HAMILTON SOUTHEASTERN
HIGH SCHOOL
COURSE DESCRIPTION GUIDE
2019 - 20

PROMOTE RESPECT
FOSTER PRIDE
INSPIRE EXCELLENCE

HAMILTON SOUTHEASTERN
HIGH SCHOOL
13910 EAST 126TH STREET
FISHERS, IN 46037

WEB ADDRESS: https://hhs.hseschools.org/

COURSE DESCRIPTION GUIDE WEB ADDRESS: https://hhs.hseschools.org/counseling/advising
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MESSAGE FROM THE PRINCIPAL

Parents and Students:

The best way to get where you want to go is to make a plan for getting there. It makes sense when starting an important journey to break it down into steps that can be accomplished a little at a time. With perseverance and effort, ultimately you will reach your destination. Planning for what you want to do after high school is no different.

Many hours have been invested to continue to add dual credit courses that meet the needs of all of our students. We have numerous courses that include agreements for college credit from a variety of state universities including Ivy Tech. Students have the opportunity to acquire college credits, industry certifications, and experiences designed to prepare you for life after high school, regardless of your career path.

This course guide will help you plan not only for next year but for future years as well. The scheduling process should not be taken lightly, since each year’s course of study provides important steps in the journey to accomplish your goals. I encourage you to use this course guide as a tool for creating the best possible schedule to meet your needs. Make sure you have a good understanding of the demands and requirements for each course. Pay particular attention to sample course sequences that appear throughout the guide as well as all of the diploma requirements. Career Pathway documents may also provide you with information to help you decide what courses taken in high school, will lead you toward your ultimate career.

In order to adequately prepare yourself for the college and career environment, make sure to challenge yourself with the most rigorous schedule you can handle. Please include your parents in this process, and of course make sure to utilize our guidance staff to answer any questions that arise about course selection.

Go Royals!

Sincerely,

Chad Cripe
Principal
HAMILTON SOUTHEASTERN HIGH SCHOOL
STUDENT MISSION STATEMENT

United as Royals, we are responsible for exhibiting servant leadership with integrity and personal excellence to form a stronger community for the present and the future!

BELIEF STATEMENTS

Hamilton Southeastern High School believes:

- Education is a shared responsibility among the student, family, school, and community.
- The pursuit of excellence in education justifies the investment of time, effort, and resources.
- Education is a journey, not a destination.
- Taking risks and learning from mistakes provide opportunities for growth.
- Promoting civic responsibility is advantageous to both the student and the community.
- In providing opportunities for individual creativity, achievement, and a healthy lifestyle
- The exposure to cultural diversity encourages tolerance, respect, and acceptance in cross-cultural situations.

OUR VALUES

Accountability, Teamwork, Responsibility, Creativity, Excellence, Attitude, Collaboration

OUR COMMITMENT

The faculty and staff of Hamilton Southeastern High School eagerly accept the responsibility for achieving and sustaining excellence. Through efforts to maximize our students’ potential, we are committed to challenging students to become problem solvers, critical thinkers, and compassionate contributors to the betterment of our environment and society.

OUR SCHOOL MISSION STATEMENT

Promote Respect, Foster Pride, Inspire Excellence
ACADEMICS

CURRICULUM FOCUS

The students of Hamilton Southeastern High School are supported by a comprehensive college preparatory curriculum. We believe that regardless of the post-secondary choice of our students, all graduates of Hamilton Southeastern should be prepared for the academic rigor of college coursework. With this as our benchmark we believe we are preparing our students for success.

HONORS COURSES

The academic disciplines of English, Mathematics, Science, and World Languages offer courses at the Honors level. These courses are advanced in course material, pace, and rigor. We encourage all college bound students to enroll in at least one Honors course during high school. Students in these courses will receive additional grade point average (GPA) weighting for their grades in these Honors courses.

Prerequisites and recommendations for Honors courses are published in our Course Description Guide. However, if a student does not meet a course prerequisite or recommendation, students may still enroll in the course. In these cases, the student, parent, counselor, and department chairperson will meet to outline enrollment procedures. Students wishing to challenge themselves academically will not be denied that opportunity.

AFFILIATIONS

Hamilton Southeastern High School is a member of The College Board. The College Board is the governing organization of the Scholastic Aptitude Test (SAT) and Preliminary Scholastic Aptitude Test (PSAT). In addition, The College Board oversees Advance Placement courses nationally. Our membership on The College Board signals our commitment to excellence in education and affords us the opportunity to receive advanced information regarding changes in upcoming SAT, PSAT, and Advanced Placement test administrations.

ADVANCED PLACEMENT COURSES

Hamilton Southeastern High School offers thirty-two Advanced Placement (AP) courses. These courses are college level courses and the curriculum is designed and monitored by The College Board. Students in these courses are expected to participate in the Advanced Placement Testing Program implemented in May of each year. Students in these courses have the opportunity, based upon their Advanced Placement test results, to potentially earn college credit for coursework completed in high school. The academic rigor of these courses necessitates somewhat restrictive recommendations for enrollment.

We believe that all college bound students should complete at least one Advanced Placement course prior to graduation from Hamilton Southeastern High School.

Students and parents, therefore, should plan to enroll in Honors courses preceding Advanced Placement courses in the subject of interest. The student’s guidance counselor is a valuable resource in this planning process.

Below is a list of current Advanced Placement course offerings. Please consult the appropriate department course listings for a full description, including prerequisites and recommendations for each of these courses.

<table>
<thead>
<tr>
<th>Art History</th>
<th>English Literature</th>
<th>Human Geography</th>
<th>Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>Environmental Science</td>
<td>Macroeconomics</td>
<td>Studio Art 2-D</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>European History</td>
<td>Microeconomics</td>
<td>Studio Art 3-D</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>French Language</td>
<td>Music Theory</td>
<td>Studio Art - Drawing</td>
</tr>
<tr>
<td>Chemistry</td>
<td>German Language</td>
<td>Physics 1 &amp; 2</td>
<td>US History</td>
</tr>
<tr>
<td>Computer Science A</td>
<td>Government/Comparative</td>
<td>Physics C</td>
<td>World History</td>
</tr>
<tr>
<td>Computer Science Principles</td>
<td>Government/US Politics</td>
<td>Psychology</td>
<td>AP Capstone Seminar</td>
</tr>
<tr>
<td>English Composition</td>
<td>Government/We the People</td>
<td>Spanish Language</td>
<td>AP Capstone Research</td>
</tr>
</tbody>
</table>
INTERNATIONAL BACCALAUREATE (IB) DIPLOMA

AVAILABLE AT FISHERS HIGH SCHOOL ONLY

The International Baccalaureate (IB) Diploma is a rigorous pre-university course of studies, leading to examinations, which meet the needs of motivated secondary school students between the ages of 16 and 19 years. Designed as a comprehensive two-year curriculum enabling graduates to fulfill requirements of various national and international education systems, the diploma model is based on the pattern of no single country but incorporates the best elements of many. The program offers special features in addition to the traditional strengths of a liberal arts curriculum.

Theory of Knowledge (TOK) is a required interdisciplinary course intended to stimulate critical reflection upon the knowledge and experience gained inside and outside the classroom. TOK challenges students to question assumptions about knowledge, to be aware of subjective and ideological biases, and to develop a personal mode of thought, using analysis of evidence expressed in rational argument. A key element in the IB’s educational philosophy, TOK seeks to develop a coherent approach to learning which transcends and unifies the academic subjects and encourages appreciation of other cultural perspectives.

Creativity, Action, Service (CAS) is a key requirement of the diploma curriculum. Students are required to earn hours among these three elements in order to develop awareness, concern, and the ability to work cooperatively with others. Students actively work with and for the communities in which they live.

The Extended Essay is another requirement for diploma candidates who must undertake original research and write an essay of 4000 words. Universities particularly favor this component of IB, as it replicates students’ real-life experience on the collegiate level.

Coursework in for International Baccalaureate involves a two-year program that contains six academic areas. Subjects are studied concurrently, and students are exposed to the two great traditions of learning: the humanities and the sciences. Diploma candidates are required to select one subject from each of the six subject groups. At least three and not more than four are taken at Higher Level (HL), the others are Standard Level (SL). HL courses represent 240 teaching hours; SL courses cover 150 hours. By arranging work in this fashion, students are able to explore some subjects in depth and some more broadly over the two-year period.

INTERNATIONAL BACCALAUREATE (IB) CERTIFICATE

Students may also opt to take individual specific IB courses only, with the aim of earning individual course IB Certificates for each course. All courses offered with the diploma are also available for certificates, though integrated Core components (the most highly respected components recognized by university programs) are omitted. Certificate coursework for IB still involves Higher Level (HL) and Standard Level (SL) course options. HL courses represent 240 teaching hours; SL courses cover 150 hours.
COURSE OF STUDY FOR INTERNATIONAL BACCALAUREATE (IB)

The following list of courses represents the best preparation for the IB program leading to all course requirements. Please contact the IB Coordinator, if you have questions regarding the program and its requirements.

GROUP 1 – LANGUAGE A1
Grade 9 – English 9 Honors
Grade 10 – English 10 Honors
Grade 11 – IB English HL, year 1
Grade 12 – IB English HL, year 2

GROUP 2 – LANGUAGE B or ab initio
Grade 9 – Spanish, French or German II Honors
Grade 10 – Spanish, French or German III Honors
Grade 11 – Spanish, French, or German IV Honors
Grade 12 – Spanish, French or German AP/IB V
French ab initio (Alternative available for students with no prior French language course)
Grade 11 – French I ab initio/Honors French II
Grade 12 – Honors French III

GROUP 3 – INDIVIDUALS AND SOCIETIES
Grade 9 – AP World History
Grade 10 – AP US History

Option 1: History of Europe HL
Grade 11 – AP/IB European History
Grade 12 – AP/IB Government & IB History HL

Option 2: IB Psychology HL
Grade 11 – AP/IB Psychology SL
Grade 12 – IB Psychology HL

Option 3: IB Psychology SL
Grade 11 – AP/IB Psychology SL

Option 4: Economics SL
Grade 11 – AP/IB Microeconomics & AP/IB Macroeconomics

Option 5: IB World Religion SL
Grade 11 – Comparative Religions & IB World Religion

GROUP 4 – EXPERIMENTAL SCIENCES
Grade 9 – Honors Biology
Grade 10 – Honors Chemistry

Option 1: Biology HL
Grade 11 – Dual Credit Anatomy/Physiology
Grade 12 – IB Biology HL

Option 2: Chemistry SL
Grade 11 – IB/ACP Chemistry SL

Option 3: Physics SL
Grade 11 – AP/IB Physics 1
Grade 12 – AP/IB Physics 2

Option 4: Physics HL
Grade 11 – AP/IB Physics 1
Grade 12 – AP/IB Physics 2

GROUP 5 – MATHEMATICS
Option 1: Math HL
Grade 9 – Honors Algebra II
Grade 10 – Honors Pre-Calculus
Grade 11 – AP/IB Calculus BC
Grade 12 – AP/IB Statistics & IB Math HL

Option 2: Math SL
Grade 9 – Honors Algebra II
Grade 10 – Honors Pre-Calculus
Grade 11 – AP/IB Calculus AB
Grade 12 – AP/IB Statistics & IB Math SL

Option 3: Math SL
Grade 9 – Honors Geometry
Grade 10 – Honors Algebra II
Grade 11 – Honors Pre-Calculus & AP/IB Stats
Grade 12 – AP/IB Calculus AB

Option 4: Math Studies SL
Grade 9 – Geometry (or Honors)
Grade 10 – Algebra II (or Honors)
Grade 11 – Pre-Calculus (or Honors)
Grade 12 – Adv. Finite / IB Math Studies

GROUP 6 – FINE ARTS
For Group 6, students choose one of these three options, OR a second option from groups 2 – 4.

Music SL or HL:
Grade 9 – Band, Choir, or Orchestra
Grade 10 – Band, Choir, or Orchestra
Grade 11 – Band, Choir, or Orchestra and Music Theory
Grade 12 – Band, Choir, or Orchestra and Music History

Theatre Arts SL or HL:
Grade 11 – Theatre Arts I and II
Grade 12 – Theatre Arts III & IV and Tech Theatre

Art SL or HL:
Grade 9 or 10 – Any two of the following:
Intro to 2D, Drawing I, Intro to 3D, Painting, Ceramics, Sculpture, Jewelry
Grade 11 – IB Studio Art, year 1
Grade 12 – IB Studio Art, year 2

THEORY OF KNOWLEDGE
Grade 11 – Spring Semester
Grade 12 – Fall Semester
ACADEMIC POLICIES AND PROCEDURES

SCHEDULE CHANGE REQUEST PROCEDURE

Schedule changes may be made through May 31, 2019. After this date, changes will be made only due to special circumstances. Students and parents should carefully consider all course requests prior to meeting with their guidance counselor to schedule courses for an upcoming school year. Students leaving for summer vacation should consider course requests made at the time of scheduling as final.

Schedule changes after May 31, 2019 will be administratively granted under the following circumstances:

- Administrative error in scheduling (i.e. original student requests were not entered correctly)
- Need to balance class sizes
- Student failed a second semester class or summer school class in a required subject
- Documented physical or mental condition requires a modification in the schedule
- Special education consideration
- Student is academically misplaced in the course (has not completed pre-requisites, new enrollee misplaced)
- Student wishes to increase the academic rigor of his or her schedule
- Principal discretion

Students with seven classes may drop one class for a study hall during the first eight days of the semester provided that class is not an Honors, ACP, or AP course. Students may not change their schedules due to instructor preference. (Approval of all schedule change requests is subject to consideration involving maximum and minimum class size.) Except under very special circumstances, any student who withdraws from a class after the second week will receive a “WF” (Withdrawal Failure) as a semester grade for the class.

FULL TIME STUDENT

Every student enrolled is to be a full-time student. Students must be enrolled in at least six credit courses. If a student’s withdrawal from a class, by choice or by disciplinary reason, results in less than five classes, he/she may be expected to withdraw or be dismissed from school under the due process procedure.

SUMMER SCHOOL AND ONLINE COURSES

1. Hamilton Southeastern offers a limited number of courses during the summer. To take classes for credit students must have prior approval by the Guidance Department or Principal. Summer School will be administered through the Indiana Online Academy. For more information please visit their website at http://indianaonlineacademy.org/. An onsite Physical Education class will also be offered.

2. To take online classes for credit students must have prior approval by the Guidance Department or Principal. Enrollment may be approved if the class has been taken and failed or if it is a class that Hamilton Southeastern does not offer.

3. A maximum of four credits from night school, online courses, or summer school classes taken from institutions other than Hamilton Southeastern may be allowed to apply toward graduation.
GRADING PHILOSOPHY

Hamilton Southeastern High School will report student progress using methods that are comprehensible to parents and students. The method used will be a fair measure of students’ intellectual and creative achievement. The school corporation believes that progress is the very foundation of education and recognizes the school’s obligation to provide reports of students’ advancement through the system.

GRADING SCALE

The classroom grading scale used at Hamilton Southeastern High School is shown below:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Score</th>
<th>Maximum Score</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>99.50 – 100%</td>
<td>4.33</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>92.50 – 99.49%</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>89.50 – 92.49%</td>
<td>3.67</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>86.50 – 89.49%</td>
<td>3.33</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>82.50 – 86.49%</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>79.50 – 82.49%</td>
<td>2.67</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>76.50 – 79.49%</td>
<td>2.33</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>72.50 – 76.49%</td>
<td>2.00</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>69.50 – 72.49%</td>
<td>1.67</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>66.50 – 69.49%</td>
<td>1.33</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>62.50 – 66.49%</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>59.50 – 62.49%</td>
<td>0.67</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>59.49 and below</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>WF</td>
<td>0 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>0 points</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Semester grades will be determined by counting each nine weeks grade as 40% and the final exam grade as 20%.

GRADE POINT AVERAGE

To calculate a cumulative grade point, the semester final grade of each class is assigned a point value as indicated below. This total is then divided by the number of credits attempted, with the results being carried out three decimal places. This calculation is done for each student after every semester. The grading system for Hamilton Southeastern High School is shown below. The points assigned are utilized in computing the grade point average.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.33</td>
</tr>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>0.67</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
</tr>
<tr>
<td>WF</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td>0</td>
</tr>
</tbody>
</table>
FORMULA FOR CALCULATING GPA OF WEIGHTED COURSES

Honors, Advanced Placement (AP), International Baccalaureate (IB), and Dual Credit classes from a 4-year institution will receive weighted grades. For students who have taken Honors courses, their GPA is adjusted upward using the following formula: .096 multiplied by the number of semester Honors courses passed divided by the number of semesters of high school completed. This quotient is then added to the GPA. All AP, IB, and Dual Credit classes from a 4-year institution will carry a weight of .143, unless otherwise noted in the course description, which will be multiplied by the number of semester AP, IB, and Dual Credit courses from a 4-year institution passed divided by the number of semesters of high school completed. These quotients are then added to the GPA.

CUMULATIVE GRADE POINT AVERAGES EXAMPLE

GPA is computed using semester grades.

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Credits</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra</td>
<td>A-</td>
<td>1</td>
<td>3.67</td>
</tr>
<tr>
<td>Phys. Ed.</td>
<td>B</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>World History</td>
<td>B</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>Biology</td>
<td>B+</td>
<td>1</td>
<td>3.33</td>
</tr>
<tr>
<td>Study Hall</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 9 Honors</td>
<td>A</td>
<td>1</td>
<td>4.0</td>
</tr>
<tr>
<td>Health</td>
<td>A-</td>
<td>1</td>
<td>3.67</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>6</strong></td>
<td><strong>20.67</strong></td>
</tr>
</tbody>
</table>

This would be the GPA with no weighted grades.

This student has one credit, English 9 Honors, which is weighted. 0.096*1 = 0.096
Divide by the number of semesters completed. 0.096/1 = 0.096
Add that to the total unweighted GPA 3.445 + 0.096 = **3.541 New GPA**

CLASS RANK

The cumulative grade points of all the students in each class are listed in order from highest to lowest. This ranking is done each semester after the grade points are calculated. Final class rank is based on grades earned for eight semesters.

LATE ENROLLMENT

1. Students who have been enrolled in another school corporation will be accepted as transfer students when the family moves into the Hamilton Southeastern High School district. However, a student will not receive credit after the third week of a semester unless he/she has been enrolled in another school corporation during that time. Proof of residency, transcripts, current grade information, birth certificate, withdrawal forms from previous school, and immunization records must be provided before an incoming student will be enrolled.
2. A student enrolling for the second semester will not be scheduled for a full year course unless he/she has taken the first semester.

WITHDRAWAL

A student anticipating withdrawal from school should have a parent/guardian contact the Guidance Department at least one day before the final day of attendance. This allows time to notify teachers so they can release current grades. The student will then carry the official withdrawal form to his/her new school. All obligations, including book rental and the return of library books and textbooks, should be completed before an official transcript will be sent to the receiving school.
POSTSECONDARY CREDIT

A student may, upon approval of the principal, enroll in courses offered by an eligible postsecondary institution on a full-time or part-time basis during Grade 11, Grade 12, or both. If a course has been approved for secondary credit by the school corporation, a student is entitled to credit toward graduation requirements for each course the student successfully completes at that institution.

SEVENTH-SEMESTER GRADUATION

It is advisable to complete four (4) years of high school. Graduation may be achieved after seven semesters if all forty-two (42) required credits have been completed. This must be planned when the classes are being selected for the student’s senior year. A form requesting seventh semester graduation must be filed with the student’s counselor. This form must be signed by both student and parent in the spring of the junior year. The principal will decide whether a student’s request will be honored. A mid-year graduate may participate in end of the year senior activities. Participation in graduation exercises requires attendance at the scheduled graduation practice. Mid-year graduates are not eligible for the top 10% awards, Valedictorian or Salutatorian honors given at the end of the year.

GRADUATION CEREMONY POLICY

1. To become eligible for graduation and the commencement exercises a student must meet all requirements set forth by the Hamilton Southeastern School Corporation and the State of Indiana.
2. A student who is under suspension, expulsion, or exclusion at the time of graduation may not participate in commencement ceremonies.
3. Graduating students must attend commencement practice to be able to go through the commencement ceremony.

CHANGING TO AN HONORS LEVEL COURSE SEQUENCE

A student currently in a non-honors or regular class must meet two of the following criteria to move to an honors level class:

1. Earn an average of “B” or better on both semester grades. A grade of “A-” or above is strongly recommended.
2. Obtain a written recommendation from his/her current teacher.
3. Earn an average of “B” or better on both semester examinations or meet the requirement established by a departmental placement examination. A grade of “A-” or above on the semester examinations is strongly recommended.

Students wishing to accelerate to an honors class from a regular class will be counseled as to the work level and expectations of the honors class. Parents will be required to sign a letter of understanding regarding the rigors of the course and the recommendation of the teacher or department chairperson.

STATEMENT OF NONDISCRIMINATION

The Hamilton Southeastern School District is an equal opportunity employer and does not discriminate on the basis of age, race, color, religion, sex, national origin, or handicapping condition. No person is excluded from participation in, denied the benefits of, or otherwise subjected to unlawful discrimination on such basis in any educational program or student activity. If you have experienced discrimination in such educational programs or activities, written inquiries about procedures are available. Consideration of complaints alleging such discrimination should be directed to Office of the Superintendent of Schools, 13485 Cumberland Road, Fishers, IN 46038.
Most courses are one year courses in which grades are issued every nine weeks and semester grades after eighteen weeks (twice per year). **Full year courses may not be dropped at semester except under special circumstances.** Also, full year courses may not be entered the second semester of the school year unless the first semester has already been taken.

An asterisk (*) indicates a one semester course. Two asterisk (**) indicates a course may be taken for either one or two semesters. Classes receiving weighted grades are indicated by (#). **Advanced Placement classes are weighted more and are indicated by (##).**

The number in parenthesis following the class title indicates the grade(s) in which the class may be taken. Specific exceptions may exist because of enrollment, etc.

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>*</td>
<td>Indicates a <strong>one-semester course.</strong> Courses not marked with an asterisk may not be entered the second semester of the school year unless the first semester has already been taken.</td>
</tr>
<tr>
<td>**</td>
<td>Indicate a course may be taken for <strong>either one or two semesters.</strong></td>
</tr>
<tr>
<td>#</td>
<td><strong>Honors Class</strong> - receiving weighted grades of .096</td>
</tr>
<tr>
<td>##</td>
<td><strong>Advanced Placement Class</strong> - receiving weighted grades of .143</td>
</tr>
<tr>
<td>AHD</td>
<td>Courses that meet the requirements for the required portion of the <strong>Academic Honors Diploma</strong></td>
</tr>
<tr>
<td>Core 40</td>
<td>Courses that meet the requirements for the required portion of the <strong>Core 40</strong></td>
</tr>
</tbody>
</table>

**HAMILTON SOUTHEASTERN HIGH SCHOOL**

**GRADUATION REQUIREMENTS**

The completion of Core 40 is an Indiana graduation requirement. Indiana’s Core 40 curriculum provides the academic foundation all students need to succeed in college and the workforce.

To graduate with less than Core 40, which would be a General diploma, the following formal opt-out process must be completed:

- The student, the student’s parent/guardian, and the student’s counselor (or another staff member who assists students in course selection) meet to discuss the student’s progress.
- The student’s career and course plan is reviewed.
- The student’s parent/guardian determines whether the student will achieve greater educational benefits by completing the general curriculum or the Core 40 curriculum.
- If the decision is made to opt-out of Core 40, the student is required to complete the course and credit requirements for a general diploma and the career/academic sequence the student will pursue is determined.
# HAMILTON SOUTHEASTERN HIGH SCHOOL
## GENERAL DIPLOMA REQUIREMENTS

<table>
<thead>
<tr>
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<td>2</td>
</tr>
<tr>
<td><strong>Social Studies – 4 Credits</strong></td>
<td></td>
</tr>
<tr>
<td>U.S. History</td>
<td>2</td>
</tr>
<tr>
<td>Government</td>
<td>1</td>
</tr>
<tr>
<td>Any Social Studies course</td>
<td>1</td>
</tr>
<tr>
<td><strong>Math – 6 Credits</strong></td>
<td></td>
</tr>
<tr>
<td>Algebra</td>
<td>2</td>
</tr>
<tr>
<td>Other Math Course (yearlong course)</td>
<td>2</td>
</tr>
<tr>
<td>Other Math Course (yearlong course)</td>
<td>2</td>
</tr>
<tr>
<td><em><em>Science</em> - 4 Credits</em>*</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>2</td>
</tr>
<tr>
<td>Other Science Course</td>
<td>2</td>
</tr>
<tr>
<td><strong>Other</strong></td>
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</tr>
<tr>
<td>Health</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education (2 semesters)</td>
<td>2</td>
</tr>
<tr>
<td>Business Elective</td>
<td>1</td>
</tr>
<tr>
<td>Career Academic Sequence***</td>
<td>5</td>
</tr>
<tr>
<td>Flex Credit****</td>
<td>5</td>
</tr>
<tr>
<td><strong>Required Elective Credits</strong></td>
<td>6</td>
</tr>
<tr>
<td><strong>Credits Required for Graduation</strong></td>
<td>42</td>
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**STUDENTS MUST ACCUMULATE EIGHT (8) ENGLISH CREDITS IN ORDER TO GRADUATE, one of which must be a composition-based course.** Composition-based courses: Composition, AP Literature and Composition, AP Language and Composition, ACP Composition, AP Seminar and English 12 (with approval).

*The four credits in Science must include content from more than one of the Science disciplines: Earth/Space Science, Biological Sciences, Physical Sciences, and Environmental Science

***Career Academic Sequence** - Selecting classes in a deliberate manner to take full advantage of career exploration and preparation opportunities.

****To earn the 5 Flex Credits a student must complete one of the following:
- Additional courses to extend the career-academic sequence
- Courses involving workplace learning, which may include the following courses:
  - Career exploration internship
  - Career planning and success skills (internship)
  - Business cooperative experiences
  - Cooperative family and consumer sciences
  - Industrial cooperative education
  - Interdisciplinary cooperative education
  - Marketing field experience
- Advanced career-technical education, college credit
- Additional courses in: Language Arts, Social Studies, Mathematics, Science, World Languages, or Fine Arts
Students are required to earn 2 credits in a Math or a Quantitative Reasoning course during their junior or senior year. Quantitative Reasoning courses do not count as math credits.

Hamilton Southeastern High School will adopt changes to graduation requirements as required by the Indiana Department of Education.

**Business Graduation Requirement**

Starting with the Class of 2019, students will be able to choose from the following menu of Business, Marketing, and Information Technology courses to fulfill their Business graduation requirement.

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<td>All pathways</td>
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<tr>
<td>Preparing for College &amp; Careers</td>
<td>9, 10</td>
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<tr>
<td>Accounting</td>
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<td>Business pathway with emphasis on accounting and finance</td>
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</tr>
<tr>
<td>Digital Applications &amp; Responsibility</td>
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<td>Ivy Tech</td>
<td>Information Technology pathway and all Business pathways</td>
</tr>
<tr>
<td>Principles of Marketing I</td>
<td>10, 11, 12</td>
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<td>ACP Business Administration</td>
<td>11, 12</td>
<td>Indiana University</td>
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<td>9, 10</td>
<td>All pathways</td>
<td></td>
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<tr>
<td>Computer Science I</td>
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<td></td>
</tr>
<tr>
<td>AP Computer Science Principles</td>
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**Testing Requirement – Class of 2020, 2021, 2022**

In addition to the above course requirements, students must also pass state standardized tests in order to earn a high school diploma. Grade-specific testing information can be found at:

http://www.doe.in.gov/assessment/end-course-assessments-ecas

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</tr>
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<td>U.S. History</td>
<td>2</td>
</tr>
<tr>
<td>Government</td>
<td>1</td>
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<td>Economics</td>
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<td>Algebra I</td>
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</tr>
<tr>
<td>U.S. History</td>
<td>2</td>
</tr>
<tr>
<td>Government</td>
<td>1</td>
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<tr>
<td>Algebra I</td>
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<td>Geometry</td>
<td>2</td>
</tr>
<tr>
<td>Algebra II</td>
<td>2</td>
</tr>
<tr>
<td>Pre-Calculus, Honors Pre-Calculus, Statistics and Probability, AP Statistics, Quantitative Reasoning, Finite Math, AP Calculus AB, AP Calculus, BC, College Algebra, Trigonometry</td>
<td>2</td>
</tr>
<tr>
<td><em><em>Science</em> - 6 Credits</em>*</td>
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</tr>
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<tr>
<td><strong>Other</strong></td>
<td></td>
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<tr>
<td>Health</td>
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</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>World Languages</td>
<td></td>
</tr>
<tr>
<td>Choose one of the following:</td>
<td></td>
</tr>
<tr>
<td>1) Three years of one language</td>
<td>6</td>
</tr>
<tr>
<td>2) Two years of one language, and two years of another</td>
<td>8</td>
</tr>
<tr>
<td><strong>Fine Arts (all visual, performing, or theater arts OR Fashion I or Housing Int. Design)</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>Business Elective</strong></td>
<td></td>
</tr>
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<td></td>
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For the Core 40 with Academic Honors diploma, students must also:

- Earn a grade of “C-” or above in courses that will count toward the diploma
- Have a grade point average of “3.0” or above
- Earn a minimum of 47 credits
- Complete one of the following:
  - 4 credits in Advanced Placement courses and corresponding AP exams
  - Academic, transferable dual high school/college courses resulting in 6 college credits. This credit must be verifiable transcripted college credit from the priority course list.
  - 2 credits in Advanced Placement courses and corresponding AP exam and academic transferable dual high school/college courses resulting in 3 college credits. This credit must be verifiable transcripted college credit from the priority course list.
  - Have a composite score of 1250 or higher and a minimum score of 560 on the math section and a 590 on the evidence-based reading and writing section on the SAT.
  - Score a 26 composite ACT with writing.
  - Earn 4 credits in IB courses and take the corresponding exams.

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</tr>
<tr>
<td>Career-technical program</td>
<td>8-10</td>
</tr>
<tr>
<td>Required electives (Career Academic Sequence Recommended)</td>
<td>2-4</td>
</tr>
<tr>
<td>Credits Required for Graduation</td>
<td>47</td>
</tr>
</tbody>
</table>

STUDENTS MUST ACCUMULATE EIGHT (8) ENGLISH CREDITS IN ORDER TO GRADUATE, one of which must be a composition-based course. Composition-based courses: Composition, AP Literature and Composition, AP Language and Composition, ACP Composition, AP Seminar and English 12 (with approval).

*Courses taken for high school credit while a student is in junior high will count toward Core 40 or Academic Honors Diploma credit requirements. Additionally, the student must take a mathematics or quantitative reasoning course during his/her junior and senior year.

For the Core 40 with Technical Honors Diploma, students must also:
- Earn a “C-“or above in courses that count toward the diploma
- Have a grade point average of “3.0” or above
- Earn a minimum of 47 credits
Earn six credits in the college and career preparation courses in a state-approved College and Career Pathway and one of the following:
   A. Pathway designated industry-based certification or credential, or
   B. Pathway dual credits from the lists of priority courses resulting in 6 transcripted college credits

Complete one of the following:
   A. Any one of the options (A-F) of the Core 40 with Academic Honors
   B. Earn the following scores or higher on WorkKeys: Reading for Information-Level 6, Applied Mathematics-Level 6, and Locating Information-Level 5.
   C. Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75.
   D. Earn the following minimum score(s) on Compass; Algebra 66, Writing 70, Reading 80.

Hamilton Southeastern High School will adopt changes to graduation requirements as required by the Indiana Department of Education.

**Business Graduation Requirement**
Starting with the Class of 2019, students will be able to choose from the following menu of Business, Marketing, and Information Technology courses to fulfill their Business graduation requirement.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Grade</th>
<th>Dual Credit</th>
<th>Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Financial Responsibility</td>
<td>10, 11, 12</td>
<td></td>
<td>All pathways</td>
</tr>
<tr>
<td>Preparing for College &amp; Careers</td>
<td>9, 10</td>
<td></td>
<td>All pathways</td>
</tr>
<tr>
<td>Accounting</td>
<td>10, 11, 12</td>
<td></td>
<td>Business pathway with emphasis on accounting and finance</td>
</tr>
<tr>
<td>Digital Applications &amp; Responsibility</td>
<td>9, 10, 11, 12</td>
<td>Ivy Tech</td>
<td>Information Technology pathway and all Business pathways</td>
</tr>
<tr>
<td>Principles of Marketing I</td>
<td>10, 11, 12</td>
<td>Ivy Tech</td>
<td>Business pathway with emphasis on marketing</td>
</tr>
<tr>
<td>ACP Business Administration</td>
<td>11, 12</td>
<td>Indiana University</td>
<td>All Business pathways</td>
</tr>
<tr>
<td>Intro to Computer Science</td>
<td>9, 10</td>
<td></td>
<td>All pathways</td>
</tr>
<tr>
<td>Computer Science I</td>
<td>10, 11, 12</td>
<td></td>
<td>Information Technology pathway</td>
</tr>
<tr>
<td>AP Computer Science Principles</td>
<td>9, 10, 11, 12</td>
<td></td>
<td>All pathways</td>
</tr>
</tbody>
</table>

**Testing Requirement – Class of 2020, 2021, 2022**
In addition to the above course requirements, students must also pass state standardized tests in order to earn a high school diploma. Grade-specific testing information can be found at: http://www.doe.in.gov/assessment/end-course-assessments-ecas and http://www.doe.in.gov/assessment/istep-grade-10
The path to graduation is not one-size-fits-all. Indiana provides many pathways for students to earn a high school diploma.

**OVERVIEW**

Students starting with the Class of 2023 must meet all of the following:

1. **Credits**
   - Earn credits toward a diploma with designation.
     - Core 40 - minimum 40 credits
     - Academic Honors - minimum 47 credits
     - Technical Honors - minimum 47 credits
     - General

2. **Learn & Demonstrate Employability Skills**
   - Produce defined outcome(s) based on experience.
   - Defined Outcome Options
     - Videos
     - Papers
     - Resume
     - Dual Credit
     - Certifications
     - Portfolio
     - Projects
     - Slideshows
     - Presentation
     - Five Year Goal Plan
     - Reflection of Experience
     - Letters of Recommendation
     - Letter of Employment Verification
     - Postsecondary-related Experiences
     - Co-Curricular Participation
     - Extra-Curricular Participation

3. **Postsecondary-Ready Competencies**
   - Meet at least one of these competencies.
     - Honors Diploma
       - academic or technical
     - SAT
       - reading/writing = 480, math = 530
     - ACT
       - english = 18, reading = 22, math = 22, science = 23 (2 out of 4 needed with at least one in English/Reading and one in Math/Science)
     - ASVAB
       - minimum of 31
     - Industry Certification
       - certification from approved DWD list
     - Apprenticeship
       - federally recognized
     - CTE Concentrator
       - C average or higher in at least 2 advanced HS courses in a state-approved CTE Pathway
     - AP/IB/Dual Credit/ Cambridge International/CLEP
       - C average or higher in 3 courses (1 of the 3 courses must be in core content area or all three must be part of a CTE pathway)
     - Locally Created Pathway
       - approved by SBOE
     - Waiver
       - see listed web link

**DIPLOMA REQUIREMENTS**

**TRACKING**

1. **Transcript with Completed Courses**
2. **Work Toward Completion of One of the Experiences Below**
3. **Course Selection, Graduation Plan, & Testing Opportunities**

---

Please Visit: https://www.doe.in.gov/graduation-pathways
Questions: DOEgradpathway@doe.in.gov
Hamilton Southeastern High School offers many opportunities for students to earn both high school and college credits while taking a certain course. These Dual Credit courses are taught primarily by high school faculty, but a few are taught by college faculty. Each college or university has specific requirements that students must meet in order to qualify to earn the college credit. Most of the Dual Credit courses count towards the Academic/Technical Honors Diploma requirement for Dual Credit hours. A more detailed description of each course can be found within the related department section in this catalog. For more information regarding Dual Credit requirements, credit hour costs, and credit transferability, please visit the College & Career Academy Office.

**INDIANA UNIVERSITY – ADVANCED COLLEGE PROJECT**

**KEY: ATHD – Counts towards Academic/Technical Honors Diploma Requirements**

<table>
<thead>
<tr>
<th>High School Course/College Course</th>
<th>College Course Number</th>
<th>Credits</th>
<th>ATHD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Business, College Credit (ACP Business Administration)/Business Administration: Introduction</td>
<td>BUS X100</td>
<td>3</td>
<td>Yes</td>
</tr>
<tr>
<td>Advanced Science, College Credit (ACP Chemistry)/Elementary Chemistry I</td>
<td>CHEM C101/121</td>
<td>5</td>
<td>Yes</td>
</tr>
<tr>
<td>Advanced English/Language Arts, College Credit (ACP Literature)/Literary Interpretation</td>
<td>ENG L202</td>
<td>3</td>
<td>Yes</td>
</tr>
<tr>
<td>Advanced English/Language Arts, College Credit (ACP Composition)/Reading, Writing, &amp; Inquiry I</td>
<td>ENG W131</td>
<td>3</td>
<td>Yes</td>
</tr>
<tr>
<td>Advanced Social Sciences, College Credit (ACP US History)/American History I &amp; II</td>
<td>HIST H105/H106</td>
<td>3</td>
<td>Yes</td>
</tr>
<tr>
<td>Advanced Math, College Credit (ACP Finite Math)/Finite Mathematics</td>
<td>MATH M118</td>
<td>3</td>
<td>Yes</td>
</tr>
<tr>
<td>Advanced Math, College Credit (ACP Calculus)/Brief Survey of Calculus</td>
<td>MATH M119</td>
<td>3</td>
<td>Yes</td>
</tr>
<tr>
<td>AP Calculus – AB/Calculus I</td>
<td>MATH M211</td>
<td>4</td>
<td>Yes</td>
</tr>
<tr>
<td>AP Calculus – BC/Calculus I &amp; II</td>
<td>MATH M211/212</td>
<td>8</td>
<td>Yes</td>
</tr>
<tr>
<td>Advanced Science, College Credit (ACP Physics-AP Physics 1 &amp; 2)/Physics I</td>
<td>PHYS P221</td>
<td>5</td>
<td>Yes</td>
</tr>
<tr>
<td>Advanced Social Sciences, College Credit (ACP Government)/Introduction to American Politics</td>
<td>POLS Y103</td>
<td>3</td>
<td>Yes</td>
</tr>
<tr>
<td>Advanced Social Sciences, College Credit (ACP Psychology)/Introductory Psychology I</td>
<td>PSY P101</td>
<td>3</td>
<td>Yes</td>
</tr>
<tr>
<td>Advanced English/Language Arts, College Credit (ACP Speech)/Public Speaking</td>
<td>SPCH S121</td>
<td>3</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**KEY: ATHD – Counts towards Academic/Technical Honors Diploma Requirements**
### BALL STATE UNIVERSITY

<table>
<thead>
<tr>
<th>High School Course/College Course</th>
<th>College Course Number</th>
<th>Credits</th>
<th>ATHD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Science, College Credit, Anatomy/Fundamentals of Human Anatomy</td>
<td>ANAT 201</td>
<td>3</td>
<td>Yes</td>
</tr>
<tr>
<td>Advanced Science, College Credit (Biology-AP Biology)/Principles of Biology</td>
<td>BIO 111/111L</td>
<td>4</td>
<td>Yes</td>
</tr>
<tr>
<td>Advanced Business, College Credit, Entrepreneurship/The Entrepreneurial Experience</td>
<td>ENT 241</td>
<td>3</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### BUTLER UNIVERSITY

<table>
<thead>
<tr>
<th>High School Course/College Course</th>
<th>College Course Number</th>
<th>Credits</th>
<th>ATHD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Professions I (Cadet Teaching)/Workshop in Education: Future Educators</td>
<td>ED 403</td>
<td>3</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### IVY TECH COMMUNITY COLLEGE

<table>
<thead>
<tr>
<th>High School Course/College Course</th>
<th>College Course Number</th>
<th>Credits</th>
<th>ATHD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animal Science (Small Animal Care and Management)/Animal Science</td>
<td>AGRI 103</td>
<td>3</td>
<td>Yes</td>
</tr>
<tr>
<td>Agricultural Power, Structure, and Technology (Small Engines)/Agriculture Mechanization</td>
<td>AGRI 106</td>
<td>3</td>
<td>Yes</td>
</tr>
<tr>
<td>Advanced Life Science, Animals/Advanced Animal Science</td>
<td>AGRI 107</td>
<td>3</td>
<td>Yes</td>
</tr>
<tr>
<td>Digital Applications and Responsibility/Introduction to Microcomputers</td>
<td>CINS 101</td>
<td>3</td>
<td>Yes</td>
</tr>
<tr>
<td>English 12/English Composition</td>
<td>ENGL 111</td>
<td>3</td>
<td>Yes</td>
</tr>
<tr>
<td>Advanced Math, College Credit/College Algebra</td>
<td>MATH 136</td>
<td>3</td>
<td>Yes</td>
</tr>
<tr>
<td>Principles of Marketing</td>
<td>MKTG 101</td>
<td>3</td>
<td>Yes</td>
</tr>
<tr>
<td>Visual Communication/Fundamentals Of Imaging</td>
<td>VISC 102</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>Mass Media/Video &amp; Sound</td>
<td>VISC 105</td>
<td>3</td>
<td>No</td>
</tr>
</tbody>
</table>
KEY: ATHD – Counts towards Academic/Technical Honors Diploma Requirements

### ANDERSON UNIVERSITY

<table>
<thead>
<tr>
<th>High School Course</th>
<th>College Course Number</th>
<th>Credits</th>
<th>ATHD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Business, College Credit, Accounting (AoF)</td>
<td>ACCT 2010</td>
<td>3</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### UNIVERSITY OF INDIANAPOLIS

<table>
<thead>
<tr>
<th>High School Course</th>
<th>College Course Number</th>
<th>Credits</th>
<th>ATHD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Business, College Credit, Finance and International Business (AoF)</td>
<td>BADM 220</td>
<td>3</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### IUPUI

<table>
<thead>
<tr>
<th>College Course</th>
<th>College Course Number</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Website Design</td>
<td>CIT 21200</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Data Management</td>
<td>CIT 21400</td>
<td>3</td>
</tr>
<tr>
<td>Systems Analysis and Design</td>
<td>CIT 21300</td>
<td>3</td>
</tr>
<tr>
<td>Web Programming</td>
<td>CIT 21500</td>
<td>3</td>
</tr>
<tr>
<td>Social Informatics</td>
<td>*INFO I202</td>
<td>3</td>
</tr>
<tr>
<td>Intro to Human-Computer Interaction Principles and Practices</td>
<td>*INFO I270</td>
<td>3</td>
</tr>
<tr>
<td>Intro to Human-Computer Interaction Theory</td>
<td>*INFO I275</td>
<td>3</td>
</tr>
<tr>
<td>Computing I</td>
<td>CSCI 23000</td>
<td>4</td>
</tr>
<tr>
<td>Computing II</td>
<td>CSCI 24000</td>
<td>4</td>
</tr>
</tbody>
</table>

*These courses are included in the 30-hour general education core, meaning they will count toward a student’s general education requirements at any Indiana state educational institution.*
<table>
<thead>
<tr>
<th>Program</th>
<th>Dual Credit Agreement</th>
<th>College Course Number</th>
<th>Credits</th>
<th>ATHD</th>
<th>LOC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Manufacturing and Engineering Technology</td>
<td>Ivy Tech</td>
<td>MPRO100, MPRO106</td>
<td>3</td>
<td>Yes</td>
<td>JEL</td>
</tr>
<tr>
<td>Animation/Film Production</td>
<td>Vincennes</td>
<td>MCOM 120, BCST140</td>
<td>3</td>
<td></td>
<td>JEL</td>
</tr>
<tr>
<td>Auto Collision Repair and Refinishing</td>
<td>Vincennes</td>
<td>BODY 100, BODY100L, BODY 150, BODY150L</td>
<td>14</td>
<td></td>
<td>JEL</td>
</tr>
<tr>
<td>Auto Service Technology</td>
<td>Ivy Tech</td>
<td>AUTI100, AUTI111</td>
<td>3</td>
<td>Yes</td>
<td>JEL</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>Vincennes</td>
<td>COSM 100, COSM 150</td>
<td>7</td>
<td></td>
<td>JEL</td>
</tr>
<tr>
<td>Culinary Arts Careers</td>
<td>Ivy Tech</td>
<td>HOSP 101</td>
<td>2</td>
<td>Yes</td>
<td>JEL</td>
</tr>
<tr>
<td>Dental Careers</td>
<td>Ivy Tech</td>
<td>DENT 115, DENT 124, HLHS 101</td>
<td>4</td>
<td>Yes</td>
<td>JEL</td>
</tr>
<tr>
<td>Digital Design and Advertising</td>
<td>Ivy Tech</td>
<td>VISC102, VISC115</td>
<td>3</td>
<td>Yes</td>
<td>JEL</td>
</tr>
<tr>
<td>Early Childhood Education I (Education Careers Profession I)/Intro to Early Childhood Education /Health, Safety, and Nutrition/Curriculum in Early Childhood Classroom</td>
<td>Ivy Tech</td>
<td>ECED 100, ECED 101, ECED 103</td>
<td>3</td>
<td>Yes</td>
<td>HSEHS</td>
</tr>
<tr>
<td>Early Childhood II (Education Careers Profession II)/CDA Process</td>
<td>Ivy Tech</td>
<td>ECED 105 (2nd year)</td>
<td>3</td>
<td></td>
<td>HSEHS</td>
</tr>
<tr>
<td>Emergency Medical Services (Emergency Medical Technician)/Emergency Medical Responder/Emergency Medical Technician</td>
<td>Ivy Tech</td>
<td>HSPS 120, PARM 102</td>
<td>3</td>
<td>Yes</td>
<td>HSEHS</td>
</tr>
<tr>
<td>Health Science Education I (Health Careers Exploration)/Intro to Health Careers/Medical Terminology</td>
<td>Ivy Tech</td>
<td>HLHS 100, HLHS 101</td>
<td>3</td>
<td>Yes</td>
<td>HSEHS</td>
</tr>
<tr>
<td>Health Science Education II: Nursing (Health Careers, CNA Prep)/Intro to Health Careers/CNA Prep/Dementia Care</td>
<td>Ivy Tech</td>
<td>HLHS 100, HLHS 107, HLHS 113</td>
<td>3, 5</td>
<td>Yes</td>
<td>HSEHS</td>
</tr>
<tr>
<td>Program</td>
<td>Dual Credit Agreement</td>
<td>College Course Number</td>
<td>Credits</td>
<td>ATHD</td>
<td>LOC</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>-----------------------</td>
<td>-----------------------</td>
<td>---------</td>
<td>------</td>
<td>-----</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>Ivy Tech</td>
<td>HLHS100, HLHS101</td>
<td>3</td>
<td>Yes</td>
<td>JEL</td>
</tr>
<tr>
<td>Law Enforcement</td>
<td>Vincennes</td>
<td>LAWE 100, 101, LAWE 145, 150</td>
<td>3, 3</td>
<td></td>
<td>JEL</td>
</tr>
<tr>
<td>Media Arts Production</td>
<td>Vincennes</td>
<td>MCOM102, BCST140</td>
<td>3, 3</td>
<td></td>
<td>JEL</td>
</tr>
<tr>
<td>Medical Assisting</td>
<td>Ivy Tech</td>
<td>HLHS 100, HLHS 101</td>
<td>3</td>
<td>Yes</td>
<td>JEL</td>
</tr>
<tr>
<td>Radio &amp; Television I (Music/Sound Production)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>FHS</td>
</tr>
<tr>
<td>Veterinary Careers</td>
<td>Ivy Tech</td>
<td>HLHS101</td>
<td>3</td>
<td>Yes</td>
<td>JEL</td>
</tr>
<tr>
<td>Welding Technology I (Welding I)/Welding Fundamentals</td>
<td>Ivy Tech</td>
<td>WELD 100</td>
<td>3</td>
<td>Yes</td>
<td>HSEHS</td>
</tr>
</tbody>
</table>
Ivy Tech Community College-Hamilton County
Technical Education Programs for High School Students
2019 - 20

Location: Ivy Tech Community College-Hamilton County
300 N. 17th St.
Noblesville, IN  46060
317-921-4300

CHOOSE FROM ONE OF THESE PROGRAMS:

Informatics: Students will learn skills in software development, information systems, servers and networks, and computer repair. CompTIA A+ Certification

Automotive Technician: Students will learn computer and communication skills in order to diagnose and repair high-tech, hybrid and alternative fueled vehicles. Courses lead to ASE Certification

- Complete four college courses in a pathway in one year, earning 12-13 college credits
- Include the credits in your Core 40 or honors diploma
- Earn industry recognized certifications
- Transfer the credits to an Associate or Bachelor’s Degree

Details:
- 2 hours/day: 12:15pm-2:15pm; 4 days/week: Tuesday-Friday (Monday-Flex)
- Transportation provided by HSE Schools
- Cost: student = $0

Ivy Tech Community College courses lead to:

- College Certificates 15-28 credits
- College Technical Certificates 30-32 credits
- Associate of Applied Science Degrees 60 credits
- Associate of Science Degrees [transferable to BA/BS degrees] 60 credits

Technical Education Programs and Course Prerequisites:

- Informatics: 2.6 GPA or qualifying assessment scores
- Automotive Technician: None

Qualifying Assessment Scores:

<table>
<thead>
<tr>
<th></th>
<th>PSAT</th>
<th>SAT</th>
<th>ACT</th>
<th>Accuplacer*</th>
<th>Accuplacer**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>25</td>
<td>25</td>
<td>18</td>
<td>69</td>
<td>76</td>
</tr>
<tr>
<td>Writing</td>
<td>26</td>
<td>27</td>
<td>17</td>
<td>4</td>
<td>80</td>
</tr>
<tr>
<td>Math</td>
<td>24.5</td>
<td>500</td>
<td>18</td>
<td>34</td>
<td>40</td>
</tr>
</tbody>
</table>

*Accuplacer-Custom **Accuplacer-Standard
PROGRAM DESCRIPTIONS

INFORMATICS
Ivy Tech credits: 13 credits
Certifications: CompTIA A+

Courses:

**Ivy TECH COURSE**
INFM 109 Informatics Fundamentals
ITSP 135 Hardware/Software Support
SDEV 120 Computing Logic

**HIGH SCHOOL COURSE**
Computer Science III: Informatics (DOE #5251)
Computer Science III: Informatics (DOE #5251)
Computer Science I (DOE #4801)

**INFM 109 Informatics Fundamentals**
Prerequisites: 2.6 GPA or college level Reading and Writing placement assessment score.

Introduces the student to terminology, concepts, theory, and fundamental skills used to implement information system. Topics include the trends in computing, operating systems, security, and cloud implementations. A brief introduction to word processing and spreadsheets is included.

**ITSP 135 Hardware/Software Support**

Delivers the necessary competencies with hands-on experience in the lab for an entry-level Information technology professional. Students will have the knowledge required to assemble components based on customer requirements, install, configure and maintain devices/software for end users, understand the basics of networking and security, properly and safely diagnose, resolve and document common hardware and software issues while applying troubleshooting skills.

Students can prepare for the CompTIA A+ certification exam.

**SDEV 120 Computing Logic**
Prerequisites: 2.6 GPA or college level Reading, Writing, and Math placement assessment score.

Introduces the student to algorithms, logic development and flowcharting as tools used to document computer logic. Concepts covered are order of precedence, decision trees, security, different types of language approaches, and scripting. Concepts will be demonstrated using basic scripting and simple programming code.
AUTOMOTIVE TECHNICIAN
Program enrollment limit: 20 students
Ivy Tech credits: **12 credits**
Certifications: **Courses count toward Ivy Tech certificate/lead to ASE Certification**

Courses:

<table>
<thead>
<tr>
<th>IVY TECH COURSE</th>
<th>HIGH SCHOOL COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUTI 100 Basic Automotive Service</td>
<td>Automotive Services Technology I (DOE #5510)</td>
</tr>
<tr>
<td>AUTI 111 Electrical Systems I</td>
<td>Automotive Services Technology I (DOE #5510)</td>
</tr>
<tr>
<td>AUTI 121 Brake Systems</td>
<td>Automotive Services Technology II (DOE #5546)</td>
</tr>
<tr>
<td>AUTI 141 Engine Fundamentals and Repair</td>
<td>Automotive Services Technology II (DOE #5546)</td>
</tr>
</tbody>
</table>

**AUTI 100 Basic Automotive Service**
Prerequisites: None.

This course gives students an overview of the operating and general maintenance systems of the modern automobile. Students will be introduced to the safety and operation of equipment and tools used in the automotive industry. Students will study the maintenance and light repair of automotive systems. In addition, this course will prepare students to take a nationally recognized certification exam.

**AUTI 111 Electrical Systems I**
Prerequisites/Co-requisites: AUTI 100 or AUBR 100, or TRCK 100 or AUTC 100, and AUTC 107.

This is the first of two courses that gives students an overview of the electrical operating systems of the modern automobile. Students will be introduced to the safety and operation of equipment and tools used in the electrical diagnosis and repair in the automotive electrical industry. Students will study the fundamentals of electricity and automotive electronics. In addition, this course will prepare students to take a nationally recognized certification exam.

**AUTI 121 Brake Systems**
Prerequisites/Co-requisites: AUTI 111, or AUTC 113.

This is the first of two courses that teaches theory, service and repair of automotive braking systems. This course provides an overview of various mechanical brake systems used on today’s automobiles. This course will emphasize professional diagnosis and repair methods for brake systems.

**AUTI 141 Engine Fundamentals and Repair**
Prerequisites/Co-requisites: AUTI 100.

This course focuses on repair techniques for today’s engines. The course will utilize precision measuring tools, specialized tools and equipment, and emphasize following prescribed procedures needed to properly repair today’s modern engine. This course also presents engine theory and operation and studies the various engine designs utilized today. In addition, this course will prepare students to take a nationally recognized certification exam.
Senior Flex Schedule

Goals and Purpose: We encourage students to take a rigorous schedule of courses during their senior year. All current research indicates that a student who does so is more successful at the college and university level. We also encourage seniors to prepare for more than the academic challenges coming in their post-secondary school lives. One of the greatest of these challenges for high school seniors is handling new freedoms and choices open to them after graduation.

To help seniors at Hamilton Southeastern High School prepare for the next stage of their lives, seniors have the option to experience some of this flexibility while still in the supportive environment of the high school setting. Seniors who take a rigorous schedule—equivalent to a full semester of college credit—will be given the option of reducing their course load by 1-3 classes. During the flex periods, seniors will make choices about the use of discretionary time, but they will be required to maintain academic proficiency, follow established procedures, and manage their flex time well.

If students choose to stay on school grounds during flex times, they have the option to use the Learning Commons in the College and Career Academy or another supervised area of the school. If they leave the school grounds, they must check in and out according to the established procedures.

To Qualify for Senior Flex Schedule:

- Students must meet all graduation qualifications.
- Students must take four or more in-house Hamilton Southeastern High School Advanced Placement and/or Dual Credit courses during the semester in which they have a flex schedule.
- Students must maintain academic proficiency in the Advanced Placement and/or Dual Credit courses. (Failure to maintain a C or higher in these courses will result in assignment to study halls until grades improve.)
- Students must follow all school policies and procedures or risk forfeit of this privilege.
- Parents must sign an agreement allowing students on a flex schedule to leave school grounds.

Scheduling:

- Seniors interested in a flex schedule should fill out the Intent to Apply form. Their guidance counselors will discuss this option with them at their scheduling appointment.
- The Hamilton Southeastern High School master schedule has been developed to accommodate the needs of all students at HSHS. Guidance counselors will not change schedules of individual seniors in order to qualify for a flex schedule, nor will counselors consolidate flex periods to allow for late arrival or early dismissal. For example, counselors will NOT:
  - Move a class from first semester to second semester in order to create the flex option
  - Move a class from one period to another period to allow late arrival, early dismissal, or grouped flex periods.

The Senior Flex Schedule is not required, nor is it a right. Students should work carefully with parents and their guidance counselors to determine if this schedule is in their best interest. School officials may revoke this privilege at any time if the student does not follow school policies or if the student is unable to handle the discretionary time or academic load.
APPLIED COURSES (EXCEPTIONAL LEARNERS)

BUSINESS

4540 APPLIED PERSONAL FINANCIAL RESPONSIBILITY (9, 10, 11, 12) Applied Personal Financial Responsibility addresses the identification and management of personal financial resources to meet the financial needs and wants of individuals and families, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. This course helps students build and apply skills in financial literacy and responsible decision making. Content includes analyzing personal standards, needs, wants, and goals; identify sources of income, and navigating technology for money management. A project based approach and applications through authentic settings such as work based observations, service learning experiences and community based instruction are appropriate. Direct, concrete applications of basic mathematics proficiencies in projects are encouraged. Counts as an Elective for the Certificate of Completion

FAMILY AND CONSUMER SCIENCES

5364 INTERPERSONAL RELATIONSHIPS (9, 10, 11, 12) Applied Interpersonal Relationships is an introductory course that is relevant for students interested in careers that involve interacting with people and for everyday life relationships. This course addresses knowledge and skills needed for positive and productive relationships in career, community, and family settings. Major course topics include communication skills; leadership, self-determination, teamwork, and collaboration; conflict prevention, resolution, and management; building and maintaining relationships; and individual needs and characteristics and their impacts on relationships. A project or community based approach is recommended in order to apply these topics of interpersonal relationships. This course provides a foundation for all careers and everyday life relationships that involve interacting with people both inside and outside of a business/organization, including team members, clients, patients, customers, the public, family and friends.

ENGLISH/LANGUAGE ARTS

1002, 1004 ENGLISH 9, ENGLISH 10 (9, 10) Applied English 9, Applied English 10 an integrated English course based on the Indiana Content Connectors for English/Language Arts in Grades 9-10, is a study of language, literature, composition, and communication, focusing on literature and nonfiction within an appropriate level of complexity for each individual student. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to a variety of texts. Students form responses to literature, expository (informative), narrative, and argumentative/persuasive compositions, and research tasks when appropriate. Students deliver ability appropriate presentations with attention to audience and purpose and access, analyze, and evaluate online information.

HEALTH, P.E., NUTRITION

3500 ADVANCED HEALTH EDUCATION (9, 10, 11, 12) Applied Advanced Health & Wellness, an elective course that is aligned to Indiana’s Academic Standards for Health & Wellness, provides knowledge and skills to help students adopt and maintain healthy behaviors. Through a variety of instructional strategies, students practice applying health information (essential concepts); determine personal values that support health behaviors; develop group norms that value a healthy lifestyle; develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors. Advanced Health & Wellness provides students with opportunities to learn and apply personal health and wellness, physical activity, healthy eating; promoting safety and preventing unintentional injury and violence; promoting mental and emotional health, a tobacco, alcohol, and other drug-free lifestyle; and promoting human development and family health. The scientific components of health and wellness, health issues and concerns, health risk appraisals, individual wellness plans, health promotion and health careers are expanded and explored within the context of the course. This course provides students with the knowledge and skills of health and wellness core concepts, analyzing influences, accessing information, interpersonal communication, decision-making and goal-setting skills, health-enhancing behaviors, and health and wellness advocacy skills.
ELECTIVE PHYSICAL EDUCATION (L) (9, 10, 11, 12) Applied Elective Physical Education, a course based on selected standards from Indiana’s Academic Standards for Physical Education, identifies what a student should know and be able to do as a result of a quality physical education program. The goal of a physically educated student is to maintain appropriate levels of cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life. Elective Physical Education promotes lifetime sport and recreational activities and provides an opportunity for an in-depth study in one or more specific areas. This course includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. With staff support, students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness and includes self-monitoring. Ongoing assessment may include individual progress and/or performance-based skill evaluation.

MATHEMATICS

2520 ALGEBRA I (9, 10, 11, 12) Applied Algebra I formalizes and extends the mathematics students learned in the middle grades. Algebra I is made up of four strands: Numbers Sense, Expressions and Computation; Linear Equations, Inequalities, and Functions; Systems of Equations and Inequalities; and Quadratic and Exponential Equations and Functions. The strands are further developed by focusing on the content of the Algebra content connectors.

2532 GEOMETRY (9, 10, 11, 12) Applied Geometry formalizes and extends students’ geometric experiences from the middle grades. These critical areas comprise the Geometry course: Points, Lines, Angles, and Planes; Triangles; Quadrilaterals and Other Polygons; Circles; Transformations; and Three-dimensional Solids. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

MULTIDISCIPLINARY

5330 ADULT ROLES ((9, 10, 11, 12) Applied Adult Roles and Responsibilities is recommended for all students as life foundations and academic enrichment for students with interest in family and community services, personal and family finance, and similar areas. This course builds knowledge, skills, attitudes, and behaviors that students will need as they complete high school and prepare to take the next steps toward adulthood in today’s society. The course includes the study of interpersonal standards, lifespan roles and responsibilities, individual and family resource management, and financial responsibility and resources. A project or community based approach that utilizes problem solving skills, communication, leadership, self-determination skills, management processes, and fundamentals to college, career and community membership success. Service learning and other authentic applications are strongly recommended.

5394 PREPARING FOR COLLEGE AND CAREERS (9, 10, 11, 12) Applied Preparing for College and Careers addresses the knowledge, skills, and behaviors all students need to be prepared for success in college, career, and life. The focus of the course is the impact of today’s choices on tomorrow’s possibilities. Topics to be addressed include twenty-first century life and career skills; higher order thinking, communication, leadership, and management processes; exploration of personal aptitudes, interests, values, and goals; examining multiple life roles and responsibilities as individuals and family members; planning and building employability skills; transferring school skills to life and work; and managing personal resources. This course includes reviewing the 16 national career clusters and Indiana's College and Career Pathways, in-depth investigation of one or more pathways, reviewing graduation plans, developing career plans, and developing personal and career portfolios. A project-based approach, including computer and technology applications, cooperative ventures between school and community, simulations, and real life experiences, is recommended.

0500 BASIC SKILLS DEVELOPMENT (9, 10, 11, 12) Applied Basic Skills Development is a multidisciplinary course that provides students continuing opportunities to develop basic skills including: (1) reading, (2) writing, (3) listening, (4) speaking, (5) mathematical computation, (6) note taking, (7) study and organizational skills, and (8) problem-solving skills, (9) employability skills, which are essential for high school achievement and post secondary outcomes. Determination of the skills to be emphasized in this course is based on Indiana’s standards and Content Connectors, individual school corporation general curriculum plans, and the student’s Individualized Education Programs (IEP) or other individualized plans. Skills selected for developmental work provide students with the ability to continue to learn in a range of different life situations and may be applied using instructional practices related to community-based instruction.
0530 CAREER EXPLORATION INTERNSHIP (9, 10, 11, 12) The Applied Career Exploration Internship course is a paid or unpaid work experience in the public or private sector that provides for workplace learning in an area of student career interest. Unlike a cooperative education program in which students gain expertise in a specific occupation, the career exploration internship is intended to expose students to broad aspects of a particular industry or career cluster area by rotating through a variety of work sites or departments. In addition to their workplace learning activities, students participate in 1) regularly scheduled meetings with their classroom teacher, or 2) a regularly scheduled seminar with the teacher for the purpose of helping students make the connection between academic learning and their work-related experiences. Specific instructional standards tied to the career cluster or pathway and learning objectives for the internship must be written to clarify the expectations of all parties – the student, parent, employer, and instructor.

0522 CAREER INFORMATION AND EXPLORATION (9, 10, 11, 12) Applied Career Information and Exploration provides students with opportunities to learn about themselves including interests, strengths and needed supports while exploring various traditional and nontraditional occupations and careers. Students develop skills in: (1) employability, (2) understanding the economic process, and (3) career decision making and planning. Opportunities are provided for students to observe and participate in various job situations through opportunities such as community based instruction, internships, mock interviews, and guest speakers. Portfolio and resume development experience and career-related assessments may also be provided to students.

0524 COMMUNITY SERVICE (9, 10, 11, 12) Applied Community Service is a course created by public law IC 20-30-14, allowing juniors and seniors the opportunity to earn up to two high school credits for completion of approved community service projects or volunteer service that “relates to a course in which the student is enrolled or intends to enroll.”

SCIENCE

3024 BIOLOGY I (L) (9, 10, 11, 12) Applied Biology I is a course based on the following core topics: cellular chemistry, structure and reproduction; matter cycles and energy transfer; interdependence of organisms; molecular basis of heredity; genetics and evolution. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

3030 LIFE SCIENCE (L) (9, 10, 11, 12) Applied Life Science is an introduction to biology course. Students develop problem-solving skills and strategies while performing laboratory and field investigations of fundamental biological concepts and principles. Students explore the functions and processes of cells within all living organisms, general concepts of genetics, and the relationships of living organisms to each other and to the environment as a whole.

SOCIAL STUDIES

1570 GEOGRAPHY AND HISTORY OF THE WORLD (9, 10, 11, 12) Applied Geography and History of the World is designed to enable students to use geographical tools, skills and historical concepts to apply their understanding of major global themes including the origin and spread of world religions; exploration; conquest, and imperialism; urbanization; and innovations and revolutions. Geographical and historical skills include forming research questions, acquiring information by investigating a variety sources, organizing information by creating graphic representations, analyzing information to understand, determine and explain patterns and trends, planning for the future, and documenting and presenting findings orally or in writing. Students use the knowledge, tools, and skills obtained from this course in order to understand, analyze, evaluate, and make predictions about major global developments. This course is designed to nurture perceptive and responsible citizenship, to encourage and support the development of critical thinking skills and lifelong learning, and to help prepare Indiana students for the 21st Century.

1518 INDIANA STUDIES (9, 10, 11, 12) Applied Indiana Studies is an integrated course that compares and contrasts state and national developments in the areas of politics, economics, history, and culture. The course uses Indiana history as a basis for understanding current policies, practices, and state legislative procedures. Examination of individual leaders (state or local) and their roles in a democratic society will be included. Student will examine the participation of citizens in the political process to understand their role. Selections from Indiana arts and literature may also be analyzed for insights into historical events and cultural expressions.
1542 UNITED STATES HISTORY (9, 10, 11, 12) Applied United States History is a course that builds upon concepts of U.S. History and emphasizes national development from the late nineteenth century into the twenty-first century. After reviewing fundamental themes in the early development of the nation, students identify and review significant events, persons, and movements in the early development of the nation. The course then gives major emphasis to the interaction of key events, people, and political, economic, social, and cultural influences in national developments from the late nineteenth century through the present as they relate to life in Indiana and the United States. Students trace and analyze chronological periods and examine the significant themes and concepts in U.S. History. Students develop historical thinking and research skills and use primary and secondary sources to explore topical issues and to understand specific topics or the cause for changes in the nation over time.

1512 *APPLIED CURRENT PROBLEMS, ISSUES AND EVENTS (9, 10, 11, 12) Applied Current Problems, Issues, and Events gives students the opportunity to apply investigative and inquiry techniques to the study of problems or issues existing in the class, school, community, state, country or world. Students develop competence in (1) recognizing cause and effect relationships, (2) recognizing fallacies in reasoning and propaganda devices, (3) synthesizing knowledge into useful patterns, (4) stating and testing hypotheses, and (5) generalizing based on evidence. Problems or issues selected will have significance to the student and will be studied from the viewpoint of the social science disciplines. Community service programs and internships within the community may be included. Counts as an Elective, Employability or Social Studies Requirement for the Certificate of Completion.
The Business, Marketing, and Information Technology Department offers a wide range of classes to meet the needs of all students whether they are college-bound or planning to enter the work force upon graduation.

All students will gain valuable skills and experiences through taking any of our business courses. The business curriculum is designed to develop relevant skills, college ready content, and unique experiences to maximize the student's high school career.

Relevant skills are those like document processing, marketing oneself, resume/interview skills, financial budgeting, and personal investing. College ready content can be found in our dual credit course offerings, Fan Stand, Finance Academy, and our DECA program. Our ICE Program gives students the opportunity to work while in school. All of these programs provide authentic experiences designed to make our student's high school experience a memorable one.

All students are required to complete at least one credit in the Business, Marketing, and Information Technology course menu provided below.

### Business Graduation Requirement

Starting with the Class of 2019, students will be able to choose from the following menu of Business, Marketing, and Information Technology courses to fulfill their Business graduation requirement.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Grade</th>
<th>Dual Credit</th>
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<tr>
<td>Personal Financial Responsibility</td>
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<tr>
<td>Preparing for College &amp; Careers</td>
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<td>All pathways</td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>10, 11, 12</td>
<td>Business pathway with emphasis on accounting and finance</td>
<td></td>
</tr>
<tr>
<td>Digital Applications &amp; Responsibility</td>
<td>9, 10, 11, 12</td>
<td>Ivy Tech</td>
<td>Information Technology pathway and all Business pathways</td>
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<tr>
<td>Principles of Marketing I</td>
<td>10, 11, 12</td>
<td>Ivy Tech</td>
<td>Business pathway with emphasis on marketing</td>
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<td>ACP Business Administration</td>
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<td>Indiana University</td>
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</tr>
<tr>
<td>Intro to Computer Science</td>
<td>9, 10</td>
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<td></td>
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<tr>
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<td></td>
</tr>
<tr>
<td>AP Computer Science Principles</td>
<td>9, 10, 11, 12</td>
<td>All pathways</td>
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</tbody>
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5394 *PREPARING FOR COLLEGE AND CAREERS (9, 10) This course will provide students opportunities to learn about themselves and about various traditional and non-traditional occupations and careers. It will review the sixteen national career clusters. Students will gain an awareness of the type of occupational preparation or training needed for various occupations and careers. The course may also develop the student’s employment skills, understanding of the economic process, and decision-making and planning skills. Opportunities will be provided for students to make job observations through field trips, mock interviews, and guest speakers. Resume development and career related testing may be provided. The course will be both informative and exploratory in nature. Fulfills Business Graduation requirement.
**4518 *INTRODUCTION TO BUSINESS (9, 10)** This course introduces students to the world of business. It will cover a wide range of topics including the economy, business ethics and law, social responsibility, entrepreneurship, management and leadership styles, marketing fundamentals, human resources, business finances, and consumer rights and responsibilities.

**4540 *PERSONAL FINANCIAL RESPONSIBILITY (10, 11, 12)** This course addresses the identification and management of personal financial resources to meet the financial needs and wants of individuals and families, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. This course helps students build skills in financial responsibility and decision making; analyze personal standards, needs, wants, and goals; identify sources of income, saving and investing; understand banking, budgeting, record-keeping and managing risk, insurance and credit card debt. **Recommendation – “C” average in Information Communications & Technology.** Fulfills Business Graduation requirement

**4524 INTRODUCTION TO ACCOUNTING (10, 11, 12)** The course introduces the language of business using Generally Accepted Accounting Principles (GAAP) and procedures for proprietorships and partnerships using double-entry accounting. Emphasis is placed on accounting principles as they relate to both manual and automated financial systems. This course involves understanding, analyzing, and recording business transactions and preparing, analyzing, and interpreting financial reports as a basis for decision-making. **Fulfills Business Graduation requirement**

**4560 *BUSINESS LAW AND ETHICS (11, 12)** Business Law and Ethics provides an overview of the legal system in the business setting. Topics covered include: basics of the judicial system, contract, personal, employment and property law. Application of legal principles and ethical decision-making techniques are presented through problem-solving methods and situation analyses.

**4562 *PRINCIPLES OF BUSINESS MANAGEMENT (11, 12)** Business Management is designed to give students insight regarding the characteristics, organization and operation of different types of businesses. Contemporary and ethical issues are introduced, as are factors that affect society. Students will study the environment of business, business ownership, production, finance, information systems, personnel, planning, government regulations, and taxation. Students are introduced to management issues in a variety of environments.

**4512 BUSINESS MATHEMATICS (11, 12)** Business Math is a business course designed to equip students with life application mathematics by developing and practicing essential skills. A solid understanding of core math operations (addition, subtraction, multiplication, division, and basic fractions), personal banking and financial budgeting (checkbooks, household budgets), math for public settings (i.e. percentages, estimation, rounding used in restaurants, grocery store, personal purchases), and use of math tools such as calculators and rulers, provides the necessary foundation for students as they enter adulthood and prepare for employment.

**5914 *PRINCIPLES OF MARKETING I (10, 11, 12)** Principles of Marketing I is a one-semester course, which will provide a basic introduction to the scope and importance of marketing in the global economy. Emphasis will be placed on oral and written communications, mathematical applications, problem solving, and critical thinking skills as they relate to selling, promotion, pricing, purchasing, marketing information management, product/service planning, distribution, financing, and risk management. **This is a dual credit course through Ivy Tech. Students must meet all Ivy Tech prerequisites to qualify for Ivy Tech dual credit.** Fulfills Business Graduation requirement.

**5914 *PRINCIPLES OF MARKETING II (10, 11, 12)** Principles of Marketing II offers students an opportunity to take a second semester of marketing. This course builds upon the foundations of Principles of Marketing I and allows students to further their study of marketing and apply the previously learned concepts. Instructional strategies will include computer-technology applications, real and/or simulated occupational experiences, and projects in the marketing functions such as those available through the DECA program or other co-curricular activities. **Requirement – Principles of Marketing I. Recommendation – “C” average in Principles of Marketing I.**
5984 *SPORTS AND ENTERTAINMENT MARKETING (11, 12) This course develops student understanding of the sport/event industries, their economic impact, and products; distribution systems and strategies; pricing considerations; product/service management, and promotion. Students acquire an understanding and appreciation for planning. Throughout the course, students are presented problem-solving situations for which they must apply academic and critical-thinking skills. Requirement – Principles of Marketing I

5966 *ENTREPRENEURSHIP AND NEW VENTURES (10, 11, 12) This is a one semester course that gives students the opportunity to go through the developmental process of writing a business plan. Students will write a business plan for a business of their choice. Other topics that will be addressed throughout the course will include: entrepreneurial skills, achievements and qualities of famous entrepreneurs, company studies, product/business development, product/business marketing, financial analysis, and public selling. This course is designed to enable students to acquire the knowledge and develop the skills needed to effectively create, organize, and start their own business.

4564/4562 *##ADVANCED BUSINESS, COLLEGE CREDIT, BUSINESS ADMINISTRATION (11, 12) IU X100 (Principles of Business Management) (11, 12) This course gives students the opportunity to earn 3 hours of Indiana University college credit in X100 that are transferable to most other universities. This course introduces students to a wide range of management issues. The introduction prepares students for other business courses in college and may help students choose a career. Students will be exposed to business trends, business ownership, business management, management of human resources, marketing, and managing financial resources. IU requirements for dual credit eligibility for ACP include – at least a C in the pre-requisite course, and an overall GPA of 2.7 or higher on a 4.0 scale within a college preparatory curriculum. Fulfills Business graduation requirement.

4564 *##ADVANCED BUSINESS, COLLEGE CREDIT, ENTREPRENEURSHIP (11, 12) BSU ENT 241 This one semester course will be offered during the summer. This course gives students the opportunity to earn 3 hours of Ball State University college credit in ENT 241. An introductory course focusing on the generation of innovative business ideas, the creation of business ventures, and the role of entrepreneurship within society. Presents the skills and process knowledge needed to create an innovative solution to a real-world market opportunity. Students must have at least a 3.0 GPA to be eligible for the dual credit through Ball State.

5902 INTERDISCIPLINARY COOPERATIVE EDUCATION – RELATED INSTRUCTION (ICE) (12) Workplace competencies and foundation skills such as orientation to a new job, interpersonal relations, communication skills, evaluations, self-management, decision-making, critical thinking, and responsibility are covered and related to real-world working situations. (1 period, 1 credit per semester) Requirement - Completion of an application and an interview

5902 INTERDISCIPLINARY COOPERATIVE EDUCATION - ON-THE-JOB TRAINING (ICE) (12) This course enables students to develop and refine occupational competencies needed to acquire and succeed in a job, adjust to the employment, and advance in an occupation of their choice. On-the-job instruction is supervised by the employer. They work closely with the teacher-coordinator in planning student learning experiences, which are compatible with student and employer goals. Students are to work a minimum of 3 hours per day and 15 hours per week. The student would be released from school for 2 periods per day. (2 periods, 2 credits per semester) Requirement - Completion of an application and interview.

5394 COLLEGE READINESS CENTER (CRC) (11, 12) This course is a year-long Ivy Tech course designed to assist and support high school students in becoming academically ready for college and developmentally prepared for the rigors of college life and the culture of college success. The goal of the course is for students to be admitted to Ivy Tech without the qualifier of having to enroll in remedial courses. The curriculum includes teacher-guided, online learning in reading, writing and/or mathematics. During the second semester students will be enrolled in IVYT 1111 – Basic Skills course. Topics covered include time management, media literacy, learning styles, study skills, career planning, money management, and resource utilization.
INFORMATICS AND COMPUTING COURSES

4528 *DIGITAL APPLICATIONS & RESPONSIBILITIES (9, 10, 11, 12) The student will be introduced to the physical components and operation of computers. Technology is used to build students’ decision-making and problem-solving skills focusing on Word Processing/MS Word, spreadsheets/MS Excel, databases/MS Access and presentation software/MS PowerPoint. A unit on HTML and a unit on employment skills will also be included. This is a dual credit course through Ivy Tech. Students must meet all Ivy Tech prerequisites to qualify for Ivy Tech dual credit. Fulfills Business Graduation requirement.

4803 *INTRODUCTION TO COMPUTER SCIENCE (9, 10) This one semester course is designed for students with no previous programming experience who are good problem solvers and have acquired basic computer skills. This course will allow students to explore computer science and gain a broad understanding of the computer science field. Students will learn problem-solving techniques and use them as they work on computer programming, gaming, mobile development, and artificial intelligence activities. Fulfills Business Graduation requirement.

5232 INTERACTIVE MEDIA (Formerly Web Design) (9, 10, 11, 12) Interactive Media prepares students for careers in business and industry working with interactive media products and services; which includes the entertainment industries. This course emphasizes the development of digitally generated or computer-enhanced products using multimedia technologies. Students will develop an understanding of professional business practices including the importance of ethics, communication skills, and knowledge of the “virtual workplace”. Current multimedia technologies include video/audio production; digital imaging; animation; and website design, development, and management. Requirement - Digital Applications & Responsibilities.

4568 ## AP COMPUTER SCIENCE PRINCIPLES (AP CS PRINCIPLES) (9, 10, 11, 12) This course is designed to introduce students to the central ideas of computing and computer science, to instill ideas and practices of computational thinking, and to have students engage in activities that show how computing and computer science change the world. The course is rigorous and rich in computational content, includes computational and critical thinking skills, and engages students in the creative aspects of the field. This course is designed for college bound students looking to gain more in depth computer knowledge to be used in any field of study. Requirement - Successful completion of Algebra I. Recommendation - “B” average in all math courses. Fulfills Business Graduation requirement

4634 COMPUTER SCIENCE I (Programming) (9, 10, 11, 12) This year-long course is designed for students who are interested in computer science or related career fields. This course will introduce students to computer programming, as well as the latest technologies involving computers. This course provides an opportunity to learn, plan, program, and debug applications using modern programming techniques and practicing good graphical user interface design. Students will be introduced to variables, decision statements, loops, structures, arrays, methods, classes, and Object Oriented Programming. This course will prepare the student for AP Computer Science A. Requirement – Geometry; Recommendation – “C” average in all math courses including Geometry. Fulfills Business Graduation requirement

5252 COMPUTER SCIENCE III: CYBERSECURITY (10, 11, 12) Students will learn about cryptography as an indispensable resource for implementing strong security in real-world applications. The students will assess the strength, security, and efficiency of encryption standards and use formal methods to assess their levels of security and efficiency. Part of a layered security approach begins with implementing good coding practices. Subjects covered include threat modeling, secure code lifecycle, current tools used in the industry, and software maintenance and incident preparedness. Prerequisites: Computer Science I or AP CS Principles

4570 ## AP COMPUTER SCIENCE A – ADVANCED COMPUTER SCIENCE USING JAVA (10, 11, 12) Computer Science is the development of computer programs to solve problems. This year-long course will emphasize Object Oriented Programming techniques. Topics include variables, algorithms, decision statements, loops, strings, arrays, ArrayLists, methods, inheritance, abstract classes, interfaces, recursion, searching, and sorting. Students will prepare to take the College Board AP Computer Science A Exam in May. Requirement – Algebra II and Computer Science I, or permission of instructor; Recommendation – A “B” average in Algebra II and Computer Science I.
5249 COMPUTER SCIENCE III: SOFTWARE DEVELOPMENT (11, 12) Introduces students to concepts and practices of different programming languages for application development. Students will learn the software development lifecycle including investigating requirements, feasibility, building, testing, deploying, and supporting the application. Concepts will be applied through creating hands-on applications for one or more platforms using current development environments and tools. Students will practice skills such as team building, work ethic, communication, documentation, and adaptability. **Pre-requisite:** AP Computer Science A (Java)

5974 *WORK BASED LEARNING: MULTIPLE PATHWAYS (10, 11, 12) - CYBEROYALS TECH SQUAD* Tech Squad is a semester or yearlong hands on study of technology in an educational context. Students are required to assess problem sets and define the best approach to addressing or solving the problem. The course also asks students to have a prior understanding of Mac OS, Microsoft Windows OS, iOS, Chrome OS, or Android OS. Students will work with technology staff at HSE High School or at another building in the district. For opportunities in other buildings, transportation will be required. **Requirement – Work Based Learning Application and at least one other Informatics and Computing course.** Acceptance into this course will be based on the application and a personal interview.

5230 **INFORMATION TECHNOLOGY SUPPORT (10, 11, 12)** This semester or yearlong course allows students to explore how computers work. Students learn the functionality of hardware and software components as well as suggested best practices in maintenance and safety issues. Through hands-on activities and labs, students learn how to assemble and configure a computer, install operating systems and software, and troubleshoot hardware and software problems. **Requirement – Completion of at least one other Informatics and Computing course.**

5238 *##ADVANCED CAREER & TECHNICAL EDUCATION COLLEGE CREDIT (11, 12)* Through the SPAN Division at IUPUI students have the opportunity to take college-level computer courses online during a class period at HSE. The courses are taught by college professors and high school teachers serve as facilitators overseeing and monitoring student progress. **Students are responsible for the cost of tuition, fees, and textbooks for this course which is approximately $1,200.** Program Requirements: Cumulative GPA of 3.0, and a “B” in all computer courses including Computer Science I. This course meets dual credit requirement for academic honors diploma. More information can be found at span.uc.iupui.edu. **PLEASE SEE Mrs. Alano for more information and approval.** Possible courses include:

- Competitive Computer Tech Scholarships are available for CIT courses to reduce tuition by half, resulting in a cost of approximately $600.
  - CIT 21200 – Website Design
  - CIT 21400 – Introduction to Data Management
  - CIT 21300 – Systems Analysis and Design
  - CIT 21500 – Web Programming
  - *INFO I202 – Social Informatics
  - *INFO I270 – Intro to Human-Computer Interaction Principles and Practices
  - *INFO I275 – Intro to Human-Computer Interaction Theory
  - CSCI 23000 – Computing I
  - CSCI 24000 – Computing II

*These courses are included in the 30 hour general education core, meaning they will count toward a student’s general education requirements at any Indiana state educational institution.*
### Sample schedule for student interested in Computer Science

#### Freshman Year

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td>FINE ART OR WORLD LANG</td>
</tr>
<tr>
<td>GEOMETRY OR ALGEBRA II</td>
<td>PE/HEALTH</td>
</tr>
<tr>
<td>BIOLOGY</td>
<td>AP COMPUTER SCIENCE PRINCIPLES</td>
</tr>
<tr>
<td>WORLD CREDIT</td>
<td></td>
</tr>
</tbody>
</table>

#### Sophomore Year

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td>FINE ART OR WORLD LANG</td>
</tr>
<tr>
<td>ALGEBRA II OR PRE-CALC/TRIG</td>
<td>INTERACTIVE MEDIA</td>
</tr>
<tr>
<td>CHEMISTRY</td>
<td>COMPUTER SCIENCE I</td>
</tr>
<tr>
<td>ELECTIVE</td>
<td></td>
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</tbody>
</table>

#### Junior Year

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td>FINE ART OR WORLD LANG</td>
</tr>
<tr>
<td>PRE-CALC/TRIG OR AP CALCULUS</td>
<td>AP COMPUTER SCIENCE A (JAVA)</td>
</tr>
<tr>
<td>US HISTORY</td>
<td>COMPUTER SCIENCE III: CYBERSECURITY</td>
</tr>
<tr>
<td>PHYSICS</td>
<td></td>
</tr>
</tbody>
</table>

#### Senior Year

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td>INTERNSHIP</td>
</tr>
<tr>
<td>GOVERNMENT / ECONOMICS</td>
<td>INTERNSHIP</td>
</tr>
<tr>
<td>AP CALCULUS OR ADV MATH</td>
<td>COMPUTER SCIENCE III: SOFTWARE DEVELOPMENT</td>
</tr>
<tr>
<td>ELECTIVE SCIENCE</td>
<td></td>
</tr>
</tbody>
</table>
Computer Science Course Sequence

Entry Points – Courses appropriate for a first Computer Science or programming experience.

Introduction to Computer Science (Single Semester) – No Pre-Requisite – Meets Business Grad Requirement
AP Computer Science Principles (Full Year) – Algebra 1 Pre-Requisite – Meets Business Grad Requirement

Prior coding experience suggested

Core Course – Builds in the skills required for all subsequent Computer Science courses.
Computer Science 1: Programming (Full Year) – Geometry Pre-Requisite – Meets Business Grad Requirement

Further Study – Students may take the following after successful completion of the core course.
Computer Science III: PLTW Cybersecurity (Full Year) – AP CS Principles or Computer Science 1 Pre-Requisite
AP Computer Science A – Advanced Computer Science (Java) (Full Year) – Computer Science 1 Pre-Requisite
Computer Science III: Software Development (Full Year) – AP Computer Science A Pre-Requisite

Prior coding experience suggested

Intro to CS (1 Semester)
No Pre-Req

Optional path

AP Computer Science Principles
Algebra 1 Pre-Req

Computer Science 1: Programming
Geometry Pre-Req

Computer Science III: Cybersecurity

AP Computer Science A – Advanced Computer Science Using Java

Computer Science III: Software Development

Not recommended... by instructor approval
FAN STAND

The Fan Stand is Hamilton Southeastern High School's school based enterprise. Students are responsible for designing apparel, opening/closing the store, tracking inventory and purchases, along with keeping accurate financial statements. Fan Stand students get a real world experience in operating, promoting, and managing an actual store. Students are provided the unique opportunity to work with vendors and point of sale software.

Students interested will interview during their sophomore year and will begin their junior year during the Spring Semester. Students interested should have taken or be scheduled to take two of the following course options before starting:

<table>
<thead>
<tr>
<th>Accounting (10, 11, 12)</th>
<th>Business Law (10, 11, 12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital Applications (9, 10, 11, 12)</td>
<td>Entrepreneurship (10, 11, 12)</td>
</tr>
<tr>
<td>Marketing (10, 11, 12)</td>
<td>Management (10, 11, 12)</td>
</tr>
<tr>
<td>Interactive Media (10, 11, 12)</td>
<td>Marketing II (11, 12)</td>
</tr>
</tbody>
</table>

Fan Stand Curriculum
Junior (2nd Semester) - Merchandising – Fan Stand
Summer – Inventory Days, Orientation
Senior (1st Semester) - Merchandising – Fan Stand

5962 MERCHANDISING (THE FAN STAND) (11 – spring semester; 12 – fall semester) Merchandising is a two-semester marketing course that provides an opportunity for college-bound students to study marketing outside the traditional marketing education course offerings. Emphasis is placed on the functions of marketing. Additional instructional areas include leadership, management skills, and risk management. Instructional strategies include a school-based enterprise, The Fan Stand, computer/technology applications, real marketing experiences, and projects in the marketing functions such as those available through the DECA program of co-curricular activities. Students should plan to be available to attend several school events throughout the semester. Requirement: Principles of Marketing I or Entrepreneurship and New Ventures, and at least 2 specialized courses: Principles of Marketing II, Sport and Entertainment Marketing, Entrepreneurship and New Ventures, Principles of Business Management, Web Design I, Accounting, or Business Law and Ethics, or by special permission by instructor. Students will complete an interview with the instructor for final selection.
ACADEMY OF FINANCE

OFFERED AT HAMILTON SOUTHEASTERN HS ONLY

The HSE Finance Academy was established in 2005 in order to maximize the high school student experience through a rigorous curriculum and community partnerships. The Academy curriculum offers multiple dual-credit courses focusing on finance, accounting, and economics. In conjunction with the curriculum, the Academy partners closely with the community to bring authentic learning opportunities though its mentor program, internships, and company tours. This combination of classroom rigor and real world experiences prepares our high school student to be successful in their post high school pursuits.

Through their Academy experience, students gain an understanding of the connections that exist between their education and the workplace. Students will participate in job shadows and mock interviews. Although students are not required to attend all field trips, there are many field trips planned including trips to the financial districts in Chicago and New York City.

Through teachers and industry mentors, the Academy provides students with the curriculum and guidance necessary for rewarding careers.

5258 *BANKING AND INVESTMENT CAREERS - BANKING AND CREDIT (11) This one semester course presents a survey of the principles and practices of banking and credit in the United States. The students learn about the major functions of banks and other depository institutions, in-house operations and procedures, central banking through the Federal Reserve System and modern trends in the banking industry. The credit component provides an overview of credit functions and operations including credit risk evaluation, loan creation and debt collection. Requirement – Acceptance into the Academy of Finance

5258 * BANKING AND INVESTMENT CAREERS - SECURITIES AND INSURANCE (11) This is a one-semester class that focuses on the securities and insurance industries. The class will be analytical in nature and will focus on the practice of evaluating financial options and making more informed and educated decisions. We will analyze companies and their corresponding stock through Fundamental, Technical, and Quantitative Analysis to help us gain a better understanding of their financial condition and stock price. A wide variety of topics will be covered that include: the use of the options/futures markets, leverage, hedging, day trading, market psychology, among many others. In the Insurance section of the course, we will look at the risks that we face throughout our lives and some tools (Health, Life, and Property Insurances) to help us manage those risks. Requirement – Acceptance into the Academy of Finance

4564 *##ADVANCED BUSINESS, COLLEGE CREDIT, FINANCE AND INTERNATIONAL BUSINESS, University of Indianapolis (12) This course will be divided into two parts. The first section, comprising approximately two thirds of the semester will cover corporate finance. The second will deal with international business. All managers are required to possess a basic understanding of financial concepts. This course is designed as an introduction to finance via concepts, basic calculations, and capital markets. The basic concepts of the time-value of money, rates of return, and valuation are covered. Students will learn how capital markets function, what different securities exist, and how to manage cash flow. Besides providing basic math skills, this course should provide students with an excellent introduction to financial management concepts. An overview of current international business theories, patterns, and management concepts is provided. Emphasis is placed on understanding the key factors that influence multinational operations and the variety of ways international business may evolve in the future. Financial aspects of international business are central to this course, as well as international strategic planning. Requirement – Acceptance into the Academy of Finance - Earn 3 college credits. University classes – Tuesday and Thursday, 1:20 – 2:40 PM. This class meets at Anderson University. Students are required to provide their own transportation.
4564 *##ADVANCED BUSINESS, COLLEGE CREDIT, ACCOUNTING, Anderson University (12) Students will learn to understand the basic principles, elements and concepts of accounting; use proper methods to record and communicate useful financial data to others; be able to perform a complete accounting cycle from source documents to post closing trial balance for a business; and understand the role of accounting in making informed decisions, in providing an overview for non-accounting majors and in building a foundation for further study for accounting majors through management planning, performing, and evaluating cycles. Requirement – Acceptance into the Academy of Finance – Earn 3 college credits. University classes – Tuesday and Thursday, 1:20 – 2:40 PM. This class meets at Anderson University. Students are required to provide their own transportation.

4564 *##ADVANCED BUSINESS, COLLEGE CREDIT, ENTREPRENEURSHIP (12) BSU MGT 241 This one semester course will be offered during the summer. This course gives students the opportunity to earn 3 hours of Ball State University college credit in MGT 241. An introductory course focusing on the generation of innovative business ideas, the creation of business ventures, and the role of entrepreneurship within society. Presents the skills and process knowledge needed to create an innovative solution to a real-world market opportunity. Requirement-3 or more credits in a Business career pathway. Students must have at least a 3.0 GPA, and a 22 or higher composite score on the ACT, or a 1250 or higher composite on the SAT to be eligible for the dual credit through Ball State.

5260 *WORK BASED LEARNING: BUSINESS AND MARKETING (AoF Internship) (12) Academy of Finance students will complete a paid, finance-related internship during the summer between their junior and senior year. The Director of the Academy of Finance and the employer will work closely to provide the student with a valuable learning experience in the financial field. Students will complete 180 hours on the job. Requirement – Acceptance into the Academy of Finance.

ACADEMY OF FINANCE

Students apply for acceptance into the Academy of Finance program during the second semester of their sophomore year. Official classes and activities begin the Junior year.

Course Schedule Outline:

<table>
<thead>
<tr>
<th>Sophomore Year</th>
<th>Accounting</th>
<th>recommended sophomore year, but can be completed during the Junior or Senior year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior Year</td>
<td>1st Semester</td>
<td>Banking and Investment Careers (Banking &amp; Credit)</td>
</tr>
<tr>
<td></td>
<td>2nd Semester</td>
<td>Banking and Investment Careers (Securities &amp; Insurance)</td>
</tr>
<tr>
<td></td>
<td>Summer</td>
<td>180 Hour Internship/Ball State University Entrepreneurship</td>
</tr>
<tr>
<td>Senior Year</td>
<td>1st Semester</td>
<td>ACP Business Administration (1st Semester only)</td>
</tr>
<tr>
<td></td>
<td>2nd Semester</td>
<td>Economics or AP Economics (1st or 2nd Semester)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>or Anderson University Accounting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>or University of Indianapolis Finance &amp; International Business</td>
</tr>
</tbody>
</table>
WORK-BASED LEARNING

The primary purpose of a cooperative education program is to prepare a student for entry-level employment. However, the program could also serve as a means for a student to explore entry level work in a future career. The program combines classroom instruction with on-the-job learning experiences consistent with the student’s occupational objectives. The program would have a class-related period and a regularly scheduled time that the student would be released from school two periods to be employed throughout the school year. **Students enrolled in this program must make a commitment for the entire year.**

**SELECTION CRITERIA:** Each student should have a stated career objective in an occupation, be responsible for his own transportation to and from job, should be physically, emotionally, mentally, and morally capable of performing his career objective, be an incoming junior or senior, should have an acceptable attendance record, have parental consent, be willing to accept responsibility and follow instructions, and should have the ability to work with others. Each student will need to fill out an application, provide references, and will then be interviewed by the Coordinator, Principal, and possible employer. The Coordinator will need to have a conference with the student and his parent(s).

**5902 INTERDISCIPLINARY COOPERATIVE EDUCATION: RELATED INSTRUCTION (ICE) (12)** Workplace competencies and foundation skills such as orientation to a new job, interpersonal relations, communication skills, evaluations, self-management, decision-making, critical thinking, and responsibility are covered and related to real-world working situations. **(1 period, 1 credit per semester) Requirement - Completion of an application and an interview**

**5902 INTERDISCIPLINARY COOPERATIVE EDUCATION: ON-THE-JOB TRAINING (ICE) (12)** This course enables students to develop and refine occupational competencies needed to acquire and succeed in a job, adjust to the employment, and advance in an occupation of their choice. On-the-job instruction is supervised by the employer. They work closely with the teacher-coordinator in planning student learning experiences, which are compatible with student and employer goals. Students are to work a minimum of 3 hours per day and 15 hours per week. The student would be released from school for 2 periods per day. **(2 periods, 2 credits per semester) Requirement - Completion of an application and interview**

**0500 *BASIC SKILLS DEVELOPMENT/PREPARING FOR COLLEGE AND THE SAT (10, 11)** This one semester course emphasizes preparation for the Scholastic Aptitude Test (SAT). This preparation includes various test taking strategies and practice in both the verbal and math portions of the test. Procedures for selecting and applying for college and financial aid are also addressed. In addition, college life and its different elements are discussed.

**5974 *WORK BASED LEARNING: MULTIPLE PATHWAYS (12)** Work based Learning is designed to provide opportunities for students to explore careers that require additional degrees or certification following high school. The emphasis of the experience is on applying skills developed through instruction and on learning new career competencies at the internship site. The internship is tailored to the unique needs and interests of the student and is considered a high school capstone experience towards fulfillment of the student’s future plan. A training agreement will outline the expectations of all parties: the intern, parent/guardian, site supervisor/mentor, internship supervisor, and the school. Internships will be unpaid and will include a series of meetings or seminars with the internship coordinator.

5974 Work Based Learning Capstone, Multiple Pathways
5975 Work Based Learning Capstone, Advanced Manufacturing and Engineering
5260 Work Based Learning Capstone, Business and Marketing
5480 Work Based Learning Capstone, Family and Consumer Sciences
5207 Work Based Learning Capstone, Health Sciences
5892 Work Based Learning Capstone, Trade and Industry

**5230 **INFORMATION TECHNOLOGY SUPPORT (10, 11, 12)** This semester or yearlong course allows students to explore how computers work. Students learn the functionality of hardware and software components as well as suggested best practices in maintenance and safety issues. Through hands-on activities and labs, students learn how to assemble and configure a computer, install operating systems and software, and troubleshoot hardware and software problems. **Requirement – Completion of at least one other Informatics and Computing course.**
Hamilton Southeastern High School has aligned with a national Engineering training program entitled Project Lead The Way. This program will combine curriculum from Mathematics, Science, and Technology to prepare students for college level Engineering coursework. Instructors for Project Lead The Way courses have received training from Engineering specialists at Purdue University. Upon successful completion of the end-of-course exam and an optional processing fee, college credit is available at over 30 schools across the United States.

**Project Lead The Way** is a four year comprehensive pre-Engineering program that is made up of:

- **Foundational courses:**
  - Introduction to Engineering Design – First Year
  - Principles of Engineering – Second Year

- **Elective courses:** (to be taken in the third or fourth year) (Honors weighted)
  - Digital Electronics (HSE)
  - Computer Integrated Manufacturing (HSE)
  - Bio Engineering (HSE)
  - Civil Engineering and Architecture (HSE)
  - Aerospace (FHS)

- **Capstone course:** (to be taken in the fourth year) (Honors weighted)
  - Engineering Design and Development

Students are expected to follow a college preparatory sequence of courses in high school mathematics as well as completion of physics. To enter the program as a freshman, students are required to have taken Algebra 1. More information can be obtained by visiting the national Project Lead The Way website at [www.pltw.org](http://www.pltw.org).

**4812 INTRODUCTION TO ENGINEERING DESIGN (9, 10, 11, 12)** This course is the first level in all course sequences in technology education. This Project Lead The Way course develops student problem-solving skills using a design development process. Models of product solutions are created, analyzed, and communicated using solid modeling computer design software. **Requirement:** Successful completion of Algebra 1. **Recommendation:** At least a “B” average in Algebra 1

**4814 PRINCIPLES OF ENGINEERING (10, 11, 12)** This Project Lead The Way course helps students understand the field of engineering/engineering technology by exploring various technology systems and manufacturing processes. Students learn how engineers and technicians use math, science and technology in an engineering problem solving process to benefit people. The course also includes concerns about social and political consequences of technological change. **Requirement:** successful completion of Introduction to Engineering Design or permission from the instructor. **Recommendation:** a “C” average or better in all previous PLTW classes

**4826 #DIGITAL ELECTRONICS (11, 12)** This Project Lead The Way course is a course in applied logic that encompasses the application of electronic circuits and devices. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits and devices. **Requirement:** successful completion of Principles of Engineering or permission from the instructor. **Recommendation:** at least a “C” average in Principles of Engineering.

**4810 #COMPUTER INTEGRATED MANUFACTURING (11, 12)** This Project Lead The Way course applies principles of rapid prototyping, robotics, and automation. Students use CNC equipment to produce actual models of their three-dimensional designs. Fundamental concepts of robotics used in automated manufacturing and design analysis are included. **Requirement** – successful completion of Principles of Engineering or permission from the instructor. **Recommendation:** a “C” average or better in all previous PLTW classes.
4820 #CIVIL ENGINEERING AND ARCHITECTURE (11, 12) This Project Lead The Way course provides an overview of the fields of the Civil Engineering and Architecture, while emphasizing the interrelationship and dependence of both fields on each other. Students use state of the art software to solve real world problems and communicate solutions to hands-on projects and activities. Requirement – successful completion of Principles of Engineering or permission from the instructor. Recommendation: a “C” average or better in all previous PLTW classes.

4816 #AEROSPACE ENGINEERING (11,12) This course is only offered at Fishers High School. Through hands-on engineering projects developed with NASA, students learn about aerodynamics, astronautics, space-life sciences, and systems engineering in this Project Lead The Way class (which includes the study of intelligent vehicles like the Mars rovers Spirit and Opportunity). Students interested in taking this course will need to take a study hall/travel period. Requirement – successful completion of Principles of Engineering or permission from the instructor. Recommendation: a “C” average or better in all previous PLTW classes.

4828 #ENGINEERING DESIGN AND DEVELOPMENT (12) This Project Lead The Way course is an engineering research course in which students work in teams to research, design and construct a solution to an open-ended engineering problem. Students apply principles developed in the five preceding courses and are guided by a community mentor. They must present progress reports, submit a final written report and defend their solutions to a panel of outside reviewers at the end of the school year. Requirement: successful completion of PLTW foundational courses and one PLTW elective course. Recommendation: a “C” average or better in all previous PLTW courses, or permission from the instructor.

Sample schedule for student completing all four years of the PLTW pre-engineering program

Freshman Year

<table>
<thead>
<tr>
<th>ENGLISH</th>
<th>FINE ART OR WORLD LANG</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOMETRY OR ALGEBRA II</td>
<td>PE/INTRO TO COMP SCI</td>
</tr>
<tr>
<td>HONORS BIOLOGY</td>
<td>PLTW (IED)</td>
</tr>
<tr>
<td>WORLD CREDIT</td>
<td></td>
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</table>

Sophomore Year

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<tr>
<th>ENGLISH</th>
<th>FINE ART OR WORLD LANG</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALGEBRA II OR PRE-CALC/TRIG</td>
<td>HEALTH/WEB DESIGN I</td>
</tr>
<tr>
<td>HONORS CHEM</td>
<td>PLTW (POE)</td>
</tr>
<tr>
<td>ELECTIVE</td>
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</table>

Junior Year

<table>
<thead>
<tr>
<th>ENGLISH</th>
<th>PLTW ELECTIVE</th>
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</thead>
<tbody>
<tr>
<td>PRE-CALC/TRIG OR AP CALCULUS</td>
<td>ELECTIVE</td>
</tr>
<tr>
<td>US HISTORY</td>
<td>ELECTIVE</td>
</tr>
<tr>
<td>PHYSICS</td>
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</table>

Senior Year

<table>
<thead>
<tr>
<th>ENGLISH</th>
<th>PLTW (EDD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOVERNMENT / ECONOMICS</td>
<td>PLTW ELECTIVE</td>
</tr>
<tr>
<td>AP CALCULUS OR ADV MATH</td>
<td>ELECTIVE</td>
</tr>
<tr>
<td>AP PHYSICS or AP CHEM</td>
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</tbody>
</table>
TECHNOLOGY EDUCATION

An action-based program for all students to learn how to develop, produce, use, and assess the impacts of products and services that extend the human potential to improve and control the natural and human-made environment.

Each student who participates in the program will develop an understanding of technology as a system in the global context by developing ability to:

- Develop technological products and services.
- Use tools, machines, materials, and energy to produce products and services.
- Select appropriate technology to solve problems and meet opportunities.
- Appropriately use technology to extend human potential to improve and control our environment.
- Assess the impacts of technology on individuals, society, and the environment.
- Use appropriate personal and interpersonal skills to participate in a technological society.

To reach these goals, the program is based on the technological actions that are universal for all technologies. The total curriculum addresses these two key aspects:

- The specific actions used in developing, producing, using, and assessing all technologies.
- The contexts where technology is developed and used.

4782 * INTRODUCTION TO CONSTRUCTION I (10, 11, 12) A broad course that explores the application of tools, materials, and energy in developing, producing, using and assessing constructed works. Students will explore techniques used to apply technology in producing residential buildings. Course may be supplemented with weekend hours spent at a Habitat for Humanity build (or other similar program).

4792 * INTRODUCTION TO CONSTRUCTION II (10, 11, 12) A specialized course that explores the technological processes used to produce residential, commercial, and industrial buildings and a variety of civil structures. Course may be supplemented with weekend hours spent at a Habitat for Humanity build (or other similar program). **Requirement – Successful completion of Introduction to Construction I. Recommendation: at least a “C” average in Intro to Construction I.**

Conexus Indiana, in partnership with Hire Technology, is a career pathway for Advanced Manufacturing and Logistics (AML). The mission of Conexus Indiana is to prepare a qualified workforce for high-tech middle skill AML careers. Indiana manufacturers employ one in five Hoosiers while producing lifesaving medicines, the latest jet engines, electric cars and trucks and much more. Hire Technology is a comprehensive high school curriculum providing schools with a solution to prepare students for high-tech careers. The two-year curriculum features:

- Nationally recognized industry credentials
- Dual credit through Ivy Tech
- Immersive online learning environment
- Project Based Learning
- Partnership with local manufacturing company

4796 INTRODUCTION TO ADVANCED MANUFACTURING AND LOGISTICS – 2 credits, 2 semesters (11, 12) Introduction to Advanced Manufacturing and Logistics is a course that specializes in how people use modern manufacturing systems with an introduction to advanced manufacturing and logistics and their relationship to society, individuals, and the environment. Students apply the skills and knowledge of using modern manufacturing processes to obtain resources and change them into industrial materials, industrial products and consumer products. Topics covered include: safety principles, quality principles, environmental concerns, manufacturing process basics, introduction to distribution, material handling, managing inventory, shipping & transportation, global/international logistics, workplace communication, and effective teamwork.

This is the first year of a two year program and students who complete both years are eligible for industry certification exams.
AGRICULTURE

5056 INTRODUCTION TO AGRICULTURE, FOOD AND NATURAL RESOURCES – (9, 10, 11, 12) Intro to AFNR is a yearlong course that covers all of the industries and sciences related to agriculture. These include animal science, plant science, food science, horticulture, agribusiness management, landscape management, natural resources, leadership development, and career opportunities. This is a highly recommended class for someone interested in agriculture.

5132 ** HORTICULTURE SCIENCE (9, 10, 11, 12) This course may be taken for one semester or the entire year. The first semester of this course is designed to give students a background in the field of horticultural plants and products. Topics covered include: reproduction and propagation of plants, plant growth, growth media, management practices for field and greenhouse production, marketing concepts, production of plants of local interest and pest management. Students participate in a variety of activities to include extensive laboratory work usually in a school greenhouse, leadership development, supervised agricultural experience and learning about career opportunities in the area of horticulture science.

5136 **LANDSCAPE MANAGEMENT I (9, 10, 11, 12) This course may be taken for one semester or the entire year. This course provides the student with an overview of the many career opportunities in the diverse field of landscape management. Students are introduced to the procedures used in the planning and design of a landscape using current technology practices, the principles and procedures of landscape construction, the determination of maintenance schedules, communications and management skills necessary in landscape operations and the care and use of equipment utilized by landscapers.

5070 ADVANCED LIFE SCIENCE: ANIMALS (10, 11, 12) Advanced Life Science, Animals, is a standards-based interdisciplinary science course, geared to college bound and honors level students that integrates biology, chemistry and microbiology in an agricultural context. Students investigate concepts that enable them to understand animal life and animal science as it pertains to agriculture. Through instruction, including laboratory, fieldwork, leadership development, supervised agricultural experience and the exploration of career opportunities, they will recognize concepts associated with animal taxonomy, life at the cellular level, organ systems, genetics, evolution, and ecology, historical and current issues in animal agriculture in the area of advanced life science in animals. This year long course qualifies as a 3rd science credit towards an Academic Honors Diploma. Complete your science credits in a new and exciting way! This course provides excellent preparation for Purdue University’s Advanced Credit Examination, which could allow students who excel the opportunity to earn college credit through Purdue University. This is a dual credit course through Ivy Tech. AHD and Core 40. Requirement: Successful completion of two of the following - Biology, Chemistry or ICP

5074 ADVANCED LIFE SCIENCE: PLANTS AND SOILS (10, 11, 12) Advanced Life Science, Plant and Soils, is a standards-based Interdisciplinary science course, geared to college bound and honors level students, that integrates biology, chemistry and earth science in an agricultural context. Students study concepts, principles and theories associated with plants and soils. Students recognize how plants are classified, grown, function and reproduce. Students explore plant genetics and the use of plants by humans. They examine plant evolution and the role of plants in ecology. Students investigate, through laboratory and fieldwork, how plants functions and the influence of soil in plant life. This year long course qualifies as a 3rd science credit towards an Academic Honors Diploma. Learn about how plant life effects everyday life and learn your science credits in a new exciting way at the same time! This course provides excellent preparation for Purdue University’s Advanced Credit Examination, which could allow students who excel the opportunity to earn college credit through Purdue University. AHD and Core 40. Requirement: Successful completion of two of the following - Biology, Chemistry or ICP
5008 **ANIMAL SCIENCE: SMALL ANIMAL CARE AND MANAGEMENT I &II (9, 10, 11, 12)** This course will include knowledge of small animals varying from pets to wild small animals. Students participate in a large variety of activities and laboratory work including real and simulated animal science experiences and projects. All areas that the students study can be applied to both large and small animals. Topics to be addressed include: anatomy and physiology, genetics, reproduction, nutrition, common diseases and parasites, social and political issues related to the industry and management practices for the care and maintenance of animals while incorporating leadership development, supervised agricultural experience and learning about career opportunities in the area of animal science. **This is a dual credit course through Ivy Tech.**

5008 ANIMAL SCIENCE: LIVESTOCK PRODUCTION (9, 10, 11, 12) (Offered in alternate year 2020-21) This is a yearlong course that provides students with an overview of the field of animal science. All areas which the students study can be applied to large and small animals. Topics to be addressed include: anatomy and physiology, genetics, reproduction, nutrition, aquaculture, careers in animal science, common diseases and parasites, social and political issues related to the industry, and management practices for the care and maintenance of animals.

5008 **ANIMAL SCIENCE: HORSE PRODUCTION (9, 10, 11, 12) (Offered in alternate year 2019-20)** This course provides students with an overview of the field of horse science. Topics addressed include: anatomy and physiology, genetics, reproduction, nutrition, careers in the horse industry, common diseases and parasites, social and political issues related to the industry, and management practices for the care and maintenance of horses.

5088 **AGRICULTURAL POWER STRUCTURE AND TECHNOLOGY (WELDING) (9, 10, 11, 12)** This one semester course will focus on oxy-fuel, arc, and wire welding. Topics will also include safety, careers in welding, types of welding, cutting metal, leadership, and supervised agricultural experience.

5088 **AGRICULTURAL POWER STRUCTURE AND TECHNOLOGY (SMALL ENGINES) (9, 10, 11, 12)** During this one semester course students will develop an understanding of basic principles of selection, operation, maintenance, and management of small engines. Topics covered will include: safety, small engines, electricity, plumbing, concrete, carpentry, metal technology, and career opportunities in the area of agricultural power, structure, and technology. A final project is required for this course. **This is a dual credit course through Ivy Tech.**

5228 SUPERVISED AGRICULTURAL EXPERIENCE (10, 11, 12) This course is designed to provide students with opportunities to gain experience in the agriculture field in which they are interested. Students should experience and apply what is learned in the classroom, laboratory and training site to real-life situations. Students work closely with their agricultural science and business teacher(s), parents and/or employers to get the most out of their SAE program. This course can be offered each year as well as during the summer session. SAE may be offered as a Cooperative Education Program. Curriculum content and competencies should be varied so that school year and summer session experiences are not duplicated. **Requirement – Introduction to Agriculture, Food and Natural Resources**

5180 **NATURAL RESOURCES (9, 10, 11, 12)** This course may be taken for one semester or the entire year. Hands-on learning activities in addition to leadership development, supervised agricultural experience and career exploration encourage students to investigate areas of environmental concern. Students are introduced to the following areas of natural resources: soils, the water cycle, air quality, outdoor recreation, forestry, rangelands, wetlands, animal wildlife and safety.

5229 SUSTAINABLE ENERGY ALTERNATIVES (11, 12) Sustainable Energy Alternatives broadens a student’s understanding of environmentally friendly energies. In this course students will use a combination of classroom, laboratory, and field experiences to analyze, critique, and design alternative energy systems. Class content and activities center on renewability and sustainability for our planet. Topics covered in this course include the following types of alternative energies: solar, wind, geothermal, biomass and emerging technologies. Leadership development, supervised agricultural experience and career exploration opportunities in the field sustainable energy are also included. **Requirement: Natural Resources or AP Environmental Science.**
Animal Sciences Pathway

Animal Science expands farther than veterinary sciences. Students in the animal science pathway will get hands-on experience working with animals. Students will practice veterinary procedures, hear from professionals in the field, and work in a hands-on environment with animals. By taking all animal science courses, students will have a well-rounded understanding of the animal industry.

Careers Related to Animal Sciences:

✓ Animal Nutritionist  
✓ Veterinarian  
✓ Vet Tech  
✓ Herd Manager  
✓ Food/Meat Product Development  
✓ Feed Sales  
✓ Zoologist  
✓ Wildlife Rehabilitation  
✓ Habitat Specialists

Example Four-Year Course Plan

*This course plan assumes PE credits are earned during the summer or via Alternative PE.

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>Junior Year</th>
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<tbody>
<tr>
<td><strong>Semester One</strong></td>
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<td>English 9</td>
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<td>Health and Wellness</td>
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<td>Elective</td>
<td>Small Animals II – Dual Credit*</td>
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*This course plan assumes PE credits are earned during the summer or via Alternative PE.
Agricultural Powers, Structures, and Technology Pathway

Agricultural Powers, Structures, and Technology expands farther than working on small engines. Students in this pathway will get hands on experience working in a shop setting. Students will practice various types of welding, hear from professionals in the field, and work in a hands-on environment with machinery. By taking all agricultural powers, structures, and technology courses, students will have a well-rounded understanding of the ag mechanics industry.

Careers Related to Agricultural Powers, Structures, and Technology:

- Welder
- Agricultural Engineer
- Contractor/Builder
- Diesel Technician
- Farm Supplier
- GIS Specialist
- Farm Equipment Technician
- Land Surveyor
- Precision Ag Technicians

Example Four-Year Course Plan

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### Sophomore Year

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<td>Health and Wellness</td>
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<td>Elective</td>
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### Junior Year

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<td>Economics</td>
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<td>Supervised Agricultural Experience</td>
<td>Supervised Agricultural Experience</td>
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<td>Sustainable Energy Alternatives</td>
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Plant Sciences Pathway

Plant Science expands farther than having a garden. Students in the plant science pathway will get hands on experience working with plants, seeds, and soil. Students will practice managing a greenhouse, hear from professionals in the field, and work in a hands-on environment with plants. By taking all plant science courses, students will have a well-rounded understanding of the plant industry.

Careers Related to Plant Sciences:

- Botanist
- Plant Pathologist
- Landscape Architect
- Plant Geneticist
- Environmental Scientist
- Soil Scientist
- Agronomist
- Ecologist
- Floral Designer

Example Four-Year Course Plan

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<td>Horticulture</td>
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**Junior Year**

- English 11
- Algebra II
- ALS: Plants – Science and Dual Credit
- Foreign Language Year 3
- US History
- Sustainable Energy Alternatives
- Elective

**Senior Year**

- English 12
- Probability and Statistics
- Government
- Supervised Agricultural Experience
- AP Environmental Science
- Landscape Architecture
- Elective
- Elective
FAMILY AND CONSUMER SCIENCE

The mission of Family and Consumer Sciences Education is to prepare students for family life, work life, and careers in family and consumer sciences by providing opportunities to develop the knowledge, skills, attitudes, and behaviors needed for;

- Strengthening the well-being of individuals and families.
- Becoming responsible citizens and leaders in family, community, and work settings.
- Promoting optimal nutrition and wellness.
- Managing resources to meet the material needs of individuals and families.
- Balancing personal, home, family, and work lives.
- Using critical and creative thinking skills to address problems in diverse family, community, and work environments.
- Managing employment and career development successfully.
- Functioning effectively as providers and consumers of goods and services.
- Appreciating human worth and accepting responsibility for one’s actions and success in family and work life.

Courses are taught using a hands-on approach, enabling students to experience real life situations. Whether it be working with children or producing a product, family and consumer science courses will empower a student to meet the challenges they will encounter during their lives.

*** INTRO TO FASHION AND TEXTILES and INTRO TO HOUSING AND INTERIOR DESIGN courses fulfill a Fine Arts requirement for the Core 40 Academic Honors Diploma

Health and Wellness Waiver – a student can take Family and Consumer Science courses to waive the Heath & Wellness graduation requirement. To qualify for the Health and Wellness waiver, a student must take three of the following courses.

- NUTRITION AND WELLNESS
- CHILD DEVELOPMENT
- INTERPERSONAL RELATIONSHIPS or ADULT ROLES AND RESPONSIBILITIES

5342 *NUTRITION AND WELLNESS (9, 10, 11, 12) Nutrition and Wellness is a laboratory based course that enables students to realize the benefits of sound nutrition practices and apply them to their everyday lives. Selection and preparation of nutritious meals and snacks with a focus on the principles of food science are taught through a variety of laboratory experiences. Examination of the student’s current eating habits in relation to the USDA Dietary Guidelines and the ChooseMyPlate.Gov is included. Food safety, storage, sanitation and career paths related to nutrition and wellness are also components of this course.

5340 *ADVANCED NUTRITION AND WELLNESS (9, 10, 11, 12) Exploration into regional and global aspects of nutrition and wellness issues is a large component of this course. Laboratory experiences are integral to a varied look at these issues and their relationship to wellness around the world. A food preservation unit extends the study of safety and storage and applies food science principles. Careers related to nutrition, wellness practices and food service are integrated into this course. Requirement – Nutrition and Wellness

5342 *NUTRITION AND WELLNESS (SENIOR FOODS) (12) A foods class specifically designed for students who are interested in learning basic food preparation/survival skills to use in the kitchen, while focusing on the most current studies and findings relating to nutrition and wellness. Students will learn about special diets, as well as the importance of a healthy body weight. Students will become familiar with related tools and equipment used in today’s kitchen. Careers in the food industry are also explored. The knowledge acquired in the class will allow students to make sound nutritional food choices and then be able to quickly and easily shop for and prepare those foods. A student who has previously taken Nutrition and Wellness is not eligible for this class.

5330 *ADULT ROLES AND RESPONSIBILITIES (11, 12) If you are ready to take the next step into adulthood this is the class for you. The class will cover knowledge, skills, attitudes, and behaviors students will need to become a productive adult in today’s ever changing society. Topics in the curriculum will include living independently, analyzing personal standards, needs, and goals. Discussions will also include community roles and responsibilities of families and individuals.
5380 **INTRO TO FASHION AND TEXTILES (9, 10, 11, 12)** This course explores the components of the fashion industry, including the skills related to design and production. No prior sewing experience necessary. Basic construction skills will be taught utilizing a variety of wearable and non-wearable projects. The latest technologies in apparel construction are utilized to create a variety of textile products. Exploration of the skills needed to enter the textile and fashion industry is included. These include elements and principles of design in relation to apparel, the design process, and care and maintenance of textile products. A variety of projects are used to enhance the concepts. Students will be responsible for bringing in additional supplies and or materials during the course of the semester. **Students can take just the first semester of this course without the second semester.** In the second semester a more in-depth and individualized look at textiles and fashion includes examining current designers in today’s market, fashion throughout the decades, and refinement of apparel construction skills. This course is completely project-based learning with an emphasis on developing individual skills. Careers in Fashion Marketing are addressed through the production of, “Royal Project Runway”.

*** This course fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

5420 *FASHION AND TEXTILES CAREERS I (11, 12)** This course prepares students for occupations and higher education programs of study related to the entire spectrum of careers in the fashion industry. Major topics include: review of the dimensions of clothing, investigation of design elements and principles, evaluating manufacturing process, reviewing the processes from fiber production to items of clothing being worn, overall review of the textile and apparel industry, investigation of fashion designers, customer relations and best practices, fashion merchandising, forecasting trends, impact of social media on the fashion industry, and career exploration and experience. A project based approach with commercial/industry applications is a key component of this course of study. Student experiences will include school-based and "on-the-job". **Requirement – Intro to Fashion and Textiles (full year)**

5362 *CHILD DEVELOPMENT (10, 11, 12)** Child Development teaches about the child from conception through preschool. The importance of planning and care of the unborn child is stressed as well as looking at the challenges of teen parents. Emphasis is on the physical, intellectual, emotional and social development of children. Parenting skills through the first year of a child’s life are addressed, including the Baby Think it Over experience as an option in this course. Students gain practical experience through a field trip to observe and participate with children at a local early childhood program. This is an excellent choice for students considering Cadet Teaching or any career choice involving babies or youth.

5360 **ADVANCED CHILD DEVELOPMENT (PARENTING) (10, 11, 12)** This course addresses the responsibilities and challenges of parenting through a variety of topics dealing with the physical, intellectual, and social/emotional development of children. Topics will include cultural differences in parenting styles, guiding children’s behavior, fatherhood, teen parenting, school readiness, and caring for children with special needs. Issues related to children in a changing world such as children and technology, nutrition, exercise and obesity, prevention of child abuse and identification of resources available for families and children are integrated in to the class. Emphasis will be placed on positive parenting and communication as they influence the child from infancy through adolescence. A goal will be to provide an opportunity to work directly with children in our community to assess the impact of positive involvement. **Requirement – Child Development**

5412 EARLY CHILDHOOD EDUCATION I, II (11, 12) 2 CREDITS PER SEMESTER - This course is designed for students who wish to explore a career in early childhood education, own or operate a child care facility, teach elementary school, work with special needs children or be a parent. Students are in class for 2 hours a day, two days a week and at an early childhood facility 2 hours per day, three days a week. Applications and teacher recommendation are required. **Requirement - Child Development, with a minimum of a "C" average recommended. Students must provide their own transportation to the childcare facility.**

5364 **INTERPERSONAL RELATIONSHIPS (9, 10, 11, 12)** This introductory course is especially relevant for students interested in careers that involve interacting with people. This course assists students in achieving positive and respectful relationships in families, school, community and the workplace. Conflict-resolution skills, problem solving through hands-on activities, decision-making, social skills for peer and family relationships are all components of this course as students explore the changes that take place as they enter adulthood.
5334 *CONSUMER ECONOMICS *(11, 12) Consumer Economics is a course that teaches students economic principles, how to manage family and personal finances, and how to make well-informed purchasing decisions. Consumer Economics is designed to prepare students to manage their resources in order to develop a satisfying lifestyle. The course helps students to improve their financial skills by covering several key components: Financial Responsibility & Decision Making, Relating Income & Careers, Planning & Money Management, Managing Credit & Debit, Risk Management & Insurance, and Saving & Investing. ***These six financial skills are Indiana Academic Standards that fulfill the Financial Literacy Education students are required to complete by the end of 12th grade.

5350 **INTRO TO HOUSING AND INTERIOR DESIGN *(10, 11, 12) A two semester course recommended for any student who is interested in a career or profession related to the Interior Design, Architecture, and/or Construction Industry. Students can take just the first semester of this course without the second semester. Intro to Housing and Interior Design is a project-based course that addresses selecting and planning living environments to meet the need and wants of individuals and families throughout the Family Life Cycle. Topics to be studied first semester include: the concept of Universal Design, contemporary trends in housing, technology issues, creating functional, safe and aesthetic spaces/interiors, using the Elements and Principles of Design in the Housing Industry, house and furniture styles, environmental and energy issues, locations, zones, ownership options and space planning for homes. Both semesters will focus on drafting techniques, as well as, stressing direct applications of mathematic proficiencies used by Housing and Interior Design Professionals. ***This course fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

5460 HOUSING AND INTERIOR DESIGN CAREERS I, II *(11, 12) Housing and Interior Design Careers is a project-based course that prepares students for occupations and higher educational programs of study related to careers in the Interior Design, Architecture, Construction Industries and it relates to Commercial Design. Topics will include client-centered designs in the commercial environment using the Elements and Principles of Design as well as blue printing, space planning, rendering, drafting, and elevations. Other areas of study will include: technological, environmental, zoning, building codes, regulations and Universal Design and their impact on Commercial Properties. Extensive lab experience with CAD (computer-aided drafting) will be a required component of the course. Requirement – Intro to Housing and Interior Design (full year)

##5408 EDUCATION PROFESSIONS I (CADET TEACHING) *(11, 12) The objective of Cadet Teaching is to interest and encourage college-bound students to enter the teaching profession. This yearlong course offers six weeks of in-class preparation and the rest of the semester and second semester primarily of field experience. The course gives students information about a career in education as well as providing actual teaching experience in an elementary or intermediate school classroom. Students will be selected on the basis of an application and an interview. Students who have a desire to choose a career working with youth should apply. This is a dual credit course through Butler University. Student must have a GPA of 3.0 or above on a 4.00 scale through their most recently completed semester of high school to qualify for dual credit. Requirement - Completed application and interview. Recommended but not required: experience, 6th period study hall.
Sample schedule for students interested in pursuing a career in Fashion

**Freshman Year**

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<tr>
<th>ENGLISH</th>
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**Sophomore Year**

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**Junior Year**

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**Senior Year**

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<tr>
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<td>FASHION INTERNSHIP</td>
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*IPR, INTRO TO FASHION, ADVANCED FASHION AND FASHION CAREERS ARE ALL ONE SEMESTER CLASSES

**FASHION CLASS FULFILLS THE REQUIREMENT FOR FINE ARTS FOR THE ACADEMIC HONORS DIPLOMA

****REPLACE YOUR HEALTH CREDIT BY TAKING IPR, CHILD DEVELOPMENT AND NUTRITION AND WELLNESS.
Sample schedule for students interested in pursuing a career in Interior Design – Architecture, Construction, Graphic Design

**Freshman Year**

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<tr>
<th>ENGLISH</th>
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<tr>
<td>MATH</td>
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**Sophomore Year**

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**Junior Year**

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<td>US HISTORY</td>
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**Senior Year**

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<td>HOUSING CAREERS</td>
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*IF COMPLETE A FULL YEAR OF HOUSING FOUNDATIONS IT FULFILLS THE FINE ARTS CREDIT

*PREREQUISITE FOR HOUSING CAREERS IS A FULL YEAR OF HOUSING FOUNDATIONS
Sample schedule for students interested in pursuing a career in **CULINARY & HOSPITALITY**

### Freshman Year

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<tr>
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### Sophomore Year

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<td>*ADV NUTRITION &amp; WELLNESS / ENTREPRENEURSHIP</td>
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### Junior Year

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<td>US HISTORY</td>
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*Nutrition & Wellness, Advanced Nutrition & Wellness and Interpersonal Relationships are semester courses that can be taken as electives at any time throughout high school schedule.

***REPLACE HEALTH credit with Health and Wellness Waiver*** – a student can take Family and Consumer Science courses to waive the Heath & Wellness graduation requirement. To qualify for the Health and Wellness waiver, a student must take **three** of the following courses.

- NUTRITION AND WELLNESS
- CHILD DEVELOPMENT
- INTERPERSONAL RELATIONSHIPS
- ADULT ROLES AND RESPONSIBILITIES
Sample schedule for students interested in pursuing a career with children and/or education

### Freshman Year

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<td>CADET TEACHING</td>
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*CADET TEACHING REQUIRES APPLICATION, RECOMMENDATIONS AND AN INTERVIEW—2 PERIODS ARE RECOMMENDED EACH SEMESTER

**CADET TEACHING IS A DUAL CREDIT COURSE WITH BUTLER UNIVERSITY AND THEREFORE IS A WEIGHTED CLASS

***REPLACE YOUR HEALTH CREDIT BY TAKING IPR, CHILD DEVELOPMENT, AND NUTRITION AND WELLNESS.

****INTRO TO FASHION AND TEXTILES COUNTS FOR FINE ART CREDIT
The English/Language Arts Department Believes the Key Components of Expression

- Creativity
- Thought
- Analysis
- Application

will build lifelong-learners and thinkers who will change the world.

The English/Language Arts courses are four-year progression that enable students to become engaged, thinking persons in a complex, dynamic world. The curriculum offers various opportunities for students to increase their language potential in courses that are challenging, but commensurate with their abilities.

All English courses emphasize the acquisition and development of the skills of understanding language, disciplined reading, discussion and oral presentation, as well as mastery of the various forms, modes, and strategies of written composition. From the wealth of ideas explored in the study of literature, the student can recognize and empathize with human experience and gain an understanding of the enduring power of the human mind and spirit.

Freshman and sophomore courses concentrate on the essential competencies in the skills of language, reading, speaking, and composition. The junior and senior years not only refine and reinforce the skills introduced earlier, but also lead students into the more advanced skills and analysis of the language arts. In these years, students can concentrate, in depth, on various genres, themes and topics of English through a variety of specialized courses, as well as the sequential fourth year courses.

In the English program, students acquire the habits of organization, responsibility, scholarship, written and spoken self-expression, and develop responsiveness to important works of literature, which gives them an effective pattern for examining ideas and a solid basis for successful pursuit of higher education and careers. Emphasis is upon application of literacy skills in new contexts rather than upon recall of facts.

UNDERCLASSMEN ENGLISH COURSEWORK

1002 ENGLISH 9 (9) This is a year-long study of various literary genres: short stories, novels, drama, poetry, and nonfiction. The emphasis is on literary elements and critical reading as they are integral to composition with effective syntax and accurate, logical expression and expansion of ideas. Independent research projects supplement class study. Study of the elements of language, including grammar, usage, and punctuation, is important to the work in composition. Speaking and listening skills and activities are also included in the course as an integral part of meeting the Indiana Department of Education Language Arts Standards.

- Enrollment based on recommendation of 8th grade teacher if student attended an HSE school.

1002 #HONORS ENGLISH 9 (9) In this year-long Pre-AP course, students study mythology, novels and dramas of world literature that explore the dilemmas humans have confronted through the ages and the use of creative intelligence to approach the questions of existence and to understand self. Critical reading is integral to composition, with emphases on effective syntax, accurate and logical expression, and expansion of ideas. Independent research projects supplement class study. Study of the elements of language, including grammar, usage, and punctuation, is important to the work in composition. Speaking and listening skills and activities are also included in the course as an integral part of meeting the Indiana Department of Education Language Arts Standards. Additionally, the curriculum of this course is designed to address the College Board objectives and to utilize AP Vertical Team strategies for Advanced Placement English courses in an effort to lay important foundation work for future enrollment and success in AP English classes.

- Enrollment based on recommendation of 8th grade teacher if student attended an HSE school.
- Recommendation - “B” average or higher in English.
1010 ENGLISH 9 LAB (9) This course is designed for students who have not yet developed proficiency in the language arts standards based on grades, school writing assessments and teacher observations and are at risk for not passing the 10th grade Graduation Qualifying Examination. The lab course will be an extension of the curriculum covered in English 9 and gives the students an additional opportunity to focus on those particular language arts skills necessary to pass the 10th grade GQE. The course emphasizes development of essential skills in reading, writing, listening and speaking. Fundamental language arts skills are stressed in study habits, written and oral expression, and critical reading and analysis. The course also features the study of grammar, usage and punctuation.

- Enrollment based on faculty recommendations, previous academic performance, and approval of English, Exceptional Learners, and Guidance department chairs.

1004 ENGLISH 10 (10) This year-long course focuses on developing reading strategies suitable to the literal, interpretive, and evaluative features of literature. Students will closely examine literary elements and encounter different genres of reading and writing as a means to engage in active learning strategies as well as developing and enhancing overall writing and reading comprehension skills. Students will study grammar and usage in the context of language for accurate, precise, and convincing expression. Speaking and listening skills continue to be addressed as a means of meeting the IDOE Language Arts standards.

- Enrollment based on recommendation of 9th grade teacher if student attended an HSE school.

1004 #HONORS ENGLISH 10 (10) This year-long, Pre-AP course entails intensive study of challenging literature by British authors. Emphasis is on analysis of universal themes and archetypes, chiefly the emergence from innocence to experience through the struggle for self-knowledge, critical examination of the art and craft of the writing, and relationships among the works across time and periods. Analytical exposition, argument and other discourses emphasized Independent research projects supplement class study. Students study grammar and usage in the context of language for development of rhetorical style. Speaking and listening skills continue to be addressed as a means of meeting the IDOE Language Arts standards. Additionally, the curriculum of this course is designed to address the College Board objectives and to utilize AP Vertical Team strategies for Advanced Placement English courses in an effort to lay important foundation work for future enrollment and success in AP English classes.

- Enrollment based on recommendation of 9th grade teacher if student attended an HSE school.

1010 ENGLISH 10 LAB (10) This course is designed for students who have not yet developed proficiency in the language arts standards based on grades, school writing assessments and teacher observation and are at risk for not passing the 10th grade Graduation Qualifying Examination. The lab course will be an extension of the curriculum covered in English 10 and gives the students an additional opportunity to focus on those particular language arts skills necessary to pass the 10th grade GQE. The course emphasizes development of essential skills in reading, writing, listening and speaking. Fundamental language arts skills are stressed in study habits, written and oral expression, and critical reading and analysis. The course also features the study of grammar, usage and punctuation.

- Enrollment based on faculty recommendations, previous academic performance, and approval of English, Exceptional Learners, and Guidance department chairs.

ENGLISH AS A NEW LANGUAGE COURSEWORK

2188 ENGLISH AS A NEW LANGUAGE - This course is designed for English Language Learners (ELL) and is geared toward the enhancement of listening, speaking, reading and writing skills, while exposing students to American culture.

- Requirement - Referral based on Home Language Survey, language assessment, and/or counselor/ENL instructor recommendation.

1012 ENGLISH 9/10/11/12 (ENL) These English courses are designed for English Language Learners, students with limited English proficiency levels 1-4 Students would progress through the four various courses throughout their high school career. Each course addresses the respective grade-level language arts standards. These courses meets the English 9, English 10, English 11 and English 12 credit requirements as outlined under the respective course titles above.

- Requirement - Recommendation of counselor and ENL instructor.
UPPERCLASSMEN ENGLISH COURSEWORK

While underclassmen have a more traditional structure in meeting their credit requirements, the upperclassmen have more courses and options to obtaining their final four English credits.

In scheduling courses, all upperclassmen students must select at least one column A course (a composition-focused course) during the course of their junior or senior years. A student may mix and match as best suits their needs and interests, but teacher recommendation combined with collegiate goals should guide a student’s decision.

- We advise all college-bound seniors to have at least one writing course their senior year as entering college after a gap in focused, compositional coursework may prove challenging.
- Electives may change based on year and semester, so please speak with your guidance counselor to see what courses are available.
- A good way to start is to consider how you want your senior year to look – are you interested in participating in the 4 dual credit course schedule? Are you going to a two- or four-year college?

<table>
<thead>
<tr>
<th>Column A – Composition-focused</th>
<th>Column B</th>
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<tbody>
<tr>
<td>AP Literature &amp; Comp (Possible College Credit)</td>
<td>ACP Speech (IU Dual Credit)</td>
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<tr>
<td>AP Language &amp; Comp (Possible College Credit)</td>
<td>English 12 (Ivy Tech Dual Credit)</td>
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<tr>
<td>AP Research (Possible College Credit)</td>
<td>Speech</td>
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<tr>
<td>AP Seminar (Possible College Credit)</td>
<td>Literary Movements</td>
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<td>ACP Composition (IU Dual Credit)</td>
<td>Classical Literature</td>
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<td>ACP Literature (IU Dual Credit)</td>
<td>Genres in Literature</td>
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<td>Composition</td>
<td>Themes in Literature</td>
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<td>English 12 (Ivy Tech Dual Credit)</td>
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<td>American Experience</td>
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<td>Journalism</td>
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1006 ENGLISH 11 (11) This year-long course is broken into two distinct semesters of study. One of the two semesters is named “American Literature” and has a study with emphasis on authors, literary works and interpretation, and the themes of American Literature. The other semester is a project-based semester named “Opportunity and Impact” in which students uses informational-text and non-fiction research skills to analyze. Through the integrated study of literature, composition, and oral communication, students will further develop their use of language as a tool for learning and thinking. Students will study grammar and usage in the context of language for accurate, precise, and convincing expression. Speaking and listening skills are included to round out the IDOE Language Arts standards.

- Enrollment based on recommendation of 10th grade teacher if student attended an HSE school.

1006 AMERICAN EXPERIENCE (11) The American Experience is a two-period course taught in cooperation by a history and an English teacher. The course blends the curricula of US History and English 11/Composition, satisfying the core course requirements of each and providing an optional interdisciplinary course of study. Inquiry questions that will cross the disciplines will be emphasized, such as “What is the American Dream?” and “What is the nature of Reform?”. Literature, composition, music, art, film, and history will be integrated into an examination of the overall American experience. Group work, discussion, document examination, and projects will be emphasized.

- Enrollment based on recommendation of 10th grade teacher if student attended an HSE school.
- Requirement – Successful completion of English 10
ADVANCED PLACEMENT (AP) COURSEWORK

1058 ##AP LITERATURE AND COMPOSITION (11, 12) This year-long course offers students the opportunity to engage in close textual analysis and critical interpretation of imaginative, challenging works in several genres from a range of time periods. Through the close reading of selected texts, students will deepen their understanding of the ways writers use language to provide both meaning and pleasure for smaller-scale elements like figurative language, imagery, symbolism, and tone. Critical analysis skills, oral presentations, and interpretive writing will be emphasized. This class offers students the opportunity to pursue and receive credit for college-level work by taking the AP exam in May. If the student successfully completes this examination, she/he may qualify for up to one year’s college credit in English at the college of choice.

- Enrollment based on recommendation of previous grade teacher if student attended an HSE school.
- Requirement: “C” average in Honors English 10 or “B” average in English 10 with teacher recommendation.
- If enrolling as a senior, “C” average in AP Language and Composition or “B” average in English 11 or English electives.
- Recommendation – course be taken for the junior year credits after Honors English 10 to ensure student success.

1056 ##AP ENGLISH LANGUAGE AND COMPOSITION (11, 12) This one-semester course is a rigorous, college-level application of writing techniques which emphasizes the rhetorical structures used to create stylistically mature essays. It includes an examination of non-fiction expository, persuasive and analytic writing. Students learn to make inferential connections between the implied content in various written texts and engage in critical discussion and presentation of such writings. Students must have a solid knowledge of structure and mechanics, as well as academic maturity. This course offers the student the opportunity to pursue and receive credit for college-level course work by taking the AP exam in May. If students successfully complete this examination, they may qualify for up to one year of college credit in English at the college of their choice. In any event, this class aptly prepares the student for college level writing and reading.

- Enrollment based on recommendation of previous grade teacher if student attended an HSE school.
- Requirement – “C” average in AP Literature and Composition or “B” average in English 11 with teacher recommendation, “C” average in Honors English 10 or “B” average in English 10, both with teacher recommendation.
- Recommendation – course be taken for the senior year credit after AP Literature and Composition to ensure student success.

AP CAPSTONE

0552 ##AP SEMINAR (CAPSTONE) (11, 12) This Advanced Placement course 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 cross-curricular lens, consider multiple points of view to develop deep understanding of complex issues, and connect these issues to their own lives. This course complements other AP Courses and Exams through scholarly practice and academic intensity. The learning goals include: thinking critically and creatively to construct meaning or gain understanding, planning and conducting a study or investigation, problem finding and problem solving, planning and producing communication in various forms, collaborating to solve a problem or accomplish a goal, and synthesizing and making cross-curricular connections. This course is the first of two required for students to earn the prestigious AP Capstone Diploma. Students who earn scores of 3 or higher in both AP Seminar and AP Research and on four additional AP Exams of their choosing will receive the AP Capstone Diploma™.

- Capstone courses taken in Semester 1 will count as General Credit.
- The second semester of each Capstone course counts as English Credit.
0551 ##AP RESEARCH (CAPSTONE) (12) In AP Research, the second year of the AP Capstone program, allows students to deeply explore an academic topic, problem, issue, or idea, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills obtained in AP Seminar, which is a pre-requisite. Students reflect on their skill development and document their processes. Students will produce a 4,000-5,000-word paper and a 15-20-minute presentation and oral defense over their work at the end of the year. There is no sit-down exam for this course. Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing be candidates for the AP Capstone Diploma.

- Capstone courses taken in Semester 1 will count as General Credit.
- The second semester of each Capstone course counts as English Credit.
- Requirement – Successful completion of AP Seminar

ADVANCED COLLEGE PROJECT (ACP) & DUAL CREDIT COURSES

1124 *##ADVANCED ENGLISH/LANGUAGE ARTS – COLLEGE CREDIT, READING, WRITING, & INQUIRY (ACP/I.U. W131) (12) Elementary Composition/W131 is a one-semester course which provides students an opportunity to examine a few issues under discussion in many different disciplinary fields and among the public and to cultivate the reading, writing and analytical skills students will need in the university and beyond. The course reading invites students not just to talk about the issues, but also to examine the different analytical frameworks and assumptions that various authors and we, ourselves, bring to such conversations. Authors will guide student inquiry into the issues, but students will also develop their own claims and analyses. Students may take this course for W131 credit through Indiana University or take the course for high school credit only. Tuition is approximately $75.00 plus fees for texts, which students must purchase directly through an on-campus bookstore (directions will be provided).

- I.U. policy with regard to submission of assignments and assignment requirements supersedes those of HSE Schools for this course.
- I.U. requirements for admission: "C" or better in junior English and a 2.7 overall GPA.
- Enrollment based on recommendation of 11th grade teacher if student attended an HSE school.
  Recommendation: “B” average in English

1124 *##ADVANCED ENGLISH/LANGUAGE ARTS – COLLEGE CREDIT, PUBLIC SPEAKING (ACP/I.U. S121) (12) Public Speaking (Speech)/S121 is a one-semester course which focuses on the theory and practice of public speaking, training in thought processes necessary to organize speech content, and analysis of components of effective delivery and language. Course objectives include familiarizing students with the basic principles of effective and ethical public speaking, developing critical listening skills, and applying organizational and delivery techniques in writing and presenting a speech. Students may take this course for S121 credit through Indiana University or take the course for high school credit only. Tuition is $75.00 plus $50.00 fee for e-Books available through I.U.’s Canvas. Students will be invoiced for the tuition and the e-Books. Online e-Books are a requirement for all students.

- I.U. policy with regard to submission of assignments and assignment requirements supersedes those of HSE Schools for this course.
- I.U. requirements for admission: 2.7 overall GPA and either: "C" or better in junior English (if senior) or “C” or better in English 10 and a minimum grade of "B" in Speech (if junior).
- Enrollment based on recommendation of 11th grade teacher if student attended an HSE school.
- Recommendation: “B” average in English.
1124 *##ADVANCED ENGLISH/LANGUAGE ARTS – COLLEGE CREDIT, LITERARY INTERPRETATION (ACP/I.U. L202)
(12) Literary Interpretation/L202 is a one-semester course which emphasizes a close, thoughtful reading of representative literary texts of various genres drawn from a range of historical periods and countries. Objectives of the course include: familiarizing students with basic elements of literature, helping students appreciate the usefulness of comparing literary works with one another, making students aware of the multiple contexts in which a literary work may be placed, and familiarizing students with basic elements of arguing about literature. Another important goal is for students to develop the ability to read and write with precision, responsibility, and imagination through class discussion and the writing of several short, critical responses that incorporate the composition framework set forth by W131. Students may take this course for L202 credit through Indiana University or take the course for high school credit only. Tuition is approximately $75.00 plus fees for texts, which students must purchase directly through an on-campus bookstore (directions will be provided).

- I.U. policy with regard to submission of assignments and assignment requirements supersedes those of HSE Schools for this course.
- I.U. requirements for admission: "C" or better in junior English and a 2.7 overall GPA.
- I.U. also requires students meet one of the following requirements: successful completion of W131 with a transcripted IU grade of C or better (ACP Composition), SAT EBRW score of 710 or higher, ACT English score of 32 or higher, AP Language & Composition exam score of 4 or 5, or AP Literature & Composition exam score of 4 or 5
- Enrollment based on recommendation of 11th grade teacher if student attended an HSE school.
- Recommendation: “B” average in English.

1008 *ENGLISH 12- “A Reader and Writer’s Journey” (12) (IVY ENGL 111) With a spotlight on self-discovery of a reader’s and writer’s journey, this course is dynamically designed to benefit students who are unsure of postsecondary plans. Differentiated class assignments promote reading, writing, and speaking in accordance with IDOE Language Arts standards. The focus is on further developing and honing writing, oral communication, reading comprehension, and analytical skills previously studied in underclass English courses. Students respond critically, reflectively, and creatively to literature and informational texts. Additionally, students participate in multiple projects involving various pieces of technology throughout the semester. A core component of what drives this course is the 6 Traits of an Effective Reader® and the 6+1 Traits of Writing®. Students must meet all Ivy Tech prerequisites to qualify for Ivy Tech dual credit. In order to qualify for dual credit, students must take this course as well as “A Reader and Writer’s Showcase”

- Requirement – recommendation of 11th grade teacher if student attended an HSE school.
- Students who have not yet passed the GQE assessment must enroll in this course.

1008 *ENGLISH 12- “A Reader and Writer’s Showcase” (12) (IVY ENGL 111) This course is designed to benefit students who are unsure of postsecondary plans. As a possible continuation of a reader and writer’s journey, differentiated (and different from “A Read and Writers Journey”) class assignments promote reading, writing, and speaking in accordance with IDOE Language Arts standards. A continued focus is on further developing and honing written, oral communication, reading comprehension, and analytical skills, leading to a showcase opportunity for each reader and writer with such culminating activities as authoring a children’s book and completing a senior project. Students respond critically, reflectively, and creatively to literature and informational texts using the 6 Traits of an Effective Reader® and the 6+1 Traits of Writing®. Students must meet all Ivy Tech prerequisites to qualify for Ivy Tech dual credit.

- Requirement – recommendation of 11th grade teacher if student attended an HSE school.
- This course does NOT require completion of “A Reader’s and Writer’s Journey.” However, to earn dual credit through Ivy Tech, students must complete “A Reader’s and Writer’s Journey.”
- Students who have not yet passed the ECA assessment must enroll in this course.
SINGLE SEMESTER ENGLISH CREDIT ELECTIVE OPTIONS

1026 *CLASSICAL LITERATURE (11, 12) This one-semester course is a survey of Greek and Roman literature, including authors such as Homer, Sophocles, Euripides, Plato, Aristotle, Virgil, and Plutarch. A variety of literary genres including comedy, tragedy, myths, and epics will be studied. The influence of classical literature on modern literature may also be explored. Emphasis is placed on reading, oral discussion, and written discourse.

- **Recommendation** - "C" average in English.

1090 *COMPOSITION (11, 12) This course invites the college-bound student to think, discuss, and write about issues examined by various writers from a variety of disciplinary fields. Selected readings from a variety of writing modes provide models of effective writing techniques. Centered on the question “What makes effective writing?” the course provides ample opportunities for students to offer and receive constructive feedback from others. Students will develop strategies to attack the thinking and composing tasks demanded by colleges and universities. Instruction in grammar, usage and mechanics will be integrated with writing so that students develop both a functional understanding of rhetoric as well as a common vocabulary for discussing writing. Students may produce four or more extemporaneous essays of about 500 words each, as well as four major papers of approximately 1000 words each. The rigor of this course is on par with most first-year college composition courses.

- **Recommendation** - "C" average or higher in English if enrolling as a senior; "A" average or higher in English if enrolling as a junior.

1092 *CREATIVE WRITING (11, 12) This one-semester course offers an in-depth study of the effective rhetorical strategies for writing fiction, with an emphasis on prose, poetry and drama. Students use the writing process to apply, investigate and create while demonstrating an awareness of language conventions, reading audience, writing purpose and genre technique. Students learn to recognize style in published author’s works, as well as discovering and establishing their own style. Projects may include, but are not limited to, a short story, a poetry anthology, and a one act play.

- **Recommendation** – seniors: "C" average in English; juniors: “B” average in English.

1070 *DEBATE (10, 11, 12) This course is the study and application of the basic principles of debate involving support for the basic types of arguments (induction, deduction, causation) and debate strategies (affirmative or negative argument construction and extension, case development, refutation or rebuttal of argument claims and evidence, and persuasive speaking). DEBATE PROJECT: Students complete a project, such as a mock debate or trial, participation in a forum, competition, or tournament, or an argument supporting or opposing different sides of a major issue, which demonstrates knowledge, application, and presentation progress in the Debate course content. Course may be taken for a semester or as a year-long course.

- **Requirement** – Speech: Interpersonal Communication, ACP Speech, AP Seminar or instructor’s permission
1036 *GENRES OF LITERATURE (11, 12) This one-semester course is a study of various literary genres, such as poetry, dramas, novels, short stories, biographies, journals, diaries, essays, and others. Students examine a set or sets of literary works written in different genres that address similar topics or themes. Students analyze how each genre shapes literary understanding or experiences differently, how different genres enable or constrain the expression of ideas, how certain genres have had stronger impact on the culture than others in different historical time periods, and what the most influential genres are in contemporary times. Note: students must select a specific section on which to focus based on the options below.

- **Recommendation - "C" average in English.**

  - **Dramatic Literature:** this section will focus on various types of dramatic literature, such as plays, screenplays and musicals, covering the basics of dramatic structure, character development and scriptwriting techniques writers utilize in presenting a message to an audience.
  - **Gothic/Horror:** this section will focus on various types of literature related to the content areas and genres of gothic and horror
  - **Literature vs. Film:** this section will focus on comparing various types of written and visual pieces, analyzing how screen versions differ from original text, along with how and why authors and screenwriters gear content toward differing audiences
  - **Science Fiction:** this section will focus on various types of literature related to the genre of science-fiction
  - **Young Adult Literature:** this section will focus on various types of contemporary literature related to the genre of Young Adult Literature, in which an adolescent is the main character or driving force of the plot

1080 *JOURNALISM I (9, 10, 11, 12) This is a one semester course with emphasis on journalistic skills, such as writing, current events, research and reporting, as well as computer design. Students focus on the HSE student body as a targeted audience and write stories based on interviews with appropriate sources. Students will learn how to better read informational text articles, such as news stories and those found on electronic media. All aspects of professional and academic media will be covered, including interviewing, writing, law, ethics, captain writing, page design, and the history of journalism. This class counts as prerequisite for work on student media.

- **Recommendation - "B" average in English.**

1040 *LITERARY MOVEMENTS/MIDDLE AGES AGE THROUGH THE RENAISSANCE (11, 12) This one-semester course is designed to explore European literature from the Middle Ages to the Renaissance. Students will examine the connections between historic issues, literary movements and trends as they are reflected in the literature of each period. Authors such as Chaucer, Dante, Shakespeare, and various authors of medieval romance will be studied in depth. Class discussions, oral presentations, various projects and writing assignments will focus in depth on attitudes and concepts of the different movements and literary works.

- **Recommendation - "C" average in English**

1076 *SPEECH: INTERPERSONAL COMMUNICATION (9, 10, 11, 12) This one-semester course is designed to introduce students to communication skills needed to be successful not only in high school and college courses, but also in the workplace. It is recommended that all students take this course, which focuses on critical listening, writing well-constructed speeches and how to effectively communicate and deliver meaning in different situations, such as individually, as a group, or through the use of technology.

- **Freshmen and sophomores choosing to enroll in this course must do so while concurrently enrolled in a core English course.**
- **This course is strongly encouraged for all students.**
1048 *THEMES IN LITERATURE (11, 12) This one-semester course is a study of universal themes appropriate to the level and interests of students. The course may be limited to a few related themes. Students examine representative works in various genres by authors of diverse eras and nationalities and the way themes may be treated differently in the works because of the cultural context. Students analyze how themes illuminate humanity's struggle to understand the human condition, among other similar aspects. **Note:** students must select a specific section on which to focus based on the options above.

- **Recommendation - "C" average in English.**
  - **Female Authors:** this section will revolve around a variety of fiction literature from modern to contemporary female authors
  - **Lean In: Female Leadership Through Multimedia Studies:** this section will use non-fiction texts, podcasts, and other genres as a way to shape and explore a healthy self-image, challenge stereotypes and to build strong leadership qualities.
  - **Literature of Marginalized Voices:** this multi-genre literature section is a study of writers and selected works designed to explore and better your understanding of how race, ethnicity, gender, religion and class shape one’s experience and voice.
  - **Sports Literature:** this section will revolve around a variety of literature related to different sports, athletes or the mindset of an athlete
  - **War Literature:** this section will revolve around making connections between historical events and a variety of literature related to such events, such as war, heroes or events

**NON-ENGLISH CREDIT ELECTIVE OPTIONS**

1078 **ADVANCED SPEECH AND COMMUNICATION (10, 11, 12)** Advanced Speech and Communication continues with the skills learned in Speech: Interpersonal Communication. Major emphasis is given to producing of formal speeches and oral interpretation. The course focuses on leadership development, listening skills, oral interpretation, parliamentary procedures and research methods, as well as delivery. Special attention is given to creating competitive speeches, interpretation and debate. Course may be taken for a semester or as a year-long course.

- **Requirement – Speech: Interpersonal Communication, Speech I or instructor’s permission.**

1060/2160 *ETYMOLOGY (10, 11) This one-semester course is for college-bound students who are interested in developing standardized test/SAT related skills and for those who wish to broaden their vocabulary. Course objectives include learning basic Greek and Latin roots, prefixes, suffixes, and their derivatives. This course also includes study of foreign phrases appearing in English. While rote memorization is a large part of this course, students will be exposed to a variety of skills that will prove beneficial for test taking and academic application.

- **Recommendation – “C” average in English.**

1084 MASS MEDIA/INTRODUCTION TO TV PRODUCTION (9, 10, 11, 12) (IVY VISC 105) This year-long class will offer students the opportunity to experience all aspects of crafting a television program, with an emphasis on digital video editing. Students will learn all aspects of television production, from writing telecasts, understanding and utilizing the latest technology for production and post-production and learning and demonstrating on-camera performance skills. This class offers a unique opportunity to explore all phases of a modern, successful telecommunication arena through hands-on participation. The final products may include student-generated announcements and newscasts for the building, special projects and possibly expansion to a variety of community programs. This course is the prerequisite to Broadcast Production. **This is a dual credit course through Ivy Tech. Students must meet all Ivy Tech prerequisites to qualify for Ivy Tech dual credit.**

- **This course gives students the option to enroll in the Ivy Tech course VISC 105 for which they may earn 3 credit hours.**
- **Students must have a Secure Digital (SD) memory card with a minimum of 4GB capacity.**
0520 *PEER TUTORING/WRITING MENTOR (10, 11, 12) Students selected as Writing Mentors in the Writing Lab serve as peer guides to assist with the instruction of writing and as a means of assistance to fellow students throughout the writing process. Writing Mentors are students highly qualified in the skills of language arts and are willing to work with students in all levels, on all courses across the curriculum, both one-on-one and in a large group setting. Along with checking skill levels, mentors are given guidance on how to interact and provide feedback both to students and on student papers submitted for peer revision and editing in print and electronic format. This course will not only function as a way for the selected students to give feedback, but also improve writing skills through a more thorough understanding of language and its functions as expression of thought.

- Requirement - teacher recommendation.
- Course may be taken for a semester or as a year-long course.

1080 *PHOTOJOURNALISM (9, 10, 11, 12) This is a one-semester course for students interested in learning both technical and creative skills associated photojournalism. There is an emphasis on creating a photojournalistic story complete with captions, headlines and proper composition to produce design templates. Assignments cover a variety of both in-school and out-of-school activities with an emphasis on story-telling images of people. Work will be completed in the Mac Publications lab utilizing Adobe Photoshop and InDesign. This counts as a prerequisite course for student publications.

- Students must have a digital camera with a minimum of 6.0 megapixels and a storage card with a minimum of 1GB capacity.

STUDENT MEDIA & PUBLICATIONS

1080 * JOURNALISM I (9, 10, 11, 12) This is a one semester course with emphasis on journalistic skills, such as writing, current events, research and reporting, as well as computer design. Students focus on the HSE student body as a targeted audience and write stories based on interviews with appropriate sources. Students will learn how to better read informational text articles, such as news stories and those found on electronic media. All aspects of professional and academic media will be covered, including interviewing, writing, law, ethics, captain writing, page design, and the history of journalism. This class counts as prerequisite for work on student media.

- This course counts as an English credit for all diplomas.
- Recommendation - "B" average in English.

1084 MASS MEDIA/INTRODUCTION TO TV PRODUCTION (9, 10, 11, 12) (IVY VISC 105) This year-long class will offer students the opportunity to experience all aspects of crafting a television program, with an emphasis on digital video editing. Students will learn all aspects of television production, from writing telecasts, understanding and utilizing the latest technology for production and post-production and learning and demonstrating on-camera performance skills. This class offers a unique opportunity to explore all phases of a modern, successful telecommunication arena through hands-on participation. The final products may include student-generated announcements and newscasts for the building, special projects and possibly expansion to a variety of community programs. This course is the prerequisite to Broadcast Production and must be taken both semesters.

- This course gives students the option to enroll in the Ivy Tech course VISC 105 for which they may earn 3 credit hours.

1080 *PHOTOJOURNALISM (9, 10, 11, 12) This is a one-semester course for students interested in learning both technical and creative skills associated photojournalism. There is an emphasis on creating a photojournalistic story complete with captions, headlines and proper composition to produce design templates. Assignments cover a variety of both in-school and out-of-school activities with an emphasis on story-telling images of people. Work will be completed in the Mac Publications lab utilizing Adobe Photoshop and InDesign. This counts as a prerequisite course for student media.

- Students must have a digital camera with a minimum of 6.0 megapixels and a storage card with a minimum of 1GB capacity.
1086 STUDENT MEDIA/BROADCAST PRODUCTION I, II, III, IV (HSETV) (10, 11, 12) This year-long course is a study of television production skills introduced in Mass Media and will offer students the opportunity to experience all aspects of crafting a television program from an intermediate level. The members of this class serve as the staff for HSETV. Students will begin to fine-tune and perfect television production skills learned in the first year of study. The final products may include student-generated newscasts for the building, student-developed news segments, special projects, a video documentary, and possibly expansion to a variety of community programs, all from a more advanced level than the previous course.

- This course counts as Fine Arts credit for all diplomas.
- Requirement – Mass Media, Journalism and/or Photojournalism (may be waived by the adviser) and adviser approval.
- Successive years will be designated I – IV depending on the number of years the student has been on staff.

1086 **STUDENT MEDIA/NEWSROOM PRODUCTION I, II, III, IV (ORB/SCEPTRE) (9, 10, 11, 12) This is a year-long class for students involved with student print publications and is devoted to the continued use of journalism skills. After the successfully completion of the prerequisite courses, the publications advisers will select staff members. The members of this class produce the school’s print and online publications (newsmagazine and yearbook) and cover student life through news, features, opinion, sports, advertising and photography coverage. A student may not enroll in this course unless first approved by the adviser. Students are expected to commit to being on staff the entire school year, but may be asked to join second semester after successfully completing a prerequisite class during first semester. Students not fulfilling obligations to their positions on the staff may be removed at the adviser’s discretion.

- This course counts as Fine Arts credit for all diplomas.
- Requirement – Mass Media, Journalism and/or Photojournalism (may be waived by the adviser) and adviser approval.
- Successive years will be designated I – IV depending on the number of years the student has been on staff.

1086 STUDENT MEDIA/SPORTS BROADCASTING I, II and III (10, 11, 12) This year-long course is an introduction and continuation study of television production skills and will offer students the opportunity to experience all aspects of sports broadcasting. The members of this class serve as the staff for Southeastern Sports Network. Students will begin to fine-tune and perfect sports media skills. The final products may include student-generated newscasts and podcasts for the building, live-streamed sporting events, athlete features, student-developed sports news segments, online and social media coverage, and other projects all related to sports broadcasting. Since the course is new, students do not have to have the prerequisites needed for Broadcast or Newsroom, but they will greatly assist students and are encouraged.

- This course counts as Fine Arts credit for all diplomas.
- Recommendation – Mass Media, Journalism and/or Photojournalism (may be waived by the adviser) and adviser approval.

1086 **STUDENT MEDIA/INDEPENDENT STUDY (10, 11, 12) This one-semester or year-long course is designed as an independent study of the student publication staffs and will offer students the opportunity to experience aspects from an advanced level. Students will perfect production skills learned in the first year(s) of study and apply them at a professional level. The final products may include implementation of production skills in traditional classrooms, within school broadcasts or publications, special projects and expansion to a variety of school and community programs, all from an advanced level. Course is designed around student self-direction and pacing, with the guidance of the advisor.

- Requirement - adviser approval.

5238*##ADVANCED CTE, COLLEGE CREDIT, MEDIA AND AMERICAN SOCIETY – BSU JOURN 101 (11, 12) This course is the study of the structures and functions of media communications and how they inform, persuade and entertain audiences. It is an overview of the evolving relationships among media industries and American society. The focus is on advertising, public relations and news organizations. This is a 3 credit hour course which meets one of the requirements for a major. This course may be offered online or live depending on the number of students enrolled. Students are responsible for tuition and the cost of college books and fees. This course is only offered at Fishers High School.

- Requirement – Successful completion of Journalism, Photojournalism, or Mass Media and acceptance into the BSU College Transition Program.
HAMILTON SOUTHEASTERN HIGH SCHOOL
2019-20 ENGLISH COURSES BY GRADE LEVEL

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Requirement</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Year</td>
<td>English 9 Honors (focus on World Literature) OR English 9</td>
<td>Speech: Interpersonal Communication, English Lab*, Journalism*, Mass Media*, Photojournalism*, Student Media*</td>
</tr>
<tr>
<td>Sophomore Year</td>
<td>English 10 Honors (focus on British Literature) OR English 10</td>
<td>Speech: Interpersonal Communication, Journalism, Debate, Speech II*, Etymology*, English Lab*, Journalism, Mass Media*, Photojournalism*, Student Media*</td>
</tr>
<tr>
<td>Junior Year</td>
<td>English 11 (focus on American Literature), American Experience (combined English 11 &amp; U.S. History), AP Literature and Composition, AP Language and Composition, Speech: Interpersonal Communication, Debate, Journalism, Composition, Creative Writing, Literary Movements, Classical Literature, Themes in Literature, Genres of Literature</td>
<td>Etymology*, Mass Media*, Photojournalism*, Student Media*, Speech II*</td>
</tr>
<tr>
<td>Senior Year</td>
<td>ACP Literature, ACP Composition, ACP Speech, AP Literature and Composition, AP Language and Composition, Speech: Interpersonal Communication, Debate, Journalism, Composition, Creative Writing, Literary Movements, Classical Literature, Themes in Literature, Genres of Literature, English 12 (with approval)</td>
<td>Etymology*, Mass Media*, Photojournalism*, Student Media*, Speech II*</td>
</tr>
</tbody>
</table>

- Students must accumulate eight (8) English credits in order to graduate, one of which must be a composition-based course. Composition-based courses: Composition, AP Literature and Composition, AP Language and Composition, ACP Composition, ACP Literature, AP Seminar and English 12 (with approval). Mindful Immersive Learning Experience fulfills the Composition requirement.
- Although offered through the English Department, courses designated with an asterisk (*) do not count for English credit.
- Students will earn two English credits for successful completion of both AP Seminar and AP Research through the AP Capstone program (the second semester of each counts for English credit).
The mission of the Hamilton Southeastern High School Mathematics Department is to challenge students to become mathematically powerful in an ever-changing world. Students of mathematics will practice logical thinking strategies, utilize technology to promote analytical thinking, and master concepts to solve various problems for all disciplines.

Topics in the next course build significantly on the topics in the previous course. Therefore, the requirements of the course must be met to enter a particular course. Students who have passed a more difficult course may not go back and take a lower level course. When extraordinary circumstances exist, consult the guidance department in conjunction with the math department chairperson.

2520 ALGEBRA I (9, 10, 11, 12) This course provides a formal development of algebraic skills and concepts. Topics include properties of real numbers, solution and evaluation of equations, including linear and quadratic, and inequalities, graphing of linear equations and systems of equations, use of exponents, and introductory topics from statistics and probability.

2516 ALGEBRA I LAB (9, 10, 11, 12) Algebra Lab is a mathematics support course for Algebra I. The course provides students with additional time to build the foundations necessary for high school math courses, while concurrently having access to rigorous, grade-level appropriate courses. The five critical areas of Algebra Lab align with the critical areas of Algebra I: Relationships between Quantities and Reasoning with Equations; Linear and Exponential Relationships; Descriptive Statistics; Expressions and Equations; and Quadratic Functions and Modeling. Algebra Lab combines standards from high school courses with foundational standards from the middle grades. This course counts as a two credit Mathematics Course for the General Diploma only, or as an Elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas. A student taking Algebra Lab must also be enrolled in Algebra I during the same academic year. Requirement: Recommendation of 8th grade math teacher.

2532 GEOMETRY (9, 10, 11, 12) This course covers primarily plane geometry with some solid geometry topics. Topics include deductive and inductive reasoning, the study of angles, lines, planes, congruent and similar triangles, parallel lines, circles, coordinate geometry, trigonometric ratios, polygons, spheres, spatial drawings and three-dimensional relationships. Requirement: Successful completion of both semesters of Algebra I, Recommendation: "C" average or above in Algebra I.

2532 #GEOMETRY, HONORS (9, 10) This course is offered to students recommended as most able in mathematics. The development of theorems will necessitate a working knowledge of measurement, congruence, similarity, parallelism, perpendicularity, transformations, probability, perimeter, area, volume, trigonometry, and application of algebraic concepts to geometry. This course differs from regular Geometry in that more topics are studied, concepts are investigated in greater depth, pacing is faster, and proofs and algebra are integrated throughout the entire course. Students considering this course should be active, inquisitive, and independent learners. Requirement: A "B" average in Algebra, nomination of 8th grade teacher, Recommendation: An “A” average in Algebra.

2522 ALGEBRA II (9, 10, 11, 12) This course extends knowledge of algebra. Topics include properties of real numbers, functions, graphing in two dimensions, inequalities, properties of exponents, systems of equations, rational exponents, radicals, logarithms, polynomials and polynomial functions, complex numbers, sequences and series, probability, and the properties and graphs of conic sections. Requirement: Successful completion of Algebra I. Recommendation: “C” average or above in Algebra I. This course may be taken at the same time as Geometry if the student has the written recommendation of his/her Algebra I teacher AND an “A” average in Algebra I.

2522 #ALGEBRA II, HONORS (9, 10, 11) This course is offered to students recommended as most able in mathematics. The content of the course includes all topics in Algebra II, presented from a more abstract and theoretical standpoint. Additional topics include determinants, linear programming, matrices, limits, statistics and an introduction to trigonometry. Requirement: Successful completion of Honors Geometry. Recommendation: “B” or higher average in Honors Geometry.
2564/2566 PRE-CALCULUS/TRIGONOMETRY (10, 11, 12) This is a two-credit course that combines the material from Trigonometry and Pre-Calculus together into one course. The foundations of algebra and functions developed in previous courses will be extended to new functions, including exponential and logarithmic functions, and to higher level sequences and series. The course provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Students will also advance their understanding of imaginary numbers through an investigation of complex numbers and polar coordinates. This course is designed for students who expect math to be a major component of their future college and career experiences, and as such it is designed to provide students with strong foundations for calculus and other higher level math courses. Requirement: Successful completion of Algebra I, Algebra II, and Geometry. Recommendation: A “B” average in Algebra I, Algebra II and Geometry.

2564/2566 #PRE-CALCULUS/TRIGONOMETRY, HONORS (10, 11) This full year course is offered to students recommended as most able in mathematics. In addition to all of the topics of Pre-Calculus and Trigonometry, this course includes, but is not limited to: the concept of a limit, continuity, solving systems of three variables, matrices, trigonometric form of complex numbers, an introduction to derivative, and mathematical induction. All topics are approached from theory, applications are more in-depth, and the course is paced much faster than regular pre-calculus. The goal of this course is to prepare students to take Advanced Placement Calculus BC. Requirement: Honors Geometry and Honors Algebra II. Recommendation: “B” or above in Honors Algebra II.

2546 *PROBABILITY AND STATISTICS (10, 11, 12) This one-semester course is designed to aid students in applying statistical techniques in the decision making process. It is for a student who will choose higher math in college which may not include calculus. Topics include methods of data collection, organization of data, measures of central tendency, variation, empirical and classical approaches of probability, sampling theory, one sample hypothesis testing, and the beginnings of making inferences from a sample. Requirement: Successful completion of Algebra II. Recommendation: At least a “C” average in Algebra II.

4512 BUSINESS MATHEMATICS (11, 12) Business Math is a business course designed to equip students with life application mathematics by developing and practicing essential skills. A solid understanding of core math operations (addition, subtraction, multiplication, division, and basic fractions), personal banking and financial budgeting (checkbooks, household budgets), math for public settings (i.e. percentages, estimation, rounding used in restaurants, grocery store, personal purchases), and use of math tools such as calculators and rulers, provides the necessary foundation for students as they enter adulthood and prepare for employment. Instructional strategies should include simulations, guest speakers, Internet research, and business experiences. This course counts as a math credit towards a General Diploma only. This course does not count towards Core 40.

2570 ##AP STATISTICS (10, 11, 12) This course is designed to aid students in applying statistical techniques in the decision making process. It is for a student who will choose higher math in college which may or may not include calculus. Students will be prepared to take the AP statistics exam upon completion of both semesters of the course. In addition to all of the topics of regular Statistics, this course includes, but is not limited to, two sample hypothesis testing, correlation and regression analysis, variance analysis, and statistical process control. A comprehensive description of this course can be found on the College Board website at http://apcentral.collegeboard.com/apc/public/repository/ap-statistics-course-description.pdf. Requirement: Honors Algebra II with B recommended or Algebra II with A recommended.

2550 QUANTITATIVE REASONING (11, 12) This is a one-credit course where students will learn to identify pertinent information, ask suitable questions, and support conclusions using persuasive quantitative reasoning. This course will further develop algebraic skills using real world applications of statistics and finance through the use of technology. Students will use a variety of measurement scales, collect data, select appropriate formulas, evaluate precision, interpret probability and ratios, and develop fundamental financial literacy using persuasive quantitative reasoning. Requirement: Successful completion of Algebra 2. Recommendation: “C“ or above in Algebra 2.
2544 ADVANCED MATHEMATICS, COLLEGE CREDIT, COLLEGE ALGEBRA (IVY TECH M136) (12) This is a two-credit course that would give students a more in-depth study of the algebraic properties of expressions, and a variety of functions. Students will explore algebraic properties, variation, quadratic equations, systems of equations, inequalities, exponential, logarithmic, and polynomial functions. This is a dual credit course through Ivy Tech. Students must meet all Ivy Tech prerequisites to qualify for Ivy Tech dual credit. This course will count as the Pre-Calculus requirement for admission to Indiana University. Requirement: Successful completion of Algebra 2. Recommendation: “C” or above in Algebra 2.

2544 ##ADVANCED MATH, COLLEGE CREDIT, CALCULUS (ACP M119) (11, 12) This is a college course which will focus on preparation for majors in business and the social sciences. Topics include mathematical modeling, applications of functions using the first and second derivative, and using the definite integral. As part of Indiana University Advanced College Project, students who enroll may apply to earn three (3) hours of college credit in Mathematics (M119), through Indiana University, Bloomington. Students will be billed discounted university fees in late fall. Credits are transferable to most colleges and universities throughout the country. Go to http://acp.indiana.edu/ for more information. Students enrolled through IU will receive dual credit: both high school and IU credit. I.U. requirements for admission: "C" or better in Pre-Calculus/Trig, and a 2.7 overall GPA. Students choosing to take this course, whether for college credit or not, will receive a weighted grade for the second semester of the course. Requirement: Successful completion of Pre-Calculus/Trigonometry. Recommendation: “B” average in Pre-Calc/Trig.

2562 ##CALCULUS, AP AB (11, 12) (ACP M211) This is a two-semester rigorous college level course that covers both differential and integral calculus. The goal of this course is to prepare the student to be successful on the AB Level of the Advanced Placement Exam in Calculus. As part of taking the AP test, students may be able to test out of one semester of college calculus and earn college credit depending on the university’s requirement. A comprehensive description can be found on the College Board AP Central website: http://apcentral.collegeboard.com/apc/public/respository/ap-calculus-course-description.pdf. As part of the Indiana University Advance College Project, students who enroll in this course may apply to earn 4 hours of college math credit (M211) through IU Bloomington. University fees will be charged and credits are transferable to most colleges and universities throughout the country. Go to http://acp.indiana.edu/ for more information. I.U. requirements for admission: "C" or better in Pre-Calculus/Trig, and a 2.7 overall GPA. Requirement: Successful completion of Pre-Calculus/Trigonometry. Recommendation: A “B” average in Honors Pre-Calculus or an “A” average in Pre-Calculus/Trigonometry.

2572 ##CALCULUS, AP BC (11, 12) (ACP M211 & M212) This is a very rigorous college-level course designed for highly motivated math students. The course covers all of the topics of AB Calculus as well as infinite series and sequences, additional techniques of integration, and additional topics in analytic geometry. The goal of this course is to prepare the student to be successful on the BC level of the Advanced Placement Exam in Calculus and in future college math courses. Students who are then very successful on the AP exam may test out of up to 2 semesters of college calculus. A comprehensive description can be found on the College Board AP Central website: http://apcentral.collegeboard.com/apc/public/respository/ap-calculus-course-description.pdf. As part of the Indiana University Advance College Project, students who enroll in this course may apply to earn 8 hours of college math credit (M211 & M212) through IU Bloomington. University fees will be charged and credits are transferable to most colleges and universities throughout the country. Go to http://acp.indiana.edu/ for more information. I.U. requirements for admission: "C" or better in Pre-Calculus/Trig, and a 2.7 overall GPA. Students who have taken Calculus AB may take Calculus BC second semester for credit. Requirement: Successful completion of Honors Pre-Calculus. Recommendation: “A“ average in Honors Pre-Calculus.
2544 ##ADVANCED MATH, COLLEGE CREDIT, FINITE MATH (ACP M118) (11, 12) This is a college course which will focus on probability models, counting, sets, partitions, tree diagrams, linear models, matrix algebra, Markov chains, interest, mortgage, and financial decision making. As part of Indiana University Advance College Project, students who enroll may apply to earn three (3) hours of college credit in Mathematics (M118), through Indiana University, Bloomington. Students will be billed at discounted university fees in late fall. Credits are transferable to most colleges and universities throughout the country. Go to [http://acp.indiana.edu/](http://acp.indiana.edu/) for more information. Students enrolled through IU will receive dual credit, both high school and IU credit. **I.U. requirements for admission:** "C" or better in Pre-Calculus/Trig, and a 2.7 overall GPA. Students choosing to take this course, whether for college credit or not, will receive a weighted grade for the second semester of the course. This course may be taken at the same time as Calculus. Requirement: Successful completion of Pre-Calculus/Trigonometry.

2544 ###MULTIVARIABLE CALCULUS AND ITS APPLICATIONS (12) Topics include three-dimensional vector calculus, Gauss’s theorem, Green’s theorem, and Stoke’s theorem. This course includes the use of graphing calculators and computer software. **This one semester course is offered as distance learning through Ball State University.** Students will participate during the school day. The course requires special registration through Guidance and the Math Department Chairperson. Requirement: Successful completion of AP Calculus BC.

2544 ###DIFFERENTIAL EQUATIONS (12) Introduction to nth-order ordinary differential equations, equations of order one, elementary applications, linear equations with constant coefficients, nonhomogeneous equations, undetermined coefficients, variation of parameters, linear systems of equations, and the Laplace transform. This course includes the use of standard computer software. **This one semester course is offered as distance learning through Ball State University.** Students will participate during the school day. The course requires special registration through Guidance and the Math Department Chairperson. Requirement: Successful completion of Multivariable Calculus.

###Hamilton Southeastern High School Math Courses
####Possible Math Course Sequence Beginning with Algebra I

<table>
<thead>
<tr>
<th>Year</th>
<th>Course Selection (s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>Algebra I</td>
</tr>
<tr>
<td>Two</td>
<td>Geometry</td>
</tr>
<tr>
<td>Three</td>
<td>Algebra II</td>
</tr>
<tr>
<td>Four</td>
<td><strong>See description below</strong></td>
</tr>
<tr>
<td></td>
<td>Additional Electives</td>
</tr>
</tbody>
</table>

** Students have many choices for their 4th year of math.
- Students planning to go on to eventually take Calculus at some point should take Pre-Calculus/Trigonometry.
- Students not planning to take Calculus can take:
  - Quantitative Reasoning (dual credit through Ivy Tech, one semester) and Probability/Statistics (one semester) or AP Statistics (two semesters) or
  - College Algebra (dual credit through Ivy Tech, two semesters)

Please consult your current math teacher for suggestions on which courses are the best choice for you.
# Possible Honors Math Course Sequence Beginning with Geometry or Algebra II

<table>
<thead>
<tr>
<th>Year</th>
<th>Course Selection(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>Honors Geometry</td>
</tr>
<tr>
<td>Two</td>
<td>Honors Algebra II</td>
</tr>
<tr>
<td>Three</td>
<td>Honors Pre-Calculus</td>
</tr>
<tr>
<td>Four</td>
<td>Finite Math, AP Statistics, Calculus, AP Calculus AB, or AP Calculus BC</td>
</tr>
<tr>
<td></td>
<td>Additional Electives: Multivariable Calculus, or Differential Equations</td>
</tr>
</tbody>
</table>

* A student can earn college credit in AP Calculus AB, AP Calculus BC, and AP Statistics by scoring a 4 or 5 out of 5 on the AP exam.
* A student can earn college credit for ANY of the three Calculus courses, or Finite Math by taking it for dual credit through Indiana University Bloomington. Go to [acp.indiana.edu](http://acp.indiana.edu) for more information.
* Students completing AP Calculus BC before their senior year may take Multivariable Calculus (1 semester) and Differential Equations (1 semester) via Distance Learning through Indiana Academy and Ball State University.
Multidisciplinary courses are not necessarily categorized into any one discipline. These courses integrate two or more disciplines into one course of study. The courses count as elective credits toward graduation but more importantly these courses can provide study which will expand an individual’s educational background.

0500 **BASIC SKILLS DEVELOPMENT (9, 10)** This course is designed to help students become more active in transition planning related to students with an active IEP. This course will also help students improve organizational, self-advocacy, and problem solving skills. **Requirement – student must have an active IEP**

0500 **BASIC SKILLS DEVELOPMENT/READING AND WRITING STRATEGIES (9, 10, 11)** This class is designed for students in English 10/11 who need support and also have not passed the ISTEP. The course of study includes ISTEP preparation as well as skills/strategies on pre testing and student questionnaires. **Requirement – student must have an active IEP**

0500 BASIC SKILLS DEVELOPMENT/MATH (10, 11, 12) This class is designed for students who need Algebra I support or for students who have not passed the ISTEP. This course will provide extra practice in developing math skills covered Algebra I. Students will learn and use specific strategies to enrich their math knowledge. **Requirement – Students must have an active 504 or IEP plan.**

0500 *BASIC SKILLS DEVELOPMENT/PREPARING FOR COLLEGE AND THE SAT (10, 11)** This one semester course emphasizes preparation for the Scholastic Aptitude Test (SAT). This preparation includes various test taking strategies and practice in both the verbal and math portions of the test. Procedures for selecting and applying for college and financial aid are also addressed. In addition, college life and its different elements are discussed.

##5408 EDUCATION PROFESSIONS (CADET TEACHING) (11, 12) The objective of Cadet Teaching is to interest and encourage college-bound students to enter the teaching profession. This yearlong course offers six weeks of in-class preparation and the rest of the semester and second semester primarily of field experience. The course gives students information about a career in education as well as providing actual teaching experience in an elementary or intermediate school classroom. Students will be selected on the basis of an application and an interview. Students who have a desire to choose a career working with youth should apply. **This is a dual credit course through Butler University. Student must have a GPA of 3.0 or above on a 4.00 scale through their most recently completed semester of high school to qualify for dual credit. Requirement - Completed application and interview. Recommended but not required: experience, 6th period study hall.**

0520 *PEER TUTORING I/SPECIAL NEEDS (9, 10, 11, 12)** Students learn to interact with and tutor students with disabilities allowing them to learn teaching and behavior management techniques and terminology. Throughout the semester, students demonstrate knowledge of the following: a) causes of handicapping conditions; b) values and issues related to the integration of students with substantial handicaps in the school and community; c) career options in the field of special education; d) teaching and behavior management techniques and terminology. **Enrollment in this course allows the students to participate in either Peer Tutoring Life Skills or Peer Tutoring Adaptive P.E. Requirement – Completion of application, and an interview with peer facilitating teacher. A student may earn a maximum of 4 credits in Peer Tutoring I and II.**

0520 *PEER TUTORING II/SPECIAL NEEDS (11, 12)** Students learn to interact with and tutor students with disabilities allowing them to learn teaching and behavior management techniques and terminology. Throughout the semester, students demonstrate knowledge of the following: a) causes of handicapping conditions; b) values and issues related to the integration of students with substantial handicaps in the school and community; c) career options in the field of special education; d) teaching and behavior management techniques and terminology. **Enrollment in this course allows the students to participate in either Peer Tutoring Life Skills or Peer Tutoring Adaptive P.E. Requirement – Completion of application, and an interview with peer facilitating teacher. A student may earn a maximum of 4 credits in Peer Tutoring I and II.**
0520 *PEER TUTORING/WRITING MENTOR (10, 11, 12) Students selected as Writing Mentors in the Writing Lab serve as peer guides to assist with the instruction of writing and as a means of assistance to fellow students throughout the writing process. Writing Mentors are students highly qualified in the skills of language arts and are willing to work with students in all levels, on all courses across the curriculum, both one-on-one and in a large group setting. Along with checking skill levels, mentors are given guidance on how to interact and provide feedback both to students and on student papers submitted to the lab for peer revision and editing. This course will not only function as a way for the selected students to give feedback, but also improve writing skills through a more thorough understanding of language and its functions as expression of thought. Required: teacher recommendation. Course may be taken for a semester or as a year-long course. This course does not count as an English credit.

5974 WORK BASED LEARNING: MULTIPLE PATHWAYS RELATED INSTRUCTION (ICE) (12) Workplace competencies and foundation skills such as orientation to a new job, interpersonal relations, communication skills, evaluations, self-management, decision-making, critical thinking, and responsibility are covered and related to real-world working situations. (1 period, 1 credit per semester). Requirement - Completion of an application and an interview

5974 WORK BASED LEARNING: MULTIPLE PATHWAYS ON-THE-JOB TRAINING (ICE) (12) This course enables students to develop and refine occupational competencies needed to acquire and succeed in a job, adjust to the employment, and advance in an occupation of their choice. On-the-job instruction is supervised by the employer. They work closely with the teacher-coordinator in planning student learning experiences, which are compatible with student and employer goals. Students are to work a minimum of 3 hours per day and 15 hours per week. The student would be released from school for 2 periods per day. (2 periods, 2 credits per semester). Requirement - Completion of an application and interview

0552 ##AP SEMINAR I (CAPSTONE) (11, 12) This Advanced Placement course 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 cross curricular lens, consider multiple points of view to develop deep understanding of complex issues, and connect these issues to their own lives. This course complements other AP Courses and Exams through scholarly practice and academic intensity. The learning goals include: thinking critically and creatively to construct meaning or gain understanding, planning and conducting a study or investigation, problem finding and problem solving, planning and producing communication in various forms, collaborating to solve a problem or accomplish a goal, and synthesizing and making cross-curricular connections. This course is the first of two required for students to earn the prestigious AP Capstone Diploma. Students who earn scores of 3 or higher in both AP Seminar I and AP Seminar II and on four additional AP Exams of their choosing will receive the AP Capstone Diploma™.

✓ Capstone courses taken in Semester 1 will count as General Credit.
✓ The second semester of each Capstone course counts as English Credit.

0551 ##AP RESEARCH I (CAPSTONE) (12) In AP Research, students investigate real-world issues from multiple perspectives, gathering and analyzing information from various sources in order to develop credible and valid evidence-based arguments. They cultivate the skills and discipline necessary to conduct independent research in order to produce and defend a scholarly academic thesis. Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing will receive the AP Capstone Diploma.

✓ Capstone courses taken in Semester 1 will count as General Credit.
✓ The second semester of each Capstone course counts as English Credit.
0590 INNOVATIONS (11, 12) This is a year-long learner-centered course empowering students to put their mark on the world. This is a project-based and passion-driven course intended to cultivate leadership skills, community partnerships, and an innovative growth mindset. Through self-guided explorations, research and reflection, Innovations students will gain a greater understanding of themselves as learners, problem-solvers, and contributing members of society. During the first semester, students will develop a solid foundational understanding of future-ready learning skills (self-regulation and reflection, idea generation, design and refinement, openness and courage to explore, communication, creative problem-solving, information literacy, thinking critically, asking effective questions, collaboration, and troubleshooting). During the second semester, students will develop and execute an audience-centered passion project(s) of their choosing by infusing their newly acquired future-ready learning skills with their own personal interests. For more information, visit: https://www.youtube.com/watch?v=Pam1c9lz-KQ&feature=youtu.be. Recommended prerequisites: 2 or more credits from the following: Entrepreneurship, Intro. to 2D Art, Intro. to 3D Art, Intro. to Computer Science, Intro. to Engineering Design, Mass Media, Marketing, Peer Tutoring, Principles of Biomedical Science, Speech.

5974 *WORK BASED LEARNING: MULTIPLE PATHWAYS (12) Work based Learning is designed to provide opportunities for students to explore careers that require additional degrees or certification following high school. The emphasis of the experience is on applying skills developed through instruction and on learning new career competencies at the internship site. The internship is tailored to the unique needs and interests of the student and is considered a high school capstone experience towards fulfillment of the student’s future plan. A training agreement will outline the expectations of all parties: the intern, parent/guardian, site supervisor/mentor, internship supervisor, and the school. Internships will be unpaid and will include a series of meetings or seminars with the internship coordinator.

5974 Work Based Learning Capstone, Multiple Pathways
5975 Work Based Learning Capstone, Advanced Manufacturing and Engineering
5260 Work Based Learning Capstone, Business and Marketing
5480 Work Based Learning Capstone, Family and Consumer Sciences
5207 Work Based Learning Capstone, Health Sciences
5892 Work Based Learning Capstone, Trade and Industry

5974 WORK BASED LEARNING CAPSTONE, MULTIPLE PATHWAYS (12) Applied Work Based Learning Capstone is an instructional strategy that can be implemented as a stand-alone course or a component of any CTE course that prepares students for college and career. This strategy builds individual students’ skills and knowledge within the area of interest. A standards based training plan is developed by the student, teacher, and workplace mentor to guide the student’s work based learning experiences and assist in evaluating progress and performance, whether WBL is a stand-alone course or a component of a discipline-specific CTE course.

5975 WORK BASED LEARNING CAPSTONE, ADVANCED MANUFACTURING AND ENGINEERING (12) Applied Work Based Learning Capstone is an instructional strategy that can be implemented as a stand-alone course or a component of any CTE course that prepares students for college and career. This strategy builds individual students’ skills and knowledge within the area of interest. A standards based training plan is developed by the student, teacher, and workplace mentor to guide the student’s work based learning experiences and assist in evaluating progress and performance, whether WBL is a stand-alone course or a component of a discipline-specific CTE course.

5260 WORK BASED LEARNING CAPSTONE, BUSINESS AND MARKETING (12) Applied Work Based Learning Capstone is an instructional strategy that can be implemented as a stand-alone course or a component of any CTE course that prepares students for college and career. This strategy builds individual students’ skills and knowledge within the area of interest. A standards based training plan is developed by the student, teacher, and workplace mentor to guide the student’s work based learning experiences and assist in evaluating progress and performance, whether WBL is a stand-alone course or a component of a discipline-specific CTE course.

5480 WORK BASED LEARNING CAPSTONE, FAMILY AND CONSUMER SCIENCE (12) Applied Work Based Learning Capstone is an instructional strategy that can be implemented as a stand-alone course or a component of any CTE course that prepares students for college and career. This strategy builds individual students’ skills and knowledge within the area of interest. A standards based training plan is developed by the student, teacher, and workplace mentor to guide the student’s work based learning experiences and assist in evaluating progress and performance, whether WBL is a stand-alone course or a component of a discipline-specific CTE course.
5207 WORK BASED LEARNING CAPSTONE, HEALTH SCIENCE (12) Applied Work Based Learning Capstone is an instructional strategy that can be implemented as a stand-alone course or a component of any CTE course that prepares students for college and career. This strategy builds individual students’ skills and knowledge within the area of interest. A standards based training plan is developed by the student, teacher, and workplace mentor to guide the student’s work based learning experiences and assist in evaluating progress and performance, whether WBL is a stand-alone course or a component of a discipline-specific CTE course.

5892 WORK BASED LEARNING CAPSTONE, TRADE AND INDUSTRY (12) Applied Work Based Learning Capstone is an instructional strategy that can be implemented as a stand-alone course or a component of any CTE course that prepares students for college and career. This strategy builds individual students’ skills and knowledge within the area of interest. A standards based training plan is developed by the student, teacher, and workplace mentor to guide the student’s work based learning experiences and assist in evaluating progress and performance, whether WBL is a stand-alone course or a component of a discipline-specific CTE course.
PERFORMING ARTS

4146 *DANCE PERFORMANCE (10, 11, 12) This course is open to all students. Activities utilize a wide variety of materials and experiences and are designed to develop techniques appropriate with the genre, including individual and group instruction in performance repertoire and skills. Students develop the ability to express their thoughts, perceptions, feelings, and images through movement. This performance class provides opportunities for students to experience degrees of physical prowess, technique, flexibility, and study dance performance as an artistic discipline and as a form of artistic communication. Learning activities and experiences develop the students’ ability to: 1) understand the body’s physical potential, 2) understand and assimilate the basic elements of technique within the genre, 3) demonstrate an understanding of the varied styles within the genre, 4) develop listening, comprehension, and memorization skills, 5) use simple to complex/compound dance patterns with the genre, 6) identify and use, both orally and written, appropriate terminology related to style and technique, 7) understand musical phrasing, rhythmic structures, and meters. Students are able to describe, analyze, interpret, and judge live and recorded dance performances of professional dancers and companies in the genre. Students become aware of the vocational and avocational opportunities in dance. Students may be required to participate in performance opportunities outside of the school day that support and extend the learning in the classroom.

4142 *DANCE II/DANCE CHOREOGRAPHY (10, 11, 12) Classroom learning activities in Dance II will be sequential from Dance I. A wide variety of materials and experiences will be used in order to provide students with the knowledge, skills, and appreciation of the multi-styled and multicultural dance expressions. Activities are designed to develop student’s ability to translate ideas, images, emotions, perceptions, and personal experiences into movement; improvise, produce a concept and design using a selection of style, content, and accompaniment, understand musical phrasing, rhythmic structures, meters, and musical application within choreography, research production and technical skills required for an actual performance, create and include accompaniment rehearsals, costume and props, and set and lighting design. Classroom activities will provide students opportunities to participate in roles as soloist, a choreographer or leader, and in a subject role. Students experience and learn to use appropriate terminology to describe, analyze, interpret, and critique dance compositions by professional individuals or companies. Requirement – Dance I, Students will need proper dance attire and shoes but will not be turned away due to financial reasons.

MUSIC

4166 BEGINNING ORCHESTRA (9, 10, 11, 12) Beginning Orchestra students are provided with a balanced comprehensive study of music through the orchestra, which develops skills in the psychomotor, cognitive, and affective domains. Instruction is designed so that students can connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Ensemble and solo activities are designed to develop elements of musicianship including, but not limited to: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music, and (7) studying historically significant styles of literature.

Experiences include, but are not limited to, improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Opportunities are provided for students to experience live performances by professionals, during and outside of the school day. Time outside of the school day may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of activities, outside of the school day, that support and extend learning in the classroom. AHD. Requirement - Permission of the instructor.

4172 INTERMEDIATE ORCHESTRA (9, 10, 11, 12) This performing ensemble is open to all instrumentalists performing on a string instrument. This ensemble performs a wide variety of music during the year, performing several concerts. Students taking this course are provided with a balanced comprehensive study of music through the orchestra, which develops skills in the psychomotor, cognitive, and affective domains. Instruction is designed so that students can to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Ensemble and solo activities are designed to develop elements of musicianship including, but not limited to: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music, and (7) studying historically significant styles of literature.
Experiences include, but are not limited to, improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Students are provided with opportunities to experience live performances by professionals, during and outside of the school day. Students must perform, with expression and technical accuracy, a large and varied repertoire of orchestra literature. Evaluation of music and music performances is included. AHD. **Requirement - Audition or director's consent.**

**4174 ADVANCED ORCHESTRA (10, 11, 12)** Students taking this course are provided with a balanced comprehensive study of music through the orchestra, which is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Ensemble and solo activities are designed to develop elements of musicianship including, but not limited to: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music, and (7) studying historically significant styles of literature. Orchestral repertoire must be of the highest caliber, and mastery of advanced orchestral technique must be evident. Areas of refinement consist of advanced techniques including, but not limited to: (1) intonation, (2) balance and blend, (3) tone production, (4) tone quality, (5) technique, (6) rhythm, (7) sight-reading, and (8) critical listening skills. Evaluation of music and music performances is included.

Experiences include, but are not limited to, improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Students are also provided with opportunities to experience live performances by professionals during and outside of the school day. Time outside of the school day may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students must participate in performance opportunities, outside of the school day, that support and extend learning in the classroom. AHD. **Requirement - Audition or instructor's consent.**

**4160 BEGINNING CONCERT BAND/Wind Symphony (9, 10, 11, 12)** This large performing ensemble is open to all instrumentalists. Participation is by audition only. Students perform a wide variety of music during the year, performing several concerts. Students taking this course are provided with a balanced, comprehensive study of music through the concert band, which develops skills in the psychomotor, cognitive, and affective domains. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Students’ participation will develop elements of musicianship including, but not limited to: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music, and (7) studying historically significant styles of literature as pertaining to chamber ensemble and solo literature.

Experiences include, but are not limited to, improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer’s intent in order to connect the performer with the audience. Students also have the opportunity to experience live performances by professionals during and outside of the school day.

Students are required to participate in performance opportunities, outside of the school day, that support and extend learning in the classroom. Away/overnight trips are possible. All costs may be defrayed through fundraising opportunities. AHD. **Requirement - Audition/Placement**

**4160 BEGINNING CONCERT BAND/Chamber Ensemble (9,10,11,12)** This large performing ensemble is open to all instrumentalists. Participation is by audition only. Students perform a wide variety of music during the year, performing several concerts. Students taking this course are provided with a balanced, comprehensive study of music through the concert band, which develops skills in the psychomotor, cognitive, and affective domains. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Students’ participation will develop elements of musicianship including, but not limited to: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music, and (7) studying historically significant styles of literature as pertaining to chamber ensemble and solo literature.
4168 INTERMEDIATE CONCERT BAND/Symphonic Band (9, 10, 11, 12) This large performing ensemble is open to all instrumentalists. Participation is by audition only. Students perform a wide variety of music during the year, performing several concerts. Students taking this course are provided with a balanced, comprehensive study of music through the concert band, which develops skills in the psychomotor, cognitive, and affective domains. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Ensemble and solo activities are designed to develop elements of musicianship including, but not limited to: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music, and (7) studying historically significant styles of literature.

Experiences include, but are not limited to, improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Students also have opportunities to experience live performances by professionals during and outside of the school day. Students perform, with expression and technical accuracy, a large and varied repertoire of concert band literature.

Evaluation of music and music performances is included. Students are required to participate in performance opportunities, outside of the school day, that support and extend learning in the classroom. Some overnight trips are possible. All additional costs may be defrayed through fundraising opportunities. AHD. Requirement - Audition/Placement

4170 ADVANCED CONCERT BAND/Wind Ensemble (9, 10, 11, 12) The Advanced Concert Band is open to all instrumentalists. Participation is by audition only. Students perform a wide variety of music during the year, performing several concerts. This class provides students with a balanced, comprehensive study of music through the concert band, which develops skills in the psychomotor, cognitive, and affective domains. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Ensemble and solo activities are designed to develop elements of musicianship including, but not limited to: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music, and (7) studying historically significant styles of literature.

Experiences include, but are not limited to, improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Students also have the opportunity to experience live performances by professionals during and outside of the school day. Band repertoire will be of the highest caliber. Mastery of advanced wind band technique must be evident. Areas of refinement consist of advanced techniques including, but not limited to: (1) intonation, (2) balance and blend, (3) breathing, (4) tone production, (5) tone quality, (6) technique, (7) rhythm, (8) sight-reading, and (9) critical listening skills.

Evaluation of music and music performances is included. Students are required to participate in performance opportunities, outside of the school day, that support and extend learning in the classroom. Away/overnight trips are possible. All costs are defrayed through fundraising opportunities. AHD. Requirement - Audition/Placement

4164 JAZZ ENSEMBLE (10, 11, 12) - is a traditional “big band” and is open to students who play saxophone, trumpet, trombone, piano, bass, drums and guitar who have adequately developed technique on their instrument and are interested in performing jazz and popular music. Literature for this ensemble will be selected from the standard “big band” and contemporary repertoire. Intervals, chord structure, chord progressions and improvisation will be studied. Due to the changing repertoire, this ensemble course may be taken repeatedly. This is a full year class that will meet occasionally outside of the school day for rehearsals, sectionals, and performances. Throughout the year Jazz Ensemble students will demonstrate their mastery of technical skills and musical interpretation by performing in both formal and informal settings. Unique performance opportunities will be pursued beyond the Concert Band curriculum concerts. Participation in all fall, winter, and spring scheduled rehearsals and performance is required. Requirement - Limited enrollment is by audition, recommendation of director, and a member of regular band class with the exception of guitar, bass and piano players who must be enrolled in any year long music class.
4162 INTRUMENTAL ENSEMBLE / PERCUSSION ENSEMBLE (9, 10, 11, 12) This class is designed to encourage cultural, historical, theoretical and performance of the percussive arts. Students will work in chamber groups, large ensembles, multi-cultural ensembles and be able to transfer learned skills in the community of Fishers High School and a competitive format. This course would be an auditioned course and would also be required to be enrolled in a concert band class. Students would rehearse for performances during class as well before performances. This class would perform in ensemble competition (4) weekends of the year in the Spring semester (Feb-March). In addition, this ensemble would perform a concert in both the Fall and Spring semesters. **Requirement - Concurrent enrollment in a concert band class. Offered at Fishers High School only.**

4204 PIANO AND ELECTRONIC KEYBOARD - BEGINNING (11, 12) This course is open to all students who desire to learn basic piano/keyboard skills. Students will learn to use proper keyboard fingerings, to read simple melody lines, and to harmonize basic melodies with simple chords. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Students: (1) perform with proper posture, hand position, fingering, rhythm, and articulation (2) listen to, analyze, sight-read, and study the literature performed; (3) study the elements of music as exemplified in a variety of styles; and (4) make interpretive decisions.

4204 PIANO AND ELECTRONIC KEYBOARD - INTERMEDIATE (11, 12) Intermediate Class Piano provides continuing instruction for students who have successfully completed Beginning Class Piano or have had previous instruction in piano and wish to further their knowledge of piano skills. Students will extend the concepts learned in Beginning Piano. Students will continue to develop: sight-reading skills, their knowledge of major and minor scales, aural identification of piano literature, styles, composers, and performers. **Requirement - Beginning Piano and/or permission of instructor**

4208 *MUSIC THEORY AND COMPOSITION (10, 11, 12) Students taking this course develop skills in the analysis of music and theoretical concepts. Students: (1) develop ear training and dictation skills, (2) compose works that illustrate mastered concepts, (3) understand harmonic structures and analysis, (4) understand modes and scales, (5) study a wide variety of musical styles, (6) study traditional and nontraditional music notation and sound sources as tools for musical composition, and (7) receive detailed instruction in other basic elements of music. Students have the opportunity to experience live performances, by professionals, during and outside of the school day. **Prior experience in basic music fundamentals recommended.**

4210 ##AP MUSIC THEORY (10, 11, 12) This year-long course is designed for advanced music students interested in further study in college. This course will focus on mastering skills in and knowledge of advanced musical concepts and will therefore require a high level of musicianship as well as sufficient prior knowledge of music theory and history. This course would allow for the many students at HHS considering the study of music in college a way to receive college credit towards their degree. **Recommended – Placement or previous participation in Intermediate to Advanced level performance ensemble.**

4206 *MUSIC HISTORY AND APPRECIATION (10, 11, 12) Students taking this course receive instruction designed to explore music and major musical style periods through understanding music in relation to both Western and Non-Western history and culture. Activities include but are not limited to: (1) listening to, analyzing, and describing music; (2) evaluating music and music performances; and (3) understanding relationships between music and the other arts, as well as disciplines outside of the arts. **Requirement - This course is required for music majors.**

4182 BEGINNING CHORUS/ROYAL GENTS (9, 10, 11, 12) This class is open to any male student by audition or director's consent. This choir experience stresses the study of vocal technique and the fundamentals of music while performing on a limited basis. Students taking Beginning Chorus develop musicianship and specific performance skills through ensemble and solo singing. Activities in this class create the development of quality repertoire in diverse styles of choral literature appropriate in difficulty and range for the students.

Instruction is designed so that students are able to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Beginning Chorus provides instruction in creating, performing, sight reading, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience.
A limited number of public performances may serve as a culmination of daily rehearsal and music goals. Students must participate in performance opportunities, outside of the school day, that support and extend learning in the classroom. A varied repertoire of concert, sacred, pop, jazz, contemporary, and musical theatre vocal literature will be studied and presented. AHD. **Requirement - Audition or director's consent.** Each member must purchase/rent an outfit at his or her own expense, but no student is denied membership because of financial reasons.

**4182 BEGINNING CHORUS/ROYAL VOCALS (9, 10, 11, 12)** This class is open to any female student by audition or director's consent. This choir experience stresses the study of vocal technique and the fundamentals of music while performing on a limited basis. Students taking Beginning Chorus develop musicianship and specific performance skills through ensemble and solo singing. Activities in this class create the development of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students.

Instruction is designed so that students are able to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Beginning Chorus provides instruction in creating, performing, sight reading, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience.

A limited number of public performances may serve as a culmination of daily rehearsal and music goals. Students must participate in performance opportunities, outside of the school day, that support and extend learning in the classroom. A varied repertoire of concert, sacred, pop, jazz, contemporary, and musical theatre vocal literature will be studied and presented. AHD. **Requirement - Audition or director's consent.** Each member must purchase an outfit at his or her expense, but no student is denied membership because of financial reasons.

**4186 INTERMEDIATE CHORUS/CHAMBER SINGERS (10, 11, 12)** This class is open to any student by audition and instructor's recommendation. This select ensemble performs choral literature of varying styles, historical periods and cultures, to the highest degree of proficiency possible. This class is an intermediate choral ensemble providing further musical skill development and additional background in vocal performance and technique. This course provides students with opportunities to develop musicianship and specific performance skills through ensemble and solo singing.

Activities create the development of quality repertoire in the diverse styles of choral literature that is appropriate in difficulty and range for the students. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. This class provides instruction in creating, performing, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Additional emphasis is placed on sight-reading, critical listening skills and vocal techniques. AHD. **Requirement – Audition and Director's consent.** Each member must purchase/rent an outfit at his or her expense, but no student is denied membership because of financial reasons.

**4186 INTERMEDIATE CHORUS/ACCENTS (10, 11, 12)** This class is open to any female student by audition or instructor’s recommendation. This select ensemble performs choral literature of varying styles, historical periods and cultures, to the highest degree of proficiency possible. This class is an intermediate choral ensemble providing further musical skill development and additional background in vocal performance and technique. This course provides students with opportunities to develop musicianship and specific performance skills through ensemble and solo singing.

Activities create the development of quality repertoire in the diverse styles of choral literature that is appropriate in difficulty and range for the students. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. This class provides instruction in creating, performing, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Additional emphasis is placed on sight-reading, critical listening skills, and vocal techniques. AHD. **Requirement - Audition and Director's consent.** Each member must purchase/rent an outfit at his or her expense, but no student is denied membership for financial reasons.
4188 ADVANCED CHORUS/ROYAL SENSATION (10, 11, 12) This class is open to girls by audition only. This select ensemble performs choral literature of varying styles, historical periods and cultures, to the highest degree of proficiency possible. Students develop musicianship and specific performance skills through ensemble and solo singing and choreography.

Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine and integrate music study into other subject areas. This class provides instruction in creating, performing, conducting, listening to and analyzing in addition to focusing on the specific subject matter. Instruction provides the students with a balanced, comprehensive study of music through the choral idiom, which develops skills in the psychomotor, cognitive and affective domains.

Students develop the ability to understand and convey the composer’s intent in order to connect the performer with the audience. Mastery of intermediate/advanced choral technique must be evident.

Ensemble activities are designed to develop elements of musicianship, including, but not limited to, intonation, balance and blend, breathing, tone production, tone quality, technique, rhythm, sight reading and critical listening skills. Areas of refinement include a cappella and solo singing. Evaluation of music and music performances are also included.

As a major performance ensemble, members are expected to attend all extra rehearsals and performances for which academic credit is given. Each member must rent an outfit at her expense, but no student is denied membership because of financial reasons AHD. Requirement - AUDITION

4188 ADVANCED CHORUS/ROYAL EDITION (10, 11, 12) This class is by audition only. This select ensemble performs choral literature of varying styles, historical periods and cultures, to the highest degree of proficiency possible. Students develop musicianship and specific performance skills through ensemble and solo singing and choreography.

Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine and integrate music study into other subject areas. This class provides instruction in creating, performing, conducting, listening to and analyzing in addition to focusing on the specific subject matter. Instruction provides the students with a balanced, comprehensive study of music through the choral idiom, which develops skills in the psychomotor, cognitive and affective domains.

Students develop the ability to understand and convey the composer’s intent in order to connect the performer with the audience. Mastery of intermediate/advanced choral technique must be evident.

Ensemble activities are designed to develop elements of musicianship, including, but not limited to, intonation, balance and blend, breathing, tone production, tone quality, technique, rhythm, sight reading and critical listening skills. Areas of refinement include a cappella and solo singing. Evaluation of music and music performances are also included.

As a major performance ensemble, members are expected to attend all extra rehearsals and performances for which academic credit is given. Each member must rent an outfit at his/her expense, but no student is denied membership because of financial reasons AHD. Requirement - AUDITION
THEATRE

4244 **TECHNICAL THEATRE (10, 11, 12) Technical Theatre instruction combines the theories of design and stagecraft with the construction and operation of the various elements of technical theatre. Students are provided with opportunities to: (1) develop stagecraft skills; (2) learn various techniques in scenery, lighting, sound, properties, costumes, and makeup; (3) practice theatre safety; and (4) learn effective stage management, business plans, and promotional techniques. Students are made aware of career opportunities in technical theatre. They also continue to analyze and evaluate scripts and live theatre performances so that they learn to determine appropriate technical requirements for a variety of theatrical works.

4252 *TECHNICAL THEATRE II (10, 11, 12) This course is broken into three units; advanced construction, sound systems and lighting design. Students will gain the basic knowledge of live sound reinforcement, to include the microphone, amplifiers, speakers, signal path and the sound mixer. The students will have hands on experience with the auditorium’s sound equipment. The unit on lighting teaches the students about theatre lighting instruments. This includes how to hang and focus the fixture, color and lighting composition, basic electricity, and light board operation. **Requirement – Technical Theatre**

4242 *THEATRE ARTS/ACTING I (9, 10, 11, 12) Instruction in this course enables students to: (1) improvise and write plays or scenes; (2) imaginatively express thought, feelings, moods, and characters; and (3) apply techniques involving voice, gesture, facial expression, and body movement to reproduce the subtleties of language and voice inflection in conveying emotion and meaning. Students are introduced to warm-up activities for body and voice, including mime activities. Students develop skills enabling them to speak clearly and expressively with (1) appropriate articulation, (2) pronunciation, (3) volume, (4) stress, (5) rate, (6) pitch, (7) inflection, and (8) intonation. They also refine their abilities to collaborate on performances, and they learn to constructively evaluate their own and others’ efforts. Study also includes activities from a variety of historical and cultural contexts. Students develop critical thinking skills through studying examples of theatre criticism followed by analyzing and evaluating live performances. **Recommendation – An overall "C" average**

4240 *ADVANCED THEATRE ARTS/ACTING II (9, 10, 11, 12) Instruction in this course builds upon the skills developed in the Theatre Arts course. Activities enable students to:
- improvise dialogue which produces characterizations in a variety of settings and forms;
- identify the physical, social, and psychological dimensions and qualities of characters in texts of plays;
- create consistent characters from a variety of theatrical works, either in class or in informal productions, demonstrating effective management of emotions as an individual and as a character;
- construct personal meanings from a variety of performances, including the self-evaluation of personal work, which leads to further development of various skills and abilities;
- write scripts for theatre
- demonstrate analytical skills by explaining roles, comparing various forms of artistic expression and interpretation, and discussing their relationship to cultural values and historical contexts;
- understand the interrelationships among the functions of playwrights, directors, actors, designers, producers, and technicians;
- refine interpersonal and collaborative skills by identifying and resolving conflicts effectively; and

This course also allows students to expand upon their ability to make artistic decisions and evaluations by discussing and critiquing live performances. Examination of career opportunities includes instruction in the auditioning and interviewing processes. **Requirement - "C" average in Theatre Arts**

4240 *ADVANCED THEATRE ARTS/ACTING III (10, 11, 12) This one semester course builds sequentially on skills learned in Acting I and Acting II. Advanced methods of character study and style as well as further study and practice of voice and movement and how the actor reveals characterization through the body. Students will also be exposed to performance techniques appropriate for a variety of media. **Requirement - Acting I and Acting II, with a "B" average recommended**
4240 *ADVANCED THEATRE ARTS/ACTING IV (10, 11, 12) Acting IV is designed for students who might be considering a career in performance or who wish to broaden their repertoire of knowledge for audition purposes. Skills and knowledge acquired in Acting III will be further studied and developed. This course will explore the historical tradition and the repertoire of the theatre. Actors will enact an understanding of these theories through scene workshops. Students will study and perform scripts from different areas of theatre history, which will exemplify varying character style. **Requirement** - Acting I, Acting II, and Acting III, with a "B average recommended

4254 *THEATER ARTS – SPECIAL TOPICS (10, 11, 12) This course is a semester-long, advanced Theatre Arts course focusing on specific areas of theatre determined by the students and the instructor. These topics could include playwriting, directing, improvisation, musical theatre, chamber theatre, and other specialized areas of study. Collaborative projects, performances and presentations will incorporate theatrical fundamentals, such as theatre history, culture, analysis, response, creative process and integrated studies. Students will also explore career opportunities in the theatre, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community. **Pre-requisite:** Acting I and II (or Acting I with at least a “C”, and instructor permission)
The mission of the Physical Education and Health department at HSE High School is to provide opportunities to develop skills, knowledge, and awareness for all students through basic required courses as well as a variety of elective course offerings. The overall aim is to help students develop lifelong habits that include regular, vigorous exercise and activity, as well as an understanding that health and well-being is an individual and ongoing responsibility.

**3506 *HEALTH AND WELLNESS EDUCATION (9, 10, 11, 12)** Health Education provides the basis for continued methods of developing knowledge, concepts, skills, behaviors, and attitudes related to student health and well-being. This course includes the major content areas in a planned, sequential, comprehensive health education curriculum. The ten areas of study include: (1) Growth and Development; (2) Mental and Emotional Health; (3) Community and Environmental Health; (4) Nutrition; (5) Family Life; (6) Consumer Health; (7) Personal Health; (8) Alcohol, Tobacco, and Other Drugs; (9) Intentional and Unintentional Injury; and (10) Health Promotion and Disease Prevention. Students are provided with opportunities to explore the effect of health behaviors on an individual’s quality of life. This course assists students in understanding that health is a lifetime commitment by analyzing individual risk factors and health decisions that promote health and prevent disease. Students are also encouraged to assume individual responsibility for becoming competent health consumers. A variety of instructional strategies, including technology, are used to further develop health literacy.

**3542 *PHYSICAL EDUCATION I (9, 10)** This course is required for the freshman year. Physical Education I places an emphasis on health-related fitness and developing the skills and habits necessary for a lifetime of activity. This program includes skill development and the application of rules and strategies of complex difficulty in the following different movement forms: (1) health-related fitness activities (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition); (2) aerobic exercise; (3) team sports; (4) individual and dual sports; (5) outdoor pursuits; (6) dance; and (7) recreational games; (8) aquatics. Ongoing assessment includes both written and performance-based skill evaluations with a large emphasis placed on class participation. Adaptations will be made when necessary for students whose physical and/or mental handicaps limit their participation in certain activities. PED121 requires completion by the end of Summer School prior to grade 10.

**3544 *PHYSICAL EDUCATION II (9, 10)** Physical Education II emphasizes a personal commitment to lifetime activity and fitness for enjoyment, challenge, self-expression, and social interaction. This course provides students with opportunities to achieve and maintain a health-enhancing level of physical fitness and increase their knowledge of fitness concepts. It will include several different movement forms without repeating those offered in Physical Education I. Movement forms may include: (1) health-related fitness activities (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition), (2) aerobic exercise, (3) team sports, (4) individual and dual sports, (5) gymnastics, (6) outdoor pursuits, (7) aquatics, (8) dance, and (9) recreational games. Ongoing assessment includes both written and performance-based skill evaluations with a large emphasis placed on class participation. This course will also include a discussion of related careers. PED122 requires completion by the end of Summer School prior to grade 11.

**3500 **ADVANCED HEALTH EDUCATION /SPORTS MEDICINE I (10, 11, 12)** This course is devoted to an introductory study of athletic injuries. Emphasis will be on terminology, prevention, and basic treatment of a wide variety of sports related problems. Taping techniques will be taught. If a student chooses, he/she may volunteer to work in our athletic training room and can earn a varsity letter by serving as a trainer for one of our athletic teams. Requirement – Health

**3500 **ADVANCED HEALTH EDUCATION /SPORTS MEDICINE II (10, 11, 12)** This course is a continuation of Sports Medicine I, with a more in-depth study of athletic training procedures. Emphasis will be placed on the diagnosis, treatment, and rehabilitation of a wide variety of sports injuries. This course is geared for the student who thinks they may wish to pursue this area of study beyond high school. Requirement - Sports Medicine I
**ELECTIVE PHYSICAL EDUCATION/COED RECREATIONAL GAMES (10, 11, 12)** This coeducational course is designed for the student who wishes to be involved in daily physical activity beyond the freshman year. The emphasis is placed on lifetime leisure activities including but not limited to: badminton, ultimate Frisbee, volleyball, basketball, tennis, soccer, and floor hockey. **Requirement** - Physical Education I and II with a "C" average recommended. A maximum of 6 total credits can be earned in elective physical education courses.

**ELECTIVE PHYSICAL EDUCATION/INTRO TO WEIGHT TRAINING (10, 11, 12)** This course is designed for those who have very little weight training experience but would like to benefit from a weight training program. Instruction will focus on learning proper technique for a variety of lifts including all major lifts as well as work with dumbbells, plate loaded machines, and selectorized machines. The focus will be on learning to use equipment safely, learning to lift with proper technique, and building strength. Class will also include some work with plyometrics and speed development. **Requirement** - Physical Education I and II with a "C" average recommended. A maximum of 6 total credits can be earned in elective physical education courses.

**ELECTIVE PHYSICAL EDUCATION/FEMALE ADVANCED PHYSICAL CONDITIONING (10, 11, 12)** This course can be taken for one semester or one year. This is an elective course open to female students who are involved in Hamilton Southeastern sports. This class gives female students the opportunity to challenge themselves physically in preparation for athletic situations. The objectives of this course are to develop strength, explosive power, flexibility, agility, coordination, quickness, speed, and cardiovascular endurance but most of all to develop pride, self-discipline and the proper attitude toward work, sacrifice and commitment. An incredibly strenuous speed improvement and athletic movement routine will be used as well as weight training that will be tied into the after school athletic program. **Requirement** - Physical Education I and II. A maximum of 7 total credits can be earned in elective physical education courses.

**ELECTIVE PHYSICAL EDUCATION/ADVANCED PHYSICAL CONDITIONING (9, 10, 11, 12)** This course can be taken for one semester or one year. This is an elective course open to students who are involved in Hamilton Southeastern sports. This class gives students the opportunity to challenge themselves physically in preparation for athletic situations. The objectives of this course are to develop strength, explosive power, flexibility, agility, coordination, quickness, speed, and muscular and cardiovascular endurance but most of all to develop pride, self-discipline and the proper attitude toward work, sacrifice and commitment. An incredibly strenuous speed improvement and athletic movement routine will be used as well as weight training that will be tied into the after school athletic lifting program. **Requirement** - Physical Education I and II. A maximum of 7 total credits can be earned in elective physical education courses.

**ELECTIVE PHYSICAL EDUCATION/LIFETIME FITNESS THROUGH PHYSICAL EDUCATION (10, 11, 12)** This course is for students interested in fitness outside the realm of sports. Step Aerobics, Pilates, Abs/Core Exercises, Yoga, Cardio Kickboxing, Tae-Bo, Toning, Strength training, Zumba, and Stability Ball are examples of the types of fitness activities this class offers. Students will be empowered to make wise choices, meet challenges, and develop positive habits in fitness, wellness, and movement activity for a lifetime. **Requirement** - Physical Education I and II. A maximum of 6 total credits can be earned in elective physical education courses.

**ELECTIVE PHYSICAL EDUCATION/LIFEGUARDING (10, 11, 12)** This course will cover the American Red Cross Lifeguarding curriculum and provide an opportunity for certification. This certification is necessary to be employed as a lifeguard. Individuals needing to renew their certification could do so through this class. **Requirement** – Physical Education I and II, Student must be 15 years of age on or before completion of the class, able to swim 300 yards continuously using only front crawl and breaststroke, retrieve a brick from a depth of 10 feet, and must pass written and practical exams for certification. **Requirement** – permission of the instructor, A maximum of 6 total credits can be earned in elective physical education courses.
ALTERNATE PHYSICAL EDUCATION CREDIT

Any Hamilton Southeastern Schools Freshman, Sophomore, or Junior student who has not participated in the Alternative Physical Education Credit may take one credit of Physical Education through Central Indiana Educational Services Center’s (CIESC) On-line Academy. The student will pay the cost of the course, and the high school will recognize the course for Physical Education credit. The remaining required physical education credit must be earned by participating in a Hamilton Southeastern High School Physical Education class during the school year or a summer school class held at either Fishers High School or Hamilton Southeastern High School. For more information, contact your counselor.

Hamilton Southeastern Schools is offering an alternative option for Freshman, Sophomore, and Junior students to earn one of the two Physical Education credits. Students participating in HSE sports recognized by IHSAA along with cheerleading, dance, and marching band, and those participating in non-HSE sports are eligible to participate in this option. Students will need to complete two components to earn the Physical Education credit – coach’s form, and four quizzes. If you are interested in learning more about the requirements, please check with your counselor. The remaining required physical education credit must be earned by participating in a Hamilton Southeastern High School Physical Education class during the school year or a summer school class held at either Fishers High School or Hamilton Southeastern High School. For more information, contact your counselor.
The Science Department offers a wide range of classes to meet the needs and interests of all Hamilton Southeastern High School students.

Through a variety of learning experiences, students are encouraged to engage in scientific inquiry; to observe scientific principles; weigh facts and arrive at valid conclusions; appreciate the historical contributions of scientists; and recognize that science does not consist merely of facts and dogma, but that it is an exciting dynamic process!

The goals of the department are that students will develop the following:

- an understanding of the fundamental laws of our universe,
- an understanding of how to apply these laws to physical and biological systems,
- an awareness of the manner in which science and technology affect the quality of their environment,
- a knowledge of the processes which will facilitate the making of informed decisions regarding issues concerning science, technology, and society.

### INTRODUCTORY COURSES

**3024 BIOLOGY I (9, 10, 11, 12)** This course uses a variety of methods in the study of the cells, ecology, macromolecules, cellular transport, cellular energy, heredity, and evolution. Students will explore the characteristics of living things, the nature of biology, and the chemical principles that underlie the processes of life. Students gain insight into the diversity of life by participating in regular laboratory, cooperative learning, dissection, and research activities as well as class discussions. **Fulfills the Biology requirement for all diplomas.**

**3024 #BIOLOGY I HONORS (9, 10, 11, 12)** This is an accelerated study of genetics, biotechnology, cell biology, biochemistry, evolution, and ecology with emphasis on laboratory techniques, application, and critical thinking. Regular laboratory investigations will be emphasized. Honors Biology is designed for the student with a strong interest and background in science who, perhaps, will be pursuing further study in some area of life science in the future. **Requirement – Students must be identified for this course by their 8th grade science teacher. Credit will not be given for both Honors Biology and Biology. Fulfills the Biology requirement for all diplomas.**

**3064 CHEMISTRY I (10, 11, 12)** This course is designed as an introduction into the study of the states of matter, organization and properties of the elements, behavior and interactions of elements and compounds, and the relationships between energy and matter. The mathematical relationships between substances and their physical surroundings are stressed. Hands-on laboratory experiences complement theoretical relationships and concepts. Students have opportunities to gain an understanding of the history of chemistry, study the structure of the atom and their interactions, write and perform chemical equations with the use of stoichiometry, and learn and practice laboratory safety during laboratory experiments. **Requirement – Juniors and Seniors: Successful completion of Algebra I. Sophomores choosing to take this course should have a "B" average in Algebra I. Recommendation: A “C” average in Algebra I for Juniors and Seniors. Fulfills the physical science course requirement for all diplomas.**

**3064 #CHEMISTRY I - HONORS (10, 11, 12)** This course is a fast-paced survey of the states of matter, the organization and properties of the elements, behavior and interaction of elements and compounds, and the relationships between energy and matter. Students will be expected to be very competent in algebraic manipulations. Higher-level thinking will be stressed through the use of laboratory investigations. Students will be expected to complete formal lab reports. Students will also perform extensive group work and grade-dependent collaborations. This course is designed for a student who wishes to pursue a STEM career. **Success in Honors Biology does not necessarily predict success in this course.** This course stresses mathematical applications. Credit will not be given for both Honors Chemistry and Chemistry. **HIGHLY recommended: Successful completion of Geometry with a “B” or higher average in Honors Geometry or an “A-“ average or higher in Geometry. Students concurrently enrolled in Geometry may enroll in Honors Chemistry with a grade of A in Algebra and an A in Biology or B in Honors Biology. Fulfills the physical science course requirement for all diplomas.**
3044 EARTH AND SPACE SCIENCE (9, 10, 11) This course will provide students with the basic knowledge of earth and space science as it relates to them and their own range of experiences. The course will also develop the students' abilities to appreciate the basic concepts in earth and space science through discussion, technology, and hands-on laboratory experiences. Students will be exposed to geology, paleontology, meteorology, and astronomy, as well as discussions and activities concerning natural disasters, environmental influences, and space exploration. Seniors may take this course with counselor approval only. Fulfills a science course requirement for all diplomas.

3108 INTEGRATED CHEMISTRY PHYSICS (ICP) (10, 11, 12) Integrated Chemistry Physics (ICP) is designed to serve as an introduction to future coursework in either chemistry and/or physics while ensuring a mastery of the basics of each discipline. The course will cover topics in both chemistry and physics. Chemistry topics, which will be covered during the first semester, include atomic structure, the periodic table, nomenclature, chemical reactions, and nuclear chemistry. Physics topics, which will be covered during second semester, include motion, forces, work, power, energy, wave properties, and electricity. The ultimate goal of the course is to produce scientifically literate citizens capable of using their knowledge of chemistry and physics to solve real world problems. Students may go on to earn additional physical science credits by taking physics and/or chemistry courses. This course is not available for students who have previously earned credit in Chemistry or Physics. One semester of ICP cannot be used to make up for a failed semester of Chemistry or Physics. Requirement – Completion of Algebra I. Fulfills the physical science course requirement for all diplomas.

3084 PHYSICS I (10, 11, 12) Physics is the study of matter and energy and their interactions including the study of motion, energy, and wave phenomenon, electricity, and nuclear physics. There will be strong emphasis on problem solving and laboratory activities. Students should have a good grasp of manipulating algebraic equations. This course is an excellent preparation for a college physics course. Requirement - Successful completion of Algebra I, Geometry, and Algebra II (or concurrent enrollment in Algebra II). Sophomores choosing to take this course must have an "A-" average in Algebra I. Recommendation: Juniors and Seniors, completion of Algebra I with a “B” average. Fulfills the physical science course requirement for all diplomas.

3084 PHYSICS HONORS (10,11,12) Honors Physics provides an intensive algebra-based year one study of mechanics and energy and their interaction. Topics will include mechanics, motion, energy, wave phenomenon, electricity, and nuclear physics. It provides additional opportunity to further develop and apply algebra-based problem solving with a strong emphasis on inquiry-based laboratory activities and write ups. Students will be also be conducting ICT (information and communication technology) investigations which use the following software applications; data logging, graph plotting, spreadsheet for data processing, database, and computer simulations. This course is for the very strong math student with emphasis on manipulating algebraic equations with the ability to apply prior knowledge to new and connected subject areas. Credit will not be given for both physics and Honors Physics. Requirement- Pre Calculus/Trigonometry or concurrent enrollment in Pre-Calculus/Trigonometry. Recommended –an A in Algebra II with an A average in all math courses (or if in Honors Algebra II, at least a “B” in with at least B grades in all honors math courses) with at least a PSAT Math score of 550 or better (or the equivalent if PSAT is unavailable). Fulfills the physical science course requirement for all diplomas.

5180 **NATURAL RESOURCES (9, 10, 11, 12) This course may be taken for one semester or the entire year. Hands-on learning activities in addition to leadership development, supervised agricultural experience and career exploration encourage students to investigate areas of environmental concern. Students are introduced to the following areas of natural resources: soils, the water cycle, air quality, outdoor recreation, forestry, rangelands, wetlands, animal wildlife and safety.

SECOND YEAR AND ADVANCED SCIENCE SPECIAL TOPICS COURSES

3008 SCIENCE RESEARCH, INDEPENDENT STUDY (11, 12) This course provides student with unique opportunities for independent, in-depth study of one or more specific scientific problems. Students develop familiarity with laboratory procedures used in a given educational, research, or industrial setting or a variety of such settings. Students enrolled in this course will complete an end-of-course project such as a scientific research paper, or some other suitable presentation of their findings. Recommended Prerequisite: 1 Life Science and 1 Physical Science Course. Fulfills a science course requirement for all diplomas.
5276 ANATOMY AND PHYSIOLOGY (10, 11, 12) This year-long course will offer a basic study of human anatomy and physiology. The Human Anatomy/Physiology course focuses on the study of human structure and function. Topics covered include the skeletal and muscular systems and their interactions promoting body support, protection and mobility; the nervous system; cardiovascular system; respiratory system; and digestive system, all of which contribute to the balance of day to day body activities. The connection between the structures of the human body systems and their functions will be stressed throughout the course. Laboratory work could include microscopic study of tissues, dissection of specimens, bone study labs, and other physiological labs. Requirement – Successful completion of Biology or Honors Biology, Recommendation – “c” average in Biology or Honors Biology.

3092* ADVANCED SCIENCE, SPECIAL TOPICS, GENETICS (10, 11, 12) This one semester, second year biology course will offer an in-depth study of Genetics. Students will study gene inheritance and expression, the pathway from DNA to protein synthesis, cytogénetics, epigenetics, genetic engineering, bioethics, pharmacogenomics, GMO foods, RNA, forensics, and bioethics. Activities include microscope work, DNA fingerprinting, development of pedigrees, karyotyping, PCR, electrophoresis, and bioethical discussions. Emphasis is placed on the students’ practical use of the information, as they become responsible adults. Requirement – Successful completion of Biology or Honors Biology, Recommendation: "B-" average in Biology or Honors Biology. Fulfills a science course requirement for all diplomas.

3092* ADVANCED SCIENCE, SPECIAL TOPICS, MICROBIOLOGY (10, 11, 12) This one semester, second year biology course will offer an in-depth study of Microbiology. In Microbiology, students will study microorganisms such as bacteria, fungi, viruses, and parasites. There will be an emphasis on bacteria and their interaction with the human body. Other topics include microbe-based diseases, infectious diseases, antimicrobial medicine, epidemiology, immune system function, as well as environmental, industrial, and ecological microbiology. There will be a focus on lab activities including standard staining and culture techniques, microscope work, antiseptic and disinfectant culturing techniques, and antimicrobial testing. Requirement – Successful completion of Biology or Honors Biology, Recommendation: "C" average in Biology or Honors Biology. Fulfills a science course requirement for all diplomas.

3092* ADVANCED SCIENCE, SPECIAL TOPICS, ZOOLOGY (10, 11, 12) This one semester, second year biology course will offer an in-depth study of Zoology. This course will involve the study of the structure and bodily functions of invertebrate and vertebrate animals, development and adaptations, habitats, their relationship with one another and with their environment, their classification, and many other features. Activities include dissection of various animals, microscope studies, and live animal observations. Requirement – Successful completion of Biology or Honors Biology, Recommendation: A "C" average in Biology or Honors Biology. Fulfills a science course requirement for all diplomas.

3066 CHEMISTRY II (11, 12) This course is designed to be a continuation of Chemistry I. The primary goal is to further prepare students for entry-level college chemistry classes. Students will perform experiments, participate in research, as well as participate in lectures and demonstrations to examine various advanced chemistry principles. Topics include: crystal structure, electrochemistry, equilibrium, food chemistry, the impact of chemicals in our lives and environment, kinetics, nuclear chemistry, polymers and other modern materials, as well as quantitative analysis of consumer products. Technological aspects of chemistry will be emphasized during the many laboratory experiences through the student use of instruments from the Purdue Science Express Project. Requirement: Successful completion of Chemistry I. Recommendation: A “C” average in Chemistry I. Fulfills a science course requirement for all diplomas.

3092* ADVANCED SCIENCE, SPECIAL TOPICS, PRINCIPLES OF ORGANIC AND BIOCHEMISTRY (10, 11, 12) The one semester Principles of Organic and Biochemistry is a course intended for students with a future interest in health fields, biological or chemical sciences. The main focus will be the study of carbon containing compounds including the four primary biomolecules and their real world applications. Students will learn to identify important organic functional groups, apply naming rules, describe physical and chemical properties and write equations for reactions involving these molecules. Students will explore applications including petroleum chemistry, polymers, flavors and fragrances, pharmaceuticals, and dietetics. Prerequisite- Successful completion of Biology/Honors Biology and Chemistry/Honors Chemistry. Fulfills a science course requirement for all diplomas.
3092* ADVANCED SCIENCE, SPECIAL TOPICS, ASTRONOMY I (10, 11, 12) This astronomy course is a one semester study of the basic principles of astronomy. Topics include: the history of astronomy, light, optics, telescopes, planets of our solar system, asteroids, comets, and meteors. This course incorporates lab investigations, related videos, internet and online database research projects, web quests, model construction, and further investigations. This course will use Big History Project to explore these concepts and enhance writing and analysis skills. **Students are not to be concurrently enrolled in Earth and Space I when completing this course. Earth and Space I is recommended, but not a prerequisite for this course. Due to the level of mathematics involved, it is recommended that students have successfully completed Algebra II. Fulfills a science course requirement for all diplomas.**

3092* ADVANCED SCIENCE, SPECIAL TOPICS, ASTRONOMY II (10, 11, 12) This astronomy course is a one semester study of principles of astronomy not covered in Astronomy I. Topics include going beyond our solar system to study celestial bodies, stellar evolution, the sun, galaxies, living and working in space, the history of space explorations and NASA’s goal to travel to Mars. This course incorporates lab investigations, related videos, technology based projects, web quests, and model construction. Prerequisite: Astronomy I. **Please note – Students are not to be concurrently enrolled in Earth and Space I when completing this course. **Fulfills a science course requirement for all diplomas.

3092* ADVANCED SCIENCE, SPECIAL TOPICS, METEOROLOGY (10, 11, 12) This course is an introduction to Meteorology, with much attention given to conceptual understanding through lab exercises, diagrams and graphs. In addition to the lab exercises, reading and/or algebra-based problem assignments are given several times per chapter. The central theme of the course is the understanding and application of meteorological principles and careers. The units studied: Earth-Sun Relationships; Atmospheric Properties; Warming the Earth and the Atmosphere; Humidity, Condensation, and Clouds; Precipitation; Air Pressure and Winds; Atmospheric Circulations; Air Masses, Fronts, and Middle-Latitude Cyclones; Weather Forecasting, Thunderstorms and Tornadoes; Hurricanes; Air Pollution; Global Climate; Climate Change; Light, Color, and Atmospheric Optics. Career exploration includes: Meteorology broadcasting, aviation and Meteorologist. **Due to the level of mathematics involved, it is recommended that students are concurrently enrolled in or have successfully completed Algebra II. Fulfills a science course requirement for all diplomas.**

3092 ADVANCED SCIENCE – SPECIAL TOPICS– FORENSIC SCIENCE (11, 12) This year long course is intended for students with an interest in the application of the methods of science to legal matters. This course will provide an overview of general forensic science, considering history, current methods, and case studies. Students will be introduced to a sequential survey of topics in General Forensics, Forensic Biology, Forensic Anthropology, Forensic Chemistry and Forensic Entomology with an underlying emphasis of legal admissibility and evidentiary value and scientific writing skills. Completion of Biology I or Honors Biology AND ICP, Chemistry I, or Honors Chemistry must occur prior to enrollment. Recommendation: Grade of a B or higher in Biology I/Honors Biology AND a grade of an A in ICP or a grade of a B or higher in Chemistry I/Honors Chemistry.

5070 ADVANCED LIFE SCIENCE: ANIMALS (10, 11, 12) Advanced Life Science, Animals, is a standards-based interdisciplinary science course, geared to college bound and honors level students that integrates biology, chemistry and microbiology in an agricultural context. Students investigate concepts that enable them to understand animal life and animal science as it pertains to agriculture. Through instruction, including laboratory, fieldwork, leadership development, supervised agricultural experience and the exploration of career opportunities, they will recognize concepts associated with animal taxonomy, life at the cellular level, organ systems, genetics, evolution, and ecology, historical and current issues in animal agriculture in the area of advanced life science in animals. This year long course qualifies as a 3rd science credit towards an Academic Honors Diploma. Complete your science credits in a new and exciting way! This course provides excellent preparation for Purdue University’s Advanced Credit Examination, which could allow students who excel the opportunity to earn college credit through Purdue University. **Requirement:** Successful completion of two of the following - Biology, Chemistry or ICP. Fulfills a science course requirement for all diplomas.
5074 ADVANCED LIFE SCIENCE: PLANTS AND SOILS (10, 11, 12) Advanced Life Science, Plant and Soils, is a standards-based Interdisciplinary science course, geared to college bound and honors level students, that integrates biology, chemistry and earth science in an agricultural context. Students study concepts, principles and theories associated with plants and soils. Students recognize how plants are classified, grown, function and reproduce. Students explore plant genetics and the use of plants by humans. They examine plant evolution and the role of plants in ecology. Students investigate, through laboratory and fieldwork, how plants functions and the influence of soil in plant life. This year long course qualifies as a 3rd science credit towards an Academic Honors Diploma. Learn about how plant life effects everyday life and learn your science credits in a new exciting way at the same time! This course provides excellent preparation for Purdue University’s Advanced Credit Examination, which could allow students who excel the opportunity to earn college credit through Purdue University. Requirement: Successful completion of two of the following - Biology, Chemistry or ICP. Fulfills a science course requirement for all diplomas.

5229 SUSTAINABLE ENERGY ALTERNATIVES (11, 12) Sustainable Energy Alternatives broadens a student’s understanding of environmentally friendly energies. In this course students will use a combination of classroom, laboratory, and field experiences to analyze, critique, and design alternative energy systems. Class content and activities center on renewability and sustainability for our planet. Topics covered in this course include the following types of alternative energies: solar, wind, geothermal, biomass and emerging technologies. Leadership development, supervised agricultural experience and career exploration opportunities in the field sustainable energy are also included. Requirement: Natural Resources or AP Environmental Science.

ADVANCED PLACEMENT AND DUAL CREDIT

3090 #ADVANCED SCIENCE, COLLEGE CREDIT, ANATOMY (11, 12) (Formerly Honors Anatomy and Physiology) (ANAT 201) This two semester course will offer an in-depth study of Human Anatomy. Emphasis will be placed on gross and functional anatomy. Topics covered include: the skeletal and muscular systems and their interactions promoting body support, protection and mobility, the nervous system, the cardiovascular system, the respiratory system, the reproductive systems, and the digestive system, all of which contribute to the balance of day-to-day body activities. Laboratory work may include microscopic study of tissues, dissection of specimens, bone study labs, cardiovascular stress activities, and the use of anatomical models. This course offers students the option to enroll in the Ball State University course ANAT 201 in which they may earn 3 hours of transcripted college credit. This is a dual credit course through Ball State University. Students must have at least a 3.0 GPA. Prerequisite: successful completion of Biology I/Honors Biology I and current enrollment in, or successful completion of Chemistry I/Honors Chemistry I. Recommended: Human Anatomy/Physiology or PLTW Human Body Systems. Fulfills a science course requirement for all diplomas.

3020 ##ADVANCED PLACEMENT/ADVANCED SCIENCE, COLLEGE CREDIT, BIOLOGY (11, 12)-BSU BIO 111/111L This course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year of college. After showing themselves to be qualified on the Advance Placement Examination, some students may receive college credit. Topics discussed in the course include; biological chemistry, cells, energy transformations, cellular respiration, molecular genetics, heredity, evolution, taxonomy, surveys of monerans, protists, fungi, plants, animals, and ecology. Many laboratory experiences will be conducted. In addition, students will have exposure to research and information from scientists around the globe. This course offers students the option to enroll in the Ball State University course BIO 111/111L in which they may earn 4 hours of transcripted college credit. This is a dual credit course through Ball State University. Students must have at least a 3.0 GPA. Requirement – Successful completion of Biology or Honors Biology, Chemistry or Honors Chemistry. Recommendation – A “B” average in Biology/Honors Biology and Chemistry/Honors Chemistry. Fulfills a science course requirement for all diplomas.

3060 ## ADVANCED PLACEMENT CHEMISTRY (11, 12) The AP Chemistry Course is designed to be the equivalent of the college introductory chemistry course usually taken by chemistry majors during their first year of college. Topics covered in the course include atomic theory, chemical bonding, nuclear chemistry, states of matter, reactions, stoichiometry, thermodynamics, kinetics, electrochemistry, equilibrium, and organic chemistry. Lecture, laboratory activities, problem solving, and student research activities are all components of this course. After showing themselves to be qualified on the Advanced Placement Examination, some students may receive college credit provided the college chosen allows for the credit. Requirement – Successful completion of both Chemistry I and Algebra II Recommendation: Average grade of “B” in Honors Chemistry or Chemistry I and Algebra II. Fulfills a science course requirement for all diplomas.
3090 ADVANCED SCIENCE, COLLEGE CREDIT, ELEMENTARY CHEMISTRY I — IU CHEM C101/121 ELEMENTARY CHEMISTRY I (3 cr.)/ELEMENTARY CHEM LAB I (2 cr.)
Prerequisite: HS algebra. C101: Essential principles of chemistry, atomic and molecular structure, bonding, properties and reactions of elements and compounds, stoichiometry, solutions, and acids and bases. For students who are not planning careers in the sciences. C121: Introduction to the techniques and reasoning of experimental chemistry. Emphasis is given to study of physical and chemical properties of inorganic compounds. Credit given for only one of C101-C121 or C103.
Student must have successfully completed Chemistry I or Chemistry I Honors. Additionally, students taking IU classes through ACP must:
• meet all course prerequisites, earning grade of C or better (20% of the grade for IU is an ACS exam)
• have a GPA of 2.70 or above on a 4.00 scale through their most recently completed semester of high school
• have completed 9th grade
Fulfills a science course requirement for all diplomas.

3012 ##ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE (11, 12) The AP Environmental Science course is a rigorous, interdisciplinary science class designed to be the equivalent of a one-semester, introductory college environmental science course. This class stresses scientific principle and analysis and includes a laboratory and field investigation component. The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. After showing themselves to be qualified on the Advanced Placement Examination, some students may earn college credit. Information regarding the required summer reading assignment will be announced in May. Requirement – Successful completion of Biology I or Honors Biology and ICP or Chemistry or Honors Chemistry. Recommendation – A “B” average in all math classes. Fulfills a science course requirement for all diplomas.

3088 ## ADVANCED PLACEMENT PHYSICS C (11, 12) is designed as a second year calculus based physics course based on content established by the College Board for the Mechanics and Electricity and Magnetism tests. The mechanics semester provides instruction in kinematics, Newton’s laws of motion, work-energy-power, systems of particles and linear momentum, circular motion and rotation, and oscillations and gravitation. The electricity and magnetism semester provides instruction in electrostatics, conductors-capacitors-dielectrics, electric circuits, magnetic fields, and electromagnetism. Methods of calculus are used wherever appropriate in formulating physical principles and in applying them to physical problems. Strong emphasis is placed on solving a variety of challenging problems; some requiring calculus as well as student based experimental design and execution. Requirement – Completion of Physics I or Honors Physics I AND completion or concurrent enrollment in ACP Calculus Survey or AP Calculus AB or AP Calculus BC. Fulfills a science course requirement for all diplomas.

3090 ## ADVANCED SCIENCE, COLLEGE CREDIT, PHYSICS – AP Physics 1 & 2 (11, 12) is designed as a second year general physics course based on content established by Indiana University (for their P221 Physics course) and by the College Board for the AP Physics 1 and AP Physics 2 tests. Topics covered in this course include classical mechanics (kinematics, forces, work & energy, momentum, rotational motion, gravitation, simple harmonic motion), waves, fluids, electricity & magnetism, light, atomic physics, and nuclear physics. These topics will include all the material necessary to earn college credit for IU’s P221, as well as prepare the students to take either or both of the AP Physics 1 & 2 exams. Some basic calculus may be used in some areas of the course. (This calculus can be taught within the course.) Strong emphasis is placed on solving a variety of challenging problems. Requirement – Completion of Physics I, or Honors Physics AND completion or concurrent enrollment in Pre-Calculus. Additionally, students taking IU classes through ACP must:
• meet all course prerequisites, earning grade of C or better (20% of the grade for IU is an ACS exam)
• have a GPA of 2.70 or above on a 4.00 scale through their most recently completed semester of high school
• have completed 9th grade
Fulfills a science course requirement for all diplomas.
The PLTW™ Biomedical Sciences program consists of a sequence of four courses: **Principles of the Biomedical Sciences, Human Body Systems, Medical Intervention**, and **Biomedical Innovation**. The goal of the program is to provide rigorous and relevant curriculum that is project and problem-based in order to engage and prepare high school students for the post-secondary education and training necessary for success in the wide variety of careers associated with the Biomedical Sciences. Such careers include: physicians, nurses, veterinarians, medical and pharmaceutical research scientists, allied health professionals, and technicians.

**5218 ADVANCED SCIENCE – SPECIAL TOPICS: PRINCIPLES OF BIOMEDICAL SCIENCES (9, 10)**

This course provides an introduction to the biomedical sciences through exciting “hands-on” projects and problems. Student work involves the study of human medicine, research processes and an introduction to bio-informatics. Students investigate the human body systems and various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. A theme through the course is to determine the factors that led to the death of a fictional person. After determining the factors responsible for the death, the students investigate lifestyle choices and medical treatments that might have prolonged the person’s life. Key biological concepts including: homeostasis, metabolism, inheritance of traits, feedback systems, and defense against disease are embedded in the curriculum. Engineering principles including: the design process, feedback loops, fluid dynamics, and the relationship of structure to function are incorporated in the curriculum where appropriate. The course is designed to provide an overview of all the courses in the Biomedical Sciences program and to lay the scientific foundation necessary for student success in the subsequent courses. **Recommendation of B in Algebra. Requirement of concurrent enrollment in, or successful completion of Biology or Honors Biology. Fulfills a science course requirement for all diplomas.**

**5216 ADVANCED SCIENCE – SPECIAL TOPICS: HUMAN BODY SYSTEMS (10, 11)**

Students will engage in the study of the processes, structures, and interactions of the human body systems. Important concepts in the course include: communication, transport of substances, locomotion, metabolic processes, defense, and protection. The central theme is how the body systems work together to maintain homeostasis and good health. The systems will be studied as “parts of the whole,” working together to keep the amazing human machine functioning at an optimal level. Students will design experiments, investigate the structures and functions of body systems, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary actions, and respiratory operation. Students will work through interesting real world cases and often play the role of biomedical professionals to solve medical mysteries. **Requirement – successful completion of Principals of Biomedical Sciences. Completion or concurrent enrollment in Chemistry I or Honors Chemistry I. Fulfills a science course requirement for all diplomas.**

**5217 #ADVANCED SCIENCE – SPECIAL TOPICS: MEDICAL INTERVENTION (11, 12)**

In the Medical Interventions™ course, students will investigate the variety of interventions involved in the prevention, diagnosis and treatment of disease as they follow the lives of a fictitious family. A “How-To” manual for maintaining overall health and homeostasis in the body, the course will explore how to prevent and fight infection, how to screen and evaluate the code in our DNA, how to prevent, diagnose and treat cancer, and how to prevail when the organs of the body begin to fail. Through these scenarios, students will be exposed to the wide range of interventions related to Immunology, Surgery, Genetics, Pharmacology, Medical Devices, and Diagnostics. Each family case scenario will introduce multiple types of interventions and will reinforce concepts learned in the previous two courses, as well as present new content. Interventions may range from simple diagnostic tests to treatment of complex diseases and disorders. These interventions will be showcased across the generations of the family and will provide a look at the past, present, and future of biomedical science. Lifestyle choices and preventive measures are emphasized throughout the course as well as the important role scientific thinking and engineering design play in the development of interventions of the future. **Requirement – successful completion of Principals of Biomedical Sciences and Human Body Systems. Completion or concurrent enrollment in Chemistry I or Honors Chemistry I. If the student has completed Chemistry 1 or Honors Chemistry 1, concurrent enrollment in an additional Core 40 science course is required. Fulfills a science course requirement for all diplomas. Honors weighting.**
5219 # ADVANCED SCIENCE – SPECIAL TOPICS: BIOMEDICAL INNOVATION (11, 12) In Biomedical Innovation™, the fourth course of the PLTW Biomedical Science Program, students will use the knowledge they have to design and conduct experiments related to the diagnosis, treatment, and prevention of disease or illness. They will apply the knowledge and skills learned in the previous courses; Principles of Biomedical Science, Human Body Systems, and Medical Interventions, to answer questions or to solve problems related to the biomedical sciences. They may work with a mentor or have an advisor from a university, hospital, physician’s office, or industry during the second semester as they complete their work. Students will be expected to make a presentation of their work to an adult audience that may include representatives from the local community or the school’s PLTW® partnership team. Requirement – successful completion of Principals of Biomedical Sciences, Human Body Systems, and Medical Interventions. Concurrent enrollment in an additional Core 40 science class is required. Special permission may be sought to allow a student to take Medical Interventions and Biomedical Innovation concurrently. Fulfills a science course requirement for all diplomas. Honors weighting.
SOCIAL STUDIES

The Social Studies Department encourages all students to become responsible and participatory citizens. Students are expected to support their beliefs with logic and be willing to consider the opinions of others.

The department also expects social studies students to exhibit critical thinking skills as they analyze, synthesize, and evaluate issues. The development of these skills will encourage students to become productive members of society.

1570 GEOGRAPHY AND HISTORY OF THE WORLD (9, 10) Specific geographic and historical skills and concepts of historical geography will be used to explore global themes primarily but not exclusively for the period beginning in 1000 CE. The historical geography concepts used to explore the global themes includes change over time, origin, diffusion, physical systems, cultural landscapes, and spatial distribution and interaction. By using these skills, concepts and the processes associated with them, students are able to analyze, evaluate, and make predictions about major global developments. This course is designed to nurture perceptive, responsible citizenship, encourage and support the development of critical thinking skills and lifelong learning, and to help prepare Indiana students for employment in the 21st Century. **CORE 40.**

1548 WORLD HISTORY AND CIVILIZATION (9, 10, 11, 12) World History is designed as a survey course examining civilizations from ancient to modern times. Particular attention will be paid to the cultural, historical, and geographical influences on the development of each civilization. Projects and current event discussions will be used to enhance learning. This course is highly recommended for those who are college bound. **CORE 40.**

1576 ##AP WORLD HISTORY (9, 10, 11, 12) In this college level course students will study the development and interaction of world cultures throughout history by applying a wide range of factual knowledge as they analyze themes. This course emphasizes happenings from 1000 CE to the present day. Students may earn college credit by scoring sufficiently high on the AP examination administered through the College Board in the spring. On the average, students could expect to spend seven hours during a calendar week studying outside of class. **Summer reading information will be distributed at a group orientation in the spring. Recommendation – 3.4 GPA. CORE 40 and AHD.**

1572 ##AP HUMAN GEOGRAPHY (9, 10, 11, 12) In this two semester college level course, students will study the patterns of human activities across the globe. Class activities and discussions are created which challenge students to demonstrate their understanding of the vocabulary and theories of human geography. Class time provides opportunities for students to work collaboratively with their peers to examine why the systems of the world work the way they do. Students may earn college credit by scoring sufficiently high on the AP exam administered through the College Board in the spring. **AHD and CORE 40 elective. Recommendation – 3.4 GPA**

1526 *LAW EDUCATION (9, 10) This one semester class traces the development of our legal system and its evolution from the Constitution. The emphasis is on the Constitution and how it relates to us as knowledgeable and aware citizens. Group projects will include mock trials and simulations of congressional hearings. **CORE 40 elective.**

1512 *CURRENT PROBLEMS, ISSUES, AND EVENTS (10) This one semester course focuses on the study of the modern day world with an emphasis on the United States. Students will engage in a variety of activities to increase their awareness of current happenings in our country and impact on their lives. **CORE 40 elective.**

1542 U.S. HISTORY (11) This course builds upon concepts developed in previous studies of American History and emphasizes national development from the late nineteenth century into the twenty-first century. After review of fundamental themes in the early development of the nation, students study the key events, people, groups, and movements in the late nineteenth, twentieth, and early twenty-first centuries as they relate to life in Indiana and the United States. **Core 40.**
1534 *SOCIOLOGY (11, 12) Sociology is the study of human relationships. The student will learn the role of culture in the shaping of group behavior. Emphasis will be placed on how the family, religions, community organizations, and life span development influence society. Political and social groups, race and ethnic relations, and social and urban problems will be discussed. **CORE 40 elective.**

1542 AMERICAN EXPERIENCE (11) The American Experience is a two-period course taught in cooperation by a history and an English teacher. The course blends the curricula of **US History** and **English 11/Composition**, satisfying the core course requirements of each and provides an optional interdisciplinary course of study. Inquiry questions that will cross the disciplines will be emphasized, such as “What is the American Dream?” and “What is the nature of Reform?”. Literature, composition, music, art, film, and history will be integrated into an examination of the overall American experience. Group work, discussion, document examination, and projects will be emphasized. **Requirement – successful completion of English 10. Recommendation – C average or better in English 10 and World History or Principles of Geography – History of the World. Core 40.**

1562 ##AP U.S. HISTORY (10, 11) In this college level course, students will study the history of the United States from its beginnings through the twenty-first century. Much outside reading and writing is expected. Students will gain analytical skills to interpret events in the context of the times. Students may earn college credit by scoring sufficiently high on the AP examination administered through College Board in the spring. On the average, students could expect to spend seven hours during a calendar week studying outside of class. **Summer reading information will be distributed during a group orientation in the spring. Recommendation – 3.4 GPA. Core 40 and AHD.**

1574 # ADVANCED SOCIAL SCIENCES, COLLEGE CREDIT, ACP AMERICAN HISTORY I & II—H105 & H106 (11,12) This two semester college level course is offered for dual credit through Indiana University. The skills of the historian will be emphasized: reading comprehension, document analysis and critical writing covering the period from the earliest settlement of the Native Americans through modern times. The course content includes the evolution of American political society along with United States’ world diplomacy. Students will be required to purchase or rent needed texts. Students should expect to spend extensive time reading and studying outside of class. **IU Requirements for admission to ACP American History – GPA 2.7 or higher on a 4.0 scale with a college preparatory curriculum. IU’s policy with regard to submission of assignments will supersede the Social Studies Department policy on late assignments. Tuition will be determined by IU and will be communicated to students at the beginning of the semester (tuition in 2018-19 was $75.00 per semester.) Summer reading information will be distributed in the spring. REQUIREMENT: MUST MEET IU REQUIREMENT FOR CREDIT & HAVE TWO CREDITS IN WORLD HISTORY or PRINCIPLES OF GEOGRAPHY/HISTORY OF THE WORLD. RECOMMENDATION: 3.4 GPA OR HIGHER. CORE 40 AND AHD.**

1556 ##AP EUROPEAN HISTORY (10, 11, 12) In this college level course, students will examine the political, economic, social, and cultural developments in Europe to better understand the modern western world they live in. The class focuses on the era from 1450 to 2001, although some work outside that time frame may occur. Students can expect an increased workload, compared to regular classes, in regard to outside of class reading and writing, with around 7 hours of work outside of class a week. Students will gain the skills of understanding major themes and events, analyzing the evolution and interpretation of those events, and the ability to express those views in writing. **Students may earn college credit by scoring sufficiently high on the AP examination administered through the College Board in the spring. Core 40 and AHD. Recommendation – Minimum GPA of 3.4.**

1538 *TOPICS IN HISTORY/GLOBAL STUDIES (10, 11, 12) This course places Indiana in its proper world perspective. Various activities are used to demonstrate our need for global awareness. **CORE 40 elective.**

1516 *ETHNIC STUDIES (10, 11, 12) This one-semester course that examines the lifestyles and cultural patterns of different ethnic and racial groups in the United States from pre-colonial to present times. The course will analyze the patterns of cultural development, immigration, and assimilation of different ethnic groups as well as current political and cultural concerns. Students will also analyze the contributions of ethnic and cultural groups on American political and cultural life as well as the political impact of ethnic diversity in the United States. **Requirement—AP World History, OR Geography/History of the World, OR World History. Core 40 elective**
1538 *TOPICS IN HISTORY/COMPARATIVE RELIGIONS (11, 12) This course serves as an introduction to most major world religions. It will be an unbiased and scholastic investigation of the basic history, values, goals & beliefs of each religion. Through the course students will examine the similarities and differences of the religions for themselves to develop familiarity and tolerance for other religions. Students will attend various religious services of different faiths during the semester. **CORE 40 elective.**

1538 *TOPICS IN HISTORY/CONSTITUTIONAL LAW (11, 12) This course will explore in depth constitutional issues and recent Supreme Court decisions. As in Law Education, students will participate in trials. Students will be responsible for researching cases. **Requirement – Law Education or instructor permission. CORE 40 elective.**

1518 * INDIANA STUDIES (9, 10, 11, 12) This one-semester course uses Indiana history to understand current policies, practices, and the state legislature. Students will examine state leaders and famous Hoosiers along with their role in our democracy. Students will analyze examples of Indiana art and literature in addition to current happenings in our Hoosier state. **CORE 40 elective**

1532 *PSYCHOLOGY (11, 12)* Psychology is the study of human behavior. This survey course covers a variety of topics including physiology, personality, learning and memory, stress, motivation and emotion, perception, and abnormal behavior. This course will benefit all students, but is designed for those who are college bound. **CORE 40 elective.**

1558 *##AP PSYCHOLOGY (11, 12)* This one semester course includes: history and approaches, research methods, biological bases of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, developmental psychology, personality, testing and individual differences, abnormal psychology, treatment of psychological disorders, and social psychology. **Recommendation – 3.4 GPA AHD and serves as a CORE 40 elective.**

1558*##ADVANCED SOCIAL SCIENCES, COLLEGE CREDIT, PSYCHOLOGY-- P101 (11,12) is a one semester course that places emphasis on three perspectives in psychology: Biological, Cognitive and Learning perspectives. Students will be introduced to the history of psychology, as well as psychological facts, principles and phenomena associated with each of the theoretical perspectives within psychology. The areas of psychology to be covered include History of Psychology and Research Methodology; Neuroscience, Sensation and Perception; States of Consciousness; Learning, Memory and Cognition; Motivation and Emotion. This course gives students the option to enroll in the Indiana University course P101 where they may earn 3 hours of college credit. **Requirement - Must meet IU requirement for credit, IU requirements for dual credit eligibility for ACP include – GPA 2.7 or higher on a 4.0 scale within a college preparatory curriculum and must have a C or better in the pre-requisite course. AHD and serves as a Core 40 Elective.**

1540 *U.S. GOVERNMENT (12)* A required course intended to effectively develop a student’s understanding of American government. Emphasis is placed on producing responsible citizens who value and appreciate a commitment to active participation in national, state, and local levels of government. Students will comprehend and gain an appreciation of the role government plays in their lives along with learning their rights and privileges as citizens. Attendance at community political meetings and events is part of the curriculum. **This course is required for graduation. CORE 40.**

1560 *##AP U.S. GOVERNMENT & POLITICS/WE THE PEOPLE (11,12)* In this one semester, college level course, students will study the U.S. government foundations and political theories with relationship to present day laws. Students in this class also will participate in the We the People competition. This course satisfies the Indiana U.S. government requirement and students may earn college credit for this course. Summer reading information will be distributed during a group orientation in the spring. This course will be offered only in the Fall Semester. **Requirement - U.S. History, (For Juniors, AP U.S. History) Recommendation - 3.4 average in U.S. History. CORE 40 and AHD.**

1560 *##AP U.S. GOVERNMENT & POLITICS (11,12)* In this college level course, students will use an analytical perspective to study American Government, including general concepts and specific examples. There will be a focus on the various institutions, groups, beliefs and ideas that constitute US politics. This course satisfies the U.S. government requirement. Students may earn college credit for this course. **Requirement - U.S. History, (For Juniors, AP U.S. History) Recommendation - 3.4 average in U.S. History CORE 40 and AHD.**
1560 *##ADVANCED SOCIAL SCIENCES, COLLEGE CREDIT, GOVERNMENT- Y103. (12) ACP Government is a chance for students to experience a college level course in a high school setting. Students will meet three times a week for lecture and spend two days a week engaged in independent study. The structure of the course mirrors the same class taught at the college level. This course will study the same themes as the AP Government classes. You will be required to purchase or rent a textbook for this class. This course satisfies the U.S. Government requirement. This course gives students the option to enroll in the Indiana University course Y103 where they may earn 3 hours of college credit. Requirement - Must meet IU requirement for credit, IU requirements for dual credit eligibility for ACP include – GPA 2.7 or higher on a 4.0 scale within a college preparatory curriculum and must have a C or better in the pre-requisite course. AHD and serves as a Core 40 Elective. Recommendation - 3.4 average in U.S. History CORE 40 and AHD.

1552 *##AP COMPARATIVE GOVERNMENT AND POLITICS (12) In this one semester, college level course, students will analyze the political systems of China, Great Britain, Russia, and France, along with a developing nation. These political systems will then be compared to the United States' political system. Instructional methods will include group projects, class discussions, lecture, writing, and video presentations. Students may earn college credit. Summer reading information will be distributed at a group orientation in the spring. Requirement - U.S. History, U.S. Government or AP Government & Politics, Recommendation - 3.4 GPA CORE 40 and AHD.

1514 * ECONOMICS (12) This one semester course is designed to give each student an understanding of basic economic concepts and principles and their relationship to the free enterprise system. This includes a study of the production, distribution, and consumption of goods and services. Students will explore supply and demand, business organization, money and banking, trade and transportation, and the distribution of wealth and income. Macroeconomic and microeconomic concepts are explored along with the vocabulary of economics. CORE 40.

1566 *##AP MICROECONOMICS (12) This one semester, college level class will focus on the study of microeconomics. Students will gain a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both as consumers and producers within the larger economic system. The role of government will be studied as to how it tries to promote efficiency and equity in the economy. Market structures and their influence on the economy will be studied. On the average, students could expect to spend seven hours during a calendar week studying outside of class. Recommendation – 3.4 GPA CORE 40 and AHD.

1564 *##AP MACROECONOMICS (12) This one semester, college level elective course will give students 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 students’ familiarity with economic performance measures, economic growth, and international economics. Learning methods will include lecture, reading, class discussions, simulations, and group projects. Students may earn college credit by scoring sufficiently high on the AP examination administered through the College Board in the spring. Recommendation - AP Microeconomics or Economics and a 3.4 GPA. CORE 40 elective and AHD.

1500 AFRICAN STUDIES (9, 10, 11, 12) African Studies is a one-semester course that will focus on the history of Africa and how specific eras and events in Africa continue to affect our current global relationships. Students will learn about various cultures represented on the continent of Africa, ethnicities, religions, arts and entertainment, forms of government, and economic trends and systems. Students will be able to recognize evidence of African influence in their own communities.

1520 INTERNATIONAL RELATIONS (10, 11, 12) International Relations provides a survey of the formal relations among sovereign states in the international system, emphasizing the operation of diplomacy. The procedures for settlement of disputes and various methods of international conflict resolution are included. The course examines power, interdependence, global development, and international organizations. Recommended Prerequisite: World History or Geography/History of the World or AP World History
ACADEMIC CONSIDERATIONS

- Completion of Entry Course Requirements
- GPA 3.0 or above
- Two Teacher Recommendations
- Resume

(academic ability, work ethic, initiative, leadership, and collegiality)

ACADEMY ACCEPTANCE

Applications and recommendations will be reviewed by the Law and Government Selection Committee.

For the Class of 2019, you must apply by March 8, 2019 to Ms. Chandler.

For the Class of 2020, you must apply by March 6, 2020 to Ms. Chandler.

ACADEMY MISSION:

The Academy will place students during the second semester of their senior year in an internship in law or government. Every effort will be made to match students with their interest areas. Students will receive academic credit for the internship, but no compensation.

This experience will help students to learn the important skill of networking as well as gain valuable experience in either law or government.

ACADEMY ENTRY REQUIREMENTS

- Law Education (9 or 10)
- Speech (10, 11, 12)
- Current Problems, Issues, and Events (10)
- Business Law (11 or 12 - for 12 – 1st Semester only)
- Constitutional Law (11 or 12 - for 12 – 1st Semester only)
- Government (12 – 1st Semester) or AP/ACP Government (12 – 1st Semester)
- Internship Placement (12 – 2nd Semester)
Courses

Academy Prerequisites:
- Law Education (9-10)
- Current Issues (10)
- Constitutional Law (11)
- Business Law (11)
- ACP Speech or Interpersonal Communication (11)
- Grade Recommendation: 3.0 GPA
- Apply for Academy Entrance during 2nd semester junior year.

Senior Year
- Government, ACP, or AP
- Government (1st semester)
- Senior Career Internship: working in a law/government field (2nd semester)

We are investigating dual college credit for Constitutional Law in conjunction with the Law and Government Academy.

Hamilton Southeastern School
Law and Government Academy
For any questions:
Janet Chandler
Social Studies Department Chair
Room 8159
Phone: (317)-594-4190 ext. 8159
E-mail: jchandler@hse.k12.in.us

Brochure designed by Mark Macz
**Academy Mission**

The Academy will place students during the second semester of their senior year in an internship in law or government. Every effort will be made to match students with their interest areas. Students will receive two academic credits for the internship, but no compensation. This experience will help students to learn the important skills of networking as well as gain valuable experience in either law or government.

**Academic Considerations**

Completion of Entry Course Requirements

GPA of 3.0 or above

Two Teacher Recommendations
(academic ability, work ethic, initiative, leadership, and collegiality)

**Academy Acceptance**

Applications and recommendations will be reviewed by the Law and Government Selection Committee.

For the Class of 2020, you must apply by March 7, 2019 to Ms. Chandler.

For the Class of 2021, you must apply by March 7, 2020 to Ms. Chandler.

**Law and Government Academy Application**

- Law Education
- Current Issues
- Business Law
- Constitutional Law
- ACP Speech or Interpersonal Communication

Cumulative GPA: ______ Counselor Initials: ______

Attach your resume and two teacher recommendations which speak to your academic ability, work ethic, initiative, leadership, & collegiality.

What areas of law and government interest you?

What is your career goal?

For any questions:
Janet Chandler
Social Studies Department Chair
Room 8159
Phone: (317)-594-4190 ext. 8159
E-mail: jchandler@hse.k12.in.us

Fishers City Hall
Social Studies Course Sequence
Core 40 Diploma Course Sequence

9th Grade: Geography and History of the World
9th Grade Electives: World History and Civilization, Law Education, African Studies
10th Grade Electives: Global Studies, Ethnic Studies, Indiana Studies, African Studies, International Relations, Current Problems, Issues, and Events,
11th Grade: U.S. History
12th Grade: Government, Economics
11th – 12th Grade Electives: Global Studies, Comparative Religions, Constitutional Law, Sociology, Ethnic Studies, Indiana Studies, African Studies, International Relations, Psychology

AP/Academic Honors Diploma Course Sequence

9th Grade: World History and Civilization, or AP World History, or AP Human Geography

Electives:
9th grade: Law Education, African Studies
10th grade: Current Problems, Issues, and Events
AP Human Geography
AP European History
Ethnic Studies
African Studies
Indiana Studies
International Relations

Required:
11th grade: U.S. History or AP/ACP U.S. History
American Experience

Required:
Either Government or AP/ACP U.S. Government

12th Grade: And Economics or AP/ACP Microeconomics

Electives:
11th-12th grade: Global Studies
Comparative Religions
Constitutional Law
Sociology
Psychology
AP Comparative Government
AP Macroeconomics
AP Psychology
AP Human Geography
ACP Psychology
Ethnic Studies
Indiana Studies
African Studies
International Relations

AP Course Sequence

9th Grade: AP World History, or AP Human Geography
10th Grade: AP US History or AP European History

Option 1:
11th Grade: AP European History
12th Grade: AP/ACP U.S. Government
AP Comparative Government
AP Microeconomics

Option 2:
11th Grade: AP Microeconomics/AP Macroeconomics
ACP U.S. History
12th Grade: AP/ACP U.S. Government

Option 3:
11th Grade: AP/ACP Psychology
12th Grade: AP/ACP U.S. Government
AP Microeconomics
AP Macroeconomics

Option 4:
9th Grade: AP Human Geography
10th Grade: AP World History
11th Grade: AP/ACP Psychology
12th Grade: AP/ACP U.S. Government
AP Microeconomics
VISUAL ARTS

ART

4060 *DRAWING I: OBSERVATIONAL DRAWING (9,10,11,12) – This class is an introduction to the techniques and materials fundamental to drawing. Students will be introduced to the principles of composition, sighting and working from life. They will work in the major genres of art: still life, portraiture and landscape. By training students to “see” comprehensively, students will strengthen their perceptual awareness, a marketable skill in any field. No previous art courses are necessary. This course is a prerequisite for Drawing II and Painting I.

4060 *DRAWING II (9,10,11,12) – Drawing II is a continuation of the principles and techniques learned in Drawing I. Each genre (still life, portraiture and landscape) will be pushed to the next level. The concepts of aesthetics and criticism are introduced to further student creative dialogue and the fundamentals of perspective and composition are emphasized. Drawing I is a prerequisite for this class and this course is a prerequisite for Drawing III.

4060 *DRAWING III: FIGURE DRAWING (10,11,12) – This course specializes in the study of the human form. Students will gain practical experience in gesture drawing as well as in-depth study of the human skeleton. Also included will be exercises in full figure drawing and the use of non-traditional materials. Emphasis on composition and personal voice will be stressed helping students develop portfolio quality works. Prerequisites are Drawing I, II. This course is a prerequisite for Drawing IV.

4060 *DRAWING IV (10,11,12) – This class is an advanced drawing course that encourages students to work with more complex concepts, in larger scales and with diverse media. It is designed as a precursor to the AP Studio Drawing course and can help students build their portfolios before entering this college level program. Students will address prompts that cover a wide range of topics, be pushed to find unique solutions through their personal lens, and work to articulate personal meaning. Prerequisite is Drawing III.

4000 *INTRODUCTION TO TWO-DIMENSIONAL ART: AND DESIGN (9, 10, 11, 12) Introduction to Two-Dimensional Art will engage students in sequential learning experiences that encompass art history, art criticism, aesthetics, and production. Students will explore how the elements and principles of design have served as a foundation for historic and contemporary artworks. They will explore these concepts through a variety of materials and techniques including watercolor, acrylics, and printmaking. No previous art courses are necessary.

4086 *VISUAL COMMUNICATION I (9, 10, 11, 12) This course enables students to gain experience working with various MAC-based software, materials, techniques and assignments related to the fields of commercial art and visual communication. Students in this class will design layouts for advertisements, posters and CDs. Students will engage in experiences addressing art history, art criticism, aesthetics, and art production. The development of skills using lettering and illustration will be emphasized. Students are not required to purchase any supplies for the course. This is a dual credit course through Ivy Tech (VISC 102). Students must meet all Ivy Tech prerequisites to qualify for Ivy Tech dual credit. Prerequisite – Drawing I or Introduction to Two-Dimensional Art.

4086 *VISUAL COMMUNICATIONS II (10, 11, 12) This course is a continuation of Visual Communications I, concerning itself with the development of DVD, video game and Blu-Ray covers, digital self-portraits, magazine covers, rebranding strategies including logo re-development and vehicle logo and logotype re-design. Students will work on Mac workstations utilizing software programs such as Adobe Photoshop and Adobe Illustrator to both design and create project-related content. Although students will not be required to purchase supplies for the course, they are encouraged to have at least an 8 GB flash drive to back up project-based files. Prerequisite – Visual Communications I.

4064 *PAINTING I (9,10,11,12) – This course will introduce students to a variety of painting techniques and styles. Primarily using watercolor and acrylic paints, students will work in the major genres (still life, portraiture and landscape) to produce refined products. Composition, color theory and mechanics will be stressed and students will be asked to write about process and make discoveries through critical reflection. Prerequisites are Drawing I or Introduction to Two-Dimensional Art.
4064 *PAINTING II (10,11,12) – Painting II is a continuation of the methods and training gained in Painting I. It concerns itself with advanced styles, techniques and concepts. Students will work with broad concepts that are designed to allow unique solutions. They will be encouraged to use their personal voice and develop individual stylistic approaches that will lead to the creation of portfolio quality works. Art History and criticism will be used throughout to help refine understanding and critical thinking. **Prerequisites: Painting I.**

4006 *INTRODUCTION TO THREE-DIMENSIONAL ART: AND DESIGN (9,10,11,12) – This course provides an introduction to basic design principles and the way materials can be used to engage space to create successful three-dimensional forms. Students will construct works using both additive and subtractive methods while developing problem-solving, critical thinking and spatial reasoning skills. Any student interested in pursuing a three-dimensional design-based career should consider taking this class. **No previous art classes are necessary. This course is a prerequisite for Ceramics I, Sculpture I and Jewelry I.**

4040 *CERAMICS I: HAND BUILDING (9, 10, 11, 12) This studio oriented class enables students to creatively explore the possibilities of clay work using various methods of hand-built construction. Students will have an in depth look into the theory, science, and application of glazes. Emphasis will be placed upon the development of skills and the proper use of techniques and equipment associated with the craft and art of ceramics. **Prerequisite is Introduction to Three-Dimensional Art**

4040 *CERAMICS II: WHEEL THROWING (10, 11, 12) This studio oriented class introduces students to the potters’ wheel. Students learn to throw a variety of forms and techniques for creating lids, handles, and spouts. Students leave this class with a collection of functional forms such as wheel-thrown bowls, mugs, teapots, etc. Ceramics II gives students a more in depth look at the firing processes associated with the craft and art of ceramics. **Prerequisites are Introduction to Three-Dimensional Art and Ceramics I.**

4040 *CERAMICS III (10, 11, 12) This upper level studio oriented class is designed for the serious potter for further explorations in both hand-built and wheel-thrown methods. Students will build a cohesive body of work centered on a theme of their choosing. Students are encouraged to express personal voice and explore individual artistic style as they create portfolio-quality works through a range of scales, conceptual approaches, and the use of alternative materials. **Prerequisites are Introduction to Three-Dimensional Art and Ceramics I and II.**

4042 *JEWELRY I (9, 10, 11, 12) This class enables students to develop their technical and craftsmanship skills through the creation of several jewelry projects such as rings, pins, pendants, earrings, etc. Students will explore a variety of materials, which may include: copper, nu-gold, nickel silver, sterling silver, plastics and wood. While studying jewelry making, students will engage in experiences in art history, aesthetic, and art criticism. **Prerequisite – Introduction to Three Dimensional Art**

4042 *JEWELRY II (10, 11, 12) Students taking this class will continue to advance their technical knowledge while creating a conceptually theme-based body of work of their choosing. Students will experience current and historical jewelry, critique, and presentation to create portfolio quality works. **Prerequisite – Introduction to Three Dimensional Art and Jewelry I**

4044 *SCULPTURE I (9, 10, 11, 12) This class offers students the opportunity to explore various techniques and materials used to create three dimensional works of art. Students will utilize additive, subtractive, and approaches with a variety of media such as: clay, plaster, stone, wood, and metal. As in all art courses, students will study art history, art criticism, and aesthetics. **Prerequisite – Introduction to Three Dimensional Art**

4044 *SCULPTURE II (10, 11, 12) Students in Sculpture II will further engage in creating a portfolio-quality body of work based on a sustained investigation of their choosing. Current and historical art and artists will be used as reference throughout the semester leading to exploration, creation and critique. **Prerequisite – Introduction to Three Dimensional Art and Sculpture I**
4062 *PHOTOGRAPHY (9, 10, 11, 12) The primary focus of this class is on how to use all the capabilities of a digital camera. Students will learn how to create proper exposure by adjusting aperture, shutter speed and ISO. Image editing techniques in Adobe Photoshop and compositional strategies are also covered as well as the history of photography, contemporary photography trends, and how to critique photographs. The primary focus of this class is how to use all of the capabilities of a digital camera. Students will leave this course with an online portfolio of their work. **Pre-requisites:** Introduction to 2-D Art or Photography: Introduction to Digital Art Photography. Students will provide their own DSLR (Digital) camera with manual capabilities with a storage card with a minimum of 4 GB capacity.

4062 *PHOTOGRAPHY: INTRODUCTION TO DIGITAL ART PHOTOGRAPHY (9, 10) This course is intended for any student with a desire to improve their photography and presentation skills. Students can use any type of camera; even iPhone cameras. In this introductory level course students learn compositional strategies and image editing techniques in Adobe Photoshop. Students will explore basic genres of art/photography including still life, portrait, landscape and diptych format, the history of photography, contemporary photography trends and how to critique photos. Students will leave this course with an online portfolio of their work. **This course is recommended for Freshmen and Sophomores.**

No previous art classes are necessary. This can be used as a pre-requisite for DSLR Photography I.

4066 *PRINTMAKING (9, 10, 11, 12) Printmaking focuses on techniques designed to create multiple reproductions of a single image using a variety of processes while exploring the disciplines of art history, art production, art criticism and aesthetics. Students will create abstract and realistic prints using some of the following techniques: woodcut, monotype, drypoint, embossing, linocut, and silkscreen. They will reflect upon art history production, criticism and aesthetics and refine their work while looking for ways to relate to other disciplines and the community around them. **Prerequisite – Introduction to 2-D Art or Drawing I**

4025 ##AP ART HISTORY (10, 11, 12) Art History, Advanced Placement is a course based on content established by the College Board. Art History is designed to provide the same benefits to secondary school students as those provided by an introductory college course in art history: an understanding and knowledge of architecture, sculpture, painting, and other art forms within diverse historical and cultural contexts. Students examine major forms of artistic expression from the past and the present from a variety of global cultures. They learn to look at works of art with a critical lens, using analysis and sensitivity to understand the contexts they reveal. **Recommendation – a “B” or better in English**

##AP STUDIO ART (11, 12) AP Studio Art is a course based on the content established by the College Board. Portfolios are designed for students who are seriously interested in the practical experience of art. AP Studio Art is not based on a written examination; instead, students submit portfolios for evaluation at the end of the school year. The AP program is a cooperative endeavor that helps high school students complete college-level courses and permits colleges to evaluate, acknowledge, and encourage that accomplishment through the granting of appropriate credit and placement. **Requirements – Application to the Department.** The course is divided into the following disciplines:

- **Drawing Portfolio 4048**
  The Drawing Portfolio is designed to address a very broad interpretation of drawing issues and media with an emphasis on depth of field and mark making. Any work that makes use of photographs, published images, and/or other artists' works must show substantial and significant development beyond duplication.

- **2-D Art and Design Portfolio 4050**
  This portfolio is intended to address a very broad interpretation of two-dimensional (2-D) design issues. This type of design involves purposeful decision-making about how to use the elements and principles of art in an integrative way. For this portfolio, students are asked to demonstrate proficiency in 2-D design using a variety of art forms. Any work that makes use of photographs, published images, and/or other artists’ works must show substantial and significant development beyond duplication.

- **3-D Art and Design Portfolio 4052**
  This portfolio is intended to address a broad interpretation of sculptural issues in depth and space. A variety of approaches to representation, abstraction, and expression may be part of the student’s portfolio. Any work that is derived from photographs, published images, and/or other artists’ works must show substantial and significant development beyond duplication.
Visual Arts Flow Chart

Digital Art Photography (9, 10)

Introduction to 2-D Art (9, 10, 11, 12)

Drawing I (9, 10, 11, 12)

Introduction to 3-D Art (9, 10, 11, 12)

DSLR Photography (9, 10, 11, 12)

Visual Communications I (9, 10, 11, 12)

Printmaking (9, 10, 11, 12)

Painting I (9, 10, 11, 12)

Drawing II (9, 10, 11, 12)

Ceramics I (9, 10, 11, 12)

Sculpture I (9, 10, 11, 12)

Jewelry I (9, 10, 11, 12)

Visual Communications II (10, 11, 12)

Painting II (10, 11, 12)

Drawing III (10, 11, 12)

Ceramics II (10, 11, 12)

Sculpture II (10, 11, 12)

Jewelry II (10, 11, 12)

Drawing IV (10, 11, 12)

Ceramics III (10, 11, 12)

AP Art History Full Year Course (10, 11, 12)

AP Studio Art Full Year Course (11, 12)

AP Drawing Portfolio

AP 2-D Art Portfolio

AP 3-D Art Portfolio

Academic Honors Diploma requires two semesters of Fine Arts
No experience needed for Intro Courses
All courses are one semester (except AP)
With the expansion of digital communication, the world is becoming “smaller” and more accessible. The global market has expanded and the students of today will need to be able to navigate in a global society. Studying a world language enhances 21st century skills through critical and abstract thinking. It improves reasoning and organizational skills. Language is a powerful tool! It is interdisciplinary in nature. Among the advantages afforded to students who study world languages are: increased vocabulary in students' native language, more thorough understanding of our global economy, increased career opportunities, crucial understanding of the mechanics of language, enhanced cross-cultural communication, heightened development of cognitive growth, global citizenship and cultural awareness, and better verbal SAT scores.

Which language should students learn? Any and all of them! All of the languages enrich students' education and opportunities, improve communication skills, and prepare them to be global citizens in the 21st century.

**Materials:** In many classes students will NOT be issued a textbook but will have full access to online materials. There may be a classroom set of books to be used as a resource. Students will bring their own electronic devices to be used in the classroom in order to be in compliance with the HSE21 guidelines.

| Objective          | • To begin to learn to speak fluently, improve pronunciation, rate, and comfort. (Levels will potentially range from beginner to advanced low on the ACTFL scale.)  
|                   | • To learn to communicate (interpretive, interpersonal, and presentational) effectively through reading, writing, and understanding spoken (target) language.  
|                   | • To expose students to cultures different from their own, preparing them to thrive in a global society in an enthusiastic, **fun**, and diverse classroom environment.  
|                   | • To prepare for college or career World Languages.  
|                   | • To prepare students for college placement exams.  
| Honors classes will prepare students for success on the Advanced Placement Exams by placing a greater emphasis on grammar, grammatical accuracy, spelling, and accentuation. Lessons will be specifically designed to help you master the World Language skills on the test and achieve high levels of proficiency.  
| Regular classes will still include grammar and vocabulary but will emphasize making meaningful communication, especially through spoken language and listening comprehension.  
| Use of Target Language | The goal is to speak and use as much of the target language as possible each day. In all classes English will be used/allowed less and less as the level advances but may be used to teach grammar, critical thinking discussions, and/or to clarify something. Students are expected to readily participate in class, interacting with the teacher and other students.  
| Advancement in World Languages | A student must have at least a C- in the lower level of a language before he/she may continue to the next level. If a parent or student insists on continuing with the same language, both the parent and student must sign a form stating that they realize a level of difficulty that may be encountered by taking the next level of the language without a strong foundation. The original language teacher will also be consulted on this decision.  
| Students may choose to move from Honors to Regular at the next level/year. It is unlikely for a student to move from Regular up to an Honors level due to differences in curriculum. If this is desired, the teacher, counselor, and department chair will determine if it is possible.  
| Course Availability | If there are not enough students upon enrollment for both a regular class and an honors class, the administration will determine the level of the course and placement of students.  
| Native Speakers or Heritage Language Speakers | Native Speakers wishing to study their heritage language will be asked to take a diagnostic test. A student who has special exposure to a world language (Parents are native speakers of the target language, target language is used in the home, student has traveled/lived for an extended period of time in a place where the target language is spoken, etc.) must pass a diagnostic test. Depending upon the results, the student may be placed at a higher level of study in order for the student to maximize his/her potential.  

French, German, and Spanish General Course Description

All World Language classes concentrate on developing communicative proficiency (Interpersonal, Interpretive, and Presentational) through the four basic skills: listening, speaking, reading and writing.

Each year students will advance proficiency through a variety of activities. Both Regular and Honors will have individual and collaborative projects, writing assignments, oral assessments (practiced or impromptu), presentations (individual and/or group, in front of the class), and student choice in activities. Both Regular and Honors will learn about culture, holidays, celebrations, social mannerisms, geography, history, lifestyle, food, music, current events, diversity of the people, and other customs.

Grammar and vocabulary are learned, reviewed and expanded through a variety of activities in the target language. These include the use of beginning to increasingly more advanced readings, oral presentations, composition, poetry, film, novels, discussions, collaborative projects, and inquiry based projects.

Essentially each level will build upon the previous level, reviewing key concepts, adding new material, and exploring greater depth into what has previously been learned. Each consecutive level will have an increase of use of target language by both student and teacher.

**Note:** Levels 4 & 5 Regular will include an additional career study. Students will develop a thematic vocabulary of the career of their choice. Interviews, possible job-shadowing, collaborative projects, a presentation, and/or a portfolio will advance the student’s fluency in the career field they desire to pursue.

Students will also improve fluency through a Communities Language project with options to explore and experience the target language outside of the classroom with the purpose of authenticating language experiences beyond normal classroom requirements. (Options may include native films, interviewing a native speaker, eating at an authentic restaurant, authentic literature, advertisements, articles, songs, etc.)

**Level V ADVANCED PLACEMENT Languages Course Description: Available in French, Spanish, and German**

Any student taking the fifth year of a language will be encouraged to participate in the AP test in the spring. This is a course of language study that requires the students to demonstrate language proficiency in the four basic communication skill areas of listening, speaking, reading and writing. Communication will be interpretive, interpersonal, and presentational in nature. Preparation for the AP Language Exam begins in our level 2, 3, and 4 Honors courses and is accomplished through a variety of activities. These include listening to authentic speakers and broadcasts, oral expression on a variety of subjects, reading and discussion of literary works, and extensive writing of compositions and essays. AP rubrics in speaking and writing are used as a guide for improving these skills. Practice AP exams will be administered. This course is conducted solely in the target language.

**American Sign Language, grades 11 & 12 only.** American Sign Language (ASL) is a language used by the majority of Deaf and hard of hearing people in the United States. By learning ASL, students gain both access to the culture of Deaf America and insights into features of spoken language that are often taken for granted. This course provides a firm foundation in language, linguistics, and culture of the Deaf Community. ASL is a visual language and the students will learn to train their eyes to read it and use body movements and facial expressions in order to communicate effectively.

During the second year basic skills of expression in signing, grammar, vocabulary and culture will be reinforced and expanded. Emphasis is placed on using vocabulary and grammar in conversations and everyday situations. The study of the culture of the Deaf Community will continue. Requirement – Students must have a “C-” average in ASL I in order to take ASL II, and if coming from another program or school, the student will be required to take a placement test at the beginning of the school year to see which level is appropriate.

**Alternate World Language Credit:** Hamilton Southeastern Schools will allow students to take Russian, Chinese, Japanese, and Latin as on-line courses through the Indiana Academy at Ball State University and Indiana University High School. This on-line work will be completed outside the school day with no supervision/assistance provided by HSE staff. Students will pay for the course to either Ball State University or Indiana University depending on the specific language. These credits will not count against the maximum four correspondence/on-line credits. **For more information, contact your counselor.**
**2190 LANGUAGE FOR HERITAGE SPEAKERS I (9, 10, 11, 12)** Language for Heritage Speakers I is a course designed for heritage speakers of world languages who have demonstrated oral proficiency in Spanish. The purpose of this course is to enable Heritage Language Learners to increase proficiency and bi-literacy in their native language by providing opportunities to improve reading and listening comprehension, as well as writing and grammar skills. Special attention will be given to grammar and vocabulary of the standard language, as well as to the importance of biculturalism and bilingualism in the United States today.

### Course Titles, Numbers, Prerequisites, and Additional Information

<table>
<thead>
<tr>
<th>Level</th>
<th>Courses Available</th>
<th>Requirement</th>
<th>Additional Information &amp; Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>French I 2020</td>
<td>None</td>
<td>Students taking level 1 at the high school level may advance to regular or honors level 2. Recommendation: “C” average in core classes.</td>
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<td>Spanish I 2120</td>
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<td></td>
<td>German I 2040</td>
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<tr>
<td>Level 2</td>
<td>French II 2022</td>
<td>The first year of the language with a C- or better</td>
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<td>Spanish II 2122</td>
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<tr>
<td></td>
<td>German II 2042</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 2 H</td>
<td>French II Honors 2022, Spanish II Honors 2122</td>
<td>Level 1 completion with grade of C or higher</td>
<td>Recommendation: Level 1 completion with a grade of B or higher.</td>
</tr>
<tr>
<td></td>
<td>German II Honors 2042</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 3</td>
<td>French III 2024</td>
<td>Level 2 completion with a grade of C or higher</td>
<td>Students who scored a C in level 2 Honors may wish to take Level 3 Regular.</td>
</tr>
<tr>
<td></td>
<td>Spanish III 2124</td>
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</tr>
<tr>
<td></td>
<td>German III 2044</td>
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<td></td>
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<tr>
<td>Level 3 H</td>
<td>French III Honors 2024, Spanish III Honors 2124</td>
<td>Level 2 H completion with a grade of C or higher</td>
<td>Students wishing to pursue taking the AP test and/or to advance from Level 2 Regular to Level 3 Honors should consult with their level 3 teacher.</td>
</tr>
<tr>
<td></td>
<td>German III Honors 2044</td>
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<tr>
<td>Level 4</td>
<td>French IV 2026</td>
<td>Level 3 completion with a grade of C or higher</td>
<td>Students wishing to continue but not wishing to pursue the AP test, may choose to take Level 4 Regular.</td>
</tr>
<tr>
<td></td>
<td>Spanish IV 2126</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>German IV 2046</td>
<td></td>
<td></td>
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<tr>
<td>Level 4 H</td>
<td>French IV Honors 2026, Spanish IV Honors 2126</td>
<td>Level 3 H completion with a grade of C or higher</td>
<td>Students wishing to take the AP test and/or to advance from Level 3 Regular to Level 4 Honors should consult with their level 3 teacher.</td>
</tr>
<tr>
<td></td>
<td>German IV Honors 2046</td>
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<tr>
<td>Level 5</td>
<td>French V 2028</td>
<td>Level 4 completion with a grade of C or higher</td>
<td>Students may take level 5 regular after either level 4 Regular or Honors.</td>
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<tr>
<td></td>
<td>German V 2048</td>
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<tr>
<td>Level 5 Advanced Placement</td>
<td>French V 2032</td>
<td>Level 4 H completion with a grade of C or higher</td>
<td>Students may take level 5 AP after level 4 Regular but should consult with both their level 4 teacher and the AP teacher before deciding.</td>
</tr>
<tr>
<td></td>
<td>Spanish V 2132</td>
<td></td>
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<tr>
<td></td>
<td>German V 2052</td>
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<td></td>
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<tr>
<td>ASL Level 1</td>
<td>ASL 1  2156</td>
<td>Grade 11 or 12 ONLY</td>
<td>American Sign Language</td>
</tr>
<tr>
<td>ASL Level 2</td>
<td>ASL 2  2158</td>
<td>Completion of Level 1 ASL with a C or higher</td>
<td>A student coming from another program or school will be required to take a placement test at the beginning of the school year to see which level is appropriate.</td>
</tr>
</tbody>
</table>
J. Everett Light Career Center (11, 12) The Career Center provides vocational and technical training for juniors and seniors who are interested in preparing for a specific occupation. The student is enrolled in three or four regular courses at the high school and one course at the vocational school. The vocational school course is equivalent to two or three regular classes. All enrollments must be done when class selections are taken for the next school year. Once enrolled in a vocational school, a student must complete the entire year. Tuition for the Career Center is paid for by the school corporation. Buses will be provided, or the student can opt to drive. All courses are offered both AM and PM unless noted below.

ADVANCED MANUFACTURING TECHNOLOGY AND ENGINEERING (11, 12) One or two years, 3 or 2 hours per day
Prerequisite: Algebra 1 or higher
Dual Credit: Ivy Tech (1st year, 6 credits) MPRO100, MPRO106
Ivy Tech (2nd year, 9 credits) MPRO122, MPRO102, MPRO201
Certifications: APICS Logistics, APICS Operations, MSSC Safety, MSSC Quality, Ivy Tech White Belt

Learn the skills and technology needed to launch a career in engineering, manufacturing, or logistics. Create computer-generated designs with industry leading software using engineering principles. Utilize 3D printer, laser engravers, and computer-controlled machinery to produce professional products that meet customer expectations. Apply technology to develop products and manage storage and distribution.

Job Opportunities: Engineer, CNC Machinist, Drafting Technician

*ANIMATION/FILM PRODUCTION (11, 12) One or two years, 2 hours per day
Dual Credit: Vincennes (6 credits) MCOM102, BCST140*
Certification: Adobe Certified Associate - Adobe Premiere

Develop the foundation of filmmaking and animation through hands-on production. Learn the essential principles and processes of producing films and animations. Apply cinematography, writing, and editing skills to create films and let your voice be heard. Explore the principles of animation and the software used to create it to find your unique style.

Job Opportunities: Cinematographer, Video Editor, Producer, Screen Writer, Animator

AUTOMOTIVE COLLISION REPAIR AND REFINISHING (11, 12) One or two years, 2 or 3 hours per day
Dual Credit: Vincennes (14 credits) BODY100, BODY100L, BODY150, BODY150L
Certifications: ASE Student Certifications, SP2 Certificates: Collision Safety, Collision Pollution Prevention

Prepare students for an entry level or beyond career in the automotive industry. Learn how to repair, paint, and refinish vehicles. Develop hands-on skills and knowledge of the automotive industry while earning college credits. Explore college and career opportunities in the automotive industry.

Job Opportunities: Auto/Truck Collision Repair, Paint Facilities

AUTO MAINTENANCE/DETAILING (11, 12) One or two year, 2 or 3 hours per day
Certifications: Training & Skills Competency Guarantee, Mechanical Pollution Prevention & Mechanical Safety, Valvoline Motor Oil Basics

Develop technical and professional skills to find gainful employment in the automotive industry and other related fields. Develop professional skills by practicing and following industry protocol. Utilize acquired knowledge to detail and repair automobiles. Create opportunities for students in internships and Work Based Learning.

Job Opportunities: Quick Lube Shops, Brake and Muffler Shops, Dealerships
*AUTOMOTIVE SERVICE TECHNOLOGY (11, 12) One or two years, 3 hours per day
Dual Credit: Ivy Tech (1st year, 6 credits) AUTI100, AUTI111
Ivy Tech (2nd year, 6 credits) AUTI131, AUTI141
Certifications: Shipping Hazardous Materials, Mechanical Pollution

Develop the knowledge and skills necessary to successfully diagnose and repair today’s technically advanced vehicles. Prevention & Mechanical Safety, Valvoline Motor Oil Basics & Training Skills
Competency Guarantee, ASE Student Certification, WIN SoftSkills Certification
Learn proper procedures for diagnosing and repairing automobiles. Perform basic repairs and maintenance on many different automotive systems. Explore career paths in the automotive industry.

Job Opportunities: Auto Garages, Dealerships, Quick Lube Shops, Tire Shops

COSMETOLOGY (11, 12) Two years, 4 hours per day
Locations: JELCC, Freestyle (Lebanon)
Dual Credit: Vincennes (1st year, 14 credits) COSM100*, COSM150
Vincennes (2nd year, 16 credits) COSM200, COSM259
Certifications: State of Indiana License

Develop the skills needed to be an Indiana state licensed Cosmetologist.
Learn the fundamentals in hair design, nail technology, and skin care. Apply techniques on mannequins and customers from our walk-in salon. Develop leadership skills through participation in SkillsUSA.

Job Opportunities: Licensed Cosmetologist, Barbershop, Beauty Salon
Kit fee and uniform: approximately $600

*CULINARY ARTS CAREERS (11, 12) One or two years, 3 hours per day
Dual Credit: Ivy Tech (1st year, 1 credit) HOSP101*
Ivy Tech (2nd year, 3 credits) HOSP102*
Certifications: Servsafe, ProStart National Certificate

Develop foundations of Culinary and Hospitality careers for students.
Apply theory of Culinary Arts and Hospitality to real life careers. Explore different career paths in the Culinary and Hospitality Industry. Experience hands-on training in our student-run Light Café, which is open to the public.

Job Opportunities: Chef, Kitchen Manager, Restaurant Manager, Catering, Dietician

*DENTAL CAREERS (11, 12) One or two years, 3 hours per day
Dual Credit: Ivy Tech (9 credits) DENT115, HLHS101*, DENT124
Certifications: DANB Infection Control, AHA BLS, DANB Radiation Health & Safety

Develop the foundation for a career in Dentistry.
Establish a thrilling and rewarding career in dentistry as a dental assistant and learn about the exciting job outlook for dental hygienists and dentists. Develop the knowledge necessary to take the Dental Assisting National Board (DANB) Infection Control Exam and Radiation Health and Safety Exam. Combine hands-on learning in the JEL Clinic and work based learning opportunities to reinforce job skills learned during the class.

Job Opportunities: Dental Assistant, Office Manager, Dental Lab

DIGITAL DESIGNS & ADVERTISING
Dual Credit: Ivy Tech (6 credits) VISC102*, VISC115*

Seeking creative students who want to experience hands-on learning. Learn how to combine your love of art and your future career goals. Design graphics for logos, t-shirts, advertising, and promotional items, participate in design competitions, and work with real clients. Develop an exciting and creative portfolio to advance your college and career opportunities as you incorporate a variety of visual art techniques while learning state-of-the-art computer software.
Learn from many guest speakers both in the industry and in postsecondary education to help you find a career pathway to follow.

Job Opportunities: Graphic Designer, Advertising, Artist, Illustrator, Web Designer
EMR, FIRST RESPONDER (11, 12) FALL SEMESTER ONLY, 3 hours per day  
Dual Credit: Ivy Tech (3 credits) HSPS 120

Develop the foundation for any career in healthcare.  
**Perform** skills such as: airway management, splinting of fractured bones, actions to take during the respiratory emergency, CPR, and vital signs.  
**Gain** a foundation of knowledge and become eligible to take the spring semester of the EMT course.  
**Develop** leadership skills through participation in HOSA.  
**Job Opportunities:** Hospitals, Health Clinics

LAW ENFORCEMENT (11, 12) One or two years, 3 periods per day.  
Dual Credit: Vincennes (12 credits) LAWE100, LAWE101, LAWE145, LAWE150  
Certifications: CPR, AED, Basic First Aid, National Incident Mgt.

Explore various professions in Law Enforcement, Corrections, and Security.  
**Perform** tactical skills acquired using a state of the art firearms simulator.  
**Apply** skills learned for defensive tactics, forensic photography, fingerprinting, & more!  
**Learn** basic protocols of crime scene investigation and evidence collection.  
**Job Opportunities:** Law Enforcement Officer, Crime Scene Investigations, Corrections & Parole

MEDIA ARTS PRODUCTION  
One or two years, 2 hours per day  
Dual Credit: Vincennes (1st year, 6 credits) MCOM102, BCST140  
Vincennes (2nd year, 3 credits) BCST180  
Certifications: Adobe Certified Associate - Adobe Premiere

NC News production - learn video and editing skills using Adobe software.  
**Perform** the NC News Show by fulfilling TV studio duties, such as on-camera anchor personality.  
**Produce** client video projects; learn video camera and editing software operations.  
**Learn** time management to meet deadlines and needs of clients for video product and studio recording session needs.  
**Job Opportunities:** Radio DJ, Radio Production, TV Camera Operator, Video Editor, News Producer, Videographer

MEDICAL ASSISTING (11, 12) One year, 2 or 3 hours per day  
Dual Credit: Ivy Tech (6 credits) HLHS100, HLHS101*  
Certifications: AHA BLS CPR Certification for Healthcare Providers, NCHSE (National Consortium for Health Science Education) Certification

Explore what it means to be a Medical Assistant and perform skills that can be applied to many healthcare careers.  
**Experience** what it means to work in a physicians office and apply skills learned when volunteering at school clinics and/or shadowing opportunities.  
**Perform** administrative and clinical skills, such as: performing vital signs, assisting with a physical exam, CPR/first aid, giving injections, drawing blood, surgical preparation and sterilization processes.  
**Develop** leadership skills through participation in HOSA.  
**Job Opportunities:** Medical Offices, Clinics, Pharmacies, Outpatient facilities

*VETERINARY CAREERS (11, 12) One or two years, 3 hours per day  
Dual Credit: Ivy Tech (3 credits) HLHS101*

Prepare students for the science and field of Veterinary Medicine.  
**Explore** the workings of the body of mammals by discovering the parts and how they work.  
**Develop** the skills needed to work in a veterinary clinic as a veterinary assistant.  
**Utilize** the knowledge you gain in medical terminology to speak the language of medicine within the veterinary world.  
**Job Opportunities:** Veterinary Assistant, Zoos, etc.
WORK-BASED LEARNING (WBL), MULTIPLE PATHWAYS
Prerequisites: Preparing for College and Careers, and 4 related CTE credits.

Experience your CTE Pathway through paid, on-the-job work experience. Develop students’ skill and knowledge in chosen career path and further their job readiness skills in a paid on-the-job experience. Apply the concepts, skills, and dispositions learned in previous CTE pathway coursework in real world trade and industry settings while establishing a clear connection between school and work. Build your resume and industry connections while improving your post graduation job opportunities.

JEL COURSES OFFERED ON CAMPUS AT HAMILTON SOUTHEASTERN HS AND/OR FISHERS HS

EMERGENCY MEDICAL TECHNICIAN – 3 hour, 3 high school elective credits
- Dual Credit for Academic Honors Diploma: Ivy Tech (10.5 credits) HSPS125, PARM102
- Industry Recognized Certifications
  - American Heart Association Healthcare Provider CPR
  - Emergency Medical Responder
  - National Registry Emergency Medical Technician (Must be 17 years of age by May 1 the school year enrolled in class to be eligible for the NREMT)

Apply lifesaving skills practiced in class on ambulance ride outs and ER rotations
Perform skills such as: airway management, splinting of fractured bones, actions to take during a respiratory emergency, CPR, and vital signs
Develop leadership skills through participation in HOSA: Future Health Professionals
Job Opportunities: EMT in the hospital or pre-hospital setting

HEALTH CAREERS, CNA PREP – 3 hour, 3 high school elective credits
Develop the foundation for any career in healthcare with an emphasis on nursing and necessary post-secondary education
- Dual Credit for Academic Honors Diploma: Ivy Tech (11 credits) HLHS100, HLHS107, HLHS113
- Industry Recognized Certifications
  - Certified Nursing Assistant (CNA)
  - American Heart Association Healthcare Provider CPR

Explore various careers in the healthcare industry to identify career interests
Provide nursing assistant services to patients in a long-term care facility as part of the clinical training
Develop leadership skills through participation in HOSA: Future Health Professionals
Job Opportunities: Healthcare starter jobs

HEALTH CAREERS EXPLORATION – 2 hour, 2 high school credits
Discover a foundation of healthcare knowledge through an introduction to healthcare systems, careers, human anatomy and physiology, and medical terminology
- Dual Credit for Academic Honors Diploma: Ivy Tech (6-9 credits) HLHS100, HLHS101, (HLHS 111 pending approval)
- Industry Recognized Certifications:
  - American Heart Association Healthcare Provider CPR

Explore various careers in the healthcare industry to determine an appropriate career path
Perform skills related to a range of health career topics: patient nursing care, vital signs, dental care, animal care, medical laboratory, public health, an introduction to healthcare systems, anatomy, physiology, and medical terminology
Develop leadership skills through participation in HOSA: Future Health Professionals
Job Opportunities: Healthcare starter jobs
{Additional class offerings on the other side)
FHS and HSE College and Career Academies
Onsite Dual College Credit and Certification Classes
EDUCATION CAREERS PROFESSION I – 3 hour, 3 high school elective credits

Develop the foundation for employment in early childhood education and other child related careers
- Dual Credit for Academic Honors Diploma: Ivy Tech (9 credits) ECED100, ECED101, ECED103
- Industry Recognized Certification:
  o Begin work toward CDA: Child Development Associate (additional schooling required after completion of this course)

Develop/Teach/Supervise activities enhancing the pre-school age child’s physical, emotional, social, and intellectual development
Acquire hands-on experience by participating in an internship at a local child care center or elementary school
Explore career opportunities in education to achieve a clear direction for post-secondary education
Develop leadership skills through participation in **FCCLA: Family, Career and Community Leaders of America**
  *Job Opportunities: Teaching Assistants, In-home Childcare, Elementary Teacher*

MUSIC & SOUND PRODUCTION I & II (OFFERED AT FHS) – 2 hour, 2 high school elective credits

Produce creative music and mixes with instruments and cutting-edge software used in the recording industry to develop the skills necessary for a career in audio and music production
- Dual Credit for Academic Honors Diploma (pending approval from Vincennes University)
- Industry Recognized Certification:
  o Avid Pro Tools

Record music and audio, while using industry-leading audio production software to mix projects
Showcase talent in live performances.
Develop leadership skills through participation in **IASB: Indiana Association of School Broadcasters**
  *Job Opportunities: Audio Engineer, Music Producer, Sound Designer, Live Sound Technician, Performer*

WELDING I (located at HSE) – 2 hour, 2 high school elective credits

Discover the many applications of welding in agriculture, manufacturing, oil/gas/racing industries, and engineering
- Dual Credit for Academic Honors Diploma: Ivy Tech (3 credits) WELD100
- Industry Recognized Certifications:
  o American Welding Society Stick and MIG

Explore various careers in the welding industry to determine the appropriate career path and necessary post-secondary education
Demonstrate skills necessary to create projects both personal and professional
Develop/Apply blue print reading skills
Operate equipment in a welding lab using appropriate safety precautions
Develop leadership skills through participation in **SkillsUSA**
  *Job Opportunities: Welding Shops, Manufacturing Plants*

JEL COURSES OFFERED AT IVY TECH NOBLESVILLE

INFORMATION TECHNOLOGY: CYBER SECURITY, NETWORKING, & CODING

Locations: JELCC, Ivy Tech Noblesville - personal transportation required
Dual Credit: Ivy Tech (15 credits) INFM109*, ITSP135*, NETI105*, SDEV120*, NETI115*
Certifications: CCENT, CLA, CCNA CyberOps, CompTIA Security

Explore Information Technology choose a focus: Cyber Security, Networking, or Coding.
Utilize CISCO software and participate in hands-on activities. Immerse yourself into projects related to authentic challenges and solutions found in current IT careers. Jumpstart your college and career goals by earning dual credits and certifications.

*Job Opportunities: Computer Networking, Cyber Security, Web Development, Coding*
PHARMACY
Location: Ivy Tech Noblesville - personal transportation required
Dual Credit: Ivy Tech (6 credits) HLHS100, HLHS101*
Certifications: CPT (Certified Pharmacy Technician), AHA BLS CPR Certification for Healthcare Providers

Develop the foundation for a career in Pharmacy. **Experience** hands-on learning in pharmacy setting. **Gain** knowledge about medication and their uses, medical terminology, and communication skills related to the medical field. **Prepare** for the Pharmacy Technician Certification that you will be eligible to take when you are 18 years old.

**Job Opportunities:** Pharmacy Technician, Pharmacist

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**JEL COURSES OFFERED AT INDIANAPOLIS METRO AIRPORT**

**AIRPORT & AVIATION MANAGEMENT**
Location: Indianapolis Metropolitan Airport - personal transportation required
Dual Credit: Ivy Tech (17 credits) AVIT111, AVIT120, AVIT132, AVIT138, AVIT208
Certification: Private Pilot Knowledge Exam

Are you interested in airplanes, the aviation field, or want to be a pilot someday? **Participate** in this aviation-interactive classroom at the Indianapolis Metropolitan Airport. **Learn** about aircraft manufacturing, airline operations, aviation technology, air freight, airport management, government service, and weather services. **Jumpstart** your college and career goals by earning dual credits and certifications.

**Job Opportunities:** Airline Pilots, Airport Management, Aviation Technology

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See the JEL Program Brochure in the Guidance Office for more complete course descriptions.
If you are interested in... Health Science

<table>
<thead>
<tr>
<th>Pathway to Health Science Degrees</th>
<th>University</th>
<th>Code</th>
<th>Possible credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Biology</td>
<td>BSU</td>
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<tr>
<td>Composition</td>
<td>Indiana University</td>
<td>W131</td>
<td>3</td>
</tr>
<tr>
<td>AP /ACP Chemistry</td>
<td>Indiana University</td>
<td>C105/106</td>
<td>3-5</td>
</tr>
<tr>
<td>ACP Physics</td>
<td>Indiana University</td>
<td>P221</td>
<td>3</td>
</tr>
<tr>
<td>ACP Literature</td>
<td>Indiana University</td>
<td>L202</td>
<td>3</td>
</tr>
<tr>
<td>Anatomy</td>
<td>BSU</td>
<td>ANAT 201</td>
<td>3</td>
</tr>
<tr>
<td>Physiology</td>
<td>BSU</td>
<td>PHYS 215</td>
<td>5</td>
</tr>
<tr>
<td>AP/ACP Calculus AB/BC</td>
<td>Indiana University</td>
<td>M211/212</td>
<td>4-8</td>
</tr>
<tr>
<td>ACP Calculus</td>
<td>Indiana University</td>
<td>M119</td>
<td>3</td>
</tr>
<tr>
<td>AP Physics C</td>
<td>Indiana University</td>
<td>S121</td>
<td>3</td>
</tr>
</tbody>
</table>

Possible Careers:  
- Physician  
- Nurse  
- Dental Hygienist  
- EMT  
- Paramedic  
- Optometry  
- Toxicologist  
- Laboratory Technician  
- Pharmacist  
- Surgical Technician  
- Athletic Trainer  
- Chiropractor  
- Physical Therapist  
- Occupational Therapist  
- Physician Assistant

High School courses:  
- Biology  
- Chemistry  
- Physics  
- Microbiology  
- Genetics  
- Anatomy  
- AP Psychology  
- ACP Psychology

Possible College Majors:  
- Pre-Med  
- Medical Assistant  
- EMT  
- Dental  
- Biotechnology  
- Pharmacy  
- Health Science  
- Athletic Training  
- Public Health
### If you are interested in... Technology

<table>
<thead>
<tr>
<th>Pathway to Technology</th>
<th>Degrees</th>
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</tr>
</thead>
<tbody>
<tr>
<td>AP Computer Science A</td>
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<tr>
<td>AP/ACP Calculus AB/BC</td>
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<td>M211/212</td>
<td>4-8</td>
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<tr>
<td>Calculus I</td>
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<td>ACP Speech</td>
<td></td>
<td>Indiana University</td>
<td>S121</td>
<td>3</td>
</tr>
</tbody>
</table>

**Possible Careers:**
- LAN Administrator
- Network Analyst
- Network Engineer
- Network Control Operator
- Database Engineer
- Web Developer
- Web Administrator
- Computer Programmer
- Game Programmer
- Software Engineer

**High School Courses:**
- Computer Science I
- Web Design I, II
- Digital Photography
- Visual Communications I, II

**Possible College Majors:**
- Computer Science
- Graphic Design
- Computer Information Technology
- Network Engineering
- Cyber Security
- Computer Engineering
- Software Engineering
### If you are interested in... Business

<table>
<thead>
<tr>
<th>Pathway to Business Degrees</th>
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</tr>
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<tbody>
<tr>
<td>AP/ACP Calculus AB/BC</td>
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<td>M211/212</td>
<td>4-8</td>
</tr>
<tr>
<td>ACP Calculus</td>
<td>Indiana University</td>
<td>M119</td>
<td>3</td>
</tr>
<tr>
<td>AP Microeconomics</td>
<td>Indiana University</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ACP Economics</td>
<td>Indiana University</td>
<td>E201</td>
<td>3</td>
</tr>
<tr>
<td>ACP Business Administration</td>
<td>Indiana University</td>
<td>X100</td>
<td>3</td>
</tr>
<tr>
<td>ACP Composition</td>
<td>Indiana University</td>
<td>W131</td>
<td>3</td>
</tr>
<tr>
<td>ACP Speech</td>
<td>Indiana University</td>
<td>S121</td>
<td>3</td>
</tr>
</tbody>
</table>

**Possible Careers:**
- Accountant
- Bookkeeper
- Chief Financial Officer
- Tax Examiner
- Small Business Owner
- Business Manager
- Advertising Account Executive
- Market Research Analyst
- Retail Sales Manager

**High School Courses:**
- Marketing I, II
- Sports Marketing
- Entrepreneurship
- Business Management
- Accounting
- Business & Personal Finance
- Business Law
- AP Psychology
- ACP Psychology
- Academy of Finance

**Possible College Majors:**
- Accounting
- Marketing
- Finance
- Entrepreneurship
- Business Law & Ethics
- International Business
- Organizational Behavior & Human Resources
- Economics
### If you are interested in... Engineering

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<td>ACP Speech</td>
<td>Indiana University</td>
<td>S121</td>
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</tr>
<tr>
<td>ACP Literature</td>
<td>Indiana University</td>
<td>L202</td>
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</tr>
</tbody>
</table>

**Possible Careers:**
- Civil Engineer
- Mechanical Engineer
- Electrical Engineer
- Chemical Engineer
- Biomedical Engineer

**High School Courses:**
- PLTW Intro to Engineering Design
- PLTW Principles of Engineering
- PLTW Digital Electronics
- PLTW Civil Engineering & Architecture
- PLTW Aerospace Engineering Computer Science I
- PLTW Engineering Design

**Possible College Majors:**
- Biomedical Engineering
- Chemical Engineering
- Civil Engineering
- Electrical Engineering
- Mechanical Engineering
- Nuclear Engineering
- Engineering Technology
- Industrial Technology
- Robotics
If you are interested in... Agriculture

<table>
<thead>
<tr>
<th>Pathway to Agriculture Degrees</th>
<th>University</th>
<th>Code</th>
<th>Possible Credits</th>
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<tbody>
<tr>
<td>AP Biology</td>
<td>BSU</td>
<td>BIO 111</td>
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<tr>
<td>AP Environmental Science</td>
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<tr>
<td>Advanced Life Science Animals*</td>
<td>Purdue University</td>
<td>ANSC 10200</td>
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<tr>
<td>AP Seminar</td>
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</tr>
<tr>
<td>AP Research</td>
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</tr>
</tbody>
</table>

Possible Careers:
- Agricultural Engineer
- Arborist
- Botanist
- Forest Geneticist
- Greenhouse Operator
- Landscape Architect
- Forest Worker
- Park Manager
- Wildlife Officer
- Meteorologist

High School Courses:
- Biology
- Chemistry
- Meteorology
- Landscape Management
- Horticulture Science
- Natural Resources
- Sustainable Energy Alternatives

Possible College Majors:
- Agribusiness
- Crop Science
- Farm Management
- Fisheries & Aquatic Science
- Food Science
- Forestry
- Landscape Architecture
- Meteorology
- Environmental Science
If you are interested in... Law & Government

<table>
<thead>
<tr>
<th>Pathway to Law and Gov. Degrees</th>
<th>University</th>
<th>Code</th>
<th>Possible credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Government</td>
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<tr>
<td>ACP Government</td>
<td>Indiana University</td>
<td>Y103</td>
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<tr>
<td>AP Comparative Government</td>
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<tr>
<td>ACP Composition</td>
<td>Indiana University</td>
<td>W131</td>
<td>3</td>
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<tr>
<td>ACP Speech</td>
<td>Indiana University</td>
<td>S121</td>
<td>3</td>
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<tr>
<td>ACP Literature</td>
<td>Indiana University</td>
<td>L202</td>
<td>3</td>
</tr>
<tr>
<td>AP World Languages</td>
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</tr>
<tr>
<td>AP Seminar</td>
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</tr>
<tr>
<td>AP Research</td>
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<td>3</td>
</tr>
</tbody>
</table>

Possible Careers:
- Corporate Lawyer
- Civil Rights Lawyer
- Environmental Lawyer
- Health Lawyer
- International Lawyer
- Tax Lawyer
- Law Clerk
- Paralegal
- Chief Legal Officer
- Criminal Investigator
- Customs Agent
- FBI Agent

High School Courses:
- Constitutional Law
- Business Law
- Law Education
- Economics
- AP Psychology
- ACP Psychology

Possible College Majors:
- Political Science
- Public Policy
- Criminal Justice
- Civic Leadership
- Psychology
- Sociology
<table>
<thead>
<tr>
<th>Pathway to Communication</th>
<th>Degrees</th>
<th>University</th>
<th>Code</th>
<th>Possible credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACP Composition</td>
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<td>Indiana University</td>
<td>W131</td>
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<tr>
<td>ACP Speech</td>
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<td>Indiana University</td>
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<td>AP World Languages</td>
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<tr>
<td>AP Research</td>
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</tr>
<tr>
<td>AP Computer Science Principles</td>
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</tbody>
</table>

**Possible Careers:**
- Radio Station Manager
- TV/Digital Media
- Newspaper Broadcaster
- Information Technology Manager
- Creative Director
- Public Relations
- Speech Writer
- Lobbyist
- Photojournalist
- Press Secretary

**High School Courses:**
- Mass Media: Video and Sound
- Digital Photography
- Journalism
- Photojournalism
- Visual Communications I, II
- Sports Marketing
- Web Design
- AP Psychology
- ACP Psychology

**Possible College Majors:**
- Journalism
- Sports Journalism
- Public Relations
- Film & Media Studies
- Telecommunications
**If you are interested in ... Art and Design**

<table>
<thead>
<tr>
<th>Pathway to Communication Degrees</th>
<th>University</th>
<th>Code</th>
<th>Possible credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Studio Art (Drawing, 2D, 3D)</td>
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<tr>
<td>AP Art History</td>
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<tr>
<td>AP Computer Science Principles</td>
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<tr>
<td>Visual Communications</td>
<td>Ivy Tech</td>
<td>VISC 102</td>
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<tr>
<td>Digital Design</td>
<td>Ivy Tech</td>
<td>VISC 115</td>
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<tr>
<td>Civil Engineering and Architecture</td>
<td>Vincennes</td>
<td>SURV 181</td>
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<tr>
<td>AP Research</td>
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<tr>
<td>AP Seminar</td>
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<tr>
<td>Photojournalism</td>
<td>Ball State</td>
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<tr>
<td>Design Thinking and Technology</td>
<td>Purdue-Anderson</td>
<td>TECH 12000</td>
<td>3</td>
</tr>
</tbody>
</table>

**Possible Careers:**
- Designer (printed material, apparel, transportation, products, furniture, buildings, video)
- Animator
- Illustrator
- Architect
- Photographer
- Curator
- Art Therapy Teacher

**High School Courses:**
- Fine Arts Studio curriculum (Drawing, Painting, Ceramics, Sculpture, 2D, Visual Communications, Photography, jewelry)
- FACS (Fashion, Interior Design)
- Business (Advertising)
- Engineering
- AP Psychology
- ACP Psychology

**Possible College Majors:**
- Graphic Design
- Visual Communications
- Studio Art (Drawing, Painting, illustration, Animation, Sculpture, Photography, Furniture, Jewelry)
- Fashion Design (merchandising)
- Architecture (Residential, Corporate)
- Interior Design
- Landscape Design
- Urban Planning
- Art History
- Art Education