

# TRINITY LUTHERAN HIGH SCHOOL

## COURSE OFFERINGS 2012-2013

### AGRICULTURE

***Animal Science*** provides students with an overview of domestic and farm animals. Topics covered include the management practices for the care and maintenance of both large and small animals.

***Farm Business Management*** introduces students to the principles of farm organization and management with the utilization of technology. It covers the effects of good and poor management on a farm, economic principles, decision-making, methods for organizing and planning, getting started in the farming business, farm record keeping systems, risk management, and career opportunities in the field of farm management.

***Food Science*** provides students with an overview of food processing, food chemistry and physics, nutrition, food microbiology, preservation, packaging and labeling, food commodities, food regulations, issues and careers in the food science industry

***Horticultural Science*** gives students a background in garden and flowers plant in the field of horticulture. It addresses the biology and technology involved in the production, processing, and marketing of horticultural plants and products.

***Landscape Management*** provides the student with an overview landscaping and related areas. Students are introduced to the procedures used in the planning and design of a landscape using current technology practices.

***Natural Resource Management*** introduces students to resource conservation practices. Topics covered include air, energy, soil, water, wildlife, forestry, conservation, resource management, pollution, outdoor recreation, and weather.

***Plant and Soil Science*** provides students with a background of career opportunities available in production agriculture and related areas. Information covered includes plant growth, development and management of agricultural crops, as well as, an overview of our soil types and components.

### ART

***Ceramics*** is an intermediate level art course that focuses on the study of construction methods including basic hand-building, surface development, throwing, and glazing sculptural ceramic forms. Introduction to Two-Dimensional and Three-Dimensional Art is a prerequisite.

***Drawing*** is an intermediate level art course that focuses on the study of various drawing media and techniques. Media include graphite and colored pencils, pen and ink, charcoal, and pastel. Introduction to Two-Dimensional and Three-Dimensional Art is a prerequisite.

***Introduction to Two-Dimensional and Three-Dimensional Art*** focuses on the study of the elements of art (line, shape, value, form, color, texture, and space) and the principles of design (balance, rhythm, unity, contrast, emphasis, pattern, and movement). Students learn to identify and apply these concepts while creating drawings, paintings, sculptures, and digital media projects. Media include graphite and colored pencils, pen and ink, charcoal, pastel, watercolor and acrylic paint, plaster, and clay.

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

***Painting*** is an intermediate level art course that focuses on the study of various painting media and techniques. Media include watercolor and acrylic paint. Introduction to Two-Dimensional and Three-Dimensional Art is a prerequisite.

***Sculpture*** is an intermediate level art course that focuses on the study of various sculpting media and techniques. Media include clay, plaster, wood, and metal. Introduction to Two-Dimensional and Three-Dimensional Art is a prerequisite.

## **BUSINESS**

***Accounting*** is a business course that introduces that language of business using Generally Accepted Accounting Principles (GAAP) and procedures for proprietorships and partnerships using double-entry accounting. Emphasis is placed on accounting principles as they relate to both manual and automated financial systems. This course involves understanding, analyzing, and recording business transactions and preparing, analyzing, and interpreting financial reports as a basis for decision making.

***Computer Applications*** is a business course that provides instruction in software concepts using a Windows-based professional suite, which includes word processing, spreadsheet, database, graphics, and presentation applications. Instruction in basic computer hardware and operating systems that support software applications is provided. Additional concepts and applications dealing with software integration, Internet use, and information about future technology trends are included.

***Personal Finance*** is a business course that focuses on personal financial planning. The content includes financial planning, income and asset protection, income and money management, and spending and credit management. Students will learn the financial concepts and principles that provide a basis for avoiding financial pitfalls. This course prepares students for the roles and responsibilities of consumers, producers, entrepreneurs, and citizens. These standards are aligned with the National Business Education Association (NEBA), Jump\$tart Coalition for Personal Financial Literacy, and Indiana State University Networks Financial Institute standards and guidelines.

## **ENGLISH**

***American Literature*** is designed to explore great authors of American literature, both in written and oral form, in the context of the time period in which they wrote. Throughout this course students will encounter various authors and their time periods including Emily Dickinson, Abraham Lincoln, Carl Sandburg, Arthur Miller, Ernest Hemingway, Nathaniel Hawthorne, and F. Scott Fitzgerald.

***AP Language and Composition*** is designed to teach the fundamentals of rhetoric and logic through college-level reading and writing. It includes the study of visual media in the form of photographs, films, advertisements, cartoons, and documentaries, as well as print media, specifically non-fiction. This course builds on and partners with the AP English Literature and Composition course also offered to Trinity students.

***AP Literature and Composition*** is designed to teach the fundamentals of rhetorical analysis through college-level writing and thoughtful response to literature. Students learn to recognize and explain the effectiveness of literary devices and the way language is used to make meaning. Focusing primarily on works of fiction, this course builds on and partners with the AP English Language and Composition course.

***British Literature*** is designed to explore great authors of British Literature, both in written and oral form, in the context of the time period in which they wrote. British Literature will assist students in developing their own critical thinking, analysis, and exploratory processes as readers, writers, and speakers. Students will create literature of their own through writing, visuals, and a variety of oral presentations.

**Composition** is a study and application of the rhetorical (effective) writing strategies of narration, description, exposition, and persuasion. Using the writing process, students demonstrate a command of vocabulary, English language conventions, research and organizational skills, an awareness of the audience, the purpose for writing, and style. Students read classic and contemporary literature or articles and use appropriate works as models for writing. Students write a variety of types of compositions with a focus on fictional narratives, reflective compositions, academic essays, and responses to literature.

**English 9** focuses on reading & analyzing classical novels of various time periods, composition, vocabulary (beginning with Greek, Latin, prefix and suffix word roots and origins), daily oral language, capitalization and punctuation, writing a short research paper, and oral presentations.

**Speech** is designed to introduce students to various forms of communication, both formal and informal, and give them opportunity to explore these forms. Students will be reminded of the communication process, the purpose behind various forms of communication, and the goals of public speaking. Each student will participate formally in several public speaking opportunities and will observe and evaluate a variety of formal and informal speaking settings.

**Themes in Literature** is a study of universal themes, such as the journey of the hero, the trials of youth, the search for identity, and other themes appropriate to the level and interest of students. The course may be limited to a few important related themes. Students examine representative works in various genres by authors of diverse eras and nationalities and the way themes may be treated differently in the works because of cultural context. Students analyze how themes illuminate humanity's struggle to understand the human condition.

## **FINE ARTS**

**Drama I** focuses on theater as “action”, students will “do” drama. They will act. They will create. They will work. Through this work students will learn a variety of terms and discover how a production comes to be. Also essential will be theater as an “idea.” Students will analyze characters and their actions, discover the theme of a play, and decide how it might be portrayed. Students will also discover the historical significance of theater and the impact certain actors have had on society.

**Drama II** Students taking Drama II have already met the requirements of Drama I and have participated in a previous play or musical at TLHS. Students should have experience in performance or other production aspects. Drama II students will be expected to participate in the fall production and will be given leadership opportunities in the musical after conferencing with the Drama teacher. Drama II students will also participate in research and explore different types of performance as individuals and in groups.

**Drama III** Students taking Drama III have already met the requirements of Drama I and Drama II and have participated in a previous play or musical at TLHS. Students should have experience in performance or other production aspects. Drama III students will be expected to participate in the fall production and will be given leadership opportunities in the musical after conferencing with the Drama teacher. Drama III students will also participate in research and explore different types of theaters, costumes, and approaches

## **HEALTH**

The main goals of this class are to acquire, interpret, and understand basic knowledge of health information. We will focus on the relationship that exists among physical, mental, emotional, spiritual, and social health. Students will learn that their decisions affect all of those areas of health. The decisions that students make can promote their health and their enjoyment of life now and in the future.

## **HISTORY**

***Economics*** includes a study of the allocation of scarce resources and their alternative uses for satisfying human wants. This course examines basic models of decision making at various levels and in different areas including: (1) decisions made as a consumer, producer, saver, investor, and voter; (2) business decisions to maximize profits; and (3) public policy decision in specific markets dealing with output and prices in the national economy.

***Law Education*** provides an understanding of the American legal system and its basis in the United States Constitution. The course is designed to promote an understanding of society and its system of laws by indicating how citizens may effectively function within the law. Ways of dealing with interpersonal conflict in order to secure constructive change are included, along with the development of critical thinking and problem solving skills. The course will draw on the use of community resource people such as lawyers, judges, police officers, and others. Case studies, field trips, simulations, moot courts, role-plays and mock trials will be used in this course whenever feasible. There will be an opportunity for an after school mock trial club for current students.

***United States Government*** provides a framework for understanding the nature and importance of responsible civic participation and for learning the rights and responsibilities of individuals in a constitutional democracy. The course enables students to explore the historic origins and evolution of political philosophies into contemporary political and legal systems. Constitutional structure and the processes of the legislative, executive, and judicial branches of the national, state, and local levels of government are examined. Students learn to draw conclusions about the impact and interrelationships of history, geography, and economics upon our system of government. They also learn to demonstrate an understanding of the governmental structures of the United States and other political systems, as well as the relationship of American government to world affairs. Students learn to analyze the roles of individuals and groups in the political process by identifying and analyzing political issues. They also learn to access data from primary and secondary resources and use current technology to access relevant source materials and as a tool for producing documents in support of learning projects. Students have opportunities to take, defend, and evaluate positions on current issues that impact political decision making. They should understand their ability to influence policies and decisions as individuals and in groups. The study of United States government also offers students opportunities to develop knowledge, inquiry skills, and the means to preserve and improve our constitutional democracy.

### ***United States History I and II***

United States History I emphasizes pre-Colombian, colonial, and early national history to the Civil War. United States History II emphasizes national development in the late nineteenth and twentieth centuries and builds upon concepts developed in US History I. Students in these courses also identify and review significant events, figures, and movements in the development of the nation. After providing such a review, these courses give major emphasis to the interaction of historical events and geographic, social, and economic influences on national development. A chronological, topical, or comparative approach can be used in developing themes from America's past as they relate to life in Indiana and the United States today. Students demonstrate the ability to trace and analyze chronological periods and examine the relationships of significant themes and concepts in United States history. Students will be able to sequence historical events, examine cause and effect, identify different perspectives, and relate historical situations to current issues. Opportunities are given to develop inquiry skills by gathering and organizing information from primary source material and a variety of historical and contemporary sources, accounts, and documents. Investigation of themes and issues include analysis of the importance of cultural pluralism and diversity of opinion in American society. Students learn to exercise their skills as citizens in a democratic society by engaging in problem solving and civic decision making in the classroom, school, and community settings.

***World History and Civilization*** provides for a study of selected world cultures, past and present. The content of this course provides a basis for students to compare and analyze patterns of culture, emphasizing both the diversity and commonality of human experience and behavior. This course emphasizes the interaction of local cultures with the natural environment, as well as the connections among civilizations from the earliest times to the present. This course is designed to focus on: (1) prehistory; (2) early world civilizations, including the rise of civilizations of the Middle East, Africa, and Asia; (3) the classical civilizations of Europe, Asia, Africa, and Latin America; and (4) the development of modern societies.

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

## **MATH**

***Algebra IA & IB (Pre-Algebra)*** provides the mathematical background, skills, and thinking processes necessary for the successful completion of Algebra. Topics include: (1) number sense and computation, (2) algebra and functions, (3) geometry, (4) measurement, (5) data analysis, and (6) probability. The instructional program of this course addresses both the understanding and use of the concepts in appropriate problem-solving situations.

***Algebra I*** provides a formal development of the algebraic skills and concepts necessary for students to succeed in advanced courses. In particular, the instructional program in this course provides for the use of algebraic skills in a wide range of problem-solving situations. The concept of function is emphasized throughout the course. Topics include: (1) operations with real numbers, (2) linear equations and inequalities, (3) relations and functions, (4) polynomials, (5) algebraic fractions, and (6) nonlinear equations.

***Algebra II*** is a course that extends the content of Algebra I and provides further development of the concept of a function. Topics include: (1) relations, functions, equations and inequalities; (2) conic sections; (3) polynomials; (4) algebraic fractions; (5) logarithmic and exponential functions; (6) sequences and series; and (7) counting principles and probability.

***Calculus*** is a two-semester course in which students will learn techniques of differentiation and integration. The techniques of Calculus are used every day in engineering, business, and science. We will be working examples of these applications throughout the course. Calculus is a challenging course, but it is also a very exciting course. You will need to recall and be able to use many algebraic and geometric concepts to complete your work.

***Geometry*** provides students with experiences that deepen the understanding of shapes and their properties. Deductive and inductive reasoning as well as investigative strategies in drawing conclusions are stressed. Properties and relationships of geometric figures includes the study of: (1) angles, (2) lines, (3) planes, (4) congruent and similar triangles, (5) trigonometric ratios, (6) polygons, and (7) circles and spatial drawings. An understanding of proof and logic is developed. Use of graphing calculators and computer drawing programs is encouraged.

***Pre-Calculus*** is a year-long course that is designed to help students grow in their study of mathematics by connecting to previous skills learned in algebra and by developing new skills that are linked to other branches of mathematics, such as trigonometry, to prepare the student for the study of Calculus.

## **MUSIC**

**Concert Band** is a two semester course for students in grades 9 – 12. This course will develop the instrumental skills of the student while exploring a variety of instrumental musical styles and genres. Concert Band is a “co-curricular” class due to the performance opportunities outside of the school day. Concert Band will include participation in marching band, pep band, jazz band, chapel and church services, and ISSMA (contest).

**Concert Choir** is a two semester course for students in grades 9 – 12. This course will develop the vocal skills of the student while exploring a variety of vocal musical styles and genres. Concert Choir is a “co-curricular” class due to the performance opportunities outside of the school day. Concert Choir will include participation in the musical, swing choir, chapel and church services, and ISSMA (contest).

**Guitar** is a two semester course for students in grades 9 – 12. Guitar class will provide a positive learning experience for each student through the development of guitar skills. Acoustic guitars and method books will be provided. Guitar class will allow the student to explore a variety of musical styles, including, rock, jazz, blues, country, folk, and classical, while performing as a soloist and in ensembles.

## **PHYSICAL EDUCATION**

The main goals of physical education are to provide a wide variety of experiences that will help students develop a positive outlook toward lifelong physical activities. The class stresses development of skills in a wide variety of activities to encourage students to find ways to enjoy physical activity in leisure time and to develop awareness of the importance of personal fitness.

## **SCIENCE**

**Biology I** is a two semester lab science that gives the student the basic skills, knowledge, concepts and applications to prepare them for life. Topics covered are ecology, cell processes, genetics, evolution, taxonomy and human biology. Projects and labs are due each semester.

**Biology II (Advanced Biology)** is a two semester lab science for college bound students. The course offers an in depth view into chemical and cellular processes, energy systems, compounds, inheritance and DNA, taxonomy, and body systems. Labs reports and special projects are required.

**Chemistry I** This course provides students with a modern view of the fundamental concepts of chemistry. Topics include matter and energy, atomic structure, bonding, the periodic table, the mathematics of chemistry, kinetics and equilibrium, acid-base theories, redox reactions, and organic chemistry. Students participate in various laboratory activities and develop detailed lab reports.

**Earth/Space Science** is a course focused on the following core topics: study of the earth’s layers; atmosphere and hydrosphere; structure and scale of the universe; the solar system and earth processes. Students analyze and describe Earth’s interconnected systems and examine how Earth’s materials, landforms, and continents are modified across geological time.

**Honors Chemistry** This course covers similar topics as Chemistry I and provides students with a modern view of the fundamental concepts of chemistry. Topics include matter and energy, atomic structure, bonding, the periodic table, the mathematics of chemistry, kinetics and equilibrium, acid-base theories, redox reactions, and organic chemistry. Students participate in various advanced laboratory activities and develop detailed lab reports.

*Physics* is designed to help gain a greater appreciation for the work that scientists have done in understanding the physical world that God has created. Students will obtain knowledge of the principles and concepts on which physics is based. Throughout this course students will develop the ability to solve problems involving the principles and concepts as outlined by the Indiana State Academic Standards.

## **SPANISH**

**Spanish I** is an introduction to the four basic language skills – listening, speaking, reading, and writing. Students master the vital communication skills of greetings and goodbyes, describing people and objects, expressing like or dislike, asking questions, and using the present tense.

**Spanish II** builds upon the language skills learned in Spanish I. Students master expressing reflexive actions, storytelling, and speaking in the past and present tenses.

**Spanish III** builds upon the language skills learned in Spanish I and II. Students master expressing emotions and uncertainty, and forming complex phrases in the past, present, and future tenses. Students are encouraged to speak and write in Spanish at all times.

**Spanish IV** strengthens the language skills learned in Spanish I, II, and III. Students are expected to speak and write in Spanish. Vocabulary and grammar continue to be the core of the curriculum, but research projects, authentic cuisine, media, and music are supplementary sources of learning. These activities are tailored to the interests of the class.

## **THEOLOGY**

**Theology I** is a two-semester course for students in grades 9 and 10. The primary focus of Theology I is the Christ-centered study of fundamental historic, thematic, and theological aspects of the Old Testament of the Holy Bible. Students also will initiate a regular ongoing four-year Bible reading plan, and will demonstrate knowledge of Scripture through regular memory of selected passages, and through quizzes over the Bible reading plan assignments.

**Theology II** is a two-semester course for students in grades 9 and 10. The primary focus of Theology II is the Christ-centered study of fundamental historic, thematic, and theological aspects of the New Testament of the Holy Bible. Students also will continue a regular ongoing four-year Bible reading plan, and will demonstrate knowledge of Scripture through regular memory of selected passages, and through quizzes over the Bible reading plan assignments.

**Theology III** is a two-semester course for students in grades 11 and 12. The primary focus of Theology III is the history of the Church, including Early Church history and the Reformation, and basic doctrine of the Lutheran Church. An introduction to apologetics is initiated with an introduction to the study of other religions and heretical teachings. Students also will continue a regular ongoing four-year Bible reading plan, and will demonstrate knowledge of Scripture through regular memory of selected passages, and through quizzes over the Bible reading plan assignments.

**Theology IV** is a two-semester course for students in grades 11 and 12. Emphases of Theology IV are an advanced study of Lutheran doctrine, apologetics, and Scriptural teaching related to contemporary issues. Students also will continue a regular ongoing four-year Bible reading plan, and will demonstrate knowledge of Scripture through regular memory of selected passages, and through quizzes over the Bible reading plan assignments.