

Signature School

# Program of Studies

2026-2027

Presented by the Signature Faculty and Staff in DRAFT form

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# Rationale

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

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

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

To fulfill this mission, we have designed curricular and extra-curricular offerings that provide intellectually rich experiences culminating in widely recognized academic credentials for every student as follows:

All students who earn a score of 3 or better in AP Seminar will work towards the Advanced Placement (AP) Capstone Diploma. All will strive to attain the International Baccalaureate Diploma and, in so doing, will likely earn the Indiana Academic Honors Diploma or the New Indiana Diploma: Enrollment with Honors Plus Seal. Most will amass an impressive record of AP and IB exam scores as well as one or more of the College Board AP Scholar designations.

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

## Curriculum Overview

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

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

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

# Graduation Requirements and Expectations

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To receive a high school diploma, all Indiana students must meet course requirements in compliance with the state curriculum, pass state-mandated assessments, and satisfy the state's **Graduation Pathways** or **Diploma Seal** requirements, depending on their cohort.

Students in the Classes of 2026-2028 must satisfy the three distinct components of the Indiana **Graduation Pathways**:

1. Diploma: Earn credits for the Indiana Academic Honors Diploma.
2. Employability Skills: Demonstrate skills through Project-Based Learning. At Signature School, this is primarily fulfilled through the completion of the IB Extended Essay (EE) requirement.
3. Postsecondary-Ready Competencies: Demonstrate readiness for higher education. Signature students typically fulfill this by earning the Academic Honors Diploma and/or passing AP and IB exams.

For the Class of 2029 onward, these separate pathway components are integrated into the New Indiana Diploma structure. Instead of tracking three separate requirements, students work toward the Enrollment with Honors Plus Seal. Earning this Seal automatically fulfills the state's requirements for diploma credits, employability skills (via the 75-hour Work-Based Learning requirement), and postsecondary readiness.

Graduation from Signature School is contingent on meeting the state requirements for the student's specific cohort. Additionally, Signature School maintains local graduation requirements to ensure rigor: all students must take the same world language for four years, and students in the New Indiana Diploma cohort must also complete 1 credit of AP Economics and 2 credits of Fine and Performing Arts. Beyond coursework, students must participate as fully as possible in the IB program as an IB diploma candidate, and 9th and 10th graders must document 25 hours of community service per year.

Signature School expects all students to graduate with either the Indiana Academic Honors Diploma (Classes of 2026–2028) or the New Indiana Diploma: Enrollment with Honors Plus Seal (Class of 2029 and beyond). These credentials are awarded to students who do not receive below a C in any of the course requirements and who maintain a cumulative grade point average of at least a B (3.0).

Students who receive a grade of D or F in a required course are automatically re-enrolled in the class so that they may stay on track to earn the applicable diploma/seal. The only exception to automatic reenrollment is if retaking a class impedes on-time graduation. There are some cases in which reenrollment might be deferred until there is an opening in the student's personal program of studies.

The table below outlines state requirements for all Cohorts, as well as **Signature School Diploma** requirements.

Subject / Credential	Indiana Core 40 w/Academic Honors	New Indiana Diploma: Enrollment w/Hon + Seal	Signature School Diploma (Signature Requirements)
English	8 credits Including balance of literature, composition, and speech.	8 credits • 2 credits: English 9 • 1 credit: Communications • 5 additional English credits	8 credits • 2 credits: English 9 Honors • 2 credits: AP Language • 2 credits: AP Literature • 2 credits: IB English HL (Communications credit via AP Seminar or IB TOK)
World Language	6-8 credits (6 of one/4 each of two). Sig: 8 of one while at Sig	4 credits World Language.	8 credits One World Language; must include IB World Language SL/HL.
Math	8 credits Alg I, Geometry, Alg II, and 2 credits Advanced Math.	7 credits Alg I, Geometry, Alg II. Personal Finance	9 credits • 2 credits: Alg I Honors • 2 credits: Geometry Honors • 2 credits: Alg II Honors • 2+ credits: IB Math SL/HL req., AP Prec/Calc elective • 1 credit: Personal Finance
Science & Tech	6 credits 2 Bio, 2 Chem or Physics, 2 Core 40 Science.	7 credits • 2 Bio • 2 Advanced Lab Science • 2 Advanced Lab Science • 1 Computer Science	7 credits • 2 credits: Biology Honors • 2 credits: Chemistry Honors • 2+ credits: Must include IB Science SL or HL • 1 credit: Computer Science (or 2 via AP Comp Sci)
Social Studies	6 credits 2 US Hist, 1 Gov, 1 Econ, 2 World Hist.	5 credits • 2 US Hist • 1 US Gov • 2 World Perspectives	8 credits • 2 credits: AP US History • 1 credit: AP US Gov • 1 credit: AP Economics • 2 credits: AP World History • 2+ credits: IB Individuals & Societies (Hist/Psych/ESS)
PE / Health	3 credits 2 PE, 1 Health.	2 credits 1 PE, 1 Health.	2 credits • 1 credit: Physical Education • 1 credit: Current Health Issues (meets Health req)
College & Careers	N/A	1 credit College and Careers.	1 credit College and Careers: College Enrollment Focus.
Fine Arts	2 credits	N/A	2 credits Fine Arts Connections or Signature Singers (9th grade) with advanced electives possible (IB Art/Music).
Other Coursework	11 credits in Directed and Personalized Electives	12 credits in Personalized Electives	8 credits 2 in Fine and Performing Arts 6 in AP Seminar, AP Research, and IB TOK
Other / Credentials	<ul style="list-style-type: none"> <li>• Earn 50+ credits for AHD</li> <li>• "C" min. req courses</li> <li>• 3.0 GPA</li> <li>• Honors DP OR</li> <li>• 1250 SAT, 26 ACT OR</li> <li>• "C" avg. in 3 AP/IB cls.</li> <li>• ProjBL (AP Res/IB EE)</li> </ul>	<ul style="list-style-type: none"> <li>• Earn 45 credits</li> <li>• "C" min. req. courses</li> <li>• 3.0 GPA</li> <li>• 4 AP cls/exams with 3+ OR</li> <li>• 4 IB cls/take IB exams OR</li> <li>• 1250 SAT/26 ACT OR</li> <li>• C of V: AP S w/D, IB DP</li> <li>• 75 Hours WBL</li> <li>• Communication Skills AND</li> <li>• Collaboration Skills AND</li> <li>• Work Ethic</li> </ul>	<ul style="list-style-type: none"> <li>• Earn 53+ credits for NIDw/H+S &amp; 57+ credits for IBDP</li> <li>• "C" or higher in required courses</li> <li>• 3.0 GPA</li> <li>• 4 AP cls/exams with 3+ OR</li> <li>• 4 IB cls/take IB exams OR</li> <li>• 1250 SAT/26 ACT OR</li> <li>• Credential of Value: AP Scholar w/Distinction or IB DP</li> <li>• 75 Hours WBL</li> <li>• Communication: AP Seminar, IB TOK</li> <li>• Collaboration: 25 hrs/year Community Service</li> <li>• Work Ethic: completing IB DP requirements</li> </ul>

## Grades

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

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

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

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

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

Grades are weighted in the following manner: an A earns 5 points, a B 4 points, a C 3 points, a D 2 points, and an F 0 points. The weighted GPA is figured by multiplying the **Potential Credit** earned by the **Grade Points** for each class. These numbers (**Grade Points \* Potential Credit**) for each class are added together, and that number is divided by the **Sum** of Potential Credits earned. Below, is a sample schedule for a first-semester sophomore to model how the GPA is figured. Courses listed with a (w) are weighted as long as the student takes the corresponding exam, while courses listed with a (nw) are not weighted since there is no corresponding AP or IB exam.

Course	Grade	Grade Points	Potential Credit	Grade Points*Potential Credit
AP Language (w)	B	4	1	4
Spanish 2 (nw)	A	4	1	4
AP World History (w)	A	5	1	5
Chemistry (nw)	B	3	1	3
AP Precalculus (w)	B	4	1	4
Health (nw)	B	3	1	3
<b>Sum</b>			6	23
<b>GPA = 23 ÷ 6 = 3.83</b> , rounded to the nearest hundredth				

## Enrolling in Classes

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In the spring semester, students choose at least seven classes to fill their schedules for the coming academic year. Students may request changes to their schedules by submitting the online Drop/Add Course form to the appropriate Director of Academic Services by the announced deadline, usually 10 days after the start of the semester. Forms are available on the school website. After the deadline, the only schedule changes will be those initiated by a faculty member, an Academic Advisor, or the Executive Director.

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

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

## 9<sup>th</sup> and 10<sup>th</sup> Grade Study at Signature

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Ninth and tenth graders at Signature School complete a course of study that prepares them for the two-year International Baccalaureate Program and to partially fulfill AP Capstone Diploma and New Indiana Diploma: Enrollment with Honors Plus Seal requirements. Generally, ninth graders take prescribed subjects in Groups 1-6, one credit of physical education and one credit of health for a total of seven classes plus a resource period, Freshman Seminar & Personal Finance. However, ninth graders enrolled in Instrumental Music before school must fill in their schedules so that they take a total of eight classes plus the resource period.

Tenth graders, having fulfilled Signature's Fine and Performing Arts requirement, take prescribed subjects in Groups 1-5. To fill out their schedule, they choose from courses in Group 6 and in "Electives" for a total of seven classes plus a resource period during which students follow the **AP Seminar curriculum**, fulfilling the New Indiana Diploma: Enrollment with Honors Plus Seal communications course requirement. Tenth graders enrolled in Instrumental Music take eight classes plus AP Seminar.

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

## 9<sup>th</sup> and 10<sup>th</sup> Grade Course Sequence

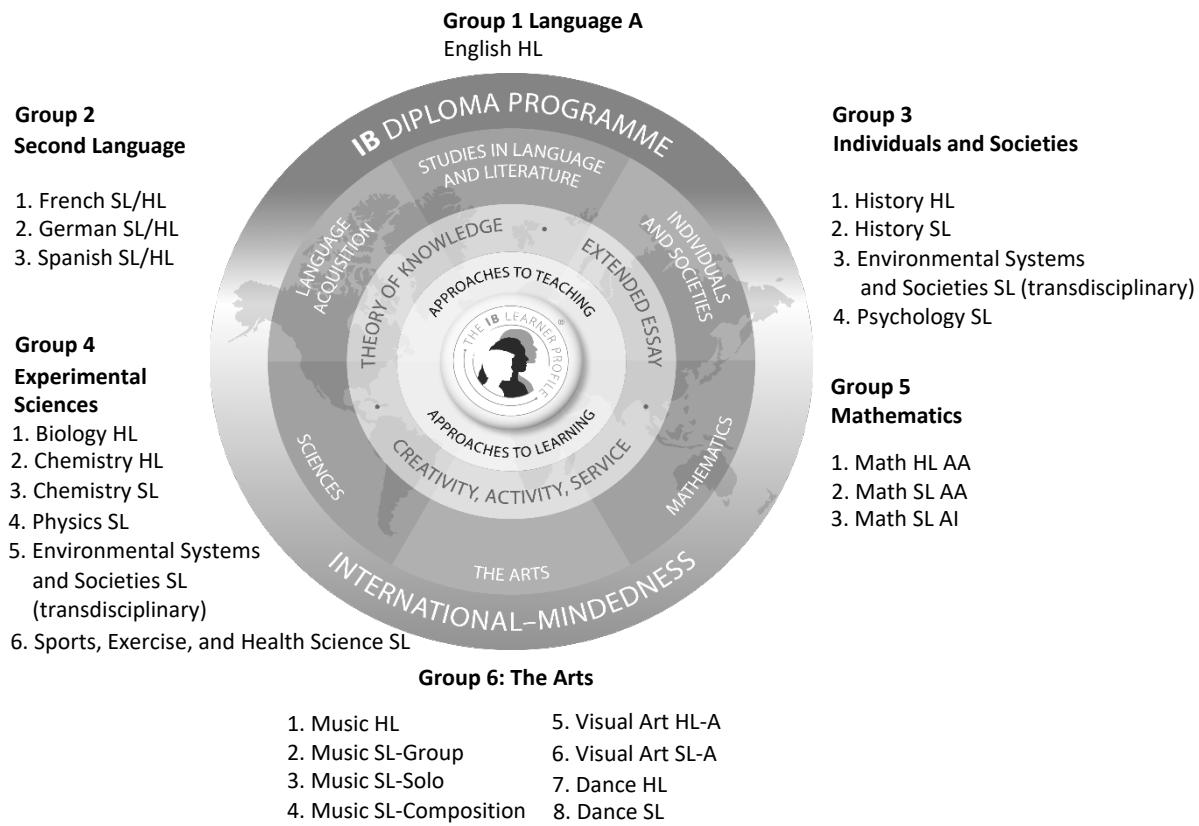
9 <sup>th</sup> and 10 <sup>th</sup> Grade Course Sequence		
	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade
<b>Group 1: Language</b>	Honors English 9	AP Language and Composition
<b>Group 2: World Language</b>	Honors French 1 or 2	Honors French 2 or 3
	Honors German 1 or 2	Honors German 2 or 3
	Honors Spanish 1 or 2	Honors Spanish 2 or 3
<b>Group 3: Individuals and Societies</b>	AP US History	AP World History Modern
<b>Group 4: Experimental Sciences</b>	Honors Biology	Honors Chemistry
<b>Group 5: Mathematics</b>	Honors Algebra 1	Honors Geometry
	Honors Geometry, prereq: Algebra 1	Honors Algebra 2
	Honors Algebra 2, prereq: Geometry	AP Precalculus/A2T
	AP Precalculus/A2T, prereq: Geometry	IB Math SL AA**
<b>Group 6: The Arts</b>	Fine Arts Connections	AP Music Theory (P)***
	Signature Singers (audition may be required-replaces FAC for 9 <sup>th</sup> graders)	Signature Singers (audition required)
	Instrumental Music, 7:30-8:30 (students take more than 8 classes)	Instrumental Music, 7:30-8:30 (students take more than 8 classes)
		Pre-IB Dance (P)
		Piano Lab (P), (1 or 2 credits)
		Visual Art 1 or 2
	Musical Theatre 1, after school	Musical Theatre 1, after school
<b>Health and Physical Education</b>	Health (1 credit) and PE (1 credit)	
<b>Electives</b>	Comp. Sci. 4565 Online Pilot (1 credit)	A second world language (P)
		AP Macroeconomics (1 credit)
		AP Microeconomics (1 credit)
		AP Environmental Science
		AP Physics 1*
		Comp. Sci. 4565 Online Pilot (1 credit)
		A second math (P)
		Choice from Group 6 above
<b>Other Requirements</b>	Freshman Seminar & Financial Literacy	AP Seminar
	25 hours of Community Service	25 hours of Community Service
		AP U.S. Government (1 credit)****
		AP Micro-OR-Macroecon (1 credit)****

(P): permission required; \*: indicates a course highly encouraged over the four-year period, especially for those planning on applying to highly selective universities; \*\*does not count towards IB Diploma requirements if taken in 10<sup>th</sup> grade; \*\*\*not advised for students who will pursue IB Music Higher Level; \*\*\*\*: students may postpone to another year with rationale.

# 11<sup>th</sup> and 12<sup>th</sup> Grade Study at Signature

All incoming eleventh graders follow the two-year IB diploma course of study. In addition to proving proficiency in six subjects through external and internal assessments, IB students submit a 4000-word extended essay (EE), complete approximately 150 hours of creativity/action/service (CAS), and enroll in a 100-hour interdisciplinary course, Theory of Knowledge (TOK). Students who took the AP Seminar exam as sophomores take AP Research to fulfill requirements of the AP Capstone diploma and the New Indiana Diploma: Enrollment with Honors Plus Seal.

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



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

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

## 11<sup>th</sup> and 12<sup>th</sup> Grade Course Sequence

11 <sup>th</sup> Grade		12 <sup>th</sup> Grade
<b>Group 1: Language</b>	IB English HL1 (AP Literature)	IB English HL2
<b>Group 2: World Language</b>	Honors French 3/4 or IB French HL1 Honors German 3/4 or IB German HL1 Honors Spanish 3/4 or IB Spanish HL1	IB French SL/HL2 (French 4 or 5) or AP French IB German SL/HL2 (German 4 or 5) or AP German IB Spanish SL/HL2 (Spanish 4 or 5) or AP Spanish
<b>Group 3: Individuals and Societies</b>	*IB History HL1 (AP Euro) IB History SL: XX Century 11 <sup>th</sup> /12 <sup>th</sup> IB Env Sys and Soc SL (pre-req: AP Env) IB Psychology SL 11 <sup>th</sup> /12 <sup>th</sup> IB Env Sys and Soc SL1 (AP Environmental) AP U.S. Gov 11 <sup>th</sup> /12 <sup>th</sup> , 1 sem AP Macroeconomics 11 <sup>th</sup> /12 <sup>th</sup> , 1 sem AP Microeconomics 11 <sup>th</sup> /12 <sup>th</sup> , 1 sem	IB History HL2: XX Century IB Env Sys and Soc SL2
<b>Group 4: Experimental Sciences</b>	IB Biology HL1 IB Chemistry SL1/HL1 (AP Chemistry) IB Chemistry SL (the one-year pilot, no AP) 11 <sup>th</sup> /12 <sup>th</sup> IB Env Sys and Soc SL (pre-req: AP Env) IB Env Sys and Soc SL1 (AP Environmental) *AP Physics 1 11 <sup>th</sup> /12 <sup>th</sup> , coreq: AP Precalc IB Physics SL/AP Physics B 11 <sup>th</sup> /12 <sup>th</sup> , prereq: physics AP Computer Science A 11 <sup>th</sup> /12 <sup>th</sup> , coreq: AP Precalc	IB Biology HL2 (AP Biology option) IB Chemistry SL2/HL2 IB Env Sys and Soc SL2
<b>Group 5: Mathematics</b>	Algebra 2 H, pre- or coreq: Geometry AP Precalculus/A2T, prereq: Geometry IB Math SL AA, pre-req: AP Precalculus/A2T IB Math HL1 (AP Calculus AB/BC), prereq: AP Precalculus/A2T	IB Math SL AI IB Math SL AI IB Math SL AA AP Calculus BC or AB IB Math HL2
<b>Group 6: The Arts</b>	IB Music SL (pre-req: AP Music Theory) AP Music Theory (IB Music HL1/SLS1/SLG1/SLC1) IB Art HL1/SL1 IB Dance HL1/SL1 IB Dance SL (pre-req: pre-IB Dance) Musical Theatre 1 (after school) Instrumental Music, 7:30-8:30 11 <sup>th</sup> /12 <sup>th</sup> Piano Lab 11 <sup>th</sup> /12 <sup>th</sup> Signature Singers 11 <sup>th</sup> /12 <sup>th</sup> Visual Art 1 11 <sup>th</sup> /12 <sup>th</sup> Visual Art 2 11 <sup>th</sup> /12 <sup>th</sup> , prereq: Visual Art 1	IB Music HL2/SLS2/SLG2/SLC2 (Note: SLG students take Singers or Instrumental Music concurrently) IB Art HL2/SL2 IB Dance HL2/SL2 Musical Theatre 2 (after school)
<b>Other Requirements and Noteworthy Requirements</b>	4000 word EE completed in AP Research Throughout 11 <sup>th</sup> and 12 <sup>th</sup> grade: Creativity, Activity, Service & College Counseling sessions to fulfill IB DP and College and Careers Readiness requirements AP Macroeconomics OR AP Microeconomics, usually taken in 10 <sup>th</sup> grade AP U.S. Government, usually taken in 10 <sup>th</sup> grade Computer Science 4565 OR AP Computer Science Financial Literacy, usually taken in 9 <sup>th</sup> grade All Indiana Diploma requirements completed with a C or better	Theory of Knowledge

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

# Course Descriptions and Flow Charts

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

## Group 1: English



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

**AP Language and Composition** The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays as part of a writing process. Students read and analyze argumentative writing from a variety of historical periods, cultures, and contexts to develop fluency in rhetorical modes and style. Students craft nuanced arguments in which they evaluate, synthesize, and cite research to support a line of reasoning. Class activities align with the Indiana Academic Standards for English and Language Arts as well as with Advanced Placement objectives.

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

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

## Group 2: Second Language

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

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

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



**French/German/Spanish 1 Honors** Students entering French/German/Spanish 1 should have little or no prior experience with the language. The focus in the first year is on developing active everyday vocabulary, mastering the most frequent and basic grammatical structures, and exploring the diversity of cultures around the world. The course is taught entirely in French/German/Spanish and students are not allowed to speak English in class. This course matches Year 1: Level A1 in the Common European Framework of Reference for Languages (CEFR).

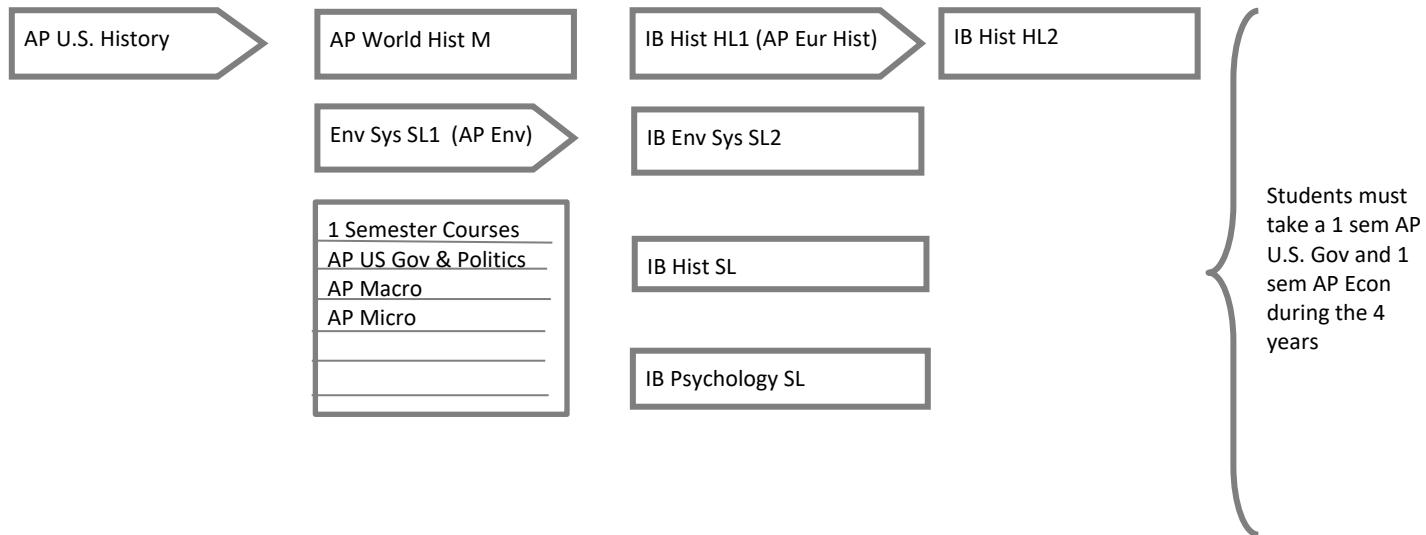
**French/German/Spanish 2 Honors** Students at this level should be comfortable expressing themselves in basic French/German/Spanish and functioning in a language immersion environment. French/German/Spanish 2 exposes students to a wider range of vocabulary and more complex grammatical structures in preparation for mastering the foundation of the language. The goals of this course are to: understand and interpret written and spoken language on a variety of topics, demonstrate an appreciation of the nature of language through the comparison of English to their language of study, and provide cultural understanding through comparing the target culture to their own. This course matches CEFRL Year 2: Level A2.

**French/German/Spanish 3 Honors** The IB curriculum is introduced at this level and the course is organized around themes in French/German/Spanish-speaking cultures, which are discussed entirely in the target language. We also do a comprehensive grammar review, including all the structures previously studied as well as more advanced structures. Students work with authentic texts and start to write essay-length pieces in French/German/Spanish. Practice for the IB and AP testing programs is introduced at this level. Interested students are encouraged to study abroad starting at this level, and we strongly recommend the IU Honors Program in Foreign Languages. The application process starts in the fall of the 3rd year of language study and the program is open to sophomores, juniors and seniors. This course matches CERFL Year 3: Level B1.

**French/German/Spanish 4/5 (IB Language B SL/HL)** The course emphasizes the use of higher level speaking and writing skills, as well as intercultural understanding. The year is built around the IB Language B SL syllabus, including oral exams, written assignments, and authentic audio/visual and print materials. Students will be prepared for the IB SL exam and/or the AP exam (external tests), and they consistently place into the second or third year of university language courses. French/German/Spanish 4 and 5 usually sit together in a combined class with a rotating syllabus that ensures that students reaching the 5th year of French/German/Spanish are provided with new and challenging material. Students who demonstrate an advanced command of the language may seek teacher permission to take the class at the **HL** level. These students are required to study literature in the target language. Seniors in the course may choose to take the AP language exam in addition to the IB language exam. This course matches CERFL Year 4: Level B2/C1.

## Group 3: Individuals and Societies

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



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

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

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

**IB History HL: History of Europe from the Middle Ages to the Present** This is a two-year course for students in the 11<sup>th</sup> and 12<sup>th</sup> grade. The first year of the course follows the AP European History curriculum, and students are expected to take the AP European History exam. During this first year, students also fulfill the IB internal assessment course requirement by submitting a 2200-word historical investigation in which students formulate and explore an historical question. The Diploma Programme (DP) history course is a world history course based on a comparative, multi-perspective approach to history and focused around key historical concepts such as change, causation and significance. It involves the study of a variety of types of history, including political, economic, social and cultural, encouraging students to think historically and to develop historical skills. In this way, the course involves a challenging and demanding critical exploration of the past. The DP history course requires students to study and compare examples from different regions of the world, helping to foster international mindedness. Teachers have a great deal of freedom to choose relevant examples to explore with their students, helping to ensure that the course meets their students' needs and interests regardless of their location or context.

**IB History of the Twentieth Century SL** This is a one-year course for 11<sup>th</sup> or 12<sup>th</sup> grade students. The Diploma Programme (DP) history course is a world history course based on a comparative, multi-perspective approach to history and focused around key historical concepts such as change, causation and significance. It involves the study of a variety of types of history, including political, economic, social and cultural, encouraging students to think historically and to develop historical skills. In this way, the course involves a challenging

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

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

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

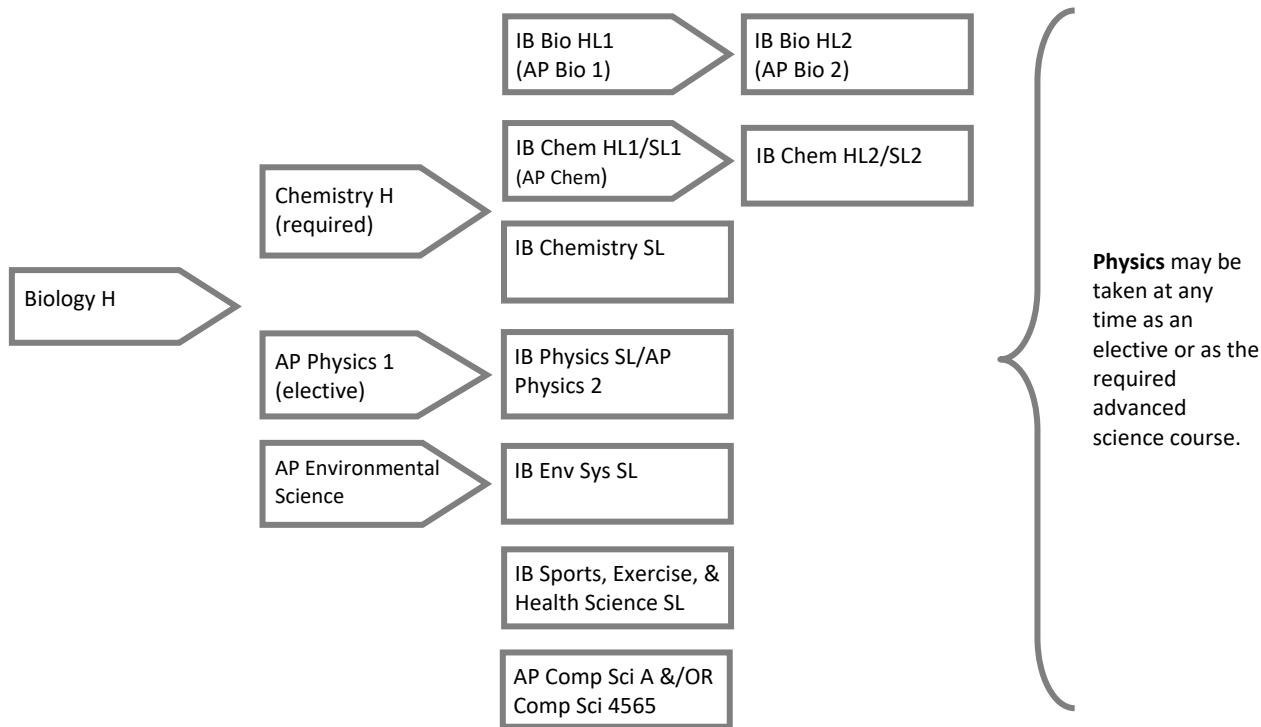
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**AP Microeconomics** This one-semester course is designed is to provide a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system.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

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## Group 4: Experimental Sciences

All students must take biology, chemistry, and an advanced-level science course. All sophomores must take chemistry to meet the prerequisite for IB coursework. The Class of 2029+ must take AP Computer Science A and/or Computer Science 4565, currently piloted as an online one-semester class. Physics may be scheduled at any point after Algebra 1. Students needing an advanced science to fulfill Indiana Academic Honors/New Indiana Diploma with Enrollment Honors Plus Seal requirements may take AP Physics 1 (highly encouraged for all students, especially those considering applying to selective and highly selective universities), AP Chemistry, AP Environmental Science, or they may take the first year of IB Biology.



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

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

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

**Chemistry Honors** This course both meets the Indiana state guidelines for chemistry and provides the background for success in the next level of Advanced Placement or International Baccalaureate science courses. For this reason, the course could be titled "Pre-IB or Pre-AP Chemistry." Topics include: matter; basic foundations of chemistry; nomenclature; measurement and calculations; chemical composition; reactions; stoichiometry; energy; the atomic theory; chemical bonding; the study of gases, liquids, solids; the study of

solutions; the study of acids and bases; and the study of pH. The class is divided into 75% lecture and 25% laboratory practice. Formal lab reports are required.

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**IB Chemistry SL** This fast-paced, year-long course investigates general chemistry topics typically covered in first-year university-level chemistry. This course takes a deeper look into topics covered in Chemistry Honors and introduces the basics of chemical kinetics, equilibrium, redox processes, and organic chemistry. This curriculum is laboratory intensive, with emphasis on experiment design, data collection, and experiment analysis. Students will be required to complete an Internal Assessment project which involves the development of an original research question, the design of an experiment that might answer this question, and the synthesis of a report that presents the findings of this research. The course prepares students for the IB Chemistry SL exam.

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

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

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

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

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

**Prerequisite: AP Environmental Science**

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**AP Physics 1** This course follows a classic physics curriculum that employs algebra and trigonometry to investigate basic physics concepts. Problem-solving skills are developed from both the conceptual and mathematical viewpoints. The first semester introduces the science of physics, the mathematical approach to physics, and vectors before a comprehensive study of mechanics is carried out. Topics include kinematics, dynamics, circular motion, and gravitation. Topics in the second semester include energy, momentum, simple harmonic motion, torque and rotation, and fluids.

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

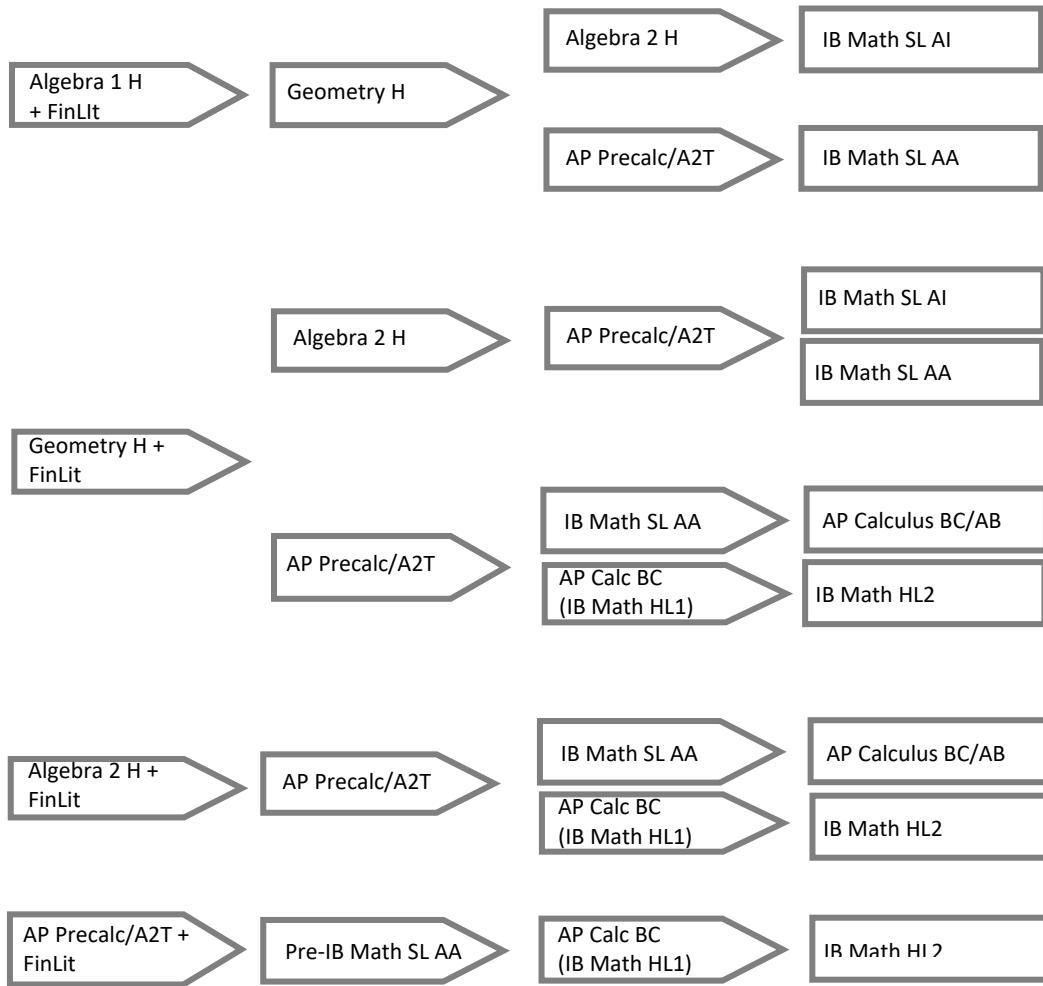
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**AP Computer Science A** Get familiar with the concepts and tools of computer science as you learn a subset of the Java programming language. You'll do hands-on work to design, write, and test computer programs that solve problems or accomplish tasks. You must have a strong mathematics background, for example, As and Bs in AP Precalculus.

**Computer Science: Computing Foundations for a Digital Age (CS 4565) — Online Pilot** This course introduces students to the five major domains of computer science: computing systems, networks and the Internet, data and analysis, algorithms and programming, and the impacts of computing. Students will explore foundational concepts such as the history of computing, ethical issues, and cybersecurity while building practical skills in problem-solving and programming. This course fulfills the computer science graduation requirement for the **New Indiana Diploma: Enrollment with Honors Plus Seal**. *Note: Signature School is currently piloting this course as an online option and anticipates that the class will continue to be offered in this manner.*

## Group 5: Mathematics

All students must be ready for Honors Algebra 1 or Honors Geometry in ninth grade. Students who take Algebra 1 as ninth graders will have to “double up” in tenth grade if they wish to take AP Calculus and meet IB Diploma math requirements. To qualify for Academic Honors/New Indiana Diploma with Honors Plus Seal, students must successfully complete one course beyond Algebra 2 or AP Precalculus/A2T. Students in the Class of 2028 and beyond must take Personal Financial Literacy (FinLit), usually completed in Freshman Seminar and Financial Literacy.



**Personal Financial Literacy** This course helps students build the skills necessary to make informed financial decisions. Topics include financial planning, money management, banking, credit, saving and investing, and risk management (insurance). Students learn to interpret financial data and apply these principles to their personal lives. *Note: Freshmen complete this requirement during the Freshman Seminar and Financial Literacy resource period. Transfer students in the Class of 2028 and beyond who have not yet fulfilled this requirement must register for the online class separately.*

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

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

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**Algebra 2 Honors** Algebra 2 builds on work with linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. The Indiana Mathematical Process standards are supplemented by the Indiana Mathematical standards for Algebra II that require developing proficiency in complex numbers and expressions, systems of equations, quadratic, exponential, logarithmic, polynomial, rational and radical equations and functions, and data analysis, statistics and probability.

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**AP Precalculus/Algebra 2 with Trig** Students explore everyday situations using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. They will learn how to observe, explore, and build mathematical meaning from dynamic systems, an important practice for thriving in an ever-changing world. AP Precalculus prepares students for other higher-level mathematics and science courses. The framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. Students wishing to study mathematics in a less rigorous environment should opt for Honors Algebra 2.

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

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**AP Calculus BC/AB** Prerequisite: AP Precalculus/A2T. Students study limits and continuity, differential calculus and some of its applications, and integral calculus and some of its applications. BC students also study techniques of integration, improper integrals, sequences and series, and polar, parametric and vector-valued functions and equations. At the end of the course, students take the AP Calculus BC exam or the AP Calculus AB exam, according to need. Note that this is the first year of the IB Math HL two-year sequence.

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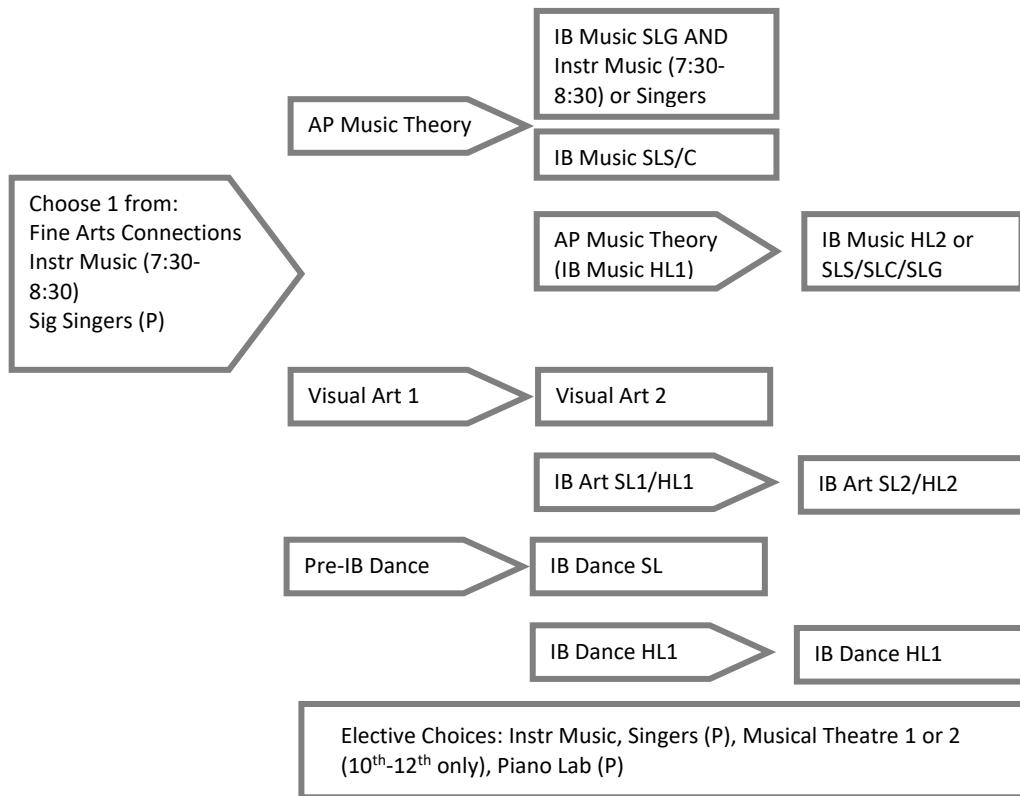
**IB Math SL AA** This is a one-year course that prepares students taking the course as juniors or seniors for the IB Math SL AA exam and that prepares students taking the course as sophomores for IB Math HL1. The course is designed for students who already possess knowledge of basic mathematical concepts,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

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**IB Math HL** This two-year course is designed for students competent in a range of analytical and technical skills. The majority of these students will include mathematics as a major component of their university studies. Others may take this subject because they have a strong interest in mathematics and enjoy meeting its challenges and engaging with its problems. The internally assessed component, the exploration, requires students to investigate a topic of their own choosing in a mathematically rigorous way. At the end of the first year, students will take the AP Calculus BC exam (see the course description for AP Calculus BC above). Because the topics of the IB Math HL course are much broader than the topics in AP Calculus BC and include in-depth study of vector geometry, probability, statistics, and probability distributions, the course is demanding. Students wishing to study mathematics in a less rigorous environment should therefore opt for one of the standard level courses, IB Math SL AA or IB Math SL AI.

## Group 6: Fine and Performing Arts

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



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

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

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

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

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

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

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

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

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

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

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**IB Dance SL/HL** Consistent with the educational philosophy of the IB, the Diploma Programme dance curriculum aims for a holistic approach to dance, and embraces a variety of dance traditions and dance cultures—past, present and looking towards the future. Performance, creative and analytical skills are mutually developed and valued whether the students are writing papers or creating and performing dances. The curriculum provides students with a liberal arts orientation to dance. This orientation facilitates the development of students who may become choreographers, dance scholars, performers or those, more broadly, who seek life enrichment through dance. The dance course has three components of study and assessment: composition and analysis, world dance studies, and performance. While prior dance experience is not mandatory at SL, it is recommended. At HL it is very strongly recommended. This is a two-year class at both the SL and HL levels. Students who enroll in Pre-IB Dance as sophomores may take the IB SL test as juniors.

## Other Required Courses

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

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

**Preparing for College and Careers** This course addresses the knowledge, skills, and behaviors all students need to be prepared for success in college, career, and life. The focus is on the impact of today's choices on tomorrow's possibilities. Topics include exploring personal interests and values, researching post-secondary options, developing career plans, and building professional skills such as resume writing and interviewing. *Note: Juniors and seniors complete this requirement during our CAS and College Process group and individual meetings.*

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

**AP Research** This weighted-grade course, scheduled during 11th grade resource, is the second year of the AP Capstone experience. It allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a substantial investigation to address a research question. Through this inquiry, they further the skills they acquired in the prerequisite AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information.

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Through a unique partnership with the University of Evansville, this course serves as an Academic Research Practicum, allowing students to fulfill the 75-hour Work-Based Learning (WBL) requirement for the New Indiana Diploma: Enrollment with Honors Plus Seal. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000-5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

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

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

## Build Your Own Schedule for the Class of 2027

Use the information on Graduation Requirements (p. 4), the Ninth and Tenth Grade Sequence (p. 7), the Eleventh and Twelfth Grade Course Sequence (p. 9), and the course sequencing at the beginning of the course descriptions for each discipline (starting on p. 10). **New Indiana Diploma** **New Indiana Diploma with Honors Plus Seal Early Adopters must take 1. Either AP Computer Science A or Computing Foundations for a Digital Age (CS 4565), offered as a weighted one-semester online course; and 2. Financial Literacy, offered as a weighted one-semester online course.**

Minimum Requirements	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12th	Credits
<b>Group 1: Language A1</b> 4 years required	English 9 H	AP Lang and Composition	IB English HL1 (AP Lit)	IB English HL2	8
<b>Group 2: Second Language</b> 4-year sequence required while in high school	World Language H 1 or 2				8
<b>Group 3: Individuals and Societies</b> AP Gov (1 semester) and AP Econ (1 semester) required. IB Diploma students satisfy IB program requirements.	AP U.S. History				
<b>Group 4: Experimental Sciences</b> One year of Biology and Chemistry required; 1 advanced level science required (AP Phys 1, IB Bio HL1, AP Env Sci, AP Chemistry, AP Comp Sci A)	Biology H	Chemistry H			
<b>Group 5: Mathematics</b> One year beyond Algebra 2, either AP Precalculus/A2T, Math SL AA AI, Pre-IB Math SL AA, Math SL AA, or AP Calculus BC required					
<b>Group 6: The Arts</b> One year required					
<b>Other Requirements</b> TOK is required for IB Diploma and Courses candidates. AP Seminar and AP Research are both required for the AP Capstone Diploma.	PE Financial Literacy & 9 <sup>th</sup> Grade Seminar (offered during 6 <sup>th</sup> period)	Health (1 semester) AP Seminar	AP Research or Research Methods	TOK	
<b>Elective</b>					
<b>Total Credits (1 semester classes count as 1 credit for a minimum of 47 credits)</b>					

## Build Your Own Schedule for the Class of 2028

Use the information on Graduation Requirements (p. 4), the Ninth and Tenth Grade Sequence (p. 7), the Eleventh and Twelfth Grade Course Sequence (p. 9), and the course sequencing at the beginning of the course descriptions for each discipline (starting on p. 10). Students in the Class of 2028 are required to complete Financial Literacy, which most students take during Freshman Seminar & Financial Literacy. Transfer students who have not taken Financial Literacy must enroll in the online course to meet graduation requirements. **New Indiana Diploma with Honors Plus Seal Early Adopters must take either AP Computer Science A or Computing Foundations for a Digital Age (CS 4565, offered as a weighted one-semester online course).**

Minimum Requirements	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12th	Credits
<b>Group 1: Language A1</b> 4 years required	English 9 H	AP Lang and Composition	IB English HL1 (AP Lit)	IB English HL2	8
<b>Group 2: Second Language</b> 4-year sequence is required while in high school	World Language H 1 or 2				8
<b>Group 3: Individuals and Societies</b> AP Gov (1 semester) and AP Econ (1 semester) required. IB Diploma students satisfy IB program requirements.	AP U.S. History				
<b>Group 4: Experimental Sciences</b> One year of Biology and Chemistry required; 1 advanced level science required (AP Phys 1, IB Bio HL1, AP Env Sci, AP Chemistry, AP Comp Sci A)	Biology H	Chemistry H			
<b>Group 5: Mathematics</b> One year beyond Algebra 2, either AP Precalculus/A2T, Math SL AA AI, Pre-IB Math SL AA, Math SL AA, or AP Calculus BC required					
<b>Group 6: The Arts</b> One year required					
<b>Other Requirements</b> TOK is required for IB Diploma and Courses candidates. AP Seminar and AP Research are both required for the AP Capstone Diploma.	PE Financial Literacy & 9 <sup>th</sup> Grade Seminar (offered during 6 <sup>th</sup> period)	Health (1 semester) AP Seminar	AP Research or Research Methods	TOK	
<b>Elective</b>					
<b>Total Credits (1 semester classes count as 1 credit for a minimum of 48 credits)</b>					

## Build Your Own Schedule for the Class of 2029 Onward (New Indiana Diploma: Enrollment with Honors Plus Seal)

Use the information on the New Indiana Diploma (p. 4), the 9<sup>th</sup>/10<sup>th</sup> Sequence (p. 7), the 11<sup>th</sup>/12<sup>th</sup> Grade Sequence (p. 9), and the course sequencing at the beginning of the course descriptions for each discipline (starting on p. 10). Students in the Class of 2029 complete the Financial Literacy requirement during Freshman Seminar & Financial Literacy. Transfer students must enroll in the online course. Computer Science credit is a universal graduation requirement, met either through the online, one-semester CS 4565 class or the year-long AP Computer Science class.

Minimum Requirements	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12th	Credits
<b>Group 1: Language A1</b> 4 years required	English 9 H	AP Lang and Composition	IB English HL1 (AP Lit)	IB English HL2	8
<b>Group 2: Second Language</b> 4-year sequence is required in high school.	World Language H 1 or 2	World Language H 2 or 3			8
<b>Group 3: Individuals and Societies</b> APUSH, AP WH, AP Econ/Gov required; at least 1 Group 3 course.	AP U.S. History	AP World History: Mod AP Econ/AP Gov			8+
<b>Group 4: Experimental Sciences</b> Bio/Chem and 1 advanced-level science required; at least 1 IB Group 4 course. Computer Science also required.	Biology H	Chemistry H			7+
<b>Group 5: Mathematics</b> 4 years required with one year beyond Algebra 2; at least 1 IB Group 5 course. Financial Literacy required, met for most during Freshman Seminar + FinLit, see "Other Requirements."					9
<b>Group 6: The Arts</b> One year required.					2+
<b>Other Requirements</b> 1 sem of PE, 1 sem of Health; Financial Literacy, AP Seminar, AP Research, and TOK all taken in resource. AP Seminar/Research needed for AP Capstone Diploma, WBL met through Junior Research.	PE/Health Freshman Sem + FinLit	AP Seminar	AP Research or Research Methods	TOK	8
<b>Elective</b>					
<b>Total Credits (1 semester classes count as 1 credit for a minimum of 53 credits)</b>					



