

Revised 2/7/2017

Munster High School



Course Selection Guide 2017-2018

GUIDANCE DEPARTMENT

MUNSTER HIGH SCHOOL
8808 COLUMBIA AVENUE
MUNSTER, IN 46321 |
219-836-1450

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Guidance Department

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Miss Sharon Vail *L-Rid*

Mrs. Jessica Sanchez *Rig-Z*

SCHOOL SERVICE PROVIDER

Mrs. Jacqueline White

GUIDANCE SECRETERIES

Mrs. Kay Hansen

Mrs. Traci Tholen

Hammond Area Career Center

(219) 933-2428

Staff Directory

http://sch-acc.ss4.sharpschool.com/staff_directory

Guidance Activities Planned for the 2017-2018 School Year

- School counselors will meet with area 8th grade students at Wilbur Wright Middle School to present an overview of high school life, including curriculum and graduation requirements. Counselors will conduct an evening informational session for parents of incoming freshmen.
- Middle and high school counselors will help incoming freshmen make appropriate course selections for 2017-2018.
- Counselors will meet with freshmen in small groups in September to acclimate them to the Guidance office and policies.
- Counselors will meet individually with 9th & 10th graders to determine class selections and to review courses of study.
- Counselors will meet individually with students in 11th grade to review graduation requirements, post-secondary plans, college entrance requirements, and senior courses.
- Counselors will meet individually with students in 12th grade to review graduation requirements and post-secondary plans.

Schedule Changes

- Classes may be changed during the first **5 days of each semester** for the following reasons: unscheduled class period, class needed to complete graduation requirements, or failure of a prerequisite.
- A "Schedule Change Request Form," with a parent signature of approval, must be submitted to the Guidance Office by the end of the fourth day of each semester. Submitting a request does not guarantee a schedule change.
- Schedule change requests are handled on an individual basis. A course may be added only if the change does not cause classroom overcrowding. Students who withdraw from a class, with parent approval, after the seventh week of the semester will receive a grade of "WF" (Withdraw Failure). The "WF" is recorded as the semester grade and is computed in the student's grade point average.
- Students and families cannot request specific teachers, lunch hours, or class periods.

Grades and Athletic Eligibility

- To participate in athletics, a student must have **passed 5 classes the previous grading period or semester**. The student must also be passing at least 5 subjects in the current grading period. All freshmen are eligible to participate during the first 9-week grading period if they are currently enrolled in and passing 5 courses.

AP/ Honors/ Advanced Courses

- **Students may only take 6 AP/Honors/ Advanced classes per semester.** This is the equivalent of 18 college hours. Students wishing to attempt 7 AP/Honors/ Advanced classes may submit a written request to their counselors. This will be approved or denied by the building principal.

DIPLOMA CREDIT REQUIREMENTS

The Indiana Core 40 curriculum provides the academic foundation necessary to succeed in college and the work force. Therefore, the Core 40 Diploma is the minimum requirement for admission to Indiana's four-year public universities. To graduate with less than a Core 40 Diploma, it must be determined that earning a MHS General Diploma is in the student's best interest. A formal opt-out process must then occur, involving parents, counselors and administrators.

GRADUATION REQUIREMENTS -- CLASS OF 2017 and beyond

| | CORE 40 | CORE 40 WITH TECHNICAL HONORS | CORE WITH ACADEMIC HONORS |
|-------------------------------|---|---|---|
| ENGLISH | 8 CREDITS English 9, 10, 11, & 12 | 8 CREDITS English 9,10, 11, & 12 | 8 CREDITS English 9,10, 11, & 12 |
| MATH | 6 CREDITS Algebra I Geometry Algebra II <i>*Students must take a math or quantitative reasoning course each year in high school.</i> | 6 CREDITS Algebra I Geometry Algebra II <i>*Students must take a math or quantitative reasoning course each year in high school.</i> | 8 CREDITS Algebra I Geometry Algebra II and Precalculus or Trig & Stats and Calculus <i>*Students must take a math or quantitative reasoning course each year in high school.</i> |
| SCIENCE | 6 CREDITS Biology Integrated Chem/ Physics or Chem or Physics AP Bio Earth Science I Earth Science II AP Chem AP Physics 2 additional one-semester science courses—see course description | 6 CREDITS Biology Integrated Chem/ Physics or Chem or Physics AP Bio Earth Science I Earth Science II AP Chem AP Physics 2 additional one-semester science courses—see course description | 6 CREDITS Biology Integrated Chem/ Physics or Chem or Physics AP Bio Earth Science I Earth Science II AP Chem AP Physics 2 additional one-semester science courses—see course description |
| SOCIAL STUDIES | 6 CREDITS Ancient World History Modern World History U.S. History Government Economics | 6 CREDITS Ancient World History Modern World History U.S. History Government Economics | 6 CREDITS Ancient World History Modern World History U.S. History Government Economics |
| HEALTH | 1 CREDIT | 1 CREDIT | 1 CREDIT |
| P.E. | 2 CREDITS | 2 CREDITS | 2 CREDITS |
| SPEECH | 1 CREDIT (REQUIRED FOR 2017 & 2018 CLASS) | 1 CREDIT (REQUIRED FOR 2017 & 2018 CLASS) | 1 CREDIT (REQUIRED FOR 2017 & 2018 CLASS) |
| Prep for College & Careers | 1 CREDIT | 1 CREDIT | 1 CREDIT |
| | 5 DIRECTED ELECTIVES FROM Fine Arts, World Languages, Career/ Technical | 5 DIRECTED ELECTIVES FROM Fine Arts, World Languages, Career/ Technical | Fine Arts and Language requirements noted below. |
| | ELECTIVE CREDIT 11 CREDITS | ELECTIVE CREDIT 11 CREDITS | FINE ARTS (2 CREDITS) Band, Music Theory(s), Choir, Orchestra, Music History(s), Theater Arts, Photography(s), Piano and Electronic Keyboard(s), Technical Theater, Intro to 2D/ Drawing, AP Art History, Ceramic(s) |
| WORLD LANGUAGE | Language not required | Language not required | Earn 6-8 Core 40 World Language credits. (6 credits/3 years of one language) (8 credits/2 years + 2 years of 2 languages) |
| CREDITS NEEDED FOR GRADUATION | Class of 2017 47 credits Class of 2018 47 credits Class of 2019 40 credits | 47 CREDITS | 47 CREDITS |

Additional Information on Graduation Requirements

FOR A TECHNICAL HONORS DIPLOMA A STUDENT MUST ALSO:

- * Earn a grade "C-" or better in required courses.
- * Have an overall GPA of 3.0 or better.
- * Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following:
 - 1- Pathway designated industry-based certification or credential OR
 - 2- Pathway dual credits from the lists of priority courses resulting in 6 transcribed college credits.
- * Complete one of the following:
 - A- Any one of the options for the AHD.
 - B- Score at or above the following levels on WorkKeys: Reading for Info- Level 6, Applied Math- Level 6, Locating Info- Level 5.
 - C- Earn the following minimum score(s) on Accuplacer Placement: Writing 80, Reading 90, Math 75.
 - D- Earn the following minimum score(s) on Compass: Algebra 66, Writing 70, Reading 80.

FOR AN ACADEMIC HONORS DIPLOMA A STUDENT MUST ALSO:

- * Earn a grade of "C-" or better in required courses, each semester
- * Have an overall GPA of 3.0 or better.
- * Complete one of the AHD requirements listed below:
 - A. Complete AP courses (4 credits) & corresponding AP exams
 - B. Complete dual credit courses resulting in 6 transferable credits.
 - C. Complete a combination of AP course(s) (2 credits) AND corresponding AP exam AND dual credit course(s) resulting in 3 transferable college credits.
 - D. Earn a combined score of 1750 or higher on the SAT critical reading, mathematics and writing sections with a minimum score of 530 on each. (*Old SAT*)
 - E. Score a 26 or higher composite on the ACT with written section.

MHS 4-YEAR PLAN SHEET

9th GRADE

SUMMER SCHOOL

SEMESTER 1

SEMESTER 2

10th GRADE

SUMMER SCHOOL

SEMESTER 1

SEMESTER 2

11th GRADE

SUMMER SCHOOL

SEMESTER 1

SEMESTER 2

12th GRADE

SUMMER SCHOOL

| SUMMER SCHOOL | |
|----------------------|-------------------|
| | |
| SEMESTER 1 | SEMESTER 2 |
| | |
| | |
| | |
| | |
| | |
| | |

COURSE SELECTIONS FOR 12TH GRADE SCHEDULE, 2017-18

Bring this form to your Guidance appointment

COUNSELING APPOINTMENT:

Time:

DAY (circle one): **Mon** **Tues** **Wed** **Thurs** **Fri**

NAME:

SEMESTER 1

SEMESTER 2

| | |
|-----------------------|----------------------|
| 1. Composition | 1. Literature |
| 2. Government | 2. Economics |
| 3. | 3. |
| 4. | 4. |
| 5. | 5. |
| 6. | 6. |
| 7. | 7. |

Alternate Electives: 1. _____ 2. _____

Intended Summer School Classes: 1.

2.

Note: This is not a sign-up sheet for summer school.

In April, you must register and pay for summer school classes at the MHS Guidance Office.

I am pursuing (check one):

Academic/Technical Honors Diploma _____ **Core 40** _____

Outside of school, I participate in the following extracurricular activities:

Career Clusters I want to explore:

- | | |
|--|--|
| <input type="checkbox"/> Agriculture, Food, Natural Resources | <input type="checkbox"/> Hospitality, Tourism |
| <input type="checkbox"/> Architecture, Construction | <input type="checkbox"/> Human Services |
| <input type="checkbox"/> Arts, Audio/Visual Technology, Communications | <input type="checkbox"/> Information Technology |
| <input type="checkbox"/> Business, Management, Administration | <input type="checkbox"/> Law, Public Safety & Security |
| <input type="checkbox"/> Education, Training | <input type="checkbox"/> Finance |
| <input type="checkbox"/> Government, Public Administration | <input type="checkbox"/> Health Science |
| <input type="checkbox"/> Manufacturing, Installation, Repair | <input type="checkbox"/> Marketing, Sales, Services |
| <input type="checkbox"/> Science, Technology, Engineering, Math | <input type="checkbox"/> Transportation, Distribution, Logistics |

Possible Career(s): _____

COURSE SELECTIONS FOR 11TH GRADE SCHEDULE, 2017-18

Bring this form to your Guidance appointment

COUNSELING APPOINTMENT:

Time:

DAY (circle one): Mon Tues Wed Thurs Fri

NAME:

SEMESTER 1

SEMESTER 2

| | |
|----------------------|----------------------|
| 1. English 11 | 1. English 11 |
| 2. Math | 2. Math |
| 3. Science | 3. Science |
| 4. US History | 4. US History |
| 5. | 5. |
| 6. | 6. |
| 7. | 7. |

Alternate Electives: 1.

2.

Intended Summer School Classes: 1.

2.

Note: This is not a sign-up sheet for summer school.

In April, you must register and pay for summer school classes at the MHS Guidance Office.

I am pursuing (check one):

Academic/Technical Honors Diploma _____ Core 40 _____

Outside of school, I participate in the following extracurricular activities:

Career Clusters I want to explore:

___ Agriculture, Food, Natural Resources

___ Architecture, Construction

___ Arts, Audio/Visual Technology, Communications

___ Business, Management, Administration

___ Education, Training

___ Government, Public Administration

___ Manufacturing, Installation, Repair

___ Science, Technology, Engineering, Math

___ Hospitality, Tourism

___ Human Services

___ Information Technology

___ Law, Public Safety & Security

___ Finance

___ Health Science

___ Marketing, Sales, Services

___ Transportation, Distribution, Logistics

Possible Career(s): _____

COURSE SELECTIONS FOR 10TH GRADE SCHEDULE, 2017-18

Bring this form to your Guidance appointment

COUNSELING APPOINTMENT:

Time:

DAY (circle one): **Mon** **Tues** **Wed** **Thurs** **Fri**

NAME:

SEMESTER 1

SEMESTER 2

| | |
|---|----------------------|
| 1. English 10 | 1. English 10 |
| 2. Math | 2. Math |
| 3. Science | 3. Science |
| 4. Preparation for College & Careers | 4. |
| 5. | 5. |
| 6. | 6. |
| 7. | 7. |

Alternate Electives: 1.

2.

Intended Summer School Classes: 1.

2.

Note: This is not a sign-up sheet for summer school.

In April, you must register and pay for summer school classes at the MHS Guidance Office.

I am pursuing (check one):

Academic/Technical Honors Diploma _____ **Core 40** _____

My favorite school subjects are: _____

Career Clusters I want to explore:

- | | |
|--|--|
| <input type="checkbox"/> Agriculture, Food, Natural Resources | <input type="checkbox"/> Hospitality, Tourism |
| <input type="checkbox"/> Architecture, Construction | <input type="checkbox"/> Human Services |
| <input type="checkbox"/> Arts, Audio/Visual Technology, Communications | <input type="checkbox"/> Information Technology |
| <input type="checkbox"/> Business, Management, Administration | <input type="checkbox"/> Law, Public Safety & Security |
| <input type="checkbox"/> Education, Training | <input type="checkbox"/> Finance |
| <input type="checkbox"/> Government, Public Administration | <input type="checkbox"/> Health Science |
| <input type="checkbox"/> Manufacturing, Installation, Repair | <input type="checkbox"/> Marketing, Sales, Services |
| <input type="checkbox"/> Science, Technology, Engineering, Math | <input type="checkbox"/> Transportation, Distribution, Logistics |

Possible Career(s): _____

COURSE DESCRIPTIONS

BUSINESS TECHNOLOGY EDUCATION

INTRODUCTION TO BUSINESS

S

9, 10

**Federal funding requires the disclosure of student social security number to enroll in this class.*

An introductory business course that acquaints students to the world of business, marketing and entrepreneurship including the concepts, functions, and skills required for meeting the challenges of operating a business in the twenty-first century on a local, national, and international basis. This course develops business vocabulary and provides an overview of business and the role that business plays in economic, social, and political environments.

DIGITAL APPLICATIONS AND RESPONSIBILITY I

S

9, 10, 11, 12

Interested in making your computer assignments easier and more presentable? DAR 1 is the answer. This course is a must have for today's digital student. In DAR 1, students use Microsoft Office 2016 to create documents in Word, Excel, Access, PowerPoint and Publisher. Students will also learn appropriate and effective use of the Internet. This course helps students develop efficient and practical computer skills beyond the basics. Students will be given the opportunity to seek an industry-recognized digital literacy certification (MOS Certification) for the programs in the Office 2016 Suite. **This certification will be documented on a student's transcript.**

DIGITAL APPLICATIONS AND RESPONSIBILITY II

S

9, 10, 11, 12

Prerequisite: Digital Applications and Responsibility I

Ready to take your Office skills to the next level? This course is designed to integrate computer technology, decision-making and problem solving skills by using multimedia technology and peripherals. Students will attain advanced software application skills through the use of Microsoft Office 2016 including Word, Excel, Access, PowerPoint and Publisher. Students will prepare integrated reports and multimedia presentations using components from the Office 2016 Suite and the Internet. Students will use other peripheral devices such as scanners and cameras. Students will also have the opportunity to explore the endless creative possibilities of Photoshop CS6 while creating a variety of projects. Students will be given the opportunity to seek an industry-recognized digital literacy certification (MOS Certification) for the programs in the Office 2016 Suite. **These certifications will be documented on a student's transcripts.**

*Concurrent Enrollment is available to Juniors and Seniors ONLY- Vincennes University (COMP 110)**

INTERACTIVE MEDIA (WEB DESIGN)

S

9, 10, 11, 12

Learn web design skills that allow you to create amazing, interactive sites that will WOW even the professionals. This course is designed to give students a background in beginning web page design. Students will understand the purpose of the Internet, the various services available and methods of accessing the Internet. Students will learn how to properly create and design webpages utilizing different methods such as HTML, JavaScript, Dreamweaver. As students learn to create web pages, they will be exposed to common web page formats and functions. Students will also be introduced to the principles of good design. This course will give students an advantage in the business world or college in designing web pages.

*Concurrent Enrollment is available to Juniors and Seniors ONLY- Vincennes University (COMP 107)**

AP COMPUTER SCIENCE PRINCIPLES

Y

9, 10, 11, 12

Recommended Prerequisite: Algebra I

The AP Computer Science Principles course is designed to introduce students to the central ideas of computing and computer science, to instill ideas and practices of computational thinking, and to have students engage in activities that show how computing and computer science can change the world. Students will creatively address real-world issues and concerns while using the same processes and tools as artists, writers, computer scientists, and engineers to bring ideas to life. The course is rigorous and rich in computational content and engages students in the creative aspects of the computer science field. This course is designed for college-bound students looking to gain in depth computer knowledge to be used in any field of study. This course is taken prior to AP Computer Science A. Successful completion of this course will prepare students for the AP Computer Science Principles exam in May.

AP COMPUTER SCIENCE A

Y

11, 12

Recommended Prerequisite: Algebra II

If you are interested in computer programming--one of the fastest growing careers today--this is the class for you. This course uses Java, the most world-wide language, to teach object-oriented programming with a concentration on problem solving and algorithm development. Students solve programming problems by planning, entering, and debugging solutions using the Java language. Some of the topics covered will include variables, classes, objects, algorithms, decision statements, loops, strings, arrays, array Lists, methods, inheritance, interfaces, and recursion. Programming skills and conceptual understanding are developed through a problem-solving, hands-on approach. Successful completion of this course will prepare students for the AP Computer Science A exam in May. *(Q, R Course)*

| | | |
|---|----------|----------------------|
| INTRODUCTION TO ACCOUNTING | Y | 10, 11, 12 |
| This class focuses on learning the rules and procedures of accounting for profit-motivated businesses. Students learn to prepare financial statements and perform basic bookkeeping, accounting, and checking account entries. Understanding the “how” and “why” of accounting will enable students to keep accurate financial records in order to make wise business and personal decisions. <i>(Q.R. Course)</i> | | |
| BUSINESS LAW AND ETHICS | S | 11, 12 |
| Business Law and Ethics is designed to acquaint the student with the American justice system. Topics include: court procedures, contracts, torts, civil rights, and criminal justice. Students participate in a mock trial. <i>Concurrent Enrollment- Ivy Tech (BUSN 102)*</i> | | |
| PRINCIPLES OF BUSINESS MANAGEMENT | S | 12 |
| <i>Prerequisite: Minimum 3.0 GPA</i> This course is designed for students enrolled in a college prep curriculum and interested in pursuing a career in business. Instruction includes business organization, entrepreneurship, management, labor, marketing, and finance. Coursework requires supplemental materials, outside readings, group discussions, simulations, and written analyses. Students who earn a “B” or better and enroll at Purdue Calumet as a Business major will receive college credit. <i>Concurrent Enrollment- Ivy Tech (BUSN 101)*</i> | | |
| PRINCIPLES OF MARKETING | S | 9, 10, 11, 12 |
| <i>Formerly known as Advertising</i> *Federal funding requires the disclosure of student social security number to enroll in this class. This class introduces the basics of advertising with a focus on: planning advertising; elements of an advertisement; planning and using printed media; planning and using broadcast media; direct-mail specialty and pop advertising; building an advertising budget; and strategies for effective advertising. <i>Concurrent Enrollment- Ivy Tech* (MKTG 101)*</i> | | |
| MERCHANDISING | S | 9, 10, 11, 12 |
| <i>Formerly known as Fashion Merchandising</i> Fashion Merchandising is a survey of the fashion industry that focuses on: the nature and movement of fashion; leaders of fashion; textile fibers and fabrics; women’s, men’s and children’s apparel; accessories; domestic and foreign fashion markets; and merchandising organization. | | |
| COMPUTER SCIENCE 1A | S | 10, 11, 12 |
| <i>Formerly known as Computer Programming C++</i> The purpose of this class is to introduce to students the C++ general-purpose programming language that gives the programmer new tools to simplify memory management. This course is designed for those with little programming background who desire to be introduced to the world of computer programming. Some of the topics covered will include expressions and interactivity, looping, introductions to classes and objects, arrays, functions, and making decisions. The main objective of the course is to understand and use the basic programming constructs of C++. These programming skills will be obtained through a project based, hands- on approach. Successful completion of this course will prepare the student for Computer Science 1B. | | |
| COMPUTER SCIENCE 1B | S | 10, 11, 12 |
| <i>Formerly known as Computer Programming Visual Basic</i> <i>Prerequisite: “B-” in Algebra I.</i> The purpose of this class is to introduce to students to Visual Basic and the Visual Studio for Windows. Visual Basic is an introductory programming course focusing on the powerful programming language used to develop Windows-based applications and games. These games and programs will incorporate voice, music, and other sounds. The student will incorporate basic concepts of programming, problem solving, programming logic and design techniques of an object-oriented language into programming exercises. | | |

FAMILY AND CONSUMER SCIENCE

| | | | |
|---|-------------------|----------|-----------|
| PREPARATION FOR COLLEGE AND CAREERS | (Required) | S | 10 |
| <i>Note: Most students take during sophomore year. Fulfills the financial literacy requirement for students.</i> *Federal funding requires the disclosure of student social security number to enroll in this class. This class addresses the knowledge, skills, and behaviors students need to live successfully. Topics include: higher-order thinking skills, communication, leadership, and management processes; exploration of personal aptitudes, interests, values, and goals; career exploration and planning; roles and responsibilities as an individual and as family members; building employment skills and transferring academic skills to one’s life work. | | | |

INTERPERSONAL RELATIONSHIPS**S****9, 10, 11, 12******Federal funding requires the disclosure of student social security number to enroll in this class.***

This class focuses on individuals and families to help students understand themselves. The course explores relationships with friends and family, dating and engagement, marriage, and ways to strengthen relationships. Throughout the semester, students work on planning all aspects of their own wedding and create a wedding album as a required project.

ADULT ROLES AND RESPONSIBILITIES**S****9, 10, 11, 12******Federal funding requires the disclosure of student social security number to enroll in this class.***

This class focuses on preparing students for life outside of high school by teaching the importance of values, goals, decision-making, and management. Class will also include a six-week financial unit that introduces topics like financial planning, budgeting, investing, credit, banking, and financial pitfalls. Students will finish out the semester by receiving an income and family situation in which they will then buy a house, cars, food, and vacations for that "family" in order to incorporate real life applications to the class.

CHILD DEVELOPMENT**S****11, 12******Federal funding requires the disclosure of student social security number to enroll in this class.***

This class focuses on nurturing skills and parenting practices. Topics include: the responsibilities and challenges of parenthood; pregnancy; prenatal development; the birth process; the physical, social, emotional, and intellectual needs of infants and children. Projects include the "Empathy Belly," "Baby-Think It Over" computerized baby, and career awareness.

INTRODUCTION TO CULINARY ARTS AND HOSPITALITY 1**S****10, 11, 12******Federal funding requires the disclosure of student social security number to enroll in this class.***

The course focuses on nutrition and food preparation. Topics covered in the first grading period include the food pyramid, cooking terms, utensils, measuring, safety, and sanitation. During the remainder of the semester, students will cook over 25 times. Cooking labs include: muffins, pancakes, biscuits and gravy, cobbler, coffee cake, pasta, rice, cookies and other desserts, pizza, fondue, casseroles, and holiday specialties.

INTRODUCTION TO CULINARY ARTS AND HOSPITALITY 2**S****10, 11, 12*****Prerequisite: "C-" in Introduction to Culinary Arts and Hospitality 1*******Federal funding requires the disclosure of student social security number to enroll in this class.***

Cooking units include meats, eggs, cake decorating, candy making, pastry, and yeast breads. Students also explore the food customs, habits, and cuisines of France, Italy, China, Greece, Germany, Poland, and Mexico. The course ends with an Iron Chef Competition.

FINE ARTS AND MUSIC**MUSIC HISTORY AND APPRECIATION****S****9, 10, 11, 12**

This class is designed to give the student an overview of the development of Western music, including its major composers, styles and genres. Includes an introduction to the instruments of the orchestra and commonly used musical terms. The course will require listening to musical excerpts in and outside of class.

MARCHING BAND/CONCERT BAND**Y****9, 10, 11, 12**

During the first semester, all students will be involved in this co-curricular ensemble. The marching band performs at community events such as ISMAA sanctioned events, parades, pep rallies, football games. District, Regional, Semi-State and State. Attendance at scheduled rehearsals and performances is required and is considered part of the student's grade.

The two concert bands at MHS are the Wind Ensemble and the Symphonic Band. Placement in these two bands will be by audition at the conclusion of the marching band season. These bands are designed to help prepare students with skills necessary to participate in a professional performance ensemble. Literature is geared to the members' abilities with emphasis being placed on improvement of tone quality, reading skills and technical proficiency. These bands perform for school and community events throughout the year, and will participate in the ISSMA Concert and Sight Reading Contest. Attendance at scheduled rehearsals and performances is required and is considered part of student grades.

PHILHARMONIC ORCHESTRA**Y****9,10,11,12**

Philharmonic Orchestra is open to any student who plays a string instrument. This is a non-auditioned group. The class meets daily for instruction in performance techniques, music theory, study, and exposure to orchestral repertoire. Solo and chamber work is permitted in addition to meeting with the full ensemble. The MHS Philharmonic Orchestra competes in the ISSMA Circuit playing Group 2 music.

SYMPHONY ORCHESTRA**Y****9,10,11,12**

Symphony Orchestra is open to auditioned students playing a string, wind, or percussion instrument. The class meets daily for instruction in performance techniques, music theory, study, and exposure to orchestral repertoire. Solo and chamber work is permitted in addition to meeting with the full ensemble. The MHS Symphony Orchestra competes in the ISSMA Circuit playing Group I music.

| | | |
|--|----------|----------------------|
| BEGINNING CHOIR | Y | 9, 10, 11, 12 |
| <i>Note: The course will be broken into classes by gender if the numbers are sufficient.</i> | | |
| This ensemble is a beginning-level choral group intended for students who have not had choir in high school. This course will teach the basics of music theory, sight-singing, rehearsal procedure, pitch, and tone production, and choral literature that is at a Group II, III, or IV state level. Students taking this course are required to perform at four concerts, during the year, that happen outside of the school day. Students may also participate in ISSMA District Contest in April. | | |
| INTERMEDIATE CHOIR | Y | 9, 10, 11, 12 |
| <i>Prerequisite: 2 Semesters of High School Choir or Director Recommendation.</i> | | |
| This intermediate-level, mixed (SATB) choir continues to refine tone production and pitch, teach mid-level music theory and sight singing, and sing state level music of the Group I, II or III state level. Students taking this course are required to perform at four evening concerts as well as ISSMA District or State Qualification Contest in April. | | |
| CHORALE | Y | 9, 10, 11, 12 |
| <i>Prerequisite: Audition or Director Recommendation.</i> | | |
| This advanced-level, mixed (SATB) choir focuses on challenging choral literature, high-level music theory and sight-singing, and multiple performances. Singers should have control and mastery over pitch, tone production, and other vocal techniques. This is the top choral ensemble at Munster High School, representing the school at concerts, some public performances, and ISSMA State Qualification in April or May. | | |
| PIANO AND ELECTRONIC KEYBOARD | S | 9, 10, 11, 12 |
| This course is a semester-long study of piano and performance. Students will learn all major scales, two sets of minor scales, many sets of chords and inversions, three or four piano solos, and a piano solo that will transcribed (written down by listening) and learn how to insert chords. No music experience is necessary, but students who have had piano will be placed (solo-wise) at their level of experience. | | |
| THEATER ARTS | S | 9, 10, 11, 12 |
| This class introduces the student to theater as a performance art. Instruction begins with a general overview of the total theater, including historical background, the physical stage, styles of presentation, and the many components of a typical production. Students are encouraged to pursue creativity and control in a wide variety of acting experiences including theater games, improvisation, mime, movement, voice, and both solo and group performances. Cooperative projects and constructive criticism, both oral and written, are key elements in building the student's craft. Students will also evaluate presentations and, whenever possible, see and evaluate professional performances. A final exam project will be presented before an audience. The primary goals of this course are to develop each student's individual skills and talents and broaden their knowledge of theatrical performance. | | |
| TECHNICAL THEATER | S | 9, 10, 11, 12 |
| This class introduces the technical aspects of theater arts. Included are demonstrations, class work, and student projects. By combining research of techniques with hands-on experience, course content focuses on the specific arts and crafts of scenery, props, lighting, sound, costuming, and makeup. Student aptitudes and abilities are discovered and developed through cooperative activities and individual projects. Students are required to select and analyze scripts which they will use to design, produce, and critique an original model set, costume project and make-up application. Critiques on technical areas of actual productions are also expected. As much as possible, practical experience on MHS productions will be included. Whenever feasible, a professional performance is seen and evaluated. | | |

VISUAL ARTS

| | | |
|---|----------|----------------------|
| INTRODUCTION TO 2D ART | S | 9, 10, 11, 12 |
| This art class is a foundations course dealing with the elements, principles, history and influence of art. Studio experiences may include work in pencils, markers, pens, acrylic, watercolor, printmaking, design, and collage. Students are introduced to a variety of techniques and media. Some group work is incorporated in addition to independent work. Students also learn to critique and discuss art using art terminology. A 9x 12 unlined sketchbook is required for daily work and weekly outside sketchbook assignments. <i>This course is a prerequisite for Drawing, Painting I, Painting II, Sculpture I & II, Digital Design I & II, 2D Art 2, and AP Studio Art classes.</i> | | |
| DRAWING | S | 9, 10, 11, 12 |
| <i>Prerequisite: Intro to 2D</i> | | |
| Drawing is a level 2, semester-long course, designed for the student with the Intro prerequisite and a love of drawing! Students explore a variety of tools while attending to quality, technique, and expression. The majority of the works are in "dry media," however, inks, oil pastels, acrylic, and watercolor may also be explored. Discovery of the traditional, more formal realistic (representational), abstract, non-objective, expressionistic and stylized formats will be examined. Students begin to experience the various Philosophies of Art by becoming a Designer, an Expressionist, a Formalist, and an Instrumentalist. Projects may include a Lyrical Interpretation (The Song Project), pieces on social awareness (The Cause Project), Logo Design, and tonal drawings in charcoal. Assignments range from warm-up exercises to slower paced, longer-range drawings. A 9x 12 unlined sketchbook is required for daily work. This course is a prerequisite for Painting, Sculpture, 2D Art 2, Digital Design, and AP Studio Art classes. | | |

| | | |
|---|----------|----------------------|
| PAINTING I | S | 10, 11, 12 |
| <i>Prerequisite: Intro to 2D and Drawing</i> | | |
| Students explore a variety of “wet media” while attending to technique, quality, and expression. Students will investigate art’s role in society by creating illusions in acrylic, by interpreting and translating technology into traditional media in Watercolor, and by creating a Self Portrait in oil. Three written critiques are required per quarter. Sketchbook assignments continue. After this class, students are advised to take Painting II, then 2D Art 2 and one additional art class to enter AP Studio Art. | | |
| PAINTING II | S | 10, 11, 12 |
| <i>Prerequisite: “C-” in Painting I</i> | | |
| Student begin by researching three artists from three distinct periods and creating pieces influenced by those artists. The works must reflect the historical, political, or social context and be presented. There needs to be a solid link or logical progression to the works. Research will be conducted on each artist. There will be a final exam presentation of the work and evidence. One piece each will be done in watercolor, acrylic and oil. A fourth piece using mixed media is also expected. Discussion, theories, project and portfolio development and competitions are stressed in this class. Critiques continue in written form at this point, and weekly sketchbook assignments increase under self-directed themes. Time management is critical, and an exhibition component is required. | | |
| 2D ART 2 | S | 10, 11, 12 |
| <i>Prerequisites: Intro to 2D, Drawing, and Painting I</i> | | |
| This semester course is an in-depth investigation of two dimensional art forms, including drawing, painting and printmaking. Works emphasize personal expression, mastery of techniques and an understanding of the appropriate use of two dimensional design concepts as well as continued use of an art vocabulary and critiquing skills. Presentations of art history and current work provide information and inspiration. An hour of outside sketchbook work plus three written critiques per quarter are required. Time management and Exhibition/Competition involvement are critical. | | |
| CERAMICS I | S | 9, 10, 11, 12 |
| Ceramics I provides an introduction to the vocabulary, general knowledge, and basic skills of clay construction and glazing techniques. Students learn the fundamentals of pinch, coil, and slab hand-building techniques by working with pottery. | | |
| CERAMICS II | S | 9, 10, 11, 12 |
| <i>Prerequisite: “C-” in Ceramics I.</i> | | |
| This course introduces students to the potter’s wheel as they continue to perfect their hand-building techniques. Emphasis is placed on form, design, and craftsmanship which require advanced technical skills. | | |
| SCULPTURE I | S | 10, 11, 12 |
| <i>Prerequisite: Intro to 2D and Drawing</i> | | |
| Sculpture 1 is an upper level studio art course for students who have successfully met the requirements of Intro to 2-D Art and Drawing and who wish to further their experiences in an art studio by exploring an assortment of 3-D art medium including clay, wood, stone, wire, and more. The course will build on students’ basic art knowledge established in Intro, specifically the elements of art and principles of design, and introduce students to sculpture concepts. A high level of student self-motivation/direction is expected as in any upper level studio course. | | |
| SCULPTURE II | S | 10, 11, 12 |
| <i>Prerequisite: “C-” in Sculpture I</i> | | |
| Sculpture 2 is an upper level studio art course for students who have successfully met the requirements of Intro to 2-D Art, Drawing, and Sculpture 1 and who wish to advance their experiences in an art studio by further exploration of the three-dimensional art world. Sculpture 2 will continue where Sculpture 1 left off in exploring an assortment of 3-D art medium including clay, wood, stone, wire, and more. The course will build on students’ basic 3-D art knowledge and sculpture concepts established in sculpture 1. A high level of student self-motivation/direction is expected as in any upper level studio course. | | |
| DIGITAL DESIGN I | S | 10, 11, 12 |
| <i>Prerequisite: Intro to 2D and Drawing</i> | | |
| This course is designed to introduce computers to students as an art tool. The students will create artwork with graphic art software, digital cameras, and scanners. First semester artwork will be a combination of computer generated images, 2-D drawing skills, and graphic design. Second semester art will emphasize animation, using the skills learned in Digital Design 1. Students will participate in aesthetic discussions and critiques along with researching art history and contemporaries. They will be challenged to solve compositional layouts and sequencing events in order to achieve desired effects. Projects will range from simple one-day tutorials to multiple-week projects. Students will learn about current artists and careers in the field of digital design. | | |
| DIGITAL DESIGN II | S | 10, 11, 12 |
| <i>Prerequisite: “C-” Digital Design I</i> | | |
| This course is for the self-motivated artist, who wishes to pursue their talents in the field of computer art. Students will create an individualized letterhead and business card. Subsequent projects will be written on this letterhead, stating the length of time needed for completion, focus or goal of the assignment, parameters, technology needed to complete the assignment, and a brief description of the desired end product. Students will be assessed on the outcome of their work and the fulfillment of their contract obligations. It is an expectation for the students to assist students in Digital Design 1 when the need arises, as they are experts in this field. | | |

AP ART HISTORY Y 10, 11, 12
Recommended Prerequisite for Grade 10: A an "A-" in both semesters in English 9 or "B-" or higher in Honors English 9. Grades 11 and 12: "B-" in English 10 or English 11.
 AP Art History is a survey of the history of art from Paleolithic times to the present. The course employs slides, text, and lecture-based learning to help students analyze and appreciate how art affects history and history affects art. Students may elect to take the AP exam to earn college credit. Prospective students should have strong verbal/writing skills and a thorough background in history.
*Concurrent Enrollment-Purdue Northwest (AD 255)**

AP STUDIO ART Y 12
Recommended Prerequisites: Intro to 2D Art, Drawing, Painting, 2D Art 2, and two courses approved by the instructor.
 This class is designed for seniors only who are college-bound art students looking to complete a 2D Design, Drawing, or 3D Portfolio. A minimum of two semesters of Sculpture and two semesters of Ceramics will allow students to complete the 3D Design portfolio. Students will complete portfolios containing 24 works digitally recorded and provide five actual pieces of art for the College Board National Committee in early May. After AP review, students may receive college credit. This course requires students to utilize a rigorous out-of-class time requirement which includes at least 2.5 hours of drawing weekly as well as the hours needed to complete the portfolio for the AP requirement. Three written critiques are required per quarter. (Course offered based on requests.)

PHOTOGRAPHY S 9, 10, 11, 12
 This course teaches the fundamentals of black & white film photography in terms of producing pictures that are exciting, tell a story, and are printed with good contrast. From handling the camera to understanding lighting and field depth, student will become aware of good photo composition. Students will also learn how to process film and make quality prints in the darkroom. Class size is limited. Taking this course is a pre-requisite for newspaper and yearbook.

WORLD LANGUAGES

MANDARIN CHINESE Y 9, 10, 11, 12
 Mandarin Chinese is offered online through MyLanguage360.com. This course requires students to meet online at a pre-arranged time twice a week. Students are responsible for completing the work outside of school as well as costs associated with the course. Fees are determined by the number of MHS students participating. Fees for 2015-2016 were roughly \$400 per semester. There is a self-paced option that students can opt to take. This option was \$150 per semester. Transfer credits are accepted by Munster High School and appear on student's transcript.

AMERICAN SIGN LANGUAGE I Y 10, 11
Must maintain "C-" in semester 1 to remain in the course.
 ASL I focuses on the basic vocabulary, structure, and the grammar of receptive and expressive communication, glossing, vocabulary, finger spelling, Deaf culture, history, and the pathological and psychological definitions of deafness.

AMERICAN SIGN LANGUAGE II Y 11, 12
Perquisite: "C-" each semester in ASL I.
 ASL II studies advanced structure and grammatical skills used in receptive and expressive communication, story-telling, poetry, glossing of original texts, Deaf culture, history, and the pathological and psychological definitions of deafness. Students are required to interact in the Deaf community.

FRENCH I Y 9, 10, 11, 12
Must maintain "C-" in semester 1 to remain in the course.
 This course emphasizes basic conversational ability, reading, and writing. Students should be able to speak and understand basic French. Repetition and mimicry of sound patterns are used to develop verbal and listening skills. Course content focuses on such cultural aspects as French customs, geography, history, holidays, and cooking.

FRENCH II Y 9, 10, 11, 12
Prerequisite: "C-" in each semester in French I.
 French II presents more advanced grammar and new vocabulary to help students develop advanced conversational skills. Cultural differences between France and America are explored through readings and projects.

FRENCH III Y 10, 11, 12
Required: "C-" in each semester in French II.
 These classes are conducted in French as much as possible. A mastery of the basics is assumed at this level. Reading, writing, and conversation skills are emphasized. French literature is introduced, incorporating reading, pronunciation, translation, discussion, and writing.
Concurrent Enrollment- Purdue Northwest (FR 101 and 102)*

| | | |
|---|----------|----------------------|
| ADVANCED FRENCH IV | Y | 11, 12 |
| <i>Required: "B-" in each semester in French III.</i> | | |
| These classes are conducted primarily in French. The study of French literature is continued, incorporating pronunciation, reading, translation, discussion, and writing skills. An emphasis is placed on reading, writing, and conversational skills. | | |
| <i>Concurrent Enrollment- Purdue Northwest* (FR 201)</i> | | |
| ADVANCED FRENCH V | Y | 12 |
| <i>Required: "B-" in each semester in French IV.</i> | | |
| These classes are conducted primarily in French. Course content focuses on refining skills in literature, grammar, and conversation. Literary selections span the 17th to 20th centuries, from Moliere to Sartre. The course also explores contributions of the French culture. Vocabulary and advanced grammar are covered to help students prepare for the AP French exam and college placement exams. | | |
| <i>Concurrent Enrollment- Purdue Northwest* (FR 202)</i> | | |
| SPANISH I | Y | 9, 10, 11, 12 |
| <i>Must maintain "C-" in semester 1 to remain in the course.</i> | | |
| The curriculum is designed to: provide basic knowledge of introductory grammar and its usage, both oral and written; develop conversational abilities; elicit correct Spanish pronunciation by studying the Spanish phonetic system; develop elementary composition skills; and provide insights into many aspects of Central, Latin American, Spanish, and Hispanic American cultures. Students with formal training in Spanish who wish to skip Spanish I and test into Spanish II should contact their counselors. This testing is done at the end of the school year or over the summer. | | |
| SPANISH II | Y | 9, 10, 11, 12 |
| <i>Required: "C-" in each semester in Spanish I</i> | | |
| Spanish II continues to develop the basic language skills learned in Spanish I. Students are expected to master vocabulary used in everyday situations. Advanced grammatical structures and new vocabulary are introduced to help students develop their conversational skills. The course emphasizes original thinking in the language. Cultural differences and similarities will also be studied. | | |
| SPANISH III | Y | 10, 11, 12 |
| <i>Required: "C-" in Spanish II.</i> | | |
| The mastery of advanced grammar and vocabulary is emphasized as students become more proficient in listening, speaking, reading, and writing. Selections from Spanish and Latin American literature are studied. Students participate in cultural activities designed to increase awareness and understanding of Hispanic culture. | | |
| <i>Concurrent Enrollment- Purdue Northwest (SPAN 101 and 102)</i> | | |
| ADVANCED SPANISH IV | Y | 11, 12 |
| <i>Required: "B-" in Spanish III.</i> | | |
| This course is conducted almost entirely in Spanish. It intensively reviews previously mastered grammar and introduces extensive new vocabulary and literature. Reading, writing, and listening skills are stressed. This course provides the groundwork for AP Spanish V and may be suitable for students whose native language is Spanish. | | |
| <i>Concurrent Enrollment- Purdue Northwest (SPAN 201)</i> | | |
| AP SPANISH V | Y | 12 |
| <i>Recommended: "B-" in Spanish IV.</i> | | |
| A literature and composition class conducted in Spanish. The reading selections represent a variety of literary genres: short story, poetry, and non-fiction (journalism, editorials, and essays). Students are expected to discuss these works orally and in writing. Vocabulary and advanced grammar are covered to help students prepare for the AP Spanish exam and college placement exams. | | |
| <i>Concurrent Enrollment- Purdue Northwest (SPAN 202)</i> | | |

LANGUAGE ARTS

ENGLISH 9 (Required)

Y

9

English 9 is a college- and career-readiness course based on the Indiana Academic Standards of reading, writing, and language study. Students read novels, short stories, drama, nonfiction sections, and poetry. Writing instruction centers on improving student mastery of the 6 +1 Traits of Writing (Idea Development, Organization, Voice, Sentence Fluency, Word Choice, Conventions, and Presentation). Finally, language skills, such as vocabulary and grammar study, are addressed in isolation and in conjunction with reading and writing activities. Although the course is organized in contextual units, all aspects of English study are integrated, particularly speaking and writing units, with the reading material. Finally, English 9 serves as the gateway course to identify and address weaknesses in reading and writing skills before the Grade 10 ISTEP. English 9 meets the graduation requirement for the Core 40 Diploma.

HONORS ENGLISH 9

Y

9

Prerequisite: "B-" in previous Honors English class and placement based on STM high ability student identification process.

Honors English 9 is a pre-AP, college- and career-readiness course based on the Indiana Academic Standards of reading, writing, and language study. Students read novels, essays, speeches, bio- and autobiographical writing, short stories, drama, and poetry. Writing instruction centers on improving students' mastery of the 6 +1 Traits of Writing. The composition program is structured, creative, and interpretative and built into the literature units. Language skills, such as vocabulary and grammar study, are addressed both in isolation and in conjunction with reading and writing activities. Formal grammar instruction stresses all areas of language study: syntax, mechanics, usage, and agreement. The course is organized in contextual units; all aspects of English study are integrated, particularly speaking and writing units, with the reading material. Honors English 9 meets the graduation requirement for the Core 40 Diploma.

ENGLISH 9-i

Y

9

Placement based on failure of 8th grade English ISTEP, Terra Nova score and/or grades.

English 9-i encompasses a comprehensive study of grammar, short composition, and literature that emphasizes reading, writing, discussion, listening, and speaking activities. Students read several major works, short stories, informational texts, plays, and poems. Formal grammar instruction reviews basic grammar and builds on mastery of grammatical concepts. A weekly study of vocabulary terms is integrated into the class. Although the course is organized into contextual units, all aspects of English study are integrated, particularly the speaking and writing units, which are based on the students' reading material. Finally, English 9i serves as the gateway course to identify and address weaknesses in reading and writing skills before Grade 10 ISTEP. English 9-i meets the graduation requirement for the Core 40 Diploma.

DEVELOPMENTAL READING

Y

9

Taken concurrently with English 9-i.

This class is designed to develop or improve the skills of readers testing below grade level. Skills are developed in vocabulary, reading fluency, silent reading, and reading comprehension. Daily reading in class is required, along with homework assignments. Both the practical and pleasurable aspects of reading are emphasized utilizing the research-based Reading Plus reading program. Reading Plus is a web-based program that transforms how, what, and why students read. It is the only Common Core aligned reading intervention that prepares students to engage with complex texts by developing all three dimensions of successful readers--capacity, efficiency, and motivation.

ENGLISH 10 (Required)

Y

10

English 10 is a college- and career-readiness course based on the Indiana Academic Standards of reading, writing, and language study. Students read novels, short stories, drama, nonfiction selections, and poetry. Writing instruction centers on improving student mastery of the 6 +1 Traits of Writing (Idea Development, Organization, Voice, Sentence Fluency, Word Choice, Conventions, and Presentation). Finally, language skills, such as vocabulary and grammar study, are addressed in isolation and in conjunction with reading and writing activities. Although the course is organized in contextual units, all aspects of English study are integrated, particularly speaking and writing units, with the reading material. Finally, the curriculum for English 10 serves to prepare students for the Grade 10 ISTEP. English 10 meets the graduation requirement for the Core 40 Diploma.

HONORS ENGLISH 10**Y****10**

Prerequisite: "B-" or better in both semesters of previous Honors English class with no failing semester and placement based on STM high ability identification process.

Honors English 10 is a pre-AP college- and career-readiness course based on the Indiana Academic Standards of reading, writing, and language study. Students read novels, essays, speeches, bio- and autobiographical writing, short stories, drama, and poetry. Writing instruction centers of improving students' mastery of the 6 +1 Traits of Writing. The composition program is structured, creative, and interpretative and built into the literature units. Language skills, such as vocabulary and grammar study, are addressed both in isolation and in conjunction with reading and writing activities. Formal grammar instruction stresses all areas of language study: syntax, mechanics, usage, and agreement. The course is organized in contextual units; all aspects of English study are integrated, particularly speaking and writing units, with the reading material. Honors English 10 serves as the course to diagnose and address gaps in reading and writing before taking the AP English courses. Honors English 10 meets the graduation requirement for the Core 40 Diploma with Honors.

ENGLISH 10-i**Y****10**

Placement based on 8th grade English ISTEP score and English 9-i teacher recommendation.

English 10i is a college- and career-readiness course based on the Indiana Academic Standards of reading, writing, and language study. Students read novels, short stories, drama, nonfiction selections, and poetry. Writing instruction centers on improving student mastery of the 6 +1 Traits. Language skills, such as vocabulary and grammar study, are addressed in isolation and in conjunction with reading and writing activities. Although the course is organized in contextual units, all aspects of English study are integrated, particularly speaking and writing units, with the reading material. The curriculum for English 10i serves to prepare students for the Grade 10 ISTEP. In addition to the course, English 10i will run with an attached lab class to focus on individual needs in a smaller group setting. Students will use a program called Reading Plus that transforms how, what, and why students read. It is the only Indiana Academic Standards-aligned reading intervention that prepares students to engage with complex texts by developing all three dimensions of successful readers--capacity, efficiency, and motivation. English 10-i meets the graduation requirement for the Core 40 Diploma.

ENGLISH/ LANGUAGE ARTS ENRICHMENT**Y****10**

The English 10 Enrichment course is taught concurrently with English 10i. Students taking English 10i are automatically enrolled in the enrichment class, which creates a two-period block for English at the sophomore level. There is no separate curriculum for this course; instead, students deepen their understanding and application of skills learned in English 10i.

ENGLISH ENRICHMENT LAB**S****11, 12**

Placement based on failure of the English 10 ISTEP or ECA. This course counts as an elective.

English Enrichment Lab is designed for those students who do not pass the English ECA/ISTEP, which is a criterion-referenced assessment developed specifically for students completing English 10. The course focuses on testing-taking skills and strategies using online and printed materials. Areas of concentration include comprehension and analysis of nonfiction and informational text and literary text; word recognition, fluency and vocabulary development; and English language conventions. The course counts for elective credit.

ENGLISH 11 (Required)**Y****11**

English 11 is a college- and career-readiness course based on the Indiana Academic Standards of reading, writing, and language study. Representing all American literary periods, the reading selections include short fiction, essays, speeches, poetry, novels, and drama. Course readings not only seek to facilitate growth in critical reading, but they also serve to promote literacy of American culture and history. In addition to reading skills, improvement in writing skills becomes a key component to English 11. Continuing with the 6 +1 Traits of Writing, students focus on research methods, citation via the Modern Language Association (MLA), and argumentation structure. These skills culminate into a research paper in the second semester. Finally, language skills, such as vocabulary and mechanics, are addressed both in isolation and in conjunction with reading and writing activities. English 11 meets the graduation requirement for the Core 40 Diploma.

AP ENGLISH LITERATURE AND COMPOSITION**Y****11**

Prerequisite: "B-" in Honors English 10 or "A-" in English 10.

This rigorous, college-level course is intended for the serious, accelerated student. Through careful reading, critical analysis of a cross-section of British, American, and world literature, and extensive writing, students will deepen their understanding of how writers use language to provide meaning and pleasure. Students read novels, poetry, short stories, and plays from a wide range of time periods and cultures. In addition, students write extensively in both informal and formal settings. Students will learn the skills required to successfully complete the objective reading

questions and three analytic essays on the AP English Literature and Composition exam in the spring. *Concurrent Enrollment- Purdue Northwest (ENG 104)*

BASIC ENGLISH 11

Y

11

Placement based on English 10 ECA/ISTEP score and English 10 grades. For MHS General Diploma.

Basic English 11 is designed for those students who are unable to meet the demands of the regular classroom and need more individualized attention. The course familiarizes students with literature as a form of expression by the use of novels, short stories, drama, and nonfiction. A limited research paper, compositions, and drill in the basic language skills of spelling, grammar, and vocabulary are included. Upon completion of this course, the student should be able to express his or her thoughts in an acceptable fashion as well as recognize and interpret the themes, ideas, and content of literary works.

NOTE: COMPOSITION AND LITERATURE ARE REQUIRED SENIOR YEAR

BASIC COMPOSITION

S

12

Placement based on English 10 ECA/ISTEP score and English 11 grades. For MHS General Diploma.

Basic Composition is a class designed for students who need more individualized attention in fundamental writing skills. Emphasis is placed on organizing and developing ideas, eliminating grammatical errors, and creating a cohesive composition. Assignments may require research and documentation.

COMPOSITION

S

12

This class requires students to complete a variety of writing tasks. Emphasis is placed on mastery of the Six +1 Traits of Writing (Idea Development, Organization, Voice, Word Choice, Sentence Fluency, Conventions, and Presentation). In addition, students learn to skillfully use data and detail, eliminate mechanical and grammatical errors, and create a cohesive composition. Several assignments require the use of research and documentation. Finally, vocabulary instruction occurs in both isolation and integrated with writing activities. Composition concentrates on logical thinking and polished writing style.

Concurrent Enrollment- Purdue Northwest (ENG 104)

AP ENGLISH LANGUAGE & COMPOSITION

Y

12

Recommended Prerequisite: "B-" in AP English Literature and Composition or "A-" in English 11.

This rigorous college-level class is intended for the serious, accelerated student. This course emphasizes elements of effective writing, especially persuasion, by evaluating a variety of texts, including essays, biographies, literary criticism, autobiographies, journals, and news articles. This course focuses on identifying and discussing the art of rhetoric; students learn to manipulate language for rhetorical effect. Students are expected to write essays in various rhetorical modes and use technology to research and prepare papers. They are also required to participate in class discussions and make class presentations. Students will learn the skills required to successfully complete the objective reading questions and three analytic essays on the AP English Language and Composition exam in the spring.

Concurrent Enrollment-Purdue Northwest (ENG 104 and 105)

ENGLISH LITERATURE

S

12

English Literature is a college- and career-readiness course based on the Indiana Academic Standards of reading literature and informational text. Students explore British literary works from several authors spanning multiple genres: poetry, essays, short stories, plays, and novels. These works are approached through historical periods of English history: the Middle Ages, the Renaissance, the Age of Enlightenment, the Romantic Period, the Victorian Period, and literature of the twentieth century. Attention is given to different cultural settings and varying styles of literary expression. Major works include *Beowulf*, *The Canterbury Tales*, *Macbeth*, and *Wuthering Heights*. A semester course, English Literature meets the graduation requirement for the Core 40 Diploma.

WORLD LITERATURE

S

12

World Literature is a college- and career-readiness course based on the Indiana Academic Standards of reading literature and informational text. Students analyze a variety of literary genres covering an expanse of time from early Mesopotamia to the present. The approach is chronological, starting with ancient Mesopotamia and moving on to Ancient Greece, the Middle Ages, the 19th century and finally to the modern era. Course readings not only seek to facilitate growth in critical reading, but they also serve to promote literacy of culture and history. A semester course, World Literature meets the graduation requirement for the Core 40 Diploma.

Concurrent Enrollment-Purdue Northwest (ENG 231)

BASIC SENIOR LITERATURE

S

12

Placement based on English 10 ECA scores and English 11 grades. For MHS General Diploma.

This basic class emphasizes the structure and development of modern poetry, short stories, plays, nonfiction, and novels. Course content includes how modern literature has broken with past traditions in terms of structure and style. Course content also examines modern nonfiction as a vital force in contemporary society. This course relies heavily on classroom discussion and focuses on ways to improve oral and written language skills.

SPEECH (Required for Class of 2018)

S

9, 10, 11, 12

Speech is designed to help students speak and listen more effectively, intelligently, and responsibly. The overall goal of the course is to produce students who can communicate effectively one-on-one, in small groups, or in a large-group setting. Skills taught include interpretive reading, speech etiquette, body motion, voice usage, research, organization of materials, group dynamics, parliamentary procedure, job interviewing, and the art of persuasion. Speech meets the speech communications graduation requirement for Munster High School.

COMPETITIVE SPEECH

S

9, 10, 11, 12

No prerequisite; not an honors-level course.

Advanced Speech Communications is for those who participate in competitive speech. Students are required to attend 3-4 meets during the semester in addition to regular after-school practices. Students are introduced to all categories of competitive speaking and will be assigned least two speeches per competition. Instruction is individualized based on competition category. In addition, students learn the fundamentals of public speaking, including speech etiquette, body motion, voice usage, research, organization of materials, group dynamics, job interviewing, and the art of persuasion. Evaluation is based on class work, application of effective speech techniques, improvement in skills, and tournament performances. The course can be repeated for additional elective credit. Advanced Speech Communications meets the speech graduation.

*Concurrent Enrollment-Purdue Northwest (COMM 101)***DEBATE**

S

9, 10, 11, 12

Satisfies MHS speech requirement for graduation.

Debate introduces the fundamentals of policy debate, Lincoln-Douglas debate, public forum debate, and Student Congress simulation. National debate resolutions will be used in the formation of affirmative and negative cases; students are expected to debate both sides of the resolution in class. Students will learn to create logical, persuasive arguments in a persuasive speaking environment, and they will be encouraged to participate in extracurricular competition.

COMPETITIVE DEBATE

S

10, 11, 12

*Satisfies MHS speech requirement for graduation (Class of 2018).**Prerequisite: Prior debate experience (class or competitive) and participation in co-curricular debate competition in the fall OR successful completion of the introductory debate class.*

Students will refine debate skills and are expected to participate in extracurricular debate at least three times a semester. Advanced debaters will participate in independent collaborative projects, advanced research activities, and will mentor novice debaters.

CREATIVE WRITING

S

10, 11, 12

Prerequisite: "C-" in previous semester of English 10 or 11

Creative Writing provides an opportunity for students to write in forms other than the expository style taught in required English classes. Students write every day, both in-class and at home, and receive criticism from one another and their instructor. This course utilizes a journaling system that feeds the creativity of writers. Students work to create a poetry collection, a children's book, several pieces of short fiction and creative non-fiction, a stage play, and a screenplay. As the class progresses, students focus on making their writing ready to submit for publication.

JOURNALISM

Y

9, 10, 11, 12

Journalism focuses on developing and improving writing and communication skills. First semester explores the historical roles of radio, television, newspapers, magazines, and movies in society, including their legal and ethical responsibilities. Second semester concentrates on developing journalistic writing and editing skills, including interviewing, news writing, sports writing, editorials, feature writing, copy editing, and headline writing. Students become interns, or junior reporters for the school newspaper. This class is required for selection to the newspaper or yearbook staff.

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|---|----------|-------------------|
| STUDENT MEDIA: NEWS 1 | Y | 10, 11, 12 |
| <i>Prerequisites: Writers need Journalism and Teacher Rec. Photographers need Photography and Teacher Rec.</i> | | |
| Learning to tell the story through quality photography is an advanced photographic skill. Students will master photo story-telling techniques as they work on photo composition and advanced printing skills while photographing school events for the student newspaper and its website. This class is co-curricular and requires work time after school. | | |
| *Counts as a Fine Arts Credit | | |
| STUDENT MEDIA: ADV NEWS 2 | Y | 11, 12 |
| <i>Prerequisites: Writers need Journalism and Teacher Rec. Photographers need Photography and Teacher Rec.</i> | | |
| Designed as a laboratory course for the production of the student newspaper and its website, this advanced writing and editing course will stress newspaper fundamentals, trends, organization, financing, and desktop skills (using InDesign and PhotoShop). Advanced journalistic writing and editing skills are further refined through advanced interviewing and research expertise; in-depth writing with multiple sources for balance and verification; feature writing; and column and review writing. All students write a variety of stories for each issue as well as determine coverage, design, and editing. This class is co-curricular and requires work time after school. | | |
| *Counts as a Fine Arts Credit | | |
| STUDENT MEDIA: ADV NEWS 3 | Y | 12 |
| <i>Prerequisites: Writers need Journalism and Teacher Rec. Photographers need Photography and Teacher Rec.</i> | | |
| Open to third-year students/editors on the newspaper staff, this course focuses on enhancing advanced writing and editing skills. Emphasis will be placed on interviewing and research, developing a writing style, writing persuasively for columns and editorials, applying legal and ethical knowledge in decision making and problem solving, copy editing, coaching writers, as well as utilizing advanced computer skills in InDesign and Photoshop to enhance design and photographic editing. This class is co-curricular and requires work time after school. | | |
| *Counts as a Fine Arts Credit | | |
| STUDENT MEDIA: YEARBOOK 1 | Y | 10, 11, 12 |
| <i>Prerequisites: Writers need Journalism and Teacher Rec. Photographers need Photography and Teacher Rec.</i> | | |
| Students will master photo story-telling techniques as they work on photo composition and advanced printing skills while photographing school events for the yearbook, Paragon, during this laboratory course. This class is co-curricular and requires work time after school. | | |
| *Counts as a Fine Arts Credit | | |
| STUDENT MEDIA: ADV YEARBOOK 2 | Y | 11, 12 |
| <i>Prerequisites: Writers need Journalism and Teacher Rec. Photographers need Photography and Teacher Rec.</i> | | |
| Designed as a laboratory course for the production of the yearbook, Paragon, this advanced writing and editing course will stress yearbook fundamentals, trends and organization, financing and computer skills using In-Design and Photoshop. Advanced journalistic writing and editing skills are further refined through advanced interviewing and research expertise, and in-depth writing with multiple sources for balance and verification. Feature writing style will be emphasized as all students write a variety of stories, along with developing design and photographic editing skills. This class is co-curricular and requires work time after school. | | |
| *Counts as a Fine Arts Credit | | |
| STUDENT MEDIA: ADV YEARBOOK 3 | Y | 12 |
| <i>Prerequisites: Writers need Journalism and Teacher Rec. Photographers need Photography and Teacher Rec.</i> | | |
| Open to third-year students/editors on the yearbook staff, the course focuses on enhancing advanced writing and editing skills. Emphasis will be placed on interviewing and research expertise, finding an angle, developing a style, coaching writers, applying legal and ethical knowledge in decision making and problem solving, editing and writing, and utilizing advanced desktop computer skills (in In-Design and Photoshop) to enhance design and photographic editing. This class is co-curricular and requires work time after school. | | |
| *Counts as a Fine Arts Credit | | |

MATHEMATICS

| | | |
|---|----------|----------------------|
| ALGEBRA I (Required) | Y | 9, 10, 11, 12 |
| This entry-level math class introduces students to the study of graphs, exponents, quadratics, polynomials, factoring, and square roots. It is the lowest level of math considered "college prep" by colleges and universities. Starting with the Class of 2019, students must pass the ISTEP Math 10 test, which is taken during sophomore year. | | |

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|---|----------|----------------------|
| ALGEBRA I-i | Y | 9 |
| <i>Placement based on failure of 8th grade Math ISTEP, Terra Nova score and/or grades.</i> | | |
| This entry-level math class covers the same material as Algebra I and must be taken concurrently with Algebra 1 Lab. Special attention is given to Algebra I ECA and ISTEP+ Grade 10 practice. | | |
| ALGEBRA 1 LAB | Y | 9 |
| Although taken for an elective credit, this class does not count toward the Core 40 math requirement. Must be taken concurrently with Algebra I-i. This course supplements Algebra 1-I and uses hands-on activities, applications, and computers to promote conceptual understanding and enhance retention. | | |
| ALGEBRA ECA/ MATH 10 ENRICHMENT | Y | 11, 12 |
| Students in grades 11 and 12 must pass the Algebra I End of Course Assessment (ECA), while students in grades 9 and 10 must pass the ISTEP+ Grade 10 Assessment to earn a high school diploma. This course is designed to help students who have not passed these assessments but who passed Algebra I. The course counts as an elective credit. This course is not a substitute for Algebra I. Specific skills emphasized include linear equations and inequalities, functions, polynomials, systems of equations and inequalities, quadratic equations, and sketching and interpreting graphs. The course can be taken concurrently with a required math class such as Geometry or Algebra II. It is not taken concurrently with Algebra I. | | |
| GEOMETRY | Y | 9, 10, 11, 12 |
| <i>Prerequisite: Passing grade in Algebra I.</i> | | |
| Topics discussed in the first semester include definitions, postulates and theorems, symbolic logic, formal and informal proofs, angle relationships, perpendicular and parallel lines, and congruence of triangles. Topics discussed in the second semester include similarity, trigonometry, circles, coordinate geometry, area, and constructions. | | |
| HONORS GEOMETRY | Y | 9, 10 |
| <i>Prerequisite: "B"- in both semesters in Honors Algebra I or placement based on STM high-ability identification process.</i> | | |
| This course emphasizes the same computational skills, deductive reasoning, and mathematical concepts as Geometry, but differs in the amount and depth of material covered. Special attention is given to proofs, similarity of triangles, right-triangle trigonometry, circles, coordinate geometry, area, volume, and truth tables. | | |
| ALGEBRA II | Y | 9, 10, 11, 12 |
| <i>Prerequisites: Passed Geometry and "C-" in both semesters in Algebra I.</i> | | |
| Algebra II areas of emphasis are: solving equations and inequalities, graphing in two variables, factoring polynomials, radical expressions, rational expressions, logarithmic expressions, exponential expressions, series and sequences, and basic probability and statistics. Computational skills, deductive reasoning, and mathematical concepts developed in this course are useful in higher-level math and science courses. | | |
| HONORS ALGEBRA II | Y | 10, 11, 12 |
| <i>Prerequisite: "B-" in both semesters in Honors Geometry or placement based on STM high-ability identification process.</i> | | |
| Honors Algebra II emphasizes the same computational skills, deductive reasoning, and mathematical concepts as Algebra II but differs in the amount and depth of material covered. Special attention is given to solving higher-level equations, exponential and logarithmic functions, basic probability and statistics, and applications. | | |
| PRE-CALCULUS/TRIGONOMETRY | Y | 11, 12 |
| <i>Prerequisites: "B-" in both semesters in Algebra II</i> | | |
| Pre-Calculus topics include: polynomial functions, rational and algebraic functions, logarithmic and exponential functions, vectors, conic sections, trigonometry and trigonometric functions, polar graphing, and complex numbers. Pre-Calculus emphasizes concepts and skills that must be mastered prior to enrolling in a calculus course. It is recommended that students have a TI-83 or TI-84 graphing calculator for use at home. | | |
| Students need to specify during scheduling if they intent to take the class for dual credit. | | |
| <i>Concurrent Enrollment- Purdue Northwest (MA 153 & 154)*</i> | | |
| HONORS PRE-CALCULUS/TRIGONOMETRY | Y | 11, 12 |
| <i>Prerequisite: "B-" in both semesters in Honors Algebra II or placement based on STM high-ability student identification process.</i> | | |
| Honors Pre-Calculus emphasizes the same reasoning skills and mathematical concepts as Pre-Calculus, but differs in the amount and depth of material covered. Special attention is given to extending concepts and proofs. It is recommended that students have a TI-83 or TI-84 graphing calculator for use at home. | | |
| <i>Concurrent Enrollment- Purdue Northwest (MA 153 & 154)*</i> | | |

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|---|---|--------|
| TRIGONOMETRY | S | 11, 12 |
| <i>Prerequisite: "C-" in both semesters in Algebra II.</i> | | |
| Class topics include: six trigonometric functions and their relationships; identities; graphs; applications; six trigonometric inverse functions; the solutions of triangles; laws of sines and cosines; complex numbers; polar graphing; vectors; and conic sections. A graphing calculator is recommended for use at home. | | |
| PROBABILITY & STATISTICS | S | 11, 12 |
| <i>Prerequisite: Passed both semesters of Algebra II.</i> | | |
| Probability and Statistics topics include: displaying data; frequency distribution; measures of central tendency—mean, median, mode and their characteristics; summarizing data; measures of dispersion and range; mean deviation and variance standard deviation; describing individual performances; and standard scores and norms. | | |
| AP STATISTICS | Y | 11, 12 |
| <i>Recommended Prerequisite: "B-" in both semesters in Algebra II or "C-" in both semesters in Honors Algebra II.</i> | | |
| This course introduces the major concepts and tools for collecting, analyzing, and drawing conclusions about data. Students will be exposed to four broad conceptual themes: exploring data, planning a study, anticipating patterns, and statistical inference. This course is equivalent to a one semester college statistics course. It is recommended that students have a TI-83 or TI-84 graphing calculator for use at home. Students enrolling in AP courses for mathematics are required to complete the AP exam. (Q.R. Course) | | |
| AP CALCULUS AB | Y | 12 |
| <i>Recommended Prerequisite: "B-" in both semesters in Pre-Calculus or "C-" in both semesters in Honors Pre-Calculus.</i> | | |
| The course begins with the study of limits and derivatives and their applications to problem solving. The next part focuses on the integral—first using limits and later formalized using specific rules. The remainder of the course builds integration techniques and stresses applications. Graphing calculator mastery is essential. This course is equivalent to one semester of college calculus and provides students with the knowledge to take the AP Calculus AB exam. Students are expected to take the AP Calculus AB exam. It is recommended that students have a TI-83 or TI-84 graphing calculator for use outside of class. (Q.R. Course) | | |
| AP CALCULUS BC | Y | 12 |
| <i>Recommended Prerequisite: "A-" in both semesters in Pre-Calculus or "B-" in both semesters in Honors Pre-Calculus.</i> | | |
| This course is equivalent to a full-year college-level calculus course in the calculus functions of a single variable. Includes all areas covered in Calculus AB plus additional topics. Graphing calculator use is an integral part of the course. It is recommended that students have a TI-83 or TI-84 graphing calculator for use at home. Students enrolling in AP courses for mathematics are required to complete the AP exam. (Q.R. Course) | | |
| <i>Concurrent Enrollment- Purdue Northwest (MA 161 & 162)*</i> | | |

PHYSICAL EDUCATION

| | | |
|--|---|---------------|
| PHYSICAL EDUCATION I (Required) | S | 9, 10, 11, 12 |
| <i>Prerequisite: School physical.</i> | | |
| PE I emphasizes health-related fitness and the development of skills and habits necessary for a lifetime of healthy activity. This course concentrates on skill development and the application of rules and strategies. <i>Swimming is a semester 1 requirement. PE 1 is offered in summer school.</i> Students cannot exceed 22 days of missed classroom activity. These days include absences, illness, and injury. When students reach 22 days of missed activity, they will be removed from the class and are required to repeat. | | |
| PHYSICAL EDUCATION II (Required) | S | 9, 10, 11, 12 |
| <i>Prerequisite: School physical.</i> | | |
| PE II emphasizes a personal commitment to lifetime activity and fitness for enjoyment, challenge, self-expression, and social interaction. This course stresses achieving and maintaining a health-enhancing level of physical fitness and increased knowledge of fitness concepts through different movement forms. Students cannot exceed 22 days of missed classroom activity. These days include absences, illness, and injury. When students reach 22 days of missed activity, they will be removed from the class and are required to repeat. | | |
| WEIGHT TRAINING | S | 10, 11, 12 |
| <i>Prerequisite: Physical Education I and II.</i> | | |
| This class offers instruction in the techniques of weight training to improve general physical fitness. Lifting programs for strength, power, endurance, and contour are adapted to suit the needs of the individual. Olympic free weights and various weight machines are used. Students weight train four days a week and work on conditioning/fitness on the fifth day. <i>Students who elect to repeat this course must have earned at least a B- previously.</i> | | |

LIFESAVING S 10, 11, 12
Prerequisite: Physical Education I and II.
 Lifesaving teaches the skills and knowledge necessary to ensure the safety of patrons of aquatic facilities. Skills taught are non-swimming rescues, swimming rescues, escapes and releases, and first aid procedures. Students will have the opportunity to be certified in American Red Cross life guarding, First Aid, CPR, and AED.

HEALTH AND WELLNESS (Required) S 10, 11, 12
Prerequisite: Biology I must be completed before taking Health and Wellness. Most take this in 10th grade.
 This course is designed to develop healthful attitudes and practices based on sound knowledge of the mind and body. Areas covered include: human anatomy and physiology, first aid and safety, human reproduction and development, drug education, mental health, and disease.

CURRENT HEALTH ISSUES S 10, 11, 12
Prerequisites: Biology I and Health and Wellness.
 This course is designed to study a variety of current health issues in our society. Psychological, physiological and sociological implications of today's world will be examined. Topics such as substance abuse, addiction, STDs, "Heart-healthy" nutrition and lifetime fitness will be included. This course includes lectures, group discussion, individual projects, guest lecturers, and audio-visual resources.

SCIENCE

EARTH/SPACE SCIENCE I Y 9, 10, 11, 12
 This course investigates the cause-and-effect relationships between the four branches of earth science: geology, oceanography, astronomy, and meteorology. A major theme is the universality of change—from weather and the rock cycle through plate tectonics to postulated changes in the make-up and arrangement of the universe. Laboratory investigations, use of technology, research methodologies, and evaluation measures will develop and foster inquiry skills.

BIOLOGY I (Required) Y 9, 10, 11, 12
 This course is an introductory life science course in which students explore the functions and relationships of living things and their effect on humans. Students develop scientific inquiry methods in a laboratory environment. Topics include: cell biology and chemistry, uni- and multi-cellular organisms, reproduction, genetics, evolution, and ecology. At the end of this course, students will participate in the high school ISTEP Science assessment.

HONORS BIOLOGY I Y 9
Prerequisites: "B-" in 8th grade honors science or placement based on STM high-ability identification process.
 This is an accelerated course with special emphasis on cellular and molecular biology. It is an excellent interface for students who plan to take Honors Chemistry and AP Biology. **The course is only offered at WWMS. Students who qualify for this course are required to take a study hall to allow for traveling.**

PROJECT LEAD THE WAY: PRINCIPLES OF THE BIOMEDICAL SCIENCES (PBS) Y 9, 10
Prerequisites: Concurrently enrolled in Biology.

***Federal funding requires the disclosure of student social security number to enroll in this class.**
 Students investigate various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They determine the factors that led to the death of a fictional person, and investigate lifestyle choices and medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, medicine, and research processes. This course provides an overview of all the courses in the Biomedical Sciences program and lays the scientific foundation for subsequent courses.

PROJECT LEAD THE WAY: HUMAN BODY SYSTEMS (HBS) Y 10, 11, 12
Prerequisites: Pass the End of Course assessment for PBS with a 70% or higher and receive a "C-" or higher each semester of PBS.
***Federal funding requires the disclosure of student social security number to enroll in this class.**
 Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases and often play the roles of biomedical professionals to solve medical mysteries. This course is designed for 10th or 11th grade students.

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| PROJECT LEAD THE WAY: MEDICAL INTERVENTIONS (MI) | Y | 10, 11, 12 |
| Co-requisite or Prerequisites: PLTW Principles of Biomedical Sciences mandatory prerequisite with 70% or higher. Students may double up and take PLTW Human Body Systems and PLTW Medical Interventions concurrently. | | |
| *Federal funding requires the disclosure of student social security number to enroll in this class. | | |
| * This is a weighted course starting 2017-2018. | | |
| Students investigate a variety of interventions involved in the prevention, diagnosis and treatment of disease as they follow the life of a fictitious family. The course is a "How-To" manual for maintaining overall health and homeostasis in the body. Students explore how to prevent and fight infection; screen and evaluate the code in human DNA; prevent, diagnose and treat cancer; and prevail when the organs of the body begin to fail. Through these scenarios, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. | | |
| INTEGRATED CHEMISTRY-PHYSICS | Y | 10, 11, 12 |
| Prerequisites: Passing grade in Algebra I. | | |
| The intent is to offer a course for the students to learn the physical laws of nature as the second year of science. These students are the non-traditional Chemistry and/or Physics students with math skills not ready to do computations for Chemistry or Physics. Topics will include Motion, Newton's Laws, Energy, Electricity, Magnetism, Matter, Atoms, Chemical Bonds, Solutions, Acids, Bases, Salts and Organic Molecules. (Q.R. Course) | | |
| CHEMISTRY I | Y | 9, 10, 11, 12 |
| Prerequisites: "C-" in Biology and "C-" in Algebra 1 | | |
| This course introduces modern chemical theory and follows a qualitative approach to investigating the theories and principles of modern chemistry. Included are lectures, discussions, mathematical treatment of chemical theories, and lab work. (Q.R. Course) | | |
| HONORS CHEMISTRY | Y | 9, 10, 11, 12 |
| Prerequisite: "B-" both semesters in Honors Biology or placement based on STM high ability identification process. | | |
| This course introduces modern chemical theory and follows a qualitative approach to investigating the theories and principles of modern chemistry. This course has established higher standards and expectations than the general curriculum. Students enrolled will be expected to develop refined and advanced critical thinking skills and apply these to examinations, presentations, projects and laboratory experiments. The mathematics of this course are geared toward students who are more proficient in the subject, and a strong algebra 1 foundation is recommended. Finally, Honors Chemistry strongly prepares students for AP chemistry as they will explore additional topics not covered in general chemistry such as thermochemistry, atomic bonding and equilibrium that often require students to think about abstract concepts. Honors Chemistry meets the graduation requirement for all diplomas. (Q.R. Course) | | |
| AP CHEMISTRY | Y | 11, 12 |
| Recommended Prerequisites: "B-" in Chemistry | | |
| This course is the equivalent to a first-year college chemistry course. Emphasis is placed on chemical calculations, the mathematical formulation of principles, and advanced laboratory work. The course will prepare students to take the AP exam. (Q.R. Course) | | |
| PHYSICS I | Y | 10, 11, 12 |
| Prerequisites: Grade 10 — completion of Algebra I | | |
| An introduction to general physics, which includes classical mechanics, heat, waves, electricity and magnetism, and optics. The emphasis is on lab work and problem solving. Math skills beyond first-year algebra include some second-year algebra and basic trigonometry; those concepts will be taught in the class. (Q.R. Course) | | |
| HONORS PHYSICS I | Y | 10, 11, 12 |
| Prerequisites: "B-" in Honors Biology and "B-" in Honors Geometry and concurrently enrolled in Algebra II or placement based on STM high-ability identification process. | | |
| This course covers all the material in Physics I, plus additional units on equilibrium, fluids, nuclear physics, special relativity, and modern physics. The pace is accelerated and the mathematics is more involved than in Physics I. | | |
| Concurrent Enrollment- Purdue Northwest (PHYS 220 & 221)* (Q.R. Course) | | |
| AP PHYSICS C, MECHANICS | S | 12 |
| Recommended Prerequisites: Completion of Physics I or Honors Physics | | |
| This course covers calculus-based Newtonian mechanics on a level typical of a first-semester science or engineering major at a competitive university, including: kinematics, forces, energy, momentum, rotation, gravitation, and simple harmonic motion. Students are prepared to take the AP exam. | | |
| Concurrent Enrollment- Purdue Northwest (PHYS 152)* (Q.R. Course) | | |

AP PHYSICS C, ELECTRICITY AND MAGNETISM

S

12

Recommended Prerequisites: Completion of Physics I or Honors Physics

The course covers calculus-based electromagnetism on a level typical of a second-semester science or engineering major at a competitive university, including electrostatics, electric potential, RC/RL circuits, and magnetism, with emphasis on Maxwell's equations. Students are prepared to take the AP exam.

BOTANY

S

9, 10, 11, 12

Prerequisites: "C-" in Biology

A branch of biology, this course undertakes the study of plants, including plant anatomy and physiology. Lab work will examine the microscopic structure of plants and cover practical applications of plant growth and development. Students will apply concepts by learning to care for plants in the school's courtyard and greenhouse.

ZOOLOGY

S

10, 11, 12

Prerequisites: "C-" in Biology

As a branch of biology, this course undertakes the study of animals, surveying major animal phyla and classes. Comparative anatomy and physiology of the animal world and how animal systems compare to human systems are examined.

AP ENVIRONMENTAL SCIENCE

Y

11, 12

Recommended Prerequisites: "B-" in Biology; "B-" in Chemistry or Physics. "C-" in Honors Biology and Honors Chemistry or Honors Physics.

This course is designed to provide students with the principles, concepts and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human caused, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. This course is interdisciplinary. (Q.R. Course)

ENVIRONMENTAL SCIENCE: PROJECT BIO

Y

10, 11, 12

Prerequisites: "C-" both semesters in Biology and an exemplary discipline record.

Note: This is not an honors-level course. Project Bio is an interdisciplinary class based on ecology and geology that stresses the impact of human society on natural ecosystems. Students will analyze the consequences of ecosystem abuses and the benefits of its maintenance. Units include marine biology, land use, oceanography, sociology, and economics. The class includes two field experiences: a visit to the Indiana Dunes and spring break in Florida at Big Pine Key. This class requires a minimum of 20 students to be offered. This course carries additional fees.

HUMAN GENETICS

S

9, 10, 11, 12

Prerequisites: "C-" in Biology

Human genetics introduces students to basic and advanced principles of genetics. Topics include an introduction to cells, cell division, protein synthesis, transmission of genes from generation to generation, pedigree analysis, genetic screening, cytogenetics, population genetics, development and sex determination, and legal and bioethical aspects of genetics.

ANATOMY AND PHYSIOLOGY

S

9, 10, 11, 12

*Prerequisites: "C-" in Biology****Federal funding requires the disclosure of student social security number to enroll in this course.**

This course is designed to enhance the student's understanding of human biology. The material focuses on the interrelationships of structure and function, with an emphasis on muscles and the skeletal system. The course is useful for students intending to enter health occupations.

ADVANCED MICROBIOLOGY

S

9, 10, 11, 12

Prerequisite: "C-" in Biology.

Microbiology is the study of microorganisms and their effects on other organisms. Topics include an introduction and history of microbiology, disease and epidemiology, microscopy, cellular chemistry, functional Anatomy of cells, microbial metabolism, microbial growth and control mechanisms, virus, and eukaryotes.

AP BIOLOGY Y 11, 12

Recommended Prerequisites: "B-" in Biology I.

The course is divided into molecular and cellular biology and includes: cells, enzymes, energy transfers in cells, cell division, the chemical nature of genes, and origins of life. Also covers plant and animal reproduction and development, hereditary evolution, ecology, and behavior of the organism. It is recommended that this class be taken during senior year. It is helpful to have completed Honors Microbiology, Anatomy and Physiology, or Human Genetics. ([Q.R. Course](#))

*Concurrent Enrollment- Purdue Northwest (BIO 116 & 121)**

SOCIAL STUDIES

AP HUMAN GEOGRAPHY Y 9, 10, 11, 12

Recommended Prerequisites: An "A-" in previous social studies course and an "A-" in previous English course.

AP Human Geography introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine culture, human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. This course is equivalent to a semester college course and prepares students to take the AP exam providing the student the opportunity to receive college credit.

WORLD GEOGRAPHY S 9, 10, 11, 12

This course relates physical geography to the economic, political, social, and cultural aspects of human activity. Students learn about major landforms, bodies of water, climate regions, natural vegetation, cultural heritage, population densities, uses of land, transportation, and communication. Units include: the Americas, Europe, the Middle East, Africa, and Asia.

ANCIENT WORLD HISTORY & CIVILIZATION (Required) S 9, 10, 11, 12

Political, economic, religious, philosophical, and cultural development is traced from prehistoric times through the medieval period. Course content concentrates on the areas and concepts primarily responsible for the development of Western and Eastern traditions. Special emphasis is placed on the study of Ancient Greece.

MODERN WORLD HISTORY & CIVILIZATION (Required) S 9, 10, 11, 12

Political, economic, and cultural development is traced from the Renaissance through the 21st Century. Curriculum focuses on the concepts that contributed most to the development of Western and Eastern traditions, including capitalism, nationalism, democracy, and totalitarianism.

U.S. HISTORY (Required) Y 11

U.S. History is the study of American history with an emphasis on national development from 1800 to the present. After reviewing themes fundamental to the early development of the nation, students study key events, individuals, groups, and movements as they relate to life in the United States and the State of Indiana.

AP U.S. HISTORY Y 11

Recommended Prerequisites: "A-" in a previous history course and "B-" in Honors English 10 or "A-" in English 10.

This course covers political institutions, public policy, social change, cultural and intellectual developments, diplomacy and international relations, and economic developments. It provides students with the factual base and analytical skills to deal critically with historical problems. This course is equivalent to a full-year introductory college course and prepares students to take the AP exam and to receive college credit.

*Concurrent Enrollment- Purdue Northwest (HIST 151 & 152)**

PSYCHOLOGY S 11, 12

This course provides the scientific basis for understanding human behavior. Topics include learning, memory, personality, problem-solving, perception, stress and coping, motivations and emotions, the brain and behavior, mental health and mental illness. Course content acquaints students with careers that require a background in and understanding of psychology.

AP PSYCHOLOGY Y 11, 12

Recommended Prerequisites: "A-" in a previous history course and "B-" in Honors English or "A-" in English.

AP Psychology introduces students to the systematic and scientific study of behavior and mental processes in humans and animals. Students are exposed to the following areas: research, biology, sensation, perception, state of consciousness, learning, cognition, motivation, emotion, personality, intelligence, psychological disorders, treatment of psychological disorders, and social psychology. The course prepares students for the AP exam.

*Concurrent Enrollment- Purdue Northwest (PSY 120)**

TOPICS IN SOCIAL STUDIES - WE THE PEOPLE**S****11, 12***Note: Students who take We the People must also take AP Government.**Recommended Prerequisites:**Grade 12: "B-" in AP U.S. History and AP English or "A-" U.S. History and English 11.**Grade 11: "A-" in previous history course and "B-" in Honors English 10 or "A-" in English 10.*

We the People is an in-depth exploration of the creation, development, and ongoing implementation of the U.S. Constitution. Students examine six areas of study: historical and philosophical foundations of America; creation of the Constitution; development of the Constitution; organization of the national government; expansion of rights during the last 200 years; and roles of citizens in American democracy. Students are required to participate in after-school practices and in district and state competitions. This course emphasizes skills crucial to citizenship, such as teamwork, leadership, public speaking, critical analysis, and perspective thinking. Learning strategies emphasize collaborative learning, student-led discussions, class debates, and the use of primary and secondary research sources.

*Concurrent Enrollment-Purdue Northwest (POL 101)****AP GOVERNMENT—WE THE PEOPLE****S****11, 12***Required Prerequisite: We the People, taken 1st semester.*

AP Government-We the People is a continuation of Honors We the People that follows both the We the People and the AP Government curricula. Subjects covered include political beliefs and behaviors, Congress, the presidency, federal courts, civil rights and liberties, the making of public policy, political parties, interest groups, mass media, campaigns, and elections. Continued focus is placed on the citizenship skills and learning strategies used in Honors We the People. If the team qualifies at the national level, students are required to participate in after-school practices and compete in the national meet. The course prepares students for the AP exam.

*Concurrent Enrollment-Purdue Northwest (POL 101)****U.S. GOVERNMENT (Required)****S****12**

The primary goal of this course is to make students aware of their rights and responsibilities as citizens in a democratic society. The course examines the organization and duties performed by the executive, legislative, and judicial branches of the federal government. It also emphasizes the political process, individual civil liberties, and state and local government. Verbal and writing skills are emphasized and evaluated.

AP GOVERNMENT**S****12***Recommended Prerequisites: "B-" in AP U.S. History or "A-" in U.S. History and B- in AP English or "A-" in English 11.*

This course provides an in-depth analysis of the U.S. government and politics. Subjects covered include political beliefs and behaviors, political parties, interest groups, mass media, Congress, the presidency, federal courts, and civil right and liberties. Students are prepared to take the AP exam for college credit.

*Concurrent Enrollment- Purdue Northwest (POL 101)****ECONOMICS (Required)****S****12**

Economics examines the allocation of scarce resources and the economic reasoning used by consumers, producers, savers, investors, workers, voters, and government agencies. Key elements include the study of scarcity, supply and demand, market structures, the role of government, money and the role of financial institutions, economic stabilization, and trade. Students participate in the Stock Market Game, an investing simulation, sponsored by the Indiana Council on Economic Education. [\(Q.R. Course\)](#)

AP ECONOMICS**S****12***Recommended Prerequisites: "B-" in Algebra II and "B-" in A.P. U.S. History or "A-" both semesters in U.S. History.*

AP Economics (Microeconomics) examines how individuals, firms, and organizational structures make economic decisions. The curriculum focuses on the concept of supply and demand to demonstrate how: market prices are determined; those prices influence an economy's allocation of goods and services; factors of production are allocated in the production process; goods and services are distributed throughout the economy. Students learn to evaluate the strengths and weaknesses of economic decision makers based on the concepts of efficiency and equity, and the effects of government intervention on a free-market economy. Students are prepared to take the AP exam. [\(Q.R. Course\)](#)

*Concurrent Enrollment- Purdue Northwest (ECON 251)**

SOCIOLOGY

S

11, 12

This course introduces students to the concepts and methods used by sociologists to study people in society, social institutions, and social relationships. Students will compare various cultures and their values, and examine such topics as socialization, group behavior, and the process of change. Student participation, discussion, and feedback are expected. **Priority will be given to seniors requesting the course.**

ADVANCED SOCIOLOGY

S

12

Prerequisites: "B-" in AP English or "A-" in English 11 and "B-" both semesters in U.S. History.

Advanced Sociology integrates the basics of sociology with a detailed examination of social psychology, social cognition, prejudice and racism, conformity, and human aggression. Designed to broaden a student's social awareness and understanding of the problems any society could face. Course includes required readings, research, and discussion.

PRE-ENGINEERING AND TECHNOLOGY EDUCATION

PROJECT LEAD THE WAY I: Intro to Engineering Design

Y

9, 10, 11, 12

***Federal funding requires the disclosure of student social security number to enroll in this class.**

This introductory course develops student problem-solving skills with emphasis on 3-dimensional solid models utilizing the latest version of INVENTOR software design package. Students learn how the problem-solving design process is used in industry to manufacture a product. Students will work through the design process simulating the work of an engineer, from notebook sketches to the final product. Topics include: design process, technical sketching, measurement and statistics, geometric shapes and solids, dimensions and tolerances, modeling skills, reverse engineering, and engineering design ethics. This course is meant for students who would like to explore a possible career in engineering. Students will have the ability to test for Autodesk industry certification using the INVENTOR software. [\(Q.R. Course\)](#)

Concurrent Enrollment- Ivy Tech (DESN 102)*

PROJECT LEAD THE WAY II: Digital Electronics

Y

10, 11, 12

***Federal funding requires the disclosure of student social security number to enroll in this class.**

Digital Electronics is a course in applied logic that encompasses the application of electronic circuits and devices. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits and devices. [\(Q.R. Course\)](#)

Concurrent Enrollment- Ivy Tech (EECT 112)*

PROJECT LEAD THE WAY III: Civil Engineering & Architecture

Y

10, 11, 12

Prerequisite: "C" in both semesters in IED.

***Federal funding requires the disclosure of student social security number to enroll in this class.**

*** This is a weighted course starting 2017-2018.**

This course introduces students to the interdependent fields of civil engineering and architecture; students learn project planning, site planning, and building design. Topics include: Surveying, landscaping, water supply and wastewater control, architectural styles, floor plans, elevations, details and sections, mechanical systems, energy systems, electrical systems, protection systems, structural engineering, roof systems, columns and beams, foundations. The latest version of INVENTOR, REVIT, and MDSOLIDS will be used in this course.

Concurrent Enrollment- Ivy Tech (DESN 105)*

PROJECT LEAD THE WAY IV: PRINCIPLES OF ENGINEERING (POE)

Y

11,12

***Federal funding requires the disclosure of student social security number to enroll in this class.**

*** This is a weighted course starting 2017-2018.**

Prerequisite: "C" in IED both semesters. Must have teacher approval if you have not taken IED. Must have completed or currently taking Trig & Physics.

Students will explore technology systems and engineering processes to learn how math, science, and technology impact daily life. Topics include: types of engineering, sketching, technical writing, product development, engineering systems, statics, materials, material testing, reliability of engineering, dynamics and kinematics. Strong math and science skills are essential to success in this course. The latest version of INVENTOR, Bridge Builder, RoboPro, MDSOLIDS, and Fischertechnics will be used in this course. Students will have the ability to test for Autodesk industry certification using the INVENTOR software. [\(Q.R. Course\)](#)

Concurrent Enrollment- Ivy Tech (DESN 104)*

MULTIDISCIPLINARY

PEER TUTORING

S

9, 10, 11, 12

This course is designed to inform students about various disabilities and to foster a change in attitude toward disabled persons. Tutors help instruct their disabled peers while learning about their physical and academic limitations. Tutors are required to complete reading and writing assignments, and promote inclusion of this population in the school and community at large. Peer tutoring is recommended for students who are interested in education or special education as a career. Underclassmen may take this course with a teacher recommendation. Class size is limited.

1:1 MEDIA LAPTOP HELP DESK

S

10, 11, 12

Prerequisites: Minimum of a 2.8 grade point average and 2 recommendations from a Munster High School teacher.

This course is designed to train student assistants for our 1:1 Media Laptop Help Desk. The student assistants will act as the first line of troubleshooting assistance for their MHS peers. They will learn to problem solve laptop computer issues, answer general questions and experience hands on troubleshooting as modeled by the Media Department. Throughout this semester class, student assistants will be required to complete reading assignments, research current technology topics and complete written work. Class size is limited. ***Students can only take this course 1 time for credit.***

STUDY HALL

S/Y

9, 10, 11, 12

Students may elect to take one period per semester as a study hall for no credit.

CONCURRENT ENROLLMENT COURSES

Concurrent enrollment courses allow students to receive college credit for many of the AP/honors classes that are offered. Munster High works in conjunction with Purdue Northwest, Ivy Tech, and Vincennes University to provide college credit that is transferable to any public college in Indiana. ***Students interested in taking a course for concurrent credit must declare this when registering for classes. Concurrent enrollment applications will be available in the spring through the Guidance Office. They are due the year before the course is taken.***

Sophomores, juniors, and seniors must maintain a 2.0 GPA in each PNW dual credit class or face Purdue-sanctioned academic probation and/or withdrawal from the class. All dual credit classes and grades will be posted on a student's MHS transcript.

Concurrent enrollment classes include AP English Language and Composition, AP Literature and Composition, Competitive Speech, Advanced French IV, Advanced French V, Advanced Spanish IV, AP Spanish V, Honors Pre-Calculus/Trigonometry, AP Calculus BC, AP Biology, AP Physics-Mechanics, AP Psychology, AP Economics, AP Government, AP Government We the People, AP US History, AP Art History, Pre-Calculus/Trigonometry, Honors Physics, World Literature, and Senior Composition.

**Please note that students who plan to earn dual credit in a world language will be required to take a placement exam if they have not earned dual credit in the 101 and 102 classes.*

Concurrent enrollment courses from Ivy Tech include Business Law and Ethics, Principles of Business Management College Credit, Marketing, PLTW Intro to Engineering, PLTW Digital Electronics, PLTW Civil Engineering, and PLTW and Principles of Engineering.

Concurrent enrollment courses from Vincennes University include IT Media: Web Design and DAR II. Must be a junior or senior per Vincennes policy.

CONCURRENT ENROLLMENT COURSES

Offered through Purdue Northwest, Ivy Tech, and Vincennes University

***Disclaimer: Prices shown are for the 2015-2016 school year and may change. Typical increases are 3-4%, and this change will not be announced until late spring 2016. Students must register for PNC courses in the spring. No summer or fall registration nor retroactive credits are available.**

Munster High School has entered into an agreement with Purdue University North West to grant college credit to high school sophomores, juniors, and seniors enrolled in the classes listed here. To apply, first time concurrent enrollment students must complete PNW's High School Non-Degree Application. Returning concurrent enrollment students need only to complete the concurrent enrollment registration form. Applications are available in Guidance or on PNW's website. PNW will then mail a tuition statement to your home.

| COURSE NAME—PNW COLLEGE-LEVEL COURSE | COLLEGE CREDIT EARNED | TUITION |
|---|------------------------------|----------------|
| French III—FREN 101 & 102 | 6 CREDITS | \$150 |
| Advanced French IV—FREN 201 | 3 CREDITS | \$75 |
| Advanced French V--FREN 202 | 3 CREDITS | \$75 |
| Honors Pre-Calculus/ Trig—MA 153 & 154 | 6 CREDITS | \$150 |
| Pre-Calculus/ Trig—MA 153 & 154 | 6 CREDITS | \$150 |
| Spanish III—SPAN 101 & 102 | 6 CREDITS | \$150 |
| Advanced Spanish IV—SPAN 201 | 3 CREDITS | \$75 |
| Honors Physics—PHYS 220 & 221 | 8 CREDITS | \$200 |
| Competitive Speech—COM 114 | 3 CREDITS | \$75 |
| Senior Composition- ENG 104 | 3 CREDITS | \$75 |
| World Literature—ENG 231 | 3 CREDITS | \$75 |

| COURSE NAME—PNW COLLEGE-LEVEL COURSE | COLLEGE CREDIT EARNED | TUITION |
|---|------------------------------|----------------|
| AP Art History—AD 255 | 3 CREDITS | \$75 |
| AP Biology | 3 CREDITS | \$75 |
| AP Calculus BC—MA 161 & 162 | 10 CREDITS | \$250 |
| AP Economics—ECON 251 | 3 CREDITS | \$75 |
| AP Language and Composition—ENG 104 & 105 | 6 CREDITS | \$150 |
| AP Literature and Composition—ENG 104 | 3 CREDITS | \$75 |
| AP Government & AP Government We The People—GOV'T 101 | 3 CREDITS | \$75 |
| AP Physics C--Mechanics | 4 CREDITS | \$100 |
| AP Psychology—PSYCH 120 | 3 CREDITS | \$75 |
| AP US History—HIST 151 & 152 | 6 CREDITS | \$150 |

Munster High School also has an agreement with Ivy Tech Community College to grant college credit to students in PLTW classes as well as Business and Personal Law, Principles of Marketing and Principles of Business Management College Credit. Tuition is free. Ivy Tech will come to MHS to

complete registration during the semester. In addition, Munster High School has partnered with Vincennes University to grant college credit to high school juniors and seniors in DAR II and IT Media: Web Design. Tuition is \$75, and *students will register in the fall 2018*.

| COURSE NAME—IVY TECH COLLEGE-LEVEL COURSE | COLLEGE CREDIT EARNED | TUITION |
|---|------------------------------|----------------|
| PLTW Civil Engineering and Architecture—DESN 105 | 3 CREDITS | FREE |
| PLTW Digital Electronics—EECT 112 | 3 CREDITS | FREE |
| PLTW Introduction to Engineering—DESN 102 | 3 CREDITS | FREE |
| PLTW Principles of Engineering—DESN 104 | 3 CREDITS | FREE |
| Business Law and Ethics—BUSN 102 | 3 CREDITS | FREE |
| Principles of Marketing—MRKT 101 | 3 CREDITS | FREE |
| Principles of Business Management College Credit—BUSN 101 | 3 CREDITS | FREE |

| COURSE NAME—VINCENESS COLLEGE-LEVEL COURSE | COLLEGE CREDIT EARNED | TUITION |
|---|------------------------------|----------------|
| Digital Applications and Responsibility II—COMP 110 | 3 CREDITS | \$75 |
| Interactive Media Web Design—COMP 107 | 3 CREDITS | \$75 |

ADVANCED PLACEMENT – AP COURSES

AP classes are extremely rigorous and taught at the college level. To achieve success at this level demands exceptional academic preparation and effort. Listed below are recommended prerequisites for Munster’s AP classes.

| COURSE NAME | RECOMMENDED PREREQUISITES |
|--------------------------|---|
| AP Art History | Grade 10: A- in both semesters of English 9 or B- in Honors English 9 Grade 11 & 12: B- in English 10 or English 11 |
| AP Biology | B- in Biology I, Chemistry and English |
| AP Calculus AB | B- in both semesters of Pre-Calculus or C- in both semesters on Honors Pre-Calculus |
| AP Calculus BC | A- in both semesters of Pre-Calculus or B- in Honors Pre-Calculus |
| AP Chemistry | B- in Chemistry and Physics, and A in Algebra II or a B- in Pre-Calculus |
| AP Computer Science | A B- in Algebra II and Computer Programming: Visual Basic or C++ |
| AP Economics | B- in Algebra II and B- in AP US History, or A in both semesters of US History |
| AP English Language | B- in AP English Lit/Comp or A- in English 11. |
| AP English Literature | B- in Honors English 10 or A- in English 10. & Composition |
| AP Environmental Science | Biology (B- or higher), and Chemistry or Physics (B- or higher) |
| AP Human Geography | A- in previous Social Studies class and A- in previous English class |
| AP Physics-Mechanics | A- in Physics or B- in Honors Physics |
| AP Physics Elec/Mag | A- in Physics or B- in Honors Physics |
| AP Psychology | A- in previous history course and B- in Honors English 10 or 11 or A- in English 10 or 11 |
| AP Spanish V | B- in both semesters of Spanish IV |
| AP Statistics | B- in both semesters of Algebra II, or C- in both semesters of Honors Algebra II |
| AP Studio Art | Introduction to 2D Art, Drawing, Painting, 2D Art 2, Painting 2, and two semesters to include Digital Design and/or Sculpture |
| AP US History | A- in previous history course and B- in Honors English 10 or A- in English 10 |
| AP US Government | B- in AP US History or A- in US History and B in Honors English 11 or A- in English 11 |
| We the People | Grade 11: A- in previous history course and BAP Government in Honors English 10 or A- in English 10 Grade 12: B- in AP US History and Honors English 11 or A- in US History and English 11 |

AREA CAREER CENTER OF HAMMOND

The Area Career Center (ACC) in Hammond, Indiana offers 16 programs in Career and Technical Education (CTE). These CTE programs provide students real-world, hands-on experience that prepares them for college and careers. All CTE programs at the ACC offer college credit opportunities so students can save money and time on their college experience. Many programs offer industry-recognized certifications that help students gain employment directly upon graduation. Courses are worth 3 high school credits per semester, 6 credits per year. Courses are open to junior and senior students.

AUTO TECHNOLOGY I & II

(IDOE COURSE NUMBERS 5510 & 5546)

Learn skills for entry-level auto mechanic positions. Earn industry leading ASE certification in suspension and steering, brakes, electrical/electronic systems, and engine performance. Work on real vehicles in a realistic shop environment. Curriculum topics rotate on a yearly basis.

Articulation: University of Northwestern Ohio (12 credits)

Vincennes credit will be awarded for the following courses:

AUTO 105 Transportation Fundamentals (2 credits)

AUTO 110 Transportation Electrical (3 credits)

AUTO 110L Transportation Electrical Lab (1 credit)

COLLISION & REFINISHING

(IDOE COURSE NUMBERS 5544 & 5546)

Learn skills for entry-level auto body position. Earn industry leading ASE certification in painting and refinishing, structural analysis and damage repair, and non-structural analysis and damage repair. Learn computerized frame measuring, computerized estimate writing, shrinking and stretching methods, alignment work on doors, hoods and deck lids, use of spray painting equipment. Work on real vehicles in a realistic shop environment.

Articulation: Purdue University Northwest (9 credits)

Vincennes credit will be awarded for the following courses:

AUTO 105 Transportation Fundamentals 2 credits

BODY 150 Painting & Refinishing 3 credits

BODY 100 Non-Structural Analysis & Damage Repair 3 credits

BODY 150L Painting & Refinishing Lab 4 credits

BODY 100L Non-Structural Analysis & Damage Repair Lab 4 credits

COMPUTER INFORMATION TECHNOLOGY I & II

(IDOE COURSE NUMBERS 5234 & 4588)

Learn skills for entry-level computer support and network administrator positions. Earn industry leading CompTIA A+ certifications and Cisco CCENT certification. Learn how to install, configure, maintain, and troubleshoot computers, laptops, tablets, peripherals, and networks. Utilize all of the latest technologies and tools.

Vincennes credit will be awarded for the following courses:

CMET Computer Maintenance I 3 credits

CMET Computer Maintenance II 3 credits

CONSTRUCTION TECHNOLOGY I & II

(IDOE COURSE NUMBERS 5580 & 5578)

Learn skills for entry-level construction positions. Earn industry leading Home Builder's Institute (HBI) Carpentry Basic Certification. Learn carpentry, plumbing, electrical, masonry, painting, drywall, roofing, concrete, and OSHA training. Classroom represents a realistic job site, complete with homes that students build.

Vincennes credit will be awarded for the following courses:

CNST 100 Construction Seminar (1 credit)

CNST 120 Construction Safety (2 credits)

CNST 261 IN Residential Code for 1 & 2 Family Dwellings (3 credits)

COSMETOLOGY

(IDOE COURSE NUMBERS 5802 & 5806)

Must attend 4 hours due to state regulations

Learn skills for entry-level cosmetology and hair stylist positions. Program qualifies students to take the Indiana State Board of Cosmetology exam. Learn shampoos and sets, scalp treatments, facial treatments, haircuts, hair coloring, manicures, proper sanitation and personal hygiene habits. Classroom is an operating salon, with real clients.

Vincennes credit will be awarded for the following courses:

COSM 100 Cosmetology I (7 credits)

COSM 150 Cosmetology II (7 credits)

COSM 200 Cosmetology III (7 credits)

COSM 250 Cosmetology IV (9 credits)

CRIMINAL JUSTICE AND LAW I & II**(IDOE COURSE NUMBERS 5822 & 5824)**

Learn skills for entry-level police and legal work. Earn CPR certification. Learn about the criminal justice system, traffic control, criminology, and forensic science. Participate in mock trials and perform community service.

Vincennes credit will be awarded for the following courses:

LAWE 100 Survey of Criminal Justice (3 credits)**LAWE 106 Intro to Traffic Control (3 credits)****LAWE 150 Intro to Criminology (3 credits)****LAWE 160 Criminal Investigation (3 credits)****CULINARY AND PASTRY ARTS & SCIENCES I & II****(IDOE COURSE NUMBERS 5440 & 5346)**

Learn skills for entry-level culinary arts and hospitality positions. Earn industry standard ServSae and Pro-State National Certification of Achievement. Learn all areas of food preparation, sanitation, personal finance, inventory, nutrition, customer relations, and management. Work in a professional kitchen environment with industrial grade appliances.

Articulation: Illinois Institute of Art (20 credits), Johnson and Wales University (18 credits), Mountain State (12 credits), Purdue University Northwest (7 credits), Robert Morris College (9 credits)

Vincennes credit will be awarded for the following courses:

CULN 110 Quantity Food Production (5 credits)**REST 100 Intro Hospitality Management (3 credits)****REST 120 Food Service Sanitation (3 credits)****REST Quantity Food Purchasing (3 credits)****DENTAL ASSISTING I & II****(IDOE COURSE NUMBERS 5203 & 5204)**

Learn skills for dental assisting and dental hygienist positions. Earn CPR, Dental Radiological, Dental Assistant, Orthodontic Assistant certifications. Learn dental materials, chair-side assisting, patient preparation, office tasks, lab duties, and assisting the dentist or dental hygienist. Work with dental equipment and chairs and have the opportunity for an internship at a real dentist office.

Articulation: Kaplan College (12.5 credits)

Vincennes credit will be awarded for the following courses:

DENT 115 Preclinical Practice I (3 credits)**DENT 124 Preventive Dentistry/Diet Nutrition (3 credits)****EARLY CHILDHOOD EDUCATION I & II****(IDOE COURSE NUMBERS 5412 & 5406)**

Learn skills for child care and pre-school teaching positions. Earn CPR and Child Development Associate (CDA) certifications. Learn child development and growth, develop lesson plans, develop the physical, emotional, social and cognitive areas of early childhood. Participate in a professional internship at a child care facility the second year of the program.

Ivy Tech credit will be awarded for the following courses:

ECED 100 Intro to Early Childhood Education (3 credits)**ECED 101 Health, Safety, and Nutrition (3 credits)****ECED 103 Curriculum in Early Childhood Classrooms (3 credits)****ECED 105 CDA Process (3 credits)****ELECTRICAL AND MECHANICAL ENGINEERING TECHNOLOGY I & II****(IDOE COURSE NUMBERS 5608 & 5606)**

Learn skills needed in the high demands fields of robotics, automation, engineering, and engineering technology. Earn Certified Production Technician (CPT) certification. Learn robotics and automation, engineering technology, electrical systems, mechanical systems, hydraulics and pneumatics, and programmable logic controllers (PLCs).

Vincennes credit will be awarded for the following courses:

CIMT 100 Electronics for Automation (3 credits)**CIMT 100L Electronics for Automation Lab (3 credits)****CIMT 125 Intro to Robotics & Automation (2 credits)****CIMT 125L Introduction to Robotics & Auto Lab (1 credit)****CIMT 140 Mechanical Drives (2 credits)****CIMT 140L Mechanical Drives Lab (1 credit)****CIMT 150 Electronic/Electrical Application (2 credits)****CIMT 150L Electronic/Electrical Application Lab (1 credit)****CIMT 160 Fluid Power Systems (1 credit)****CIMT 160L Fluid Power System Lab (1 credit)****CIMT 175 Mechantronics (2 credits)****CIMT 175L Mechantronics Lab (1 credit)****EMERGENCY MEDICAL SERVICES****(IDOE COURSE NUMBER 5210)**

Learn skills for EMT and paramedic work. Earn CPR, Emergency Medical Responder (EMR) and Emergency Medical Technician (EMT) certifications. Learn about emergency care techniques, stabilizing patients, transporting, and first responder skills. One-year program that transitions seamlessly from the Health and Science Careers programs.

Vincennes credit will be awarded for the following course: **EMTB 212 Emergency Medical Technician- Basic (6 credits)**

GRAPHIC ARTS & DIGITAL IMAGING I & II**(IDOE COURSE NUMBERS 5550 & 5572)**

Learn skills for entry-level graphics design and print production work. Learn computer design, layout, illustration, offset and digital printing, sign manufacturing, and screen printing. Utilize brand new Apple Mac Computers and the latest software from Adobe.

Vincennes credit will be awarded for the following courses:

DESN 120 Computer Illustration (3 credits)**DESN 155 Computer Page Layout (3 credits)****HEALTH SCIENCE CAREERS I****(IDOE COURSE NUMBERS 5276 & 5282)**

Learn about medical terminology, anatomy and physiology, health careers and nursing skills. Transition seamlessly to other health science areas such as Nursing and EMT. Utilize state of the art Anatomy-in-Clay program.

Ivy Tech credit will be awarded for the following courses: **HLHS 100 Intro to Health Careers (3 credits)**

HEALTH SCIENCE CAREERS II: NURSING**(IDOE COURSE NUMBER 5284)**

Learn skills for entry-level nursing and healthcare work. Earn CPR and Certified Nursing Assistant (SNA) certification. Participate in an internship in a managed care facility in the second semester of the program.

Ivy Tech Credit will be awarded for the following course: **HLHS 107 CAN Preparation (5 credits)**

INDUSTRIAL MAINTENANCE & WELDING I & II**(IDOE COURSE NUMBER 5776 & 5778)**

Learn skills for entry-level welding, machining and industrial maintenance work. Earn American Welding Society (AWS) SENSE Level 1 certification. Learn welding techniques, blue print reading, industrial maintenance, motor controls, and basic electricity and machinery. Learn in a newly remodeled classroom complete with new welding booths.

Ivy Tech Credit will be awarded for the following courses:

WELD 100 Welding Processes (3 credits)**WELD 108 Shielded Metal Arc Welding I (3 credits)****WELD 109 Oxy-Fuel Gas Welding & Cutting (3 credits)****WELD 207 Gas Metal Arc (MIG) Welding (3 credits)****MULTIMEDIA BROADCAST ACADEMY I & II****(IDOE COURSE NUMBERS 5986 & 5992)**

Learn skills for A/V production, news anchor, radio and TV engineering work. Learn all aspects of audio/video, radio and TV production, utilize industry standard tools such as AVID Media Composer and Final Cut Pro. Work in a real high definition television studio and radio booth.

Vincennes credit will be awarded for the following courses: **MCOM 102 Intro to Audio/Video Production (3 credits)**

EXTRACURRICULAR ACTIVITIES

Extracurricular participation is highly encouraged. Joining a club or an organization is a great way to meet new people, have fun, and discover new things about your personality.

Academic Bowl

Participation is available to any student in grades 9-12 who volunteers. There are five subject areas: English, math, science, social studies, and fine arts. A student may participate in a total of three categories. Students read and study individually, or in groups until the competition in April.

Super Bowl

This event asks students to study a particular era across the subjects of Fine Arts, Social Studies, Science, and Math. Specific resources guide you to be prepared for the types of questions that may be asked. Each area is assigned 3-4 people to be on a team for that subject. This competition starts in the Spring Semester. Competition level begins at regional and moves from state to national.

JETS

JETS is an engineering competition that takes place in early spring. Students will be divided into teams and each team will prepare by studying common problems and situations in the field of engineering. The competition includes a multiple-choice test and a written test that asks the team to solve a complex 'real life' engineering problem.

Science Olympiad

This event asks a team of 15 students to compete in 20 different science categories including labs, environmental, physical, astronomical, biological, chemical and geological sciences. There are a number of 'building' events such as bottle rockets, mission possible, and tower building that ask students to build a superior structure or apparatus. Practice begins in the middle of the 1st semester and competitions begin in February.

Envirothon

Teams of 5 compete in forestry, aquatics, wildlife, soils, and a 'current' environment issue. Teams spend the day outside and end with a written test at regionals. Similar activities occur at the state level with a required speech competition. Practices begin in January, competitions in March.

American Sign Language Club

Membership is open to all students who are interested in the culture and language used by American and Canadian deaf individuals.

Art Club

This club provides a means for students to express their creativity while representing the Arts within the school and community. Face painting, design, crafts, and sponsoring the annual MHS Art Show are some of the club's activities.

Auditorium Staff

The Auditorium Staff's purpose is to provide a well trained staff to service to the people who use/rent the auditorium/theater facilities. Auditorium Staff members work in several fields of service including: Technical, Stage, and House.

Technical: This field includes Lighting and Sound/video work. Students will learn how to work the equipment and how to incorporate lights and sound into live shows. Stage: These students learn the operation of the counterweight system, the curtain, scenic, and people movement. They also learn to police and secure stage areas during performances, and to check and prepare the stage areas after productions, for future readiness. House: These students are the first link with the public, acting as ushers, box office staff, and concession functions of a show.

Munster Theater Company

The Munster Theater Company (MTC) usually produces three to four productions during the school year.

Band

The band consists of the Marching Mustangs, concert band, wind ensemble, jazz ensemble, jazz lab band, pep band, and small ensembles.

Color Guard

This group complements the band with their colorful appearance and precision movements. Tryouts are held in the spring.

Jazz Ensemble and Jazz Band

These select ensembles perform throughout the area and travel to university and state festivals and competitions.

Best Buddies

Best Buddies operates as a student-run friendship club which is actually a chapter of an international organization. It fosters friendships between students with and without intellectual disabilities. There is a monthly meeting and a monthly group activity.

Choral

Munster High School has two select choral ensembles, Mixed Ensemble and Women's Ensemble. Membership is by audition with the choral director at the beginning of the school year.

Chess Club

The Munster High School chess team is composed of students in grades 9-12 who desire to compete using their talents and problem solving skills through the competitive game of chess.

Civics Club

The Civics Club will educate current students in the voting process and current political issues. One goal is to increase the number of local voters within the club and region. It will also prepare members to have a strong civic community and the country as a whole.

Class Executive Council (CEC)

In May, student elections are held and each class votes for candidates to become its class representatives for the following year.

- Freshman: The freshman CEC organizes activities for homecoming and may be involved in other activities throughout the year.
- Sophomore: The sophomore CEC organizes activities for homecoming and may be involved in other activities throughout the year.
- Junior CEC: Junior CEC: The junior CEC takes part in the homecoming festivities and organizes the Junior/Senior Prom. The club may be involved in other activities throughout the year.
- Senior CEC: The senior CEC organizes activities for homecoming parade, participates in the pep rally, picks a homecoming t-shirt, organizes the senior banquet, and selects the class gift for the school.

DECA

DECA is a student-centered organization whose program of leadership and personal development is designed for students with a career interest in marketing, management, hospitality, finance, entrepreneurship, and/or business administration.

French Club

The French club celebrates French culture through activities including a cheese party, a holiday party, Mardi gras festival, field trips, and picnic.

GSA- (GAY STRAIGHT ALLIANCE)

The GSA provides a place for students of the gay, lesbian, bisexual, transgender and allied community to meet for social, emotional and educational support. The GSA serves to create a school of safe and mutual respect by raising awareness on issues impacting the student body

Munster Timing Organization (M.T.O.)

MTO's main activities are timing and helping the coaches with home swim meets.

Munster Read and White Book Club

Read and White creates a reading-friendly environment and motivate students to continually develop and strengthen their reading skills.

Orchestra

Orchestra is available to students who play a string instrument. Students participate in concerts, public performances, district and state contests, organizational contests, and the annual spring musical. Students with experience on brass, woodwind, or percussion instruments may also be considered for membership. Audition may be required.

Ping-Pong Club

This club will familiarize students with the equipment and rules of Ping-Pong. They will play individually or in pairs for fun or in tournaments.

Project X

Project X is a service organization geared toward helping the needy in the Munster community.

Publications

Students interested in working on the school newspaper or the school yearbook must first enroll in the Journalism class. The following year they will select to work for the Crier or the Paragon and enroll in Honors Journalism classes.

Robotics Team

Membership is open to all students in grades 9-12 who have an interest in working with parents and community mentors to build a robot. The team will be divided into sub-teams which have specific responsibilities; Drive Team, Chassis Team, Electrical Team, Pneumatics Team, Playing Field Construction Team, Competition Team, Pit Crew, Programming Team, Animation Team, Web Team, and Scouting Team.

S.A.D.D. (Students against Destructive Decision)

SADD educates and promotes awareness of destructive decision making, such as drug & alcohol use and other activities that can harm students.

Spanish Club

Spanish club is for all students interested in learning more about the Spanish culture in a non-classroom situation.

Speech and Debate

The Speech and Debate Team is an organization for all students who wish to enhance their speaking and/or acting skills by competing in speech and debate contests throughout the state and national levels.

S.T.A.N.D. (Socially Together Naturally Diverse)

This club will create an environment where students feel safe and supported. The intended outcome for the club is for the students to feel comfortable whether they are in school, a store, a city, or even just at home. Everyone is unique and has something to offer.

Student Government

This is an elective body made up of student from grades 9-12. Elections are held in the spring with the exception of the freshman class who elects their representatives in the fall.

We The People

The "We The People" program was developed in 1987 by the United States Department of Education and by act of Congress in order to foster a citizenry that is both actively engaged and well informed. The Munster program focuses on the history, philosophy, and implementation of the United States Constitution as well as civil rights and liberties. The course, while offered during the school day, also entails some after school practices and work with legal experts throughout the community. Students are required to participate in the competitive Congressional District meet as well as the State and National meets when qualified.

National Forensic League

The NFL is a national honorary organization composed of students who have earned a minimum of twenty-five NFL points in competition.

National Honor Society

Juniors and seniors with a minimum grade point average of 3.25 are invited to become members of this honorary organization. Membership is based on scholarship, character, service and leadership. Induction of new members is held each spring.

Quill and Scroll

The Quill and Scroll is an international high school journalism honorary organization in which students are selected on the basis of outstanding service to the Munster High School Journalism Department.

Thespian Troupe #2861

The Thespian Troupe is an honorary society made up of students elected for their participation in the productions presented by the Munster Theater Company.