

# **2023-2024 IMHS Student Course Catalog**

## **English Language Arts**

### **Fundamentals of English Language Arts (Krause)**

This survey course is designed to help develop and refine the skills necessary for success in all English coursework. Using a variety of strategies for the close and critical reading of nonfiction and fiction, students will engage in routine journal writing, paragraph responses, creative response activities, reading, speaking, listening, grammar, and vocabulary activities. Special attention will also be given to test preparation—FAST, ACT, and SAT. Students can expect to read a variety of texts-- informational articles, short stories, speeches, personal narratives, drama, and poetry, and to write expository and argument essays and speeches. This course is open to 9-10 grade.

### **Heroes, Gods, and Monsters in World Mythology (Krause)**

Myths are narratives that recount humanity's origins, quests, and values. At their most basic level, myths connect us by imbuing a seemingly chaotic world with a sense of order and meaning and teaching us valuable life lessons. Myths define our sense of society as well as ourselves. In this course, students will take a comparative look at the development of humankind's persistent fears and desires, our awe and curiosity surrounding the universe and our place in it. Through careful analysis, students will read a variety of world myths, academic articles, and analyze various artistic renderings of mythological subjects—art, music, literature, dance, and film. Students will explore the psychological implications and historical context and analyze how myths form, what they mean, and how they continue to reveal the truths of humanity. Students will develop an awareness of the similarities and differences among different cultures in their response to universal themes. They will understand how modern and contemporary writers reinvent or utilize ancient and universal myths. By the end of the year, students will understand how myths reveal the universal need for meaning, and how truths present in ancient myths echo in our own times. Students will be provided with a variety of analytical and creative project options. This course is open to 9-12 graders.

### **History and Development of Fairy Tales (Brooksie)**

Fairy tales are ubiquitous in nearly every culture: their fundamental mirroring of societal views make them cultural artifacts worthy of interdisciplinary investigation. In this course, students will engage with theoretical positions and secondary literature to understand the context of several fairy tales from the European canon. Students will examine academic essays using critical lenses to grapple with texts in a meaningful way, and they will also consider how the structure, meaning, and function of fairy tales facilitates their enduring influence on literature and popular culture. Finally, students will consider these stories as part of our common culture: they are told or read to us as children, adapted for adult and young adult fiction, featured in advertisements, and portrayed in film and television. By the end of the year, students will understand the historical layers of meaning in fairy tales as well as the potential strategies for the reinterpretation and rewriting of fairy tales. This course is open to 9-12 graders.

### **Peace and Conflict Studies (Brooksie)**

In this course, students will examine and discuss “war stories” from the twentieth and twenty-first century, from Vonnegut’s sci-fi, time-traveling *Slaughterhouse-Five* to Vietnam protest poetry to memoir-style graphic novels written by war survivors. Students will study multiple literary genres while exploring how people write about and reflect on conflict. Maria Montessori wrote, “Avoiding war is the work of politics, establishing peace is the work of education,” and in that spirit, this course will focus on the painful effects of war on individual lives and the way writers have attempted to grapple with conflict. This course is open to 9-12 graders.

### **Reverie, Revolt, Renewal: The Romantic & Gothic Imagination in Fiction and Film (Krause)**

The scientific and industrial revolutions of the eighteenth and early nineteenth centuries laid the foundation for the rise of the Gothic, a genre brimming with brooding heroes, haunted houses, madmen, madwomen, ghosts, and vampires. As we situate this genre within its literary and historical context, we will consider its relationship to Romanticism, and explore how it reflects the political and cultural anxieties of its age. In this course, we will focus on the major themes and motifs found in Gothic, Romantic, and Victorian literature which are central to an understanding of literature, film, and popular culture. Gothic Literature might be teeming with monsters, but our study will force us to question the origin of monstrosity, the nature of madness, and the consuming power of fear. We will explore how some of the world’s greatest authors from the 19th century through today used Gothic elements to confront issues that demanded serious attention: the class system, racism, gender norms, social injustice, and more! By the time students have completed this course, they will have a clear knowledge of the themes and texts in the genre and of literary theory. They will put forward an intellectual argument based on the course content and participate in a variety of creative and exploratory activities. Students will encounter Mary Shelley’s *Frankenstein*, the Victorian novels that introduced *Dracula*, *Jane Eyre*, *Ebenezer Scrooge*, *Mr. Hyde*, and *Dorian Gray*, and the short stories of the American Dark Romantics. Contemporary explorations of the Gothic in cinema, art, and literature will also be studied. Most importantly they will have gained an understanding of and an appreciation for the complex nature of dark fiction. This course is open to 10-12 grade

### **The Wonder Years: Cross-Cultural Coming-of-Age Narratives (Krause)**

In this course, we will study “bildungsroman”, or literature that focuses on “coming of age”, the passage from childhood to adulthood. We will consider works from across time and place that reveal insights into their specific contexts, as well as our own. We will get to know each of these vivid protagonists and treat them as flesh and blood human beings. A study of nature vs nurture will be conducted as we analyze their development, and our own. We will explore multicultural novels, films and television shows that depict the challenging emergence into full selfhood against often unwelcoming landscapes of the natural and social—be it the North Carolina marshes or the crowded hallways of a New Jersey high school. In both cases, there is an inextricable connection between youth and the ability to change, develop and arrive at maturity.

This course is as much an exploration of psychology and sociology as it is literature. Texts for study in this class will be a combination of whole-class novel and short story studies as well as independent novel selection. Exploration of course content will be conducted through a variety of choice activities to allow deeper connection to the characters being studied.

This course is open to 9-12 grade

## **Through the Lens: Short Story Masterpieces (Krause)**

This course will introduce students to global short stories and literary theory by way of some of the best-known authors of the last two centuries. In this course, students will examine the basic elements and structure of fiction. The short story, in its dense brevity, demands close and careful reading. Students will read a variety of short stories spanning multiple genres, and consider the historical and literary contexts that shaped them. Students will trace some of the leading critical interpretations of the stories as they also develop their own. Through engaged discussion, focused writing assignments, and creative activities, students will learn how to analyze, raise questions of, and produce arguments about short fiction. Students will craft original short stories, produce podcast series film projects, and more. This course is open to 9-12 graders.

## **Workplace Writing (Brooksie)**

In this course, students will take on an imagined role as an intern at a major organization, and in that context, they will learn the basics of workplace writing, including preparing memos, reports, and proposals. Students can expect to create resumes and application letters for future jobs, compose “bad news” business letters, write and respond to complaint letters, and gather and present information. This course is open to 11-12 graders.

## **AP English Language and Composition (Brooksie)**

AP English Language and Composition is an introductory college-level composition course. Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situation, claims and evidence, reasoning and organization, and style. This course is open to 10-12 graders.

## **AP ENGLISH LANGUAGE AND COMPOSITION**

### **AP English Literature and Composition (Krause)**

AP English Literature and Composition is an introductory college-level literary analysis course. Students will cultivate an understanding of global literature through reading and analyzing texts as they explore concepts like character, setting, symbolism, structure, perspective, figurative language, and literary analysis in the context of literary works. This course requires the extensive reading of literary texts. Students will read a variety of poetry, short shorties, novels, and plays and will frequently participate in timed writings—an intimidating experience that gets easier and easier. Through a variety of creative modes, students will be encouraged to work both independently and cooperatively. Students will earn college credit dependent on passing the course exam with a score of 3 or higher. This course is open to 11 and 12 graders.

# Mathematics

## **Algebra 1A**

In Algebra 1-A, instructional time will emphasize four areas: (1) extending understanding of functions to linear functions and using them to model and analyze real-world relationships; (2) solving linear equations and inequalities in one variable and systems of linear equations and inequalities in two variables; (3) building linear functions, identifying their key features and representing them in various ways and (4) representing and interpreting categorical and numerical data with one and two variables. All clarifications stated, whether general or specific to Algebra I-A, are expectations for instruction of that benchmark. Please note that all clarifications that address Algebra 1 also should be addressed within Algebra 1-A.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

## **Algebra 1**

In Algebra 1 instructional time will emphasize five areas: (1) performing operations with polynomials and radicals, and extending the Laws of Exponents to include rational exponents; (2) extending understanding of functions to linear, quadratic and exponential functions and using them to model and analyze real-world relationships; (3) solving quadratic equations in one variable and systems of linear equations and inequalities in two variables; (4) building functions, identifying their key features and representing them in various ways and (5) representing and interpreting categorical and numerical data with one and two variables.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

## **Geometry**

In Geometry, instructional time will emphasize five areas: (1) proving and applying relationships and theorems involving two-dimensional figures using Euclidean geometry and coordinate geometry; (2) establishing congruence and similarity using criteria from Euclidean geometry and using rigid transformations; (3) extending knowledge of geometric measurement to two-dimensional figures and three-dimensional figures; (4) creating and applying equations of circles in the coordinate plane and (5) developing an understanding of right triangle trigonometry.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

## **History and Applications of Algebra (Algebra 2)**

We will explore how the ideas of algebraic rules, theorems, and conclusions have been made throughout history, and who created these ideas. Students will explore algebra through both hands-on and theoretical problem solving, using inquiry-based learning to develop their own mathematical conclusions and apply their mathematical ideas to functions in the real world.

Instructional time will emphasize six areas: (1) developing understanding of the complex number system, including complex numbers as roots of polynomial equations; (2) extending arithmetic operations with algebraic expressions to include polynomial division, radical and rational expressions; (3) graphing and analyzing functions including polynomials, absolute value, radical, rational, exponential and logarithmic; (4) extending systems of equations and inequalities to include non-linear expressions; (5) building functions using compositions, inverses and transformations and (6) developing understanding of probability concepts.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

## **Mathematics for College Algebra**

In Mathematics for College Algebra, instructional time will emphasize five areas: (1) developing fluency with the Laws of Exponents with numerical and algebraic expressions; (2) extending arithmetic operations with algebraic expressions to include rational and polynomial expressions; (3) solving one-variable exponential, logarithmic, radical and rational equations and interpreting the viability of solutions in real-world contexts; (4) modeling with and applying linear, quadratic, absolute value, exponential, logarithmic and piecewise functions and systems of linear equations and inequalities; (5) extending knowledge of functions to include inverse and composition.

All clarifications stated, whether general or specific to Mathematics for College Algebra, are expectations for instruction of that benchmark.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

## **Statistics for Social Change**

We will explore how the math of statistics and probabilities can be used to solve injustices in the real world. Through collection and analysis of statistics, students will identify social issues that can be solved by data and analysis, as well as how data are used and misused by interest groups to create compelling rhetoric. Each quarter of the class will feature a multi-step project where students select a social issue, collect relevant data through survey and research, and use statistical methods to create a proposal for a solution.

Instructional time will emphasize four areas: (1) creating and interpreting data displays for univariate and bivariate categorical and numerical data; (2) comparing and making observations about populations using statistical data, including confidence intervals and hypothesis testing; (3) extending understanding of probability and probability distributions and (4) developing an understanding of methods for collecting statistical data, including randomized trials.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

## **Pre-calculus**

Instructional time will emphasize six areas: (1) extending right triangle trigonometry to unit circle trigonometry and trigonometric functions; (2) extending understanding of functions to trigonometric; (3) developing understanding of conic sections; (4) representing and performing operations with complex numbers and vectors in the coordinate plane; (5) extending understanding of relations in the plane using parametric representations, including polar coordinates and (6) analyzing arithmetic and geometric sequences and series.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

## **Advanced Placement Pre-Calculus**

Mathematical practices are central to the study and practice of precalculus. Students should develop and apply the described skills on a regular basis over the span of the course. Each of the three mathematical practices for AP Precalculus have associated skills.

## **Calculus**

In Calculus, instructional time will emphasize four areas: (1) developing understanding of limits and continuity of functions; (2) finding derivatives and applying them to motions, slopes, related rates and optimizations; (3) applying limits and derivatives to graph and analyze functions and (4) evaluating integrals and applying them to areas, volumes, average values and differential equations.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

### **Advanced Placement Calculus AB**

AP Calculus AB is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions.

## **Science**

### **Physical Science**

Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3).

Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

## **Biology**

Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3).

Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

## **Environmental Science**

This course is designed as an interdisciplinary course to provide students with scientific principles, concepts, and methodologies required to identify and analyze environmental problems and to evaluate risks and alternative solutions for resolving and/or preventing them. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p.3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have skills to aggregate, interpret, and present the resulting data (NRC, 2006, p.77; NSTA, 2007).

## **Marine Science**

While the content focus of this course is consistent with the Marine Science I course, students will explore these concepts in greater depth. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

## **Chemistry**

Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

## **Anatomy and Physiology**

Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

## **Social Science**

### **World History**

The grade 9-12 World History course consists of the following content area strands: World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course, and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.

### **US History**

United States History (U.S. History) 9-12 Course - The grade 9-12 United States History course consists of the following content area strands: United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction.

### **US Government (1 semester)**

United States Government - The grade 9-12 United States Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process.

### **Economics Financial Literacy (1 semester)**

The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

# **ELECTIVES**

## **Physical Education Options**

### **Outdoor Education /Per Fitness (HOPE)**

The purpose of this course is to provide students with the knowledge, skills, and values they need to become healthy and physically active for a lifetime. This course addresses both the health and skill-related components of physical fitness which are critical for students' success.

### **HOPE online FLVS**

The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. Students will realize the full benefit of this course when it is taught with an integrated approach.

### **Team Sports 1/Team Sports 2**

The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement, knowledge of team sports concepts such as offensive and defensive strategies and tactics, and appropriate social behaviors within a team or group setting. The integration of fitness concepts throughout the content is critical to the success of this course.

### **Basketball 1/Basketball 2**

The purpose of this course is to provide students with the knowledge, skills, and values of basketball. This course addresses both the information and skill-related components of basketball which are critical for students' success.

### **Volleyball 1 /Volleyball 2**

The purpose of this course is to provide students with the knowledge, skills, and values of volleyball. This course addresses both the information and skill-related components of volleyball which are critical for students' success.

## **Fine Arts Options**

### **Theatre**

#### **Intro to theatre**

Learn about a broad swath of theatre topics for on and off the stage. This course will help you get an overall understanding of how theatre works as a form of entertainment and culture, but also as a potential career. Students explore various performance, technical, and administrative aspects of theatre. Students learn about basic characterization through physical activity, reading selected theatre literature, reading and writing theatrical reviews, and analysis of such tools as scripts, costuming, and theatrical makeup. Students may be invited to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

#### **Acting 1/Acting 2**

So you know about theatre, and you know you want to be on that stage, but what's next? This course will introduce you to the basics of acting, directing, as well as different styles of acting from different time periods and cultures (think ancient Greece, Shakespeare, etc). Through improvisation, simple scripted scenes, performance projects, and/or practical application, students learn to identify what makes performances believable and explore the tools used to create, articulate, and execute them. Upon completion of this course, students have a strong foundation for future scene work, script analysis, and play production.

#### **Tech Theatre 1 /Tech Theatre 2**

Theatre is fun, but you want to be part of the backstage, where all the fun tools are! Tech Theatre 1 will teach you the components of design and how it is used in the Theatre. Tech Theatre 2 is structured to be able to take those skills from tech 1 and build, paint, and create! Apply the skills you learned in 2 on the shows that we do for school, as well as learn other hands-on skills.

#### **Stage Management**

Acting is fun, and so is tech, but how are all the parts organized so that the end product is a show that doesn't fall apart? This course will teach the intricacies of production organization, budgeting, and running a show. Recommended for students that have taken previous theatre courses.

#### **Shakespeare and the Modern World**

Shakespeare was around close to 500 years ago, so why is he still so popular? This course will take a deep look at the works of William Shakespeare, and how they can be applied to modern life – from tragedies to comedies, wit and cursing included!

#### **Theatre for Social Change**

The world is full of big, challenging problems; how can theatre help to solve them? Based in improv and the work of Brazilian Playwright Augusto Boal, this class will help to shed light on how theatre can work to make the world more empathetic and connected.

## Art

### **Advanced Placement Art History**

AP Art History is an introductory college-level art history course. Students cultivate their understanding of art history through analyzing works of art and placing them in historical context as they explore concepts like culture and cultural interactions, theories and interpretations of art, the impact of materials, processes, and techniques on art and art making, and understanding purpose and audience in art historical analysis.

### **Drawing 1 Drawing 2/Drawing 3**

Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in drawing. Students practice, sketch, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

### **Advanced Placement Drawing**

AP Drawing is an introductory college-level drawing course. Students refine and apply drawing skills to ideas they develop throughout the course.

### **Painting 1/ Painting 2/ Painting 3**

Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in painting. Students practice and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

### **Sculpture 1**

Students explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Media may include, but are not limited to, clay, wood, plaster, and paper maché with consideration of the workability, durability, cost, and toxicity of the media used. Student artists consider the relationship of scale (i.e., hand-held, human, monumental) through the use of positive and negative space or voids, volume, visual weight, and gravity to create low/high relief or freestanding structures for personal intentions or public places. They explore sharp and diminishing detail, size, position, overlapping, visual pattern, texture, implied line, space, and plasticity, reflecting craftsmanship and quality in the surface and structural qualities of the completed art forms. Students in the sculpture studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

## **Sculpture 2**

Students explore spatial relationships through the use of nonobjective, abstract, or representational forms, products, or structures. Media may include, but are not limited to, clay, wood, metal, plaster, paper maché, and plastic with consideration of the workability, durability, cost, and toxicity of the media used. Sculpture artists experiment with and manipulate space-producing devices, including overlapping, transparency, interpenetration, vertical and horizontal axis, inclined planes, disproportionate scale, fractional or abstracted representation, and spatial properties of the structural art elements. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the sculpture studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

## **Two-Dimensional Studio Art 1**

Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in drawing, painting, printmaking, collage, and/or design. Students practice, sketch, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

## **Two-Dimensional Studio Art 2**

Students develop and refine technical skills and create 2-D compositions with a variety of media in drawing, painting, printmaking, collage, and/or design. Student artists sketch, manipulate, and refine the structural elements of art to improve mark-making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

## **AP 2-D Art and Design**

AP 2-D Art and Design is an introductory college-level two-dimensional design course. Students refine and apply 2-D skills to ideas they develop throughout the course.

## **Other Elective Options**

### **AP Psychology**

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas.

College Course Equivalent:

The AP Psychology course is designed to be the equivalent of the Introduction to Psychology course usually taken during the first college year.

#### **Prerequisites**

Students should be able to read a college-level textbook and write grammatically correct, complete sentences.

### **Approaches to Leadership**

In this course, students will research, recommend, and organize learning and social activities for the entire IMHS population. As part of this process, students will seek to understand the needs of their peers and plan dances, field trips, and travel opportunities accordingly. Students enrolled in this course will need to possess strong oral and written communication skills, as proposal writing, presenting, and data collection may be embedded in the grading requirements. This course is open to grades 10-12. Interested students will apply and interview Brooksie Kluge.

### **Computer Science Discoveries**

Computer Science Discoveries introduces students to computer science as a vehicle for problem solving, communication, and personal expression. The course focuses on the visible aspects of computing and computer science and encourages students to see where computer science exists around them and how they can engage with it as a tool for exploration and expression. Centering on the immediately observable and personally applicable elements of computer science, the course asks students to look outward and explore the impact of computer science on society. Students should see how a thorough student-centered design process produces a better application, how data is used to address problems that affect large numbers of people, and how physical computing with circuit boards allows computers to collect, input and return output in a variety of ways.

### **Culinary Arts/Home Tech Class**

Intro into the kitchen skills, basic food prep, light cooking/baking and canning. Let's make some eats! Want to know how to use power tools, at the same time as sewing on a button, or fixing a lamp? Maybe throw in a bit of budget balancing, tying a tie or even jumping a dead battery on a car, this class will help you figure out some of those weird adulting things that somehow get missed along the way.

## **Creative Writing 1/ Creative Writing 2**

The purpose of this course is to enable students to develop and use writing and language skills for creative expression in a variety of literary forms. Studying and modeling a variety of genres will be emphasized at this level of creative writing.

## **Creative Writing 3**

The purpose of this course is to enable students to develop and use advanced writing and language skills for advanced creative expression in a variety of literary forms. Emphasis will be on the development of a personal writing style. Studying and modeling a variety of genres will be emphasized at this level of creative writing.

## **GEAR UP 1/GEAR UP 2/GEAR UP 3/ GEAR UP 4**

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) is a program designed to increase students' aspirations toward high school and beyond and ultimately increase the number of students who are prepared to enter and succeed in postsecondary education. The purpose of this course is to prepare students for college readiness and success.

## **Introduction to Teaching course**

A course designed for students interested in education careers, focusing on the profession of teaching – history, purposes, issues, ethics, laws and regulations, roles, and qualifications. During the course, students will participate in guided observations and field experiences in multiple settings in order to identify effective learning environments and learn about different educational philosophies, classroom management styles, and pedagogical practice.

## **Journalism 1/Journalism 2/Journalism 3 (Yearbook)**

The purpose of this course is to enable students to develop fundamental skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media.

## **Spanish 1**

Spanish 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

## **Spanish 2**

Spanish 2 reinforces the fundamental skills acquired by the students in Spanish 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Spanish 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

### **Spanish 3**

Spanish 3 provides mastery and expansion of skills acquired by the students in Spanish 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

### **Spanish 4**

Spanish 4 expands the skills acquired by the students in Spanish 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

### **AP Spanish Language and Culture**

AP Spanish Language and Culture is equivalent to an intermediate level college course in Spanish. Students cultivate their understanding of Spanish language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges.

### **World Religions**

The grade 9-12 World Religions course consists of the following content area strands: World History, Geography and Humanities. The primary content emphasis for this course pertains to the study of major world religious traditions of Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism and Taoism . Students will identify criteria upon which religious beliefs are based, analyze relationships between religious and social and political institutions, trace the major developments of the world's living religions, distinguish the similarities and differences among the world's major religious traditions, synthesize information and ideas from conflicting religious beliefs, and interpret the development of a society as reflected by its religious beliefs.

### **Driver's Education (1 semester)**

The purpose of this classroom course is to introduce students to Florida driving laws/rules of the road and safe driving behavior. It will also provide an in-depth study of the contributing factors to vehicle crashes and their solutions. The content should include, but not be limited to, the following:

- Meaning and responsibilities of a Driver License
- Laws that govern the operation of a motor vehicle
- Knowledge of Florida's Graduated Driver Licensing (GDL) laws
- Vehicle control and traffic procedures
- Knowledge of sharing the road with other types of vehicles and vulnerable road users
- Defensive driving strategies
- Physical and mental factors that affect driving ability
- Effects of alcohol and other drugs on driving performance