the best course for your child in a world language from the score received on our language placement exam. This score will be given to the School Counseling Department. Students who take the placement test and pass out of their first year of a world language will receive 2 credits and will be enrolled in a Level II Language course. Credits from placement testing will count toward the Core 40 Academic Honors Diploma. See above re: Academic Honors Diploma.

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| 411/412 Spanish I | 2 semesters - 2 credits | Grade Level: 9, 10, 11, 12 | Grading Scale: Regular |
| Prerequisites: None | | Fulfills a World Language requirement for the Core 40 with Academic Honors diploma. Counts as a Directed Elective or Elective for any diploma. | |
| Spanish I is an intensive listening and speaking course with emphasis on correct pronunciation and usage of simple conversation through oral drills and quizzes. This course also emphasizes all present tense verbs, simple grammatical usage, comprehension (oral and written), and conversation. Culture is studied through songs, history, reports, and A-V materials. | | | |

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| 431/432 Spanish II | 2 semesters - 2 credits | Grade Level: 10, 11, 12 (9 on approval) | Grading Scale: Regular |
| Prerequisite: Spanish I, and recommendation from the teacher. | | Fulfills a World Language requirement for the Core 40 with Academic Honors diploma. Counts as a Directed Elective or Elective for any diploma. | |
| Spanish II is a continuation of the first year level with emphasis on correct usage of more complex grammatical structures, all of the indicative verb tenses, and the study of vocabulary used in conversation, composition, and translation. Culture is presented as in Spanish I. | | | |

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| 439/440 Spanish for Heritage Speakers II | 2 semesters - 2 credits | Grade Level: 9, 10 | Grading Scale: Regular |
| Prerequisites: Recommendation from the teacher | | Fulfills a World Language requirement for the Core 40 with Academic Honors diploma. Counts as a Directed Elective or Elective for any diploma. | |
| Language for Heritage Speakers builds upon what the Spanish students already know and is a course designed for heritage speakers who have demonstrated some degree of oral proficiency. The purpose of this course is to enable Heritage Language Learners to increase proficiency and bi-literacy in their native language by providing opportunities to improve reading and listening comprehension, as well as writing and grammar skills. Special attention will be given to grammar and vocabulary of the standard language, as well as to the importance of biculturalism and bilingualism in the United States today. Placement of students and development of the course curriculum is dependent upon the population of students enrolled in this course. | | | |

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| 451/452 Honors Spanish III | 2 semesters - 2 credits | Grade Level: 11, 12 (9, 10 on approval) | Grading Scale: Honors |
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| Prerequisite: A grade of B- or better in Spanish II or the recommendation from the teacher. | Dual Credit: Ivy Tech Semester 1 – 4 Credits Semester 2 – 4 Credits | Fulfills a World Language requirement for the Core 40 with Academic Honors diploma. Counts as a Directed Elective or Elective for any diploma. |
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Spanish III is a continuation of the first and second year level with emphasis on extensive uses of grammar, new vocabulary, reading selections, compositions, oral presentations, and projects.

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| 461/462 Honors Spanish IV | 2 semesters - 2 credits | Grade Level: 12 (lower on approval) | Grading Scale: Honors |
| Prerequisite: A grade of B- or better in Spanish II or the recommendation from the teacher. | Dual Credit: Ivy Tech Semester 2 – 3 Credits | Fulfills a World Language requirement for the Core 40 with Academic Honors diploma. Counts as a Directed Elective or Elective for any diploma. | |

Students will continue to develop their listening, speaking, reading, and writing skills through the study of academic topics such as inventions, ecology, human rights, etc. via discussion, oral presentation, compositions, and projects. New vocabulary and advanced grammatical concepts are also incorporated into the curriculum.

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| 471/472 Honors Spanish V | 2 semesters - 2 credits | Grade Level: 12 (lower on approval) | Grading Scale: Honors |
| Prerequisite: A grade of B- or better in Spanish IV or the recommendation from the teacher. | | Fulfills a World Language requirement for the Core 40 with Academic Honors diploma. Counts as a Directed Elective or Elective for any diploma. | |
| It is a continuation of the Spanish IV book covering topics such as entertainment, culinary arts, human diversity, etc. Students will read novels, discuss current events, write compositions, and do oral presentations. | | | |

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| 413/414 French I | 2 semesters - 2 credits | Grade Level: 9, 10, 11, 12 | Grading Scale: Regular |
| Prerequisites: None | | Fulfills a World Language requirement for the Core 40 with Academic Honors diploma. Counts as a Directed Elective or Elective for any diploma. | |
| French I is an intensive listening and speaking course with emphasis on correct pronunciation and usage of simple conversation through oral drills with the teacher, partners, and in small groups . This course emphasizes all present tense verbs, simple grammatical usage, comprehension, and conversation. Reading and writing begin early with guided direction. Students also learn about the culture of French- speaking countries and compare and contrast what they learn to our own culture. | | | |

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| 433/434 French II | 2 semesters - 2 credits | Grade Level: 10, 11, 12 (9 on approval) | Grading Scale: Regular |
| Prerequisites: Prerequisite: French I, and the recommendation from the teacher. | Fulfills a World Language requirement for the Core 40 with Academic Honors diploma. Counts as a Directed Elective or Elective for any diploma. | | |

French II is a continuation of the first year level with emphasis on correct usage of more complex grammatical structures, introduction to some of the other indicative verb tenses and vocabulary study for conversation, composition, and translation. Culture is provided through lectures, movies, and readings.

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| 453/454 Honors French III | 2 semesters - 2 credits | Grade Level: 11, 12 (9, 10 on approval) | Grading Scale: Honors |
| Prerequisite: A grade of B- or better in French II or the recommendation from the teacher. | | Dual Credit: Ivy Tech Semester 1 – 4 Credits Semester 2 – 4 Credits | Fulfills a World Language requirement for the Core 40 with Academic Honors diploma. Counts as a Directed Elective or Elective for any diploma. |
| French III is a continuation of the first and second year level with emphasis on extensive uses of grammar, new vocabulary, reading selections, and compositions. The goal is a greater mastery of the vocabulary in both oral and aural comprehension. Culture is continued with more in depth study. | | | |

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| 463/464 Honors French IV | 2 semesters - 2 credits | Grade Level: 12 (lower on approval) | Grading Scale: Honors |
| Prerequisite: A grade of B- or better in French III or the recommendation from the teacher. | | Dual Credit: Ivy Tech Semester 1 – 3 Credits Semester 2 – 3 Credits | Fulfills a World Language requirement for the Core 40 with Academic Honors diploma. Counts as a Directed Elective or Elective for any diploma. |
| In French IV, the student is immersed in the French language by a more detailed study of French. Students have a thorough review of French grammar and are exposed to literary and cultural texts. | | | |

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| 473/474 Honors French V | 2 semesters - 2 credits | Grade Level: 12 (lower on approval) | Grading Scale: Honors |
| Prerequisite: A grade of B- or better in French IV or the recommendation from the teacher. | | Fulfills a World Language requirement for the Core 40 with Academic Honors diploma. Counts as a Directed Elective or Elective for any diploma. | |
| In French V, the student is immersed in the French language by a more detailed study of French. Students have a thorough review of French grammar and are exposed to literary and cultural texts. | | | |

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| 417/418 German I | 2 semesters - 2 credits | Grade Level: 9, 10, 11, 12 | Grading Scale: Regular |
| Prerequisites: None | | Fulfills a World Language requirement for the Core 40 with Academic Honors diploma. Counts as a Directed Elective or Elective for any diploma. | |
| German I introduces students to the basics of the German language. Students take part in simple conversations with partners and with the class on a regular basis. Short readings and writing exercises help with retaining new vocabulary and understanding grammatical structure. Songs, films, and current events are all included in the study of German-speaking culture. | | | |

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| 437/438 German II | 2 semesters - 2 credits | Grade Level: 10, 11, 12 (9 on approval) | Grading Scale: Regular |
| Prerequisite: German I and the recommendation from the teacher. | | Dual Credit: Indiana University Full Year – 4 Credits | Fulfills a World Language requirement for the Core 40 with Academic Honors diploma. Counts as a Directed Elective or Elective for any diploma. |
| German II students continue the study of the German language with more complex vocabulary and grammar. Students are expected to be able to discuss topics and give short presentations. Students will read and write longer texts. Culture will continue to be studied through songs, films, history reports, and current events. | | | |

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| 457/458 Honors German III | 2 semesters - 2 credits | Grade Level: 11, 12 (9, 10 on approval) | Grading Scale: Honors |
| Prerequisite: A grade of B- or better in German II or the recommendation from the teacher. | | Dual Credit: Indiana University Full Year – 4 Credits Ivy Tech: Semester 1 – 4 Credits Semester 2 – 4 Credits | Fulfills a World Language requirement for the Core 40 with Academic Honors diploma. Counts as a Directed Elective or Elective for any diploma. |
| German III students will refine their grammatical skills learned in previous years and expand on their vocabulary. Students converse as a class frequently. Short stories will be read, discussed, and written about. Students are expected to be able to give presentations on topics of German history and culture. | | | |

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| 467/468 Honors AP German IV | 2 semesters - 2 credits | Grade Level: 12 (lower on approval) | Grading Scale: Honors |
| Prerequisite: A grade of B- or better in German III or the recommendation from the teacher. | | Dual Credit: AP & Indiana University Semester 1 – 3 Credits Semester 2 – 3 Credits Ivy Tech: Sem 1 – 3 Cr/Sem 2 – 3 Cr | Fulfills a World Language requirement for the Core 40 with Academic Honors diploma. Counts as a Directed Elective or Elective for any diploma. |
| German IV is more independent than its prerequisites. As well as refining previously learned grammar and vocabulary, students will research topics ranging from German art to politics and present these to the class. Students will also read, write, and discuss daily. | | | |

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| 425/426 Honors Latin I | 2 semesters - 2 credits | Grade Level: 9, 10, 11, 12 | Grading Scale: Honors |
| Prerequisites: None | | Fulfills a World Language requirement for the Core 40 with Academic Honors diploma. Counts as a Directed Elective or Elective for any diploma. | |
| Through translation of passages concerning Roman life, history, customs and folklore (as well as those relating to our own culture), the student will study Latin forms and inflections and learn principles of syntax and correct pronunciation. Latin words and their contribution to our English vocabulary will be studied through careful comparison of English derivatives and loan words. Roman culture and its influence will be an integral part of the course. | | | |

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| 445/446 Honors Latin II | 2 semesters - 2 credits | Grade Level: 10, 11, 12 (9 on approval) | Grading Scale: Honors |
| Prerequisites: Prerequisite: Honors Latin I and the recommendation from the teacher. | | Fulfills a World Language requirement for the Core 40 with Academic Honors diploma. Counts as a Directed Elective or Elective for any diploma. | |
| Latin II begins with a thorough review of Latin I grammar and vocabulary. New grammar and vocabulary are introduced. The Roman calendar and mythology will be reviewed and supplemented by Classical texts illustrating these themes. An outline of Roman history will be given. Texts illustrating the impact of these themes on subsequent artists, authors, and historians will be explored. More prayers will be introduced. | | | |

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| 455/456 Honors Latin III | 2 semesters - 2 credits | Grade Level: 11, 12 (9, 10 on approval) | Grading Scale: Honors |
| Prerequisite: A grade of B- or better in Latin II or the recommendation from the teacher. | | Fulfills a World Language requirement for the Core 40 with Academic Honors diploma. Counts as a Directed Elective or Elective for any diploma. | |
| Latin III will work with Roman and ecclesiastical prose from authors such as Cicero and Bede. Students will also develop their abilities to write compositions in Latin. | | | |

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| 465/466 Honors AP Latin IV | 2 semesters - 2 credits | Grade Level: 12 (lower on approval) | Grading Scale: Honors |
| Prerequisite: A grade of B- or better in Latin III or the recommendation from the teacher. | | Dual Credit: AP | Fulfills a World Language requirement for the Core 40 with Academic Honors diploma. Counts as a Directed Elective or Elective for any diploma. |
| This AP Latin course is designed to give students the experiences needed to be successful on the College Board AP Latin exam. The course's goals are to develop the students' abilities to translate the required passages from Caesar's Gallic War and Vergil's epic poem the Aeneid into English as literally as possible, to help them understand the context of the written passages (including the political, historical, literary, and cultural background of each author and text), and to help them understand the reasons behind the particular style of writing and the rhetorical devices employed. | | | |

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| 947/948 Honors Ancient Greek I/II | 2 semesters - 2 credits | Grade Level: 10, 11, 12 | Grading Scale: Honors |
| Prerequisite: Grade of B in their last English class. | | Fulfills a World Language requirement for the Core 40 with Academic Honors diploma. Counts as a Directed Elective or Elective for any diploma.. | |
| Ancient Greek will serve as an introduction to the morphology, syntax, and vocabulary of classical Greek. Students will learn Attic Greek primarily, but will also study Koine Greek and passages from the New Testament. | | | |

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| 949/950 Honors Ancient Greek II | 2 semesters - 2 credits | Grade Level: 11, 12 | Grading Scale: Honors |
| Prerequisite: Greek I and the recommendation from the teacher. | | Fulfills a World Language requirement for the Core 40 with Academic Honors diploma. Counts as a Directed Elective or Elective for any diploma. | |

Students will complete their study of the fundamental morphology, syntax, and vocabulary of Classical Greek. By the end of this course, students will have learned all of the necessary tools to translate original, unaltered passages in Attic or Biblical Greek.



Provision to Retake a Class for which a Passing Grade has been Earned Information Form

Name of Student _____ Graduation Year _____

School Counselor _____ Date of Meeting _____

Course Student Wishes to Retake: _____ Grade earned in Course at MHS _____

Institution or Organization offering Course: _____

Summer School or Online or Other _____

Approved or Denied

- The above provision for retaking a course in which credit has already been earned may be done once during a student's time at Marian High School.
- The student must have earned a "C-" or lower in a course to take advantage of this policy.
- Any student who wishes to pursue this option must notify the School Counseling Office by January 20 or June 20 immediately following the semester of the course in question.
- The grade lower than a "C-" and the new grade earned will both be included on the Marian transcript and in GPA calculations.
- The new grade will not be used when determining valedictorian or salutatorian.

Signatures

Student _____

Date _____

Parent _____

Date _____

Counselor _____

Date _____

Administrator _____

Date _____



Summer School / Other Credit Program Information Form

Name of Student _____ Graduation Year _____

School Counselor _____ Date of Meeting _____

Course Student Wishes to Take: _____

Institution or Organization offering Course: _____

Summer School or Online or Other _____

Approved or Denied

Course Student Wishes to Take: _____

Institution or Organization offering Course: _____

Summer School or Online or Other _____

Approved or Denied

Course Student Wishes to Take: _____

Institution or Organization offering Course: _____

Summer School or Online or Other _____

Approved or Denied

Signatures

Student _____ Date _____

Parent _____ Date _____

Counselor _____ Date _____

Administrator _____ Date _____

For Office Use Only

Grade Request Date _____ From School _____ Grade Received Date _____

Registrar's Signature _____



Academic Relief after Concussion

Student Name _____

Today's Date _____

The above student-athlete sustained a concussion on _____

Current recommendations include cognitive rest in addition to physical rest for the treatment of concussion injuries. Scholastic work may make symptoms of a concussion worse as well as prolonging recovery. Typically, athletes can return to school after resting for a day or two. If problems continue once the athlete returns to school, the following accommodations may be helpful.

Please allow for the following academic accommodations:

- _____ Limited screen time (computer, cell phones, tablets, television, etc.)
- _____ Please excuse from school for _____ days
- _____ Attend half day of school for _____ days
- _____ Excuse / time extension for tests, homework, or projects
- _____ Untimed tests when able to take them
- _____ Preprinted class notes by either the teacher or copy those of a fellow student
- _____ Alternative Physical Education credit other than participation should be offered
- _____ Reduced workload whenever possible
- _____ Allow unrestricted pass to the nurse's office if headaches or symptoms increase
- _____ Allow to go home if headaches don't subside after resting for 15 minutes
- _____ Other _____

If a student has an academic restriction due to concussion, then the following also are restricted as well.

- No sports activities, practices, or weight lifting
- No activities that involve physical exertion during class, including some field trips
- No participation in any co-curricular activities

Physician Signature _____

Date _____

Printed Name _____

Date _____

Phone Number _____

Date _____

Or

Athletic Trainer Signature _____

Date _____

School Nurse Signature _____

Date _____

Principal Signature _____

Date _____

Date of re-evaluation by medical professional _____

OR Date when academic restrictions are lifted _____



Family Travel Advance Notification Form

(Please submit this form to the Dean of Student Formation at least five school days in advance of departure.)

Student Name: _____ Grade: _____

Number of Days Absent: _____ Dates: _____ to _____

Reason for Absence: _____

Parents sometimes find it necessary to take their children out of school due to family travel that cannot be arranged during times when school is not in progress. When a parent removes his/her child from school for the purpose of family travel, the parent assumes responsibility for the education and academic progress of the student(s). Parents should be alerted to the school's attendance policy stated in the Student-Parent Handbook.

Most importantly, when a student is absent from school, that child loses the benefit of direct instructional time with his/her teacher. It is the desire of instructional professionals to have students highly involved in the learning process on a daily basis. When parents find it necessary to remove their child from school for the purpose of a family trip, the Dean of Student Formation should be given advance notice of at least five days in order to ensure that the student's classroom teachers are notified.

Expectations for the Completion of Work and Make Up Responsibilities

All pending assignments should be submitted prior to departure unless alternate arrangements have been made with the teacher. This includes major tests, reports, and major written assignments. Assignments/work missed during the absence are to be completed upon return – at a schedule agreed upon by the student and classroom teacher. Teachers may give assignments in advance when possible.

Parent Signature: _____ Date: _____

Administrator's Review (Comments)

Administrator Signature: _____ Date: _____

Student/ Teacher Acknowledgement

It is the student's responsibility to make appropriate arrangements with his/her teacher(s) for completion of pending work and make-up for missed assignments.

The student must take this form to each of his/her teachers for a grade check. It is the responsibility of the student to follow the teacher's directions pertaining to work assigned or work that will be missed during the requested absence. Teachers must sign to indicate current grade status.

| Period | Subject | Current Grade | Teacher Signature | Due Dates* |
|--------|---------|---------------|-------------------|------------|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4/5/6 | | | | |
| 6/7/8 | | | | |
| 9 | | | | |
| 10 | | | | |

*By checking the right column, the teacher acknowledges that he or she has discussed dates of completion for all pending and make-up assignments, with the student.

Student/ Teacher Notes



Teacher Recommendation for a Freshman Changing Levels

*Teachers who wish to suggest that a student change levels during the first semester or mid-year, at semester, are asked to complete this form for the Student Intervention Team to review. Please submit this form to School Counseling by **December 1 (or at an earlier date when applicable).***

Teacher Name: _____ Date: _____

Name of Student: _____ Course In Which Currently Enrolled: _____

Reason for Recommending the Change in Course:

Previous Action Taken (ie called home, encouraged tutoring, etc.):

Teacher Signature: _____ Date: _____

For SIT Team Use Only:

NWEA Score: _____

Recommendation:

Approved

Declined



Registration Recommendation Petition

I _____ am petitioning to be allowed to enroll in the
_____ class at Marian High School.

I was not originally recommended for the course and that the respective department chairperson and my teacher will make the final ruling on my eligibility. I can expect one of two responses to my petition.

1. The original recommendation is changed. You are eligible for participation in the above class.
2. You have not met the criteria for the above class. You will need to meet with your school counselor if you wish to pursue placement in this course. You will need a signed note from your parents acknowledging this request before you will be placed in this course. By signing this request, you also agree that if your grade at the end of the semester is below a "C+", you may be dropped to a lower level class at the discretion of the respective Department Chairperson, your School Counselor, or the Administration. By requesting this placement, you are obligated to stay in the course until the end of the semester.

Student Signature _____

Date _____

Teacher Signature _____

Date _____

Chairperson Signature _____

Date _____

I request that my student be placed in _____ class. I understand that my student was not recommended for this class and that if my student earns a grade below "C+" that he or she may be moved from the class at the end of the semester grading period. Further, I understand that my student will be required by the department to remain in the class until the end of the semester grading period unless my student decides to change classes prior to the end of the add/drop period at the beginning of each semester. Exceptions may only be granted by the Principal or Assistant Principal.

Parent Signature _____

Date _____