

2023 - 2024

HAMILTON SOUTHEASTERN HIGH SCHOOL Course Description Guide



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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 counseling staff to answer any questions that arise about course selection.

Go Royals!

Sincerely,

A handwritten signature in cursive script that reads "Reggie Simmons".

Reggie Simmons
Principal

SCHOOL MISSION STATEMENT

Promote Respect, Foster Pride, Inspire Excellence

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.

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.

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.

ACADEMIC POLICIES AND PROCEDURES



COURSE DESCRIPTION GUIDE 2023 - 2024

FULL TIME STUDENT & SCHEDULING

The schedule at Hamilton Southeastern High School includes seven academic periods. To be considered full-time, students should be enrolled in at least six academic courses, except under special circumstances.

When scheduling, students determine which courses they will take each semester of the following academic year. Students schedule their courses with their guidance counselor. Students and families have access to scheduling information online and in Canvas prior to counselor meetings. Students and families are encouraged to become aware of requirements and opportunities and to have a sense of interests and course preferences in preparation for the scheduling meeting with the counselor.

SCHEDULE CHANGE REQUEST PROCEDURE

Schedule changes may be made through **May 1, 2023** with no additional steps needed beyond communicating with the student's counselor. This deadline is necessary because decisions for course programming and staffing for the next school year are dependent upon student schedule requests.

After May 1, 2023, students **must submit a schedule change request form to their counselor**, and requests must meet certain criteria to be granted. Schedule changes after May 1, 2023 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 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.

CREDITS FOR JUNIOR HIGH ADVANCED COURSES

Students who take high school courses while in Junior High will have those courses included on their high school transcript, and the grade earned will be calculated into the student's high school grade point average (GPA), unless otherwise requested by the parent. If a student earns a C- or lower in junior high, then they must retake the course in high school.

High school courses available at junior high include:

- Level 1 World Language (Spanish, French, or German)
- Algebra 1
- Geometry

RETAKING COURSES

If a student receives a grade lower than a C- in an advanced, honors, or AP course, that student should continue to progress through the natural sequence of courses. If the student is interested in replacing that grade to qualify for the Academic Honors Diploma, the student may—with administrator approval—take the regular version of the class, if applicable, they have previously taken at the Honors level (earning a D+ or lower) with both grades being recorded on the transcript. The second grade, if a C- or higher, can be used for the Honors Diploma requirements.

SUMMER SCHOOL AND ONLINE COURSES

Hamilton Southeastern High offers a limited number of courses during the summer. Most summer school courses are taken through Indiana Online Academy, with only Physical Education being offered in-person. Students enroll in summer school programming through their counselor.

A maximum of four credits from summer school may be allowed to apply toward graduation.

TRANSFER CREDITS

When a student moves into the school district from another district, that student will be enrolled and any high school credits from their previous school will be assessed for transfer credit. Transfer credits from other accredited public or private schools will be accepted at face value. Credits from unaccredited schools or homeschool must meet the requirements in Board policy to be accepted as transfer credits.

A student enrolling for the second semester will not be scheduled for a full year course unless he/she has taken the first semester.

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.

GRADING SCALE

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

A+	99.50 – 100%	4.33	C	72.50 – 76.49%	2.00
A	92.50 – 99.49%	4.00	C-	69.50 – 72.49%	1.67
A-	89.50 – 92.49%	3.67	D+	66.50 – 69.49%	1.33
B+	86.50 – 89.49%	3.33	D	62.50 – 66.49%	1.00
B	82.50 – 86.49%	3.00	D-	59.50 – 62.49%	0.67
B-	79.50 – 82.49%	2.67	F	59.49 and below	0
C+	76.50 – 79.49%	2.33			

GRADE POINT AVERAGE

A student's GPA (Grade Point Average) is an indicator of a student's overall academic performance. To calculate a cumulative GPA, the semester final grade of each class is assigned a point value, as indicated below. These point values are added together, and then the total points of all semesters is divided by the total number of credits attempted, with the result being carried out three decimal places.

A+	=	4.33 points	
A	=	4.00 points	Excellent
A-	=	3.67 points	
B+	=	3.33 points	
B	=	3.00 points	Above Average
B-	=	2.67 points	
C+	=	2.33 points	
C	=	2.00 points	Average
C-	=	1.67 points	
D+	=	1.33 points	
D	=	1.00 points	Below Average
D-	=	0.67 points	
F	=	0 points	Failure
WF	=	0 points	Withdrawal/Failure
I	=	0 points	Incomplete

COURSE WEIGHTING

Grade weights are assigned to courses to reflect the rigor of the courses and to reward students for taking rigorous courses.

"Single" weight	0.096	Honors and program capstone courses
"Double" weight	0.143	Advanced Placement (AP) and 4-year college dual credit courses

The following formula is used to calculate the weight that is added to a student's GPA:

$$\frac{\text{Number of qualifying (weighted) courses} \times \text{weight}}{\text{Number of semesters completed}} = \text{Weight quotient}$$

The weight quotient is calculated separately for single weight courses and for double weight courses and then each quotient is added to a student's (unweighted) GPA.

GRADUATION REQUIREMENTS



COURSE DESCRIPTION GUIDE 2023 - 2024

GRADUATION PATHWAYS



All students in the State of Indiana must fulfill the requirements of Graduation Pathways in order to graduate.

<https://www.doe.in.gov/graduation-pathways>

To complete Graduation Pathways, there are **three major requirements**:

1. **Earn a high school diploma.**
2. **Learn and demonstrate Employability Skills.**
3. **Complete a Post-Secondary Ready Competency.**

High School Diploma: Students must complete the **Core 40** program of studies in order to graduate in the State of Indiana. Indiana’s Core 40 curriculum provides the academic foundation all students need to succeed in college and the workforce. Students may complete the Core 40 diploma with Academic or Technical Honors distinctions. Students without Core 40 requirements may obtain a General diploma and “opt-out” of the Core 40 program. (More information about the General Diploma can be found in the Appendix.)

Employability Skills: To demonstrate [Employability Skills Benchmarks](#), students will need to complete a Project-Based Learning Experience, Service-Based Learning Experience, or Work-Based Learning Experience. Students at HSE High School will be offered a Project-Based Learning Experience through selected courses. Students who do not complete the course-based experience or who are new to HSE may use any other project-, service-, or work-based experience to meet this graduation requirement. (More information about the Employability Skills requirement can be found in the Appendix.)

Post-Secondary Ready Competency: Several options are available for students to demonstrate Post-Secondary Ready Competency. Students must fulfill one to complete Graduation Pathways requirements.

- Honors diploma (Academic or Technical)
- ACT College-Ready Benchmarks (English – 18 or Reading – 22 AND Math – 22 or Science – 23)
- SAT College-Ready Benchmark (EBRW – 480; Math – 530)
- ASVAB Benchmark (AFQT – 31)
- State or Industry Credential or Certification
- Career-Technical Education Concentrator or Next Level Program of Study (C average in 2 advanced courses)
- AP/Dual Credit Courses (C average or higher in 3 or more courses)

For questions and monitoring of progress toward completion of Graduation Pathways, please contact your Counselor.

CORE 40 DIPLOMA REQUIREMENTS

The Indiana General Assembly made completion of the Core 40 Diploma a requirement for all students in the State of Indiana. Students must earn a D- or higher in Core 40 courses to earn credit toward diploma requirements.

CORE 40 DIPLOMA MINIMUM REQUIREMENTS		
Department/ Subject	Requirements	Credits Required
English/Language Arts	Balance of literature, composition, and communication courses**	8 total credits
Math	Algebra I Geometry** Algebra II** or Analytical Algebra II	2 credits 2 credits 2 credits 6 total credits
Science	Biology** Chemistry I**, Physics**, or Integrated Chemistry/ Physics Additional Science or Alternate Science courses	2 credits 2 credits 2 credits 6 total credits
Social Studies	World History** or Geography/History of the World United States History** United States Government** Economics**	2 credits 2 credits 1 credit 1 credit 6 total credits
Health & PE	Physical Education Health Education^	2 credits 1 credit 3 total credits
Directed Electives	Choose from additional courses in the above Departments and/or in <ul style="list-style-type: none"> • Business and Computer Science • Applied Sciences (Engineering, Agriculture, Family and Consumer Sciences) • Performing Arts • Visual Arts • World Language • Multidisciplinary courses 	11 total credits
40 TOTAL CREDITS		

**Regular, Honors, AP, and/or Dual Credit courses of the same topic all count toward these requirements. See Department course listings for details.

^Students may take 3 Family & Consumer Science courses to waive the Health Education requirements. See the FACS course listings for details.

Courses taken for high school credit while a student is in junior high will count toward Core 40 requirements.

Students and families with concerns about Core 40 diploma requirements should work with the student's counselor to determine the best path forward. Interventions are available to ensure successful completion of requirements and/or the student may be able to formally opt-out of Core 40 requirements and obtain the General Diploma. (See the Appendix for more information.)

More detailed information can be found at <https://www.in.gov/doe/students/graduation-pathways/diploma-requirements/>

CORE 40 WITH ACADEMIC HONORS

With over 90% of Hamilton Southeastern High School students attending two- or four-year colleges after graduation, we encourage HSEHS students to pursue an Academic Honors Diploma course of study. Plus, **obtaining an Academic Honors Diploma satisfies the Post-Secondary Readiness competency of Graduation Pathways.** The Academic Honors Diploma does not require a student to take exclusively Honors or advanced courses.

ACADEMIC HONORS DIPLOMA MINIMUM REQUIREMENTS		
Department/ Subject	Requirements	Credits Required
English/Language Arts	Balance of literature, composition, and communication courses**	8 total credits
Math	Algebra I Geometry** Algebra II** or Analytical Algebra II Additional Math courses	2 credits 2 credits 2 credits 2 credits 8 total credits
Science	Biology** Chemistry I**, Physics**, or Integrated Chemistry/ Physics Additional Science or Alternate Science courses	2 credits 2 credits 2 credits 6 total credits
Social Studies	World History** or Geography/History of the World United States History** United States Government** Economics**	2 credits 2 credits 1 credit 1 credit 6 total credits
Health & PE	Physical Education Health Education^	2 credits 1 credit 3 total credits
World Language	Level I – III of one language OR Level 1 & II of two languages	6 credits OR 8 credits
Fine Arts	Performing Arts, Visual Art, or Student Media	2 total credits
Directed Electives	Choose from additional courses in the above Departments and/or in <ul style="list-style-type: none"> • Business and Computer Science • Applied Sciences (Engineering, Agriculture, Family and Consumer Sciences) • Multidisciplinary courses 	6-8 total credits
47 TOTAL CREDITS		

**Regular, Honors, AP, and/or Dual Credit courses of the same topic all count toward these requirements. See Department course listings for details.

^Students may take 3 Family & Consumer Science courses to waive the Health Education requirements. See the FACS course listings for details.

Courses taken for high school credit while a student is in junior high will count toward Academic Honors requirements.

Additionally, to earn the Academic Honors Diploma, students must

- ✓ Earn a C- or higher in all Academic Honors diploma courses
- ✓ Graduate with a 3.0 or higher cumulative GPA
- ✓ Complete of ONE of the following:
 - Earn 4 credits in AP courses and take corresponding AP exams
 - Earn 6 transcribed college credits from dual credit courses.
 - Earn 2 credits in AP courses, taking corresponding AP exams, and earn 3 transcribed college credits in a dual credit course.
 - Earn a composite score of 1250 or higher on the SAT, with a minimum score of 560 on the Math section and a 590 on the Evidence-Based Reading and Writing section.
 - Earn a composite score of 26 on the ACT.

CORE 40 WITH TECHNICAL HONORS

Select students may be eligible to obtain the Technical Honors Diploma. **The Technical Honors diploma satisfies the Post-Secondary Readiness Competency of Graduation Pathways.**

TECHNICAL HONORS DIPLOMA MINIMUM REQUIREMENTS		
Department/ Subject	Requirements	Credits Required
English/Language Arts	Balance of literature, composition, and communication courses**	8 total credits
Math	Algebra I Geometry** Algebra II** or Analytical Algebra II	2 credits 2 credits 2 credits 6 total credits
Science	Biology** Chemistry I**, Physics**, or Integrated Chemistry/ Physics Additional Science or Alternate Science courses	2 credits 2 credits 2 credits 6 total credits
Social Studies	World History** or Geography/History of the World United States History** United States Government** Economics**	2 credits 2 credits 1 credit 1 credit 6 total credits
Health & PE	Physical Education Health Education^	2 credits 1 credit 3 total credits
Career and Technical Education	Program of Study (Agriculture, Biomedical Science, Business, Computer Science, Engineering, or FACS)	6 total credits
Directed Electives	Choose from additional courses in the above Departments and/or in <ul style="list-style-type: none"> ● Performing Arts ● Visual Arts ● World Language ● Multidisciplinary courses 	12 total credits
47 TOTAL CREDITS		

**Regular, Honors, AP, and/or Dual Credit courses of the same topic all count toward these requirements. See Department course listings for details.

^Students may take 3 Family & Consumer Science courses to waive the Health Education requirements. See the FACS course listings for details.

Courses taken for high school credit while a student is in junior high will count toward Technical Honors requirements.

To earn a Technical Honors diploma, students must also

- ✓ Earn a C- or higher in Technical Honors diploma courses
- ✓ Graduate with a 3.0 or higher cumulative GPA
- ✓ Earn a minimum of 47 total credits (including electives)
- ✓ Earn 6 credits in a Career and Technical Education program of study AND
 - Earn an industry-based certification or credential OR
 - Earn 6 transcribed college credits in priority CTE dual credit courses
- ✓ Complete of ONE of the following:
 - Earn 4 credits in AP courses and take corresponding AP exams
 - Earn 6 transcribed college credits from dual credit courses.
 - Earn 2 credits in AP courses, taking corresponding AP exams, and earn 3 transcribed college credits in a dual credit course.
 - Earn a composite score of 1250 or higher on the SAT, with a minimum score of 560 on the Math section and a 590 on the Evidence-Based Reading and Writing section.
 - Earn a composite score of 26 on the ACT.

QUANTITATIVE REASONING COURSE REQUIREMENT

Students in the State of Indiana are **required to take a mathematics course or quantitative reasoning course each year they are in high school** in order to obtain a high school diploma. A student who is not taking a Math course (ex. senior year) will need to take one of the approved quantitative reasoning courses, listed below:

Agriculture

- Advanced Life Science: Animals

- Digital Electronics

- Engineering Design and Development

Business

- Advanced Accounting
- Business Math
- Personal Financial Responsibility

Family and Consumer Sciences

- Consumer Economics

Computer Science

- AP Computer Science A
- Website & Database Development
- Cybersecurity Fundamentals
- Software Development Capstone

Science

- Chemistry I
- Integrated Chemistry & Physics
- Physics I
- AP Biology
- AP Chemistry
- AP Environmental Science
- AP Physics C

Engineering

- Principles of Engineering
- Aerospace Engineering
- Civil Engineering and Architecture
- Computer Integrated Manufacturing

Social Studies

- AP Macroeconomics
- AP Microeconomics
- Economics

BUSINESS COURSE GRADUATION REQUIREMENT

Per Board policy, all students at Hamilton Southeastern Schools are required to take at least one Business course to earn a Hamilton Southeastern Schools diploma. Students may choose from the following courses to fulfill their Business graduation requirement:

Course	Number of Semesters	Dual Credit
Preparing for College and Careers	1	
Personal Financial Responsibility	1	
Principles of Business Management	2	Ivy Tech BUSN 101 and CINS 101
Principles of Marketing	2	Ivy Tech MKTG 101 and 102
Accounting Fundamentals	2	
ACP Business Administration	1	IU BUS X100
Intro to Computer Science	1	
AP Computer Science Principles	2	

See the Business Department course listings for more information.

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. A form requesting seventh semester graduation must be filed with the student's counselor when classes are being selected for the student's senior year (in the spring of the student's junior year). This form must be signed by both student and parent. 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; however, mid-year graduates are not eligible for the top 10% awards, Valedictorian, or Salutatorian honors given at the end of the year.**

SPECIAL PROGRAMS



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WHAT IS THE AP PROGRAM?

Hamilton Southeastern High School is proud to offer 30 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 in May of each year.** Students in these courses have the opportunity, based on their exam results, to potentially earn college credit for coursework completed in high school. We believe that all college-bound students should complete at least one AP course prior to graduation from HSEHS. We encourage enrollment in subject areas of highest interest. To the right is a list of our AP course offerings at HSEHS. Please consult the appropriate department course listings for a description of these courses.

WHY TAKE AN AP COURSE?



BOOST YOUR GPA

Taking an AP course and exam can boost your GPA. Talk with your counselor to learn more about the GPA benefit!

GET A TASTE OF COLLEGE

Get familiar with college-level work while enjoying the supports of high school. Boost your confidence with this level of work!



DEVELOP COLLEGE SKILLS

Time management, reading endurance, critical thinking, scholarly writing... These courses help you develop these skills!

STAND OUT TO COLLEGES

“AP” on your transcript shows colleges that you’re motivated, & taking the exam shows your interest in taking college-level work.



EARN CREDIT, SAVE MONEY

Your exam score could earn you college credit, and earning credit can open up time on your schedule or even let you graduate early.

COMPUTER SCIENCE

AP Computer Science Principles
AP Computer Science A

ENGLISH / LANGUAGE ARTS

AP English Language & Composition
AP English Literature & Composition
AP Seminar
AP Research

FINE ARTS

AP Music Theory
AP 2-D Art & Design
AP 3-D Art & Design
AP Drawing
AP Art History

MATHEMATICS

AP Calculus AB
AP Calculus BC
AP Statistics

SCIENCE

AP Biology
AP Chemistry
AP Environmental Science
AP Physics C

SOCIAL STUDIES

AP World History: Modern
AP United States History
AP African American Studies
AP European History
AP Human Geography
AP Psychology
AP US Government & Politics
AP Comparative Government & Politics
AP Macroeconomics
AP Microeconomics

WORLD LANGUAGES

AP French Language & Composition
AP German Language & Composition
AP Spanish Language & Culture



AP Capstone is a diploma program from the College Board built around two year-long AP courses:

AP Seminar & AP Research

Rather than teaching subject-specific content, these courses develop students' skills in research, analysis, evidence-based arguments, collaboration, writing, and presenting. Students who complete the program can earn a prestigious diploma/distinction, valued by institutions across the United States.

REQUIREMENTS

In order to earn the AP Capstone Diploma, students must complete the following program requirements:

- AP Seminar (earn score of 3 or higher)
- AP Research (earn score of 3 or higher)
- Four additional AP exams (scores of 3+)

*Students can also earn an **AP Capstone Certificate** with the successful completion of Seminar & Research, without the four additional AP exams.*

BENEFITS

Participating in AP Capstone can help students:

- Study topics of your choosing, in depth.
- Stand out to colleges on college applications.
- Develop key academic skills needed in college and beyond.
- Become a self-confident, independent thinker and problem solver.
- Potentially earn college credit.
- Earn a prestigious distinction at graduation.



AP Capstone Diploma™

AP SEMINAR (Year 1)

- Team Project & Presentation
- Individual Research-Based Essay & Presentation
- End-of-Course Exam

AP RESEARCH (Year 2)

- Academic Paper
- Presentation & Oral Defense

4 AP COURSES & EXAMS

(Taken at any point throughout high school)



AP Seminar and Research Certificate™

DUAL CREDIT

Dual credit is a unique opportunity for students to earn both college credit and high school credit for the same course. Hamilton Southeastern High School has partnerships with multiple colleges and universities to be able to offer students many options for earning dual credit.



Taking dual credit courses can fulfill Academic Honors or Technical Honors diploma requirements and the Post-Secondary Readiness requirement for Graduation Pathways.

When a student takes a dual credit course, they will be given the opportunity at the beginning of the semester to enroll in the partner college/university and to register for the college course. Each college or university has specific requirements that students must meet in order to qualify for college admission. (If a student does not meet college entrance requirements, the student may still take the course for high school credit only.)

Tuition for dual credit courses is significantly reduced (and even free!) compared to what students and families would pay at the college or university. Taking dual credit courses in high school saves students time and money, while also preparing students for the rigor of college.

College credits earned in dual credit classes can transfer to any institution. Colleges vary in how specific credits are transferred (i.e. what course equivalency is awarded), but at a minimum credits can be accepted as elective credit.



<i>High School Course</i>	<i>Institution</i>	<i>College Course</i>	<i>College Credits</i>
DUAL CREDIT IN APPLIED SCIENCES (Agriculture, Family and Consumer Sciences)			
Principles of Agriculture	Ivy Tech College	AGRI 101	3
Plant and Soil Science	Ivy Tech College	AGRI 105	3
Animal Science	Ivy Tech College	AGRI 103	3
Advanced Life Science: Animals	Ivy Tech College	AGRI 107	3
Agriculture Power, Structure, and Technology	Ivy Tech College	AGRI 106	3
Principles of Teaching	Butler University Indiana University	ED 403 EDUC F200	3 3
DUAL CREDIT IN BUSINESS, MARKETING, AND COMPUTER SCIENCE			
Principles of Business Management	Ivy Tech College	BUSN 101/CINS 101	6
Marketing Fundamentals	Ivy Tech College	MKTG 101/102	6

<i>High School Course</i>	<i>Institution</i>	<i>College Course</i>	<i>College Credits</i>
ACP Business Administration	Indiana University	BUS X100	3
College Accounting (Finance Academy)	Anderson University	ACCT 2010	3
Finance and International Business (Finance Academy)	University of Indianapolis	BADM 220	3
DUAL CREDIT IN ENGLISH, MEDIA, AND COMMUNICATIONS			
ACP Intro Literature	Indiana University	ENG L111	3
ACP Literature	Indiana University	ENG L202	3
ACP Composition	Indiana University	ENG W131	3
English 12 Dual Credit	Ivy Tech College	ENGL 111	3
ACP Speech	Indiana University	COLL P155	3
Digital Media	Ivy Tech College	VISC 105	3
DUAL CREDIT IN MATH			
College Algebra	Ivy Tech College	MATH 136	3
ACP Finite	Indiana University	MATH M118	3
ACP Calculus	Indiana University	MATH M119	3
AP Calculus AB	Indiana University	MATH M211	4
AP Calculus BC	Indiana University	MATH M211/M212	8
Multivariant Calculus	Ball State University	MATH 267	3
Differential Equations	Ball State University	MATH 374	3
DUAL CREDIT IN SCIENCE			
AP Biology	Ball State University	BIO 111/111L	4
ACP Chemistry	Indiana University	CHEM C101/C121	5
ACP Physics	Indiana University	PHYS P221	5
DUAL CREDIT IN SOCIAL STUDIES			
ACP American History	Indiana University	HIST H105/H106	6
ACP Government	Indiana University	POLS Y103	3
ACP Psychology	Indiana University	PSY P101	3



INDIANA COLLEGE CORE

The **Indiana College Core** is a block of 30 credit hours of general education college-level coursework that transfers seamlessly among all Indiana public colleges and universities.

Hamilton Southeastern High School has partnered with Indiana University-Bloomington to offer the Indiana College Core. The completion of the Indiana College Core through Indiana University-Bloomington satisfies the **30 credit hours of general education credit requirements** at IU-Bloomington and can transfer as a block to satisfy the equivalent general education credit requirements at another public college or university in Indiana. The Indiana College Core is based on competencies and learning outcomes in six areas:

Foundational Intellectual Skills

- **Humanistic and Artistic**
- **Speaking and Listening**
- **Written Communication**

Ways of Knowing

- **Quantitative Reasoning**
- **Scientific**
- **Social and Behavioral**

Besides meeting the specific requirements to qualify to earn dual credit in a particular course, students must maintain a GPA of a 2.0 or higher in all coursework leading to the Indiana College Core.

Students can take non-IU/ACP courses, including many AP courses, to meet the Indiana College Core course requirements; however, at least 15 of the required 30 credits must be earned through IU/ACP (Advance College Project). ACP courses are listed in red on the next page.

To earn the Indiana College Core, students must complete all six subject area requirements (on the next page). Completed courses may not count toward more than one **requirement** (i.e. no “double-dipping”).

Note: Earning the Indiana College Core through Indiana University-Bloomington does not guarantee admission to IU-Bloomington.

SPEAKING & LISTENING (3 credits)

Students must complete the following course:

- **ACP Speech** (IU COLL P155)

MATHEMATICAL MODELING (3 credits)

Students must complete ONE of these courses:

- **ACP Finite Math** (IU MATH M118)
- **ACP Calculus** (IU MATH M119)
- **AP Calculus AB** (w/ min. AP score of 4)
- **AP Calculus BC** (w/ min. AP score of 4)

SOCIAL & HISTORICAL STUDIES (6 credits)

Students must complete TWO of these courses:

- **ACP Business Administration** (IU BUS X100)
- **ACP US Government** (IU POLS Y103)
- **ACP American History** (HIST H105, HIST H106)
- **AP Human Geography** (min. AP score of 4)
- **AP US History** (min. AP score of 4)
- **AP European History** (min. AP score of 4)
- **AP US Government** (min AP score of 4)
- **AP Comparative Government** (min. AP score of 4)
- **AP Macroeconomics** (min. AP score of 4)
- **AP Microeconomics** (min. AP score of 4)
- **AP Environmental Science** (min. AP score of 3)
- **AP Art History** (min. AP score of 4)

ENGLISH COMPOSITION (3 credits)

Students must complete ONE of these courses:

- **ACP Composition** (IU ENG W131)
- **AP English Language & Comp.** (min. AP score of 4)
- **English 12 Dual Credit** (Ivy Tech ENG 111)

ARTS & HUMANITIES (6 credits)

Students must complete TWO of these courses:

- **ACP Discovering Literature** (IU ENG L111)
- **ACP Literature** (IU ENG L202)
- **AP Music Theory** (min. AP score of 3)

NATURAL & MATHEMATICAL SCIENCES (6 credits)

Students must complete ONE of these courses:

- **ACP Chemistry** (IU CHEM C101/121)
- **ACP Physics** (IU PHYS P221)
- **ACP Psychology** (IU PSY P101)
- **AP Chemistry** (min. AP score of 4)
- **AP Biology** (min. AP score of 3)
- **AP Physics C** (min. AP score of 5)
- **AP Psychology** (min. AP score of 4)

Students must **ALSO** complete a second course from the list above or the list below:

- **ACP Finite Math** (IU MATH M118)
- **ACP Calculus** (IU MATH M119)
- **AP Calculus AB** (min. AP score of 4)
- **AP Calculus BC** (min. AP score of 4)
- **AP Computer Science A** (min. score 3)
- **AP CS Principles** (min. score 3)

ADDITIONAL CREDITS (3 credits)

Students may take any of the above courses, and/or World Culture and Language courses are encouraged to satisfy other IUB General Education requirements.

- **AP Spanish Lang. & Culture** (min. AP score of 4)
- **AP French Lang. & Culture** (min. AP score of 4)
- **AP German Lang. & Culture** (min AP score of 4)
- **AP Art History** (min. AP score of 4)
- **AP European History** (min. AP score of 4)

NEXT LEVEL PROGRAMS OF STUDY



The Governor's Next Level Agenda for the State of Indiana puts a priority on developing a skilled and ready workforce. As part of that agenda, the Governor's Workforce Cabinet (GWC) has developed [Next Level Programs of Study](#) that equip high school students with the skills--and in many cases the credentials or certifications--they will need in future careers.

NextLevel Completing a Next Level Program of Study fulfills the Post-Secondary Ready requirement for Graduation Pathways.

A Next Level Program of Study requires completion of three, year-long courses. Some programs also have an optional, fourth-year Capstone course. Listed below are Next Level Programs of Study currently available and in development at HSEHS.

For descriptions of the courses, including **Dual Credit and certification opportunities**, go to the respective Department's section in this course guide. To enroll in a Next Level Program of Study, consult with your counselor.

AGRICULTURE

ANIMAL SCIENCE

Principles of Agriculture
Animal Science
Advanced Life Science: Animals

PLANT SCIENCE

Principles of Agriculture
Plant and Soil Science
Advanced Life Science: Plants and Soils^

ENGINEERING TECHNOLOGY

ENGINEERING

Introduction to Engineering Design
Principles of Engineering
Digital Electronics or Civil Engineering or Computer Integrated Manufacturing or Aerospace Engineering
Engineering Design and Development

COMPUTER SCIENCE

SOFTWARE DEVELOPMENT

Principles of Computing^
Website and Database Development
Software Development^
Software Development Capstone

CYBERSECURITY

Principles of Computing^
Cybersecurity Fundamentals
Advanced Cybersecurity^

^ Courses in development

BUSINESS AND MARKETING

BUSINESS ADMINISTRATION

Principles of Business Management
Management Fundamentals
Accounting Fundamentals

ACCOUNTING

Principles of Business Management
Accounting Fundamentals
Advanced Accounting

MARKETING

Principles of Business Management
Marketing Fundamentals
Digital Marketing

BANKING AND INVESTMENT

Principles of Business Management
Accounting Fundamentals
Finance and Investment

FAMILY & CONSUMER SCIENCE

EARLY CHILDHOOD EDUCATION

Principles of Early Childhood Education
Early Childhood Education Curriculum[^]
Early Childhood Education Guidance[^]

SCIENCE

BIOMEDICAL SCIENCE

Principles of Biomedical Sciences
Human Body Systems
Medical Interventions
Biomedical Innovations

CAREER & TECHNICAL EDUCATION

MEDICAL ASSISTING

Principles of Healthcare
Medical Terminology
Certified Clinical Medical Assistant

NURSING

Principles of Healthcare
Medical Terminology
Healthcare Specialist: CNA

EMERGENCY MEDICAL SERVICES

Principles of Healthcare
Medical Terminology
Emergency Medical Tech

[^] Courses in development

PROJECT LEAD THE WAY



PROJECT LEAD THE WAY
PLTW

Project Lead the Way is a nationally recognized program that provides hands-on learning experiences for students in the fields of computer science, biomedical science, and engineering. PLTW classrooms focus on addressing real-world challenges and developing problem-solving mindsets.

92%

of high school PLTW students report their PLTW course made them more interested in STEM.

70%

of students believe that PLTW classes help in other areas they want to study further.

Hamilton Southeastern High School offers two PLTW programs:

PLTW Engineering

<https://www.pltw.org/our-programs/pltw-engineering>

Engineering Essentials
Introduction to Engineering Design

Principles of Engineering

Aerospace Engineering
Civil Engineering & Architecture
Computer Integrated Manufacturing
Digital Electronics

Engineering Design and Development

PLTW Biomedical Science

<https://www.pltw.org/our-programs/pltw-biomedical-science>

Principles of Biomedical Science

Human Body Systems

Medical Interventions

Biomedical Innovation

LEVEL 1

LEVEL 2

LEVEL 3

CAPSTONE

Participating in a PLTW program fulfills the Post-Secondary Ready requirement for Graduation Pathways.

For more information on specific courses, see the full course descriptions in the Departmental pages.

SENIOR INTERNSHIP PROGRAM

Hamilton Southeastern High School is pleased to offer students the opportunity to complete a work-based internship their Senior year, providing students with authentic work-place experience while earning high school credit.

Students who participate in the internship program typically attend classes at school during periods 1-4 (a Blue day) and go to their internship periods 5-7 (a Gray day), earning 3 credits for their internship. Two-period (or 2-credit) internships can also be arranged.



Internships are available in a wide variety of fields:

Business
Technology
Medical professions
Mechanical trades
Political science
Public relations
Construction

Engineering
Health care
Electrical trades
Veterinary science
Physical therapy
Turn management
Graphic design

Social work
Marketing
Automotive
Dentistry
Municipal government
Education
Manufacturing

Internships are conducted on-site at the place of employment. Cooperating business partners provide interns with training and guidance and work with the intern to develop projects and learning goals.

Students can select their internship opportunity from a list of existing partnerships with area employers, or students may also be able to make their own professional arrangement, with approval from the Internship Coordinator.

Interested student apply in Spring of their Junior year. Successful students have a good attendance record, a demonstrated work ethic, and a strong sense of commitment. For more information and an application, see Mr. May in the College and Careers Office or contact him at smay@hse.k12.in.us.

**Real, work-place experience in a
career field of your interest!**

**High school
credit!**

**Less time at
school!**

FINANCE ACADEMY

The HSE Finance Academy, exclusive to Hamilton Southeastern High School, combines authentic experiences with rigorous curriculum to give students an exceptional learning opportunity in the fields of finance, accounting, and business.

In addition to the advantages of coursework and an industry internship, students will also benefit from

Professional mentoring
Field trips
Company tours

Job shadowing
Mock interviews



Finance Academy Course Outline

Foundational Courses	Sophomore or Junior Year	Accounting Fundamentals (2 semesters)
	Junior Year	Finance & Investment Banking & Credit (1 st semester) Securities & Insurance (2 nd semester)
Internship	Summer	Work-Based Learning Paid internship 90 – 180 hours in the field; 1 – 2 high school credits
Advanced Course	Senior Year	ACP Business Administration (1 st semester; Indiana University dual credit)
Field Specialty	Senior Year	Economics, AP Microeconomics, or AP Macroeconomics (1 st or 2 nd semester)
		OR
		College Accounting (2 nd semester; Anderson University dual credit)
		OR
		Finance & International Business (2 nd semester; University of Indianapolis dual credit)

Students apply for acceptance into the Finance Academy during the spring of their sophomore year. Students can request more information and an application from their Guidance Counselor. For detailed course descriptions, see the Business Department pages in this guide.

LAW & GOVERNMENT ACADEMY



The Law and Government Academy at Hamilton Southeastern High School is a unique opportunity for Senior students to have an internship in offices and places of business in the fields of law or government. The Law and Government Academy internship not only provides students with valuable, real-world experience in the field but also promotes students' professional network.

Students apply to the Law and Government Academy during the spring of their Junior year. The internship will take place in spring of students' Senior year.

Required Preparatory Coursework

Prior to being admitted to the Law and Government Academy, students must have completed/be on track to complete coursework in the field of study.

Law Education	Grade 9 or 10	1 semester
Current Issues	Grade 10	1 semester
Speech	Grade 9, 10, 11, or 12	1 semester
ACP Speech	Grade 11 or 12	1 semester
<u>OR</u>		
AP Seminar	Grade 10, 11, or 12	2 semesters
Business Law & Ethics	Grade 11 or 12	1 semester
Constitutional Law	Grade 11 or 12	1 semester
Government	Grade 12	1 semester
ACP Government	Grade 12	1 semester
<u>OR</u>		
AP Government	Grade 12	1 semester
minimum 6 credits total		

Students must have completed all Academy coursework within the first semester of their Senior year since the internship will be scheduled for second semester of their Senior year.

Additional Requirements

In addition to coursework, Law and Government Academy applicants should have:

- Minimum 3.3 cumulative GPA
- Two teacher recommendations
- Professional resume

Applications are evaluated by the Law and Government Selection Committee for students' academic ability, work ethic, initiative, leadership, and collegiality.

For more information or an application, contact Ms. Chandler, Social Studies Department Chair and program director.

Past Internship Partners

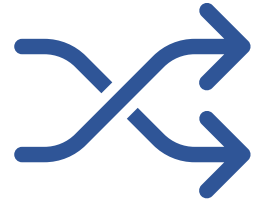
Hamilton Co. Prosecutor's Office
 Indiana Bar Foundation
 Indianapolis Legal Aid Society
 City of Fishers
 ISTA Governmental Relations
 Marion Co. Public Defender's Office
 Judges in Superior Courts 1, 3, & 6
 USA Track & Field
 Altman, Poindexter, & Wyatt, LLC
 Banks & Brower, LLC
 Chambers Law Office, LLC
 Massillamany, Jeter, & Carson
 RileyCate, LLC
 Rowe & Hamilton

SENIOR FLEX

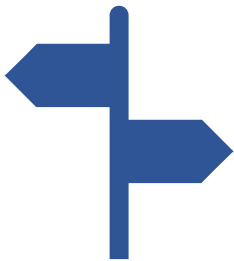


To help seniors at Hamilton Southeastern High School prepare for the next stage of their lives, seniors have the option to experience flexibility and exercise time management skills, while still in the supportive high school environment. Seniors who take a rigorous schedule—equivalent to a full semester 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** on-site 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 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. 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.

DEPARTMENTAL COURSE DESCRIPTIONS



COURSE DESCRIPTION GUIDE 2023 - 2024

SUMMARY COURSE LIST

APPLIED SCIENCES: AGRICULTURE, ENGINEERING, & FAMILY/CONSUMER SCIENCE

7177S1/S2	Principles of Agriculture	9,10,11,12	Year
5008S1/S2	Animal Science	10,11,12	Year
5010D1/D2	Advanced Life Science: Animals	10,11,12	Year
5170S1/S2	Plant and Soil Science	10,11,12	Year
5088S1/S2	Agricultural Power, Structure, & Technology	10,11,12	Year
5228S1/S2	Supervised Agricultural Experience	11,12	Year
7199	Engineering Essentials	9,10	Year
4802S1/S2	Intro to Engineering Design	9,10,11,12	Year
5644S1/S2	Principles of Engineering	10,11,12	Year
5538W1/W2	Digital Electronics	11,12	Year
5534W1/W2	Computer Integrated Manufacturing	11,12	Year
5650W1/W2	Civil Engineering & Architecture	11,12	Year
5518W1/W2	Aerospace Engineering		Year
5698W1/W2	Engineering Design & Development	12	Year
5580V1/V2 5578V1/V2	Construction Trades I & II (ABC Prep Academy)	11,12	Year
5342SS	Nutrition & Wellness	9,10,11,12	Sem
53401S	Advanced Nutrition: Baking	9,10,11,12	Sem
53402S	Advanced Nutrition: Global Foods	9,10,11,12	Sem
5380S1/S2	Intro to Fashion & Textiles	9,10,11,12	Sem or Year
5420S1/S2	Fashion Careers	11,12	Year
5362SS	Child Development	10,11,12	Sem
7160S1/S2	Principles of Early Childhood Education		Year
7161D1/D2	Principles of Teaching (Cadet Teaching)	11,12	Year
5330SS	Adult Roles & Responsibilities	11,12	Sem
5364SS	Interpersonal Relationships		
5334SS	Consumer Economics	11,12	Sem
5350S1/S2	Intro to Housing & Interior Design	10,11,12	Sem or Year

BUSINESS, MARKETING, & COMPUTER SCIENCE

4540SS	Personal Financial Responsibility	10,11,12	Sem
7152S1/S2	Principles of Business Management	9, 10	Year
7143S1/S2	Management Fundamentals	11,12	Year
4524S1/S2	Accounting Fundamentals	10, 11, 12	Year
4522S1/S2	Advanced Accounting	11,12	Year
5258S1/S2	Finance & Investment	12	Year
4560SS	Business Law & Ethics	11,12	Sem
4512S1/S2	Business Mathematics	11,12	Year
5914D1/D2	Marketing Fundamentals	10,11,12	Year
7145S1/S2	Digital Marketing	11,12	Year

5984SS	Sports & Entertainment Marketing	11,12	Sem
5966SS	Intro to Entrepreneurship	10,11,12	Sem
6142XS	ACP Business Administration	11,12	Sem
5258F1	Finance Academy: Banking & Credit	11	Sem
5258F2	Finance Academy: Securities & Insurance	11	Sem
	Finance Academy: Internship	12	Summer
6142YS	Finance Academy: Accounting	12	Sem
6142ZS	Finance Academy: International Business	12	Sem
4803SS	Intro to Computer Science	9,10	Sem
4568X1/X2	AP Computer Science Principles	9,10,11,12	Year
7185S1/S2	Website & Database Development	10,11,12	Year
4570X1/X2	AP Computer Science A	10,11,12	Year
7179S1/S2	Cybersecurity Fundamentals	10,11,12	Year
7253S1/S2	Software Development Capstone	11,12	Year

ENGLISH/LANGUAGE ARTS

1002S1/S2	English 9	9	Year
1002H1/H2	English 9 Honors	9	Year
1004S1/S2	English 10	10	Year
1004H1/H2	English 10 Honors (Pre-AP)	10	Year
1006S1/S2	English 11	11	Year
1008S1/S2	English 12	12	Year
1008D1/D2	English 12 Dual Credit	12	Year
1058X1/X2	AP Literature & Composition	10,11,12	Year
1056X1/X2	AP Language & Composition	10,11,12	Year
1006X1/X2	AP Seminar	10,11,12	Year
1008X1/X2	AP Research	11,12	Year
1124XL	ACP Discovering Literature	11,12	Sem
1124Y2	ACP Literature	12	Sem
1124YS	ACP Composition	12	Sem
1032SS	Ethnic Literature	11,12	Sem
1040SS	Literary Movements: Modernism to Contemporary	11,12	Sem
1026SS	Classical Literature	11,12	Sem
1028SS	Dramatic Literature	11,12	Sem
10365S	Genres: Gothic/Horror Literature	11,12	Sem
10361S	Genres: Science Fiction Literature	11,12	Sem
10364S	Genres: Young Adult Literature	11,12	Sem
10486S	Themes: Female Authors	11,12	Sem
10487S	Themes: Lean In	11,12	Sem
10484S	Themes: Sports Literature	11,12	Sem
10485S	Themes: War Literature	11,12	Sem

COMMUNICATIONS & MEDIA

1076SS	Speech	9,10,11,12	Sem
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1070SS	Debate	10,11,12	Sem
1124ZS	ACP Speech	12	Sem
1092SS	Creative Writing	10, 11, 12	Sem
1034SS	Film Literature	10, 11,12	Sem
10363S	Leadership & Legacy	11, 12	Sem
05901S/2S	Innovations I and II	10,11,12	Sem or Year
1084SS	Digital Media	9,10,11,12	Sem
1080SS	Journalism	9,10,11,12	Sem
10803S	Sports Journalism	9,10,11,12	Sem
1086S1/S2	Student Media	9,10,11,12	Year
1010S1/S2	Literacy Lab	9,10,11,12	Year
052031/32	Writing Mentor	10,11,12	Sem or Year
218811/12	English as a New Language I	9,10,11,12	Year
218821/22	English as a New Language II	9,10,11,12	Year
218831/32	English as a New Language III	9,10,11,12	Year

HEALTH & PHYSICAL EDUCATION

3506SS	Health & Wellness	9,10,11,12	Sem
3542SS	Physical Education I	9,10	Sem
3544SS	Physical Education II	9,10	Sem
3560S1/S2	Recreational Games	10,11,12	Sem or Year
3560SS	Lifeguarding	10,11,12	Sem
356011/12	Intro to Weight Training	10,11,12	Sem or Year
356031/32 356041/42 356051/52	Advanced Physical Conditioning (Fall, Winter, and Spring Athletes)	9,10,11,12	Sem or Year
3500S1	Sports Medicine I	10,11,12	Sem
3500S2	Sports Medicine II	10,11,12	Sem

MATHEMATICS

2520S1/S2	Algebra I	9,10,11,12	Year
2516S1/S2	Algebra I Lab	9,10,11,12	Year
2532S1/S2	Geometry	9,10,11,12	Year
2532H1/H2	Honors Geometry		Year
2522S1/S2	Algebra II	9,10,11,12	Year
2522H1/H2	Honors Algebra II		Year
2524S1/S2	Analytical Algebra II	11,12	Year
2564S1/ 2566S2	Pre-Calculus & Trigonometry	10,11,12	Year
2534H1/ 2566H2	Honors Pre-Calculus & Trigonometry		Year
2546SS	Probability & Statistics	10, 11, 12	Sem
2550SS	Quantitative Reasoning	11,12	Sem
2564D1/D2	College Algebra	12	Year
2570X1/X2	AP Statistics	10,11,12	Year
2544Y1/Y2	ACP Finite Mathematics	11,12	

2544Z1/Z2	ACP Calculus	11,12	Year
2562X1/X2	AP Calculus AB	11,12	Year
2572X1/X2	AP Calculus BC	11,12	Year
2544X1	Multivariable Calculus	12	Sem
2544X2	Differential Equations	12	Sem

MULTIDISCIPLINARY & SUPPORT SERVICES

0520S1/S2	Peer Tutoring	9,10,11,12	Sem
0500**	Basic Skills Development	9,10,11,12	Sem or Year
050061/62	Academic Assistance	9,10,11,12	Year
CR00S1/S2	Credit Recovery	10,11,12	Year
SH00S1/S2	Study Hall	9,10,11,12	Sem or Year
5394SS	Prep for College & Careers	9,10	Sem
053031/32	Career Exploration Internship	12	Year

PERFORMING ARTS

4146G1/G2	Dance Performance: Color Guard	9,10,11,12	Year
4146SS	Dance Performance	10,11,12	Sem
4142SS	Dance Choreography	10,11,12	Sem
4206SS	Music History & Appreciation	9,10,11,12	Sem
4208SS	Music Theory & Composition	9,10,11,12	Sem
4210X1/X2	AP Music Theory	10,11,12	Year
4202SS	Electronic Music	9,10,11,12	Sem
4204S1/S2	Beginning Piano	9,10,11,12	Year
420421/22	Intermediate Piano	10,11,12	Year
416621/22	Camerata Orchestra	9	Year
417221/22	Philharmonic Orchestra	9,10,11,12	Year
417421/22	Serenata Orchestra	9,10,11,12	Year
417411/12	Symphony Orchestra	9,10,11,12	Year
416011/12 416021/22	Concert Band: Blue / White	9,10,11,12	Year
4168S1/S2	Symphonic Band	9,10,11,12	Year
417011/12	Wind Symphony	9,10,11,12	Year
417021/22	Wind Ensemble	9,10,11,12	Year
4164S1/S2	Jazz Ensemble	9,10,11,12	Year
416221/22	Percussion Ensemble	9,10,11,12	Year
418211/12	Royal Vocals	9	Year
418621/22	Royal Singers	9,10,11,12	Year
418611/12	Accents	10,11,12	Year
418811/12	Royal Sensation	10,11,12	Year
418821/22	Royal Edition	10,11,12	Year
42441S	Technical Theater I	10,11,12	Sem
42442S	Technical Theater II	10,11,12	Sem
42421S	Acting I	9,10,11,12	Sem
42422S	Acting II	9,10,11,12	Sem
42423S	Acting III	10,11,12	Sem

42424S	Acting IV	10,11,12	Sem
4254SS	Theater Special Topics	10,11,12	Sem
SCIENCE			
3024S1/S2	Biology	9,10	Year
3024H1/H2	Honors Biology		
3024P1/P2	Project-Based Biology	9,10	Year
3020X1/X2	AP Biology	11,12	Year
3064S1/S2	Chemistry I	10,11,12	Year
3064H1/H2	Honors Chemistry I		
3066S1/S2	Chemistry II	11,12	Year
3060X1/X2	AP Chemistry	11,12	Year
3090X1/X2	ACP Chemistry	12	Year
3044S1/S2	Earth & Space Science	10,11,12	Year
3044P1/P2	Project-Based Earth & Space Science	10,11,12	Year
3012X1/X2	AP Environmental Science	11,12	Year
3108S1/S2	Integrated Chemistry Physics	10,11,12	Year
3108P1/P2	Project-Based Integrated Chemistry Physics	10,11,12	Year
3084S1/S2	Physics	10,11,12	Year
3084H1/H2	Honors Physics		
3088X1/X2	AP Physics C	11,12	Year
3090Z1/Z2	ACP Physics	11,12	Year
5218S1/S2	PLTW Principles of Biomedical Sciences	9,10	Year
5216S1/S2	PLTW Human Body Systems	10,11	Year
5217W1/W2	PLTW Medical Interventions	11,12	Year
5219W1/W2	PLTW Biomedical Innovation	11,12	Year
3092S1/S2	Forensic Science	11,12	Year
5276S1/S2	Anatomy & Physiology	10,11,12	Year
30927S	Genetics	10,11,12	Sem
30924S	Microbiology	10,11,12	Sem
30925S	Zoology	10,11,12	Sem
30923S	Organic & Biochemistry	10,11,12	Sem
30925S	Astronomy I	10,11,12	Sem
30928S	Astronomy II	10,11,12	Sem
30926S	Geology	10,11,12	Sem
30921S	Meteorology	10,11,12	Sem
SOCIAL STUDIES			
1570S1/S2	Geography & History of the World	9,10	Year
1548S1/S2	World History & Civilization	9,10,11,12	Year
1576X1/X2	AP World History: Modern	9,10,11,12	Year
1542S1/S2	United States History	11	Year
1574X1/X2	ACP American History	10,11,12	Year
1562X1/X2	AP US History	10,11	Year
1540SS	United States Government	12	Sem
1574XS	ACP Government	12	Sem

1560XS	AP US Government & Politics	11,12	Sem
1560YS	AP US Government & Politics / We the People	11,12	Sem
1514SS	Economics	12	Sem
1566XS	AP Microeconomics	12	Sem
1564XS	AP Macroeconomics	12	Sem
1532SS	Psychology	11,12	Sem
1558X1/X2	AP Psychology	11,12	Year
1574YS	ACP Psychology	11,12	Sem
1534SS	Sociology	11,12	Sem
15383S	Comparative Religions	11,12	Sem
1552XS	AP Comparative Government & Politics	12	Sem
1500SS	African Studies	9,10,11,12	Sem
1518SS	Indiana Studies	9,10,11,12	Sem
1572X1/X2	AP Human Geography	9,10,11,12	Year
15382S	Global Studies	10,11,12	Sem
1516SS	Ethnic Studies	10,11,12	Sem
15381S	Race in America	10,11,12	Sem
0590X1/X2	AP African American Studies	10,11,12	Year
1512SS	Current Issues & Events	10	Sem
1556X1/X2	AP European History	10,11,12	Year
1526SS	Law Education	9,10	Sem
1538SS	Constitutional Law	11,12	Sem
05304S	Law & Government Academy Internship	12	Sem
VISUAL ARTS			
40601S	Drawing I	9,10,11,12	Sem
40602S	Drawing II	9,10,11,12	Sem
40603S	Drawing III	10,11,12	Sem
40604S	Drawing IV	10,11,12	Sem
4048X1/X2	AP Drawing	11,12	Year
40641S	Painting I	9,10,11,12	Sem
40642S	Painting II	9,10,11,12	Sem
4000SS	Intro to 2D Art & Design	9,10,11,12	Sem
40861S	Visual Communication I	9,10,11,12	Sem
40862S	Visual Communication II	10,11,12	Sem
40622S	Photography I	9,10,11,12	Sem
40623S	Photography II	10,11,12	Sem
4066SS	Printmaking	9,10,11,12	Sem
4050X1/X2	AP 2D Art & Design	11,12	Year
4002SS	Intro to 3D Art & Design	9,10,11,12	Sem
40401S	Hand-building Ceramics	9,10,11,12	Sem
40402S	Wheel-throwing Ceramics	9,10,11,12	Sem
40403S	Advanced Ceramics	10,11,12	Sem
40421S	Jewelry & Metalsmithing I	9,10,11,12	Sem
40422S	Jewelry & Metalsmithing II	10,11,12	Sem

40441S	Sculpture I	9,10,11,12	Sem
40442S	Sculpture II	10,11,12	Sem
4052X1/X2	AP 3D Art & Design	11,12	Year
4025X1/X2	AP Art History	10,11,12	Year
4004P1/P2	Peer Art Education	9,10,11,12	Sem or Year
WORLD LANGUAGE			
2020S1/S2	French I	9,10,11,12	Year
2022S1/S2	French II	9,10,11,12	Year
2022H1/H2	French II Honors	9,10,11,12	Year
2024S1/S2	French III	10,11,12	Year
2024H1/H2	French III Honors	10,11,12	Year
2026S1/S2	French IV	11,12	Year
2026H1/H2	French IV Honors	11,12	Year
2032X1/X2	AP French Language & Culture	11,12	Year
2040S1/S2	German I	9,10,11,12	Year
2042S1/S2	German II	9,10,11,12	Year
2042S1/S2	German II Honors	9,10,11,12	Year

2044S1/S2	German III	10,11,12	Year
2044H1/H2	German III Honors	10,11,12	Year
2046S1/S2	German IV	11,12	Year
2046H1/H2	German IV Honors	11,12	Year
2052X1/X2	AP German Language & Culture	11,12	Year
2120S1/S2	Spanish I	9,10,11,12	Year
2122S1/S2	Spanish II	9,10,11,12	Year
2122H1/H2	Spanish II Honors	9,10,11,12	Year
2124S1/S2	Spanish III	10,11,12	Year
2124H1/H2	Spanish III Honors	10,11,12	Year
2126S1/S2	Spanish IV	11,12	Year
2126H1/H2	Spanish IV Honors	11,12	Year
2128S1/S2	Spanish V	11,12	Year
2132X1/X2	AP Spanish Language & Culture	11,12	Year
2156S1/S2	American Sign Language I	10,11,12	Year
2158S1/S2	American Sign Language II	11,12	Year
2190S1/S2	Language for Heritage Speakers I	9,10,11,12	Year
2192S1/S2	Language for Heritage Speakers II	9,10,11,12	Year

COURSE DESCRIPTION KEY

Symbol	Explanation
/	Indicates a one-semester course .
//	Indicates a two-semester course . (Students may not enter the second semester of a course unless the first semester has been completed.)
#	Single Weight – additional grade weight quotient of 0.096
##	Double Weight – additional grade weight quotient of 0.143
BLUE TITLE	Advanced Placement course
GREEN TITLE	Dual Credit course – students have the opportunity to enroll in and earn credit at a post-secondary institution

AGRICULTURE



Agricultural education is a program of instruction available to students desiring to learn about the science, business, and technology of plant and animal production and/or about environmental and natural resources systems. Agricultural education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber and natural resources systems. Through agricultural education, students are provided opportunities for leadership development, personal growth, and career success. (Source: FFA.org, "Agricultural Education")

Completing an Agriculture Next Level Program of Study fulfills the Post-Secondary Ready requirement for Graduation Pathways.



ANIMAL SCIENCE

Principles of Agriculture
Animal Science
Advanced Life Science: Animals

PLANT SCIENCE

Principles of Agriculture
Plant Science
Advance Life Science: Plants^

^ Course in development

7177 // PRINCIPLES OF AGRICULTURE (9, 10, 11, 12) (Ivy Tech AGRI 101) Principles of Ag is a two-semester 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 learning more about agriculture.

5008 // ANIMAL SCIENCE (10, 11, 12) (Ivy Tech AGRI 103) Animal Science 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.** Counts as a **Science credit** for all diplomas. Recommended prerequisite – Principles of Agriculture

5070 // ADVANCED LIFE SCIENCE: ANIMALS (10, 11, 12) (Ivy Tech AGRI 107) 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. Requirement: Successful completion of two of the following - Biology, Chemistry, or ICP.** Recommended prerequisite – Animal Science. Counts as a **Science credit** for all diplomas.

5170 // PLANT AND SOIL SCIENCE (10, 11, 12) (Ivy Tech AGRI 105) Plant and Soil Science is a two-semester course that provides students with opportunities to participate in a variety of activities including laboratory and field work. Coursework includes hands-on learning activities that encourage students to investigate areas of plant and soil science. Students are introduced to the following areas of plant and soil science: plant growth, reproduction and propagation, photosynthesis and respiration, diseases and pests of plants and their management, biotechnology, the basic

components and types of soil, soil tillage, and conservation. **This is a dual credit course through Ivy Tech.** Counts as a **Science credit** for all diplomas. Recommended prerequisite – Principles of Agriculture

5088 // AGRICULTURAL POWER STRUCTURE AND TECHNOLOGY (9, 10, 11, 12) (Ivy Tech AGRI 106) This two-semester course will focus on oxy-fuel, arc, and wire welding as well as the basic principles of selection, operation, maintenance, and management of small engines. Topics will also include safety, careers in welding, types of welding, cutting metal, leadership, 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. Recommended prerequisite – Principles of Agriculture

5228 // SUPERVISED AGRICULTURAL EXPERIENCE (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. **Must be an active and dues paying member of the HSE FFA Chapter.**

ENGINEERING AND TECHNOLOGY



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. 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. More information can be obtained by visiting the national **Project Lead the Way** website at www.pltw.org.

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

Foundational courses:

- Engineering Essentials - Introductory
- 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
- Computer Integrated Manufacturing
- Civil Engineering and Architecture
- Aerospace Engineering

Capstone course: (to be taken in the fourth year) (Honors weighted)

- Engineering Design and Development

Completing the Engineering Next Level Program of Study fulfills the Post-Secondary Ready requirement for Graduation Pathways.



ENGINEERING

Introduction to Engineering Design

Principles of Engineering

Digital Electronics or Civil Engineering or Computer Integrated Manufacturing or

Aerospace Engineering

7199 // ENGINEERING ESSESTIALS (9, 10) This introductory engineering course is intended to expose students to the wide array of engineering careers. This Project Lead the Way course develops student problem-solving skills using a design development process. Students will explore the various disciplines within engineering as well as approach and solve problems using a variety of industry standard tools. No prerequisites.

4802 // 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**

5644 // 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: at least a “C” average in Introduction to Engineering Design.** Counts as a third Science credit.

5538 // 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.**

5534 // 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**

5650 // 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.**

5518 // AEROSPACE ENGINEERING (11,12) 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). **Requirement – successful completion of Principles of Engineering or permission from the instructor. Recommendation: a “C” average or better in all previous PLTW classes**

5698 // ENGINEERING DESIGN AND DEVELOPMENT (12) This Project Lead the Way Capstone 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.**

5580 // CONSTRUCTION TRADES I and II (11, 12) These courses are available at ABC Prep Academy. Construction Trades I and II combine classroom and laboratory experiences involving the formation, installation, maintenance, and repair of buildings, homes, and other structures. The first-year course is a survey course with emphasis on electrical, pipefitting, and plumbing trades. Students will earn multiple certifications in safety and construction, including Level 1 NCCER. The second-year students can specialize in advanced pipefitting and plumbing or electrical training. Students earn a Level II NCCER Certificate and complete a first-year apprenticeship. Dual credit available through Vincennes University.

5350 / INTRO TO HOUSING AND INTERIOR DESIGN (10, 11, 12) A one or 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 Academic Honors Diploma**

FAMILY AND CONSUMER SCIENCE

Family and Consumer Sciences Education is a field of study focused on the science and art of living and working well in our complex world. FACS classes provide the content that is needed for student preparation in College and Career Readiness in the areas of:

- o Education and Training
- o Nutrition and Wellness
- o Housing and Interior Design
- o Child Development
- o Fashion, Textiles, and Apparel Retail
- o Hospitality
- o Human Services



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

Health & Wellness Waiver:

A student can take Family & Consumer Sciences courses to fulfill the Health & Wellness credit requirement for all diplomas. To qualify for this waiver, a student must take three courses from the list below:

- Nutrition and Wellness **OR** Senior Foods
- Child Development
- Interpersonal Relationships
- Preparing for College and Careers

NUTRITION & WELLNESS COURSES

5342 / NUTRITION AND WELLNESS (9, 10, 11, 12) What is the difference between sauté and broil? Why do I need more vegetables or fruits in my diet? What is powdered sugar? Discover the answers to these questions and more in this beginning Nutrition and Wellness class as we study proper kitchen safety, follow recipes, use kitchen math, and learn cooking terms. You will discuss and explore how to make healthy nutrition choices to live a healthy lifestyle while reviewing nutrients and food groups. Nutrition and Wellness is lab-based and will include but not limited to the following labs; smoothies, salsa & chips, muffins, pumpkin spiced lattes, stir fry, stuffed shells, fajitas, breakfast burritos, and pumpkins pie. **Qualifies as one of the FCS courses a student can take to waive the Health & Wellness graduation requirement*** **This class is a pre-requisite for any Advanced Nutrition and Wellness Courses**

5342 / NUTRITION AND WELLNESS: SENIOR FOODS (12) Senior Foods is a lab-based nutrition course specifically designed for students interested in learning basic food preparation/survival skills to use in the kitchen with a special emphasis on independent and college living. Selection and preparation of nutritious meals and snacks using a variety of equipment is taught through kitchen-based lab experiences. The knowledge acquired in this class will allow students to make sound nutritional choices and be able to quickly and easily shop for and prepare those foods. Example labs include but are not limited to stir fry, sweet muffins, healthy breakfast, microwave meals, nutrient based recipes, homemade biscuits and butter, and creating your own food truck project. ***Qualifies as one of the FCS courses a student can take to waive the Health & Wellness graduation requirement*** **A student who has previously taken Nutrition and Wellness is NOT eligible for this class. This class is a pre-requisite for any Advanced Nutrition and Wellness Courses**

5340 / ADVANCED NUTRITION AND WELLNESS: BAKING (9, 10, 11, 12) Use knowledge and learning in completion of Nutrition & Wellness OR Senior Foods. Practice your skills in a baking to discover the functions of ingredients, create and modify recipes for special diets, and discover nutrition needs throughout the lifespan. Nutrition and Wellness 2: BAKING is lab-based and will include but not limited to quick breads, yeast breads, cakes, cookies, pies, cookies, and candies. **Pre-requisite: Nutrition and Wellness or Senior Foods.** *This course is especially appropriate if you have an interest in culinary arts, hotel-restaurant management, and hospitality.*

5340 / ADVANCED NUTRITION AND WELLNESS: GLOBAL FOODS (9, 10, 11, 12) Use knowledge and learning in completion of Nutrition & Wellness OR Senior Foods. Do you like to explore global and regional foods, cultures, and nutrition? How does climate, geography, and tradition influence food? Compare and contrast diets influenced by regions, continue investigating nutritional needs throughout the lifespan. Nutrition and Wellness 2: GLOBAL FOODS is lab-based. Example labs include but not limited choosing labs highlighting the Mediterranean, Middle East, Africa, and France. You will create your own Tasty video, complete in a Chopped Competition. **Pre-requisite: Nutrition and Wellness or Senior Foods.** ***This course is especially appropriate if you have an interest in culinary arts, hotel-restaurant management and hospitality.***

EDUCATION & TRAINING COURSES

7161 // PRINCIPLES OF TEACHING: CADET TEACHING (2 Semesters Required) (11, 12) (Butler ED 402, IU EDU F200) Principles of Teaching (Cadet Teaching) is designed for students interested in pursuing a career in education or a related area. Both semesters offer dual credit when meeting course requirements. After 6 weeks of preparation in the classroom at HSHS students participate in an HSE classroom ranging from kindergarten to 8th grade. All efforts are made to place cadets in grade levels and subjects that are in line with the students' goals. An excellent way to determine if a career in education is right for you. **An application, teacher recommendations, and an interview are required. Dual credit with Butler University 1st semester and ACP dual credit with Indiana University 2nd semester.**

7160 // PRINCIPLES OF EARLY CHILDHOOD EDUCATION (9, 10, 11) (2 Semesters Required) This course provides students with an overview of skills and strategies necessary to successfully complete a certificate. Additionally, it provides an overview of the history, theory, and foundations of early childhood education as well as exposure to types of programs, curricula and services available to young children. This course also examines basic principles of child development, Developmentally Appropriate Practices (DAP), importance of family, licensing, and elements of quality care of young children with an emphasis on the learning environment related to health, safety, and nutrition. Students may be required to complete observations and field experiences with children as related to this course.

5362 / CHILD DEVELOPMENT (10, 11, 12) Hope to work with infants or children someday or possibly be a parent in the future? How do you view children? How do you view yourself? By taking Child Development you will be able to answer these questions and much more. Topics include readiness for parenthood, prenatal care, childbirth, physical, intellectual, social emotional development of children, and infant care techniques. A highlight of the course is the Real Care (electronic) baby experience as an option. A great elective if considering Principles of Teaching (Cadet). ***Qualifies as one of the FCS courses a student can take to waive the Health & Wellness graduation requirement***

FASHION & DESIGN COURSES

5380 / INTRODUCTION TO FASHION AND TEXTILES (Semester 1) (9, 10, 11, 12) This one semester course explores the influences on fashion. Basic construction skills are taught, including selection and use of a pattern and the care and use of a sewing machine and other tools used in construction, as students create a variety of textile products. Projects include a potholder, sewing kit, PJ pants, tote bag, an up-cycling project, and a fashion design project! Hands-on lab time is a regular part of the class! Additional expenses could be incurred with this course as students select their own fabrics for some projects. No student will be denied enrollment due to financial reasons. ****Fulfills a FINE ARTS requirement for the Academic Honors Diploma****

5380 / INTRODUCTION TO FASHION AND TEXTILES (Semester 2) (9,10, 11, 12) A more in-depth and individualized look at textiles and fashion. Examining current designers in today's market, fashion throughout the decades, and career in the fashion industry. This lab and project-based class focuses on expanding construction skills by creating student selected apparel projects and a quilting project as well as variety of mini projects. Individualized instruction is at the core. Additional expenses may be incurred with this course as students select their own fabrics for some projects. No student will be denied enrollment due to financial reasons. ****Fulfills a FINE ARTS requirement for the Core 40 Academic Honors Diploma** Pre-requisite: Introduction to Fashion and Textiles (Semester 1).**

5420 // FASHION AND TEXTILES CAREERS (11, 12) This course prepares students for a variety of careers in the fashion industry by building on the knowledge and skills learned in the introductory courses. This project-based course will expand the student's knowledge of the fashion industry, use of elements and principles of design and construction skills and allow them to be used in real world applications. Second semester requires an internship in the fashion industry. Students should have placement ideas to complete this requirement. The course is two semesters. **Pre-requisite: Introduction to Fashion and Textiles (both semesters)**

5350 / INTRODUCTION TO HOUSING AND INTERIOR DESIGN (10, 11, 12) A one or two semester course recommended for any student who is interested in a career or profession related to Interior Design, Architecture, and/or the Construction Industry. This course is project-based and addresses selecting and planning living environments to meet the needs and wants of individuals and families throughout the Family Life Cycle. Topics covered include housing & human needs, principles & elements of design, using color effectively, interior design styles, furniture arrangements, traffic patterns, individual space planning, architecture and housing styles, meeting client needs, and careers in housing and interior design. Students will also utilize online software programs to apply design techniques and create unique, one-of-a-kind designs. **Students can take the first semester only, both semesters in the same year, or both semesters in separate years. **Fulfills a FINE ARTS requirement for the Academic Honors Diploma****

HUMAN SERVICES & INDEPENDENT LIVING COURSES

5364 / INTERPERSONAL RELATIONSHIPS (9, 10, 11, 12). Interpersonal Relationships addresses the knowledge, skills, attitudes, and behaviors all students need to participate in positive, caring, and respectful relationships in the family and with individuals at school, in the community, and in the workplace. Example projects and activities include Team Building games, a Values Billboard, What is Your Personality? Nonverbal Charades, Communication and Board Games. ***Qualifies as one of the FCS courses a student can take to waive the Heath & Wellness graduation requirement***

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 including creating a 3–4-year high school plan that will align with their post-secondary goals. 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. ***Qualifies as one of the FCS courses a student can take to waive the Heath & Wellness graduation requirement***

5330 / ADULT ROLES AND RESPONSIBILITIES (11, 12) This one semester course will introduce students to the idea of living independently. Topics include: family living, managing household tasks, how to do laundry, decision-making skills, money management, communication skills, self-awareness, crisis management, and the individual's roles and responsibilities within the family and community.

5334 / CONSUMER ECONOMICS (11, 12) This one semester course will allow students to learn practical skills of daily economic life, awareness of their own values, and economic decision making. Covers how to use a checking account, savings accounts, credit vs. debit cards, figure credit cost, rent an apartment, buy food and clothes wisely, buy a car, buy different kinds of insurance, and pay taxes.

FAMILY AND CONSUMER SCIENCE COURSE SEQUENCE

Courses	Grade 9	Grade 10	Grade 11	Grade 12
Interpersonal Relationships (1 semester)	✓	✓	✓	✓
Preparing for College and Careers (1 Semester)	✓	✓		
Adult Roles & Responsibilities (1 Semester)			✓	✓
Consumer Economics (1 Semester)			✓	✓
Child Development (1 semester)		✓	✓	✓
Nutrition and Wellness (1 semester)	✓	✓	✓	
Advanced Nutrition and Wellness: BAKING AND/OR Advanced Nutrition and Wellness: GLOBAL FOODS (1 semester) Pre-Requisite: Nutrition and Wellness	✓	✓	✓	✓
Nutrition and Wellness: Senior Foods (1 Semester) Pre-Requisite: Open only to those who have not taken Nutrition and Wellness in prior grades				✓
Introduction to Fashion and Textiles (1 or 2 semesters) Fine Arts credit for Academic Honors Diploma	✓	✓	✓	✓
Fashion and Textile Careers I (2 semesters)			✓	✓
Intro Housing and Interior Design (1 or 2 semesters) Fine Arts Credit for Academic Honors Diploma		✓	✓	✓
Principles of Early Childhood Education (2 Semesters)	✓	✓	✓	
Principles of Teaching (Cadet Teaching) (2 semesters) Dual Credit with Butler and IU			✓	✓

BUSINESS, MARKETING, AND INFORMATION TECHNOLOGY



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. 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

Courses	Grade	Dual Credit	Semesters
Principles of Business Management	9, 10	Ivy Tech	2
Personal Financial Responsibility	10, 11, 12		1
Preparing for College & Careers	9, 10		1
Accounting Fundamentals	10, 11, 12		2
Marketing Fundamentals	10, 11, 12	Ivy Tech	2
ACP Business Administration	11, 12	Indiana University	1
Website and Database Development	10, 11, 12	Ivy Tech	2
Introduction to Computer Science	9, 10		1
AP Computer Science Principles	9, 10, 11, 12		2

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.

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. Fulfills Business Graduation requirement.

4562 // PRINCIPLES OF BUSINESS MANAGEMENT (9, 10) This is a two-semester course that 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. Additionally, students will also work on developing business communication, problem-solving, and decision-making skills through the use of Microsoft applications. Fulfills Business Graduation requirement. **This is a dual credit course through Ivy Tech. Students must meet all Ivy Tech prerequisites to qualify for Ivy Tech dual credit.** Students who have taken Introduction to Business or Digital Applications and Responsibility may not take Principles of Business Management.

4524 // ACCOUNTING FUNDAMENTALS (10, 11, 12) This two-semester 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.

4522 // ADVANCED ACCOUNTING (11, 12) This two-semester expands on the Generally Accepted Accounting Principles (GAAP) and procedures for various forms of business ownership using double-entry accounting covered in Accounting Fundamentals, including an emphasis on payroll accounting. Topics covered include calculating gross pay, withholdings, net pay, direct deposits, journalizing payroll transactions and preparing individual earnings records and payroll registers. **Requirement - Accounting Fundamentals.**

5258 // FINANCE & INVESTMENT (12) for non-Finance Academy Students. This two-semester course the need of schools in areas that have workforce demand in the finance industry. It analyzes and synthesizes high-level skills needed for a multitude of career in the banking and investment industry. Students learn banking, investments, and other finance fundamentals and applications related to financial institutions, business and personal financial services, investment and securities, risk management products, and corporate finance. **Recommended – Accounting Applications**

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.

7143 // MANAGEMENT FUNDAMENTALS (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.

5914 // MARKETING FUNDAMENTALS (10, 11, 12) Marketing Fundamentals 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 application, 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. 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. **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.

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 – Marketing Fundamentals**

5967 / INTRODUCTION TO ENTREPRENEURSHIP (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.

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.

4562 / ACP BUSINESS ADMINISTRATION-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.

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:

Accounting Fundamentals (10, 11, 12)	Business Law & Ethics (10, 11, 12)
Principles of Business Management (9,10)	Introduction to Entrepreneurship (10, 11, 12)
Marketing Fundamentals (10, 11, 12)	Management Fundamentals (10, 11, 12)

Fan Stand Course Sequence

Junior (2nd Semester) – Digital Marketing – Fan Stand Summer – Inventory Days, Orientation

Senior (1st Semester) – Digital Marketing – Fan Stand

7154 // DIGITAL MARKETING (THE FAN STAND) (11 – spring semester; 12 – fall semester) Digital Marketing is a two-semester course that provides an introduction to the world of e-commerce and digital marketing media. The course covers how to integrate digital media and e-commerce into organizational and marketing strategy. Students will explore e-commerce applications and the most popular digital marketing tactics and tools. Emphasizes familiarity with executing digital media, understanding the marketing objectives that digital media can help organizations achieve, and establishing and enhancing an organization's digital marketing presence. 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. **This is a dual credit course through Ivy Tech. Students must meet all Ivy Tech prerequisites to qualify for Ivy Tech dual credit. Requirement: Marketing Fundamentals or Introduction to Entrepreneurship, and at least 2 specialized courses: Sport and Entertainment Marketing, Management Fundamentals, Interactive Media, Accounting Fundamentals or Business Law and Ethics, or by special permission by instructor. Students will complete an interview with the instructor for final selection.**

FINANCE ACADEMY

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 through 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 / FINANCE & INVESTMENT - 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 Finance Academy**

5258 / FINANCE AND INVESTMENT - 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 Finance Academy**

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 Finance Academy - Earn 3 college credits. University classes – Monday and Wednesday, 1:20 – 2:40 PM. This class meets at University of Indianapolis. 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 Finance Academy – 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.**

5260 WORK BASED LEARNING: BUSINESS AND MARKETING (Finance Academy Internship) (12) Finance Academy students will complete a paid, finance-related internship during the summer between their junior and senior year. The Director of the Finance Academy 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 for 2 high school credits or 90 hours for 1 high school credit. **Requirement – Acceptance into the Finance Academy.**

Students apply for acceptance into the Finance Academy program during the second semester of their sophomore year. Applications will be available in the Guidance Office.
Official classes and activities begin the Junior year.

Course Schedule Outline:

Sophomore Year	Accounting Fundamentals	Recommended sophomore year, but can be completed during the Junior or Senior year
Junior Year	1 st Semester 2 nd Semester Summer	Finance & Investment (Banking & Credit) Finance & Investment (Securities & Insurance) Internship/Ball State University Entrepreneurship
Senior Year	1 st Semester 2 nd Semester	ACP Business Administration (1st Semester only) Economics or AP Economics (1st or 2nd Semester) or Anderson University Accounting or University of Indianapolis Finance & International Business (2nd Semester only)
Recommended Course	Junior or Senior Year	Computing for Business (recommended as a junior, may be taken as a senior)

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).

0530 // CAREER EXPLORATION INTERNSHIP (12) (2 or 3 periods; 2 or 3 credits per semester) An Internship 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.

6162 // INTERDISCIPLINARY COOPERATIVE EDUCATION (ICE) (12) (2 periods, 2 credits per semester) 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. **Requirement - Completion of an application and interview.**

COMPUTER SCIENCE

4803 / INTRODUCTION TO COMPUTER SCIENCE (9, 10) This one semester course is designed for students who 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.

4568 // AP COMPUTER SCIENCE 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 and counts as a third Science credit.

7185 // WEBSITE AND DATABASE DEVELOPMENT (FORMERLY CS I) (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 – Principles of Computing OR AP Computer Science Principles AND Algebra I; Recommendation – "C" average in all math courses including Algebra I. 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 and counts as a third Science credit.

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 Website and Database Development, or permission of instructor; Recommendation – A "B" average in Algebra II and Website and Database Development.** Counts as a third Science credit.

7253 // SOFTWARE DEVELOPMENT CAPSTONE (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) OR Software Development.** Counts as a third Science credit.

7179 // CYBERSECURITY FUNDAMENTALS (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: Principles of Computing or AP CS Principles.** Counts as a third Science credit.

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.

Computer Science Course Sequence

Grade	AP Pathway	 Next Level Program of Study: Software Development	Other optional CS courses
9	AP Computer Science Principles	Principles of Computing <i>COMING IN 2024-2025</i>	Intro to Computer Science (one semester) (9, 10)
10	Website and Database Development	Website and Database Development	Cybersecurity Fundamentals (10,11,12)
11	AP Computer Science A	Software Development (to be added in 24-25)	
12	Software Development Capstone	Software Development Capstone	



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.

English/Language Arts courses are designed as a 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 and interests.

All English courses emphasize the acquisition and development of the skills in understanding language, disciplined reading, discussion, and oral presentation, as well as ~~many~~ of the various forms, modes, and strategies of written composition. From the wealth of ideas, perspectives, and experiences 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 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 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.

In scheduling courses, all upperclassmen students must **select at least one composition-based course during their junior or senior years.**

- ✓ 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?

Composition-based Courses

AP Literature & Comp (Possible College Credit) AP Language & Comp (Possible College Credit) AP Research (Possible College Credit) AP Seminar (Possible College Credit) ACP Composition (IU Dual Credit) ACP Literature (IU Dual Credit) English 12 Composition (Ivy Tech Dual Credit) English 12

GENERAL ENGLISH COURSES

1002 // ENGLISH 9 (9) Freshman Language Arts is a skills-based course that furthers students' development of reading, writing, and speaking skills in accordance with Indiana Academic Standards course which engages students in a variety exploration of humanities through the modes of reading, writing, grammar and usage, and speaking and listening. While studying long and short works of fiction and nonfiction, poetry, and multi-media texts, students will think and discuss critically and constructively while becoming familiar with literary elements and techniques. Students will write creative pieces in addition to expository papers using a process of writing. These writings will establish knowledge of standard grammar as well as a sense of audience. Essential questions explored include: How do authors make choices to capture the power of their personal story? How do a writer's choices (message, intent, experience) impact our understanding? How does studying an author's choices inform our own writing?

1002 // HONORS ENGLISH 9 (9) Freshman Honors Language Arts is an advanced skills-based English course that will successfully prepare students thinking of future Honors or Advanced Placement courses at HSE. Students will read a variety of short stories, poems, excerpts, novels and plays, often applying psychoanalytic, existential, and historic lenses for meaningful analysis. Additionally, students will write extensively to prepare for the rigors of the honors English path. Within this course, students are expected to read, write, listen, and speak in accordance with the state language arts standards. This year will incorporate the overarching theme of finding individuality/identity. Essential questions explored in this course include such questions as: What does it mean to find one's self? What are the obstacles in the process of self-discovery? How do conflict and life experience contribute to identity? How does a person find personal meaning in a complex world?

1004 // ENGLISH 10 (10) Sophomore Language Arts is a yearlong a skills-based course that furthers students' development of reading, writing, and speaking skills in accordance with Indiana Academic Standards that surveys a variety of literature from across the globe while sharpening the skills necessary for success in future courses of study as well as enhancing the skills to ensure college and career readiness. Throughout the course, students are expected to read, write, listen, and speak in accordance with the English/Language Arts standards set forth by the state of Indiana and the rigorous expectations of HSE High School. In the process, the course exposes students to various texts across genres representing different themes, times, people, and places.

1004 // HONORS ENGLISH 10/PRE-AP 2 (10) Sophomore Honors/Pre-AP 2 is a yearlong course developing the skills of analysis to help students accel in advanced courses. The course is designed to prepare students for AP Literature, AP Language and/or AP Seminar, any and all of the AP programs offered in the Language Arts Department. The Pre-AP Curriculum has four prescribed units that explore universal themes relating to the individual and society with assessments online and in-course projects and writings. Students will engage with nonfiction and fiction pieces. Students will practice writing in different modes, with an emphasis on literary analysis, persuasion and exposition. Students will also develop public speaking skills.

1006 // ENGLISH 11 (11) Junior Language Arts is a year-long course of American literature, focusing on sharpening skills to help students toward achieving their post-high school goals. Juniors in English 11 will read a variety of diverse American pieces including essays, poems, short stories, and novels. This course will analyze American Voices in different eras to understand their context and their perspective. The purpose of the course is to analyze the voices heard to help students create their own individual voice as a senior in high school.

1008 // ENGLISH 12 (12) Senior Language Arts is a year-long course focusing on skills that will help students achieve their post-high school goals. With a spotlight on self-discovery of a reader's and writer's journey, this course is 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. The theme of English 12 is to create lifelong readers and lifelong thinkers who find their individual voice through the self-selection of readings in class and the desire to present topics on authors of their choice.

ADVANCED PLACEMENT (AP) COURSEWORK

1058 // AP LITERATURE AND COMPOSITION (10, 11, 12) In alignment with College Board, AP Literature and Composition allows students to cultivate understanding of literature through reading and analyzing texts, as they explore concepts like character, setting, structure, perspective, figurative language, and literary analysis in the context of literary works. While taking the AP exam at the end of the course is strongly encouraged, the course provides skills that carry beyond the test and this class. The course focuses on four units: the nature of good and evil, illusion versus reality, the search for identity and the struggle for power, and finding purpose in life. Under these themes, students will address such questions as: What is the nature of a good life? How can literature help a reader gain a sense of identity? How does one distinguish reality from illusion? What questions does literature present about illusion versus reality? How do different points of view affect the presentation of good and evil? **Requirement – sophomores wishing to take this course must have completed English 9 Honors with an A or a B or completed English 9 with an A.**

1056 // AP ENGLISH LANGUAGE AND COMPOSITION (10, 11, 12) This yearlong course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in the course should deepen and expand their understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations. The big ideas of rhetorical situation, claims and evidence, reasoning and organization, and style serve as the foundation of the AP English Language and Composition course. **Requirement – sophomores wishing to take this course must have completed English 9 Honors with an A or a B or completed English 9 with an A.**

1006 // AP SEMINAR (10, 11, 12) AP Seminar is a yearlong English course offering students two English credits for their work towards the foundational skills of this course. Students will develop and apply discrete skills identified within the scope of the following five big ideas of Q.U.E.S.T.: Question and Explore, Understand and Analyze, Evaluate Multiple Perspectives, Synthesize Ideas, and Team, Transform, and Transmit. These skills allow students to learn and perfect college-level writing, speaking, thinking, collaboration, and presentation. Students illustrate their mastery of QUEST by completing two Performance Tasks and taking a written, AP Exam, all of which compose their AP Score. The performance tasks allow students to have the opportunity to write revised research pieces, work with a team and deliver speeches. Every year the theme chosen to center class work around changes because student interest determines what pieces are studied. This is the first course students take as part of the AP Capstone Program. **All students who take this course must register for and take the AP Exam. Requirement – sophomores wishing to take this course must have completed English 9 Honors with an A or a B or completed English 9 with an A.**

1008 // AP RESEARCH (11, 12) As College Board states in the AP Research Course and Exam Description, this yearlong elective AP Research class is designed to allow students to thoroughly investigate a problem, policy, issue, idea, or academic topic of personal interest. Building on the skills from the pre-requisite course of AP Seminar, students will learn methodology of research, using ethical research practices, as well as locating quality literature and learning to analyze and synthesize a variety of information ties to their personal research question. This year, the course will address the College Board idea of Q.U.E.S.T.: Question and Explore, Understand and Analyze, Evaluate Multiple Perspectives, Synthesize Ideas, and Team, Transform, and Transmit and how these are used in original research. **Requirement – Successful completion of AP Seminar**

ADVANCED COLLEGE PROJECT (ACP) & DUAL CREDIT COURSES

1124 / ACP DISCOVERING LITERATURE (ACP/IU L111) **(11,12)** This course introduces students both to various forms of literary expression and different modes of literary study and appreciation. Focusing on the intersection of literature and culture, the course considers what, how, and *why* we read literature, asking: What is literature? What does it do, and what is it for? What makes a text “literary”? Why should we study it? Why does it matter? The course explores these questions through thematically-grouped readings, class discussion, and a sequence of focused writing assignments. **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. Recommendation: “B” average in English**

1124 / ACP COMPOSITION - READING, WRITING, & INQUIRY (ACP/IU W131) **(12)** Reading, Writing, & Inquiry/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. Students must purchase the required texts 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: 2.7 overall GPA. Recommendation: “B” average in English**

1124 / ACP LITERARY INTERPRETATION (ACP/IU 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. Students must purchase the required texts 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: 2.7 overall GPA. I.U. also requires students meet one of the following requirements: successful completion of W131 with a transcribed 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. Recommendation: “B” average in English.**

1008 // ENGLISH 12 DUAL CREDIT (IVY TECH ENGL 111) **(12)** This yearlong Ivy Tech dual credit composition 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 as outlined in. 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 must meet all Ivy Tech prerequisites to qualify for Ivy Tech dual credit.**

SPECIAL TOPICS ENGLISH COURSES

1026 / CLASSICAL LITERATURE (11, 12) Students will read, write, and speak about the classical myths and stories that make up our collective knowledge of ancient Greece. Students will learn about the gods, the monsters, the warriors and the heroes, and the humans who lived among them. This course will enhance students' critical and analytical reading, writing, and speaking skills through a study of the social and political issues that made up the city states of ancient Greece such as: religion, myths, war, beauty, and heroes. The emphasis will be on thematic issues and the role of oral storytelling. Specific topics that will be covered are the creation stories, the hero cycle, fate vs free will, and myths and their connections to the modern world.

1028 / DRAMATIC LITERATURE (11, 12) Dramatic Literature is a semester elective course focusing sharpening skills for critical analysis of plays and dramatic writing. Students will learn about the building blocks of literature meant specifically for a live audience, understanding the element of theatricality that is integral to this form of literature. Students read a variety of plays, short plays, and other dramatic works from a wide array of authors, engaging with the text through academic discussion. This course uses analysis of character and structure to understand the uniqueness of dramatic writing. How do plays exist as both texts and performances? What effect does that have on the storytelling? How does a medium driven by dialogue and action convey a story? How does the structure of dramatic elements shape our understanding of story and character?

1032 / ETHNIC LITERATURE (11, 12) This one semester course is designed to explore multicultural issues within various ethnic cultures. Students will examine works exploring ethnic experiences and ideas as well as the contributions of authors to multicultural themes. Students will look at cultural identities within ethnic literature and how problems or issues of interest to a given group relate or interconnect with national issues and history.

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. Throughout the course students are expected to read, write, listen, and speak in accordance with the Language Arts standards. *Students will select a specific genre on which to focus based on the options below:*

- **Gothic/Horror:** This course explores Gothic, Southern Gothic, and Horror literature and focuses on sharpening key language arts skills and getting a little spooked in the process. Students in Gothic & Horror Literature will read a variety of pieces from the three main subgenres mentioned above, including poems, short stories, and novels. Over the course of the semester, students will seek to answer the question, "what is gothic & horror literature?" What are the cultural implications of these genres? How have they shaped human belief and behavior? How have these genres evolved over time? What are the common, lasting themes in these genres? What has allowed this type of literature to evolve and last over centuries?
- **Science Fiction:** Science Fiction literature is a course that focuses on developing writing and speaking skills. Students will read a diverse selection of short stories and novels from the genre with a focus on reflection, analysis, and discussion. Science fiction is a genre that depicts how society could function differently, prompting us to consider a future we want and propelling progress. It also makes us aware of futures we wish to avoid and helps us prevent them. Students will be challenged to think about the implications of technology and its impact on humanity.
- **Young Adult Literature:** Young Adult Literature as a genre is aimed at an audience of 14-25-year-olds. This course focuses on analytical and critical thinking skills that go beyond English. Students will read a variety of diverse YA literature, including poems, non-fiction, and novels. Students are expected to read, write, listen, and speak. This semester will focus on identifying an author's purpose and will continually strive to answer the questions: Why is there a need for young adult literature? What themes are prevalent within the genre? What is there to learn from others who are different from us?

1040 / LITERARY MOVEMENTS: MODERNISM TO CONTEMPORARY (11, 12) This one-semester course is designed to explore European and American literature produced during the literary periods of Modernism, The Harlem Renaissance, and Contemporary Literature. Class discussions, oral presentations, various projects and writing assignments will focus in depth on attitudes and concepts of the different movements and literary works. Students examine a variety of literary genres. Students analyze how the trends and movements shaped the literature of the time and how the works of the various literary trends and movements continue to affect contemporary literature and issues.

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. *Students will select a specific section on which to focus based on the options below:*

- **Female Authors:** Students will read, write, and speak about both traditional and spoken word poetry, short stories, motivational speeches, empowering videos, and novels (both fiction and non-fiction) that showcase the power of the female voice. This course will enhance students' critical and analytical reading, writing, and speaking skills through an interdisciplinary study of women's literary representations of social and political issues. The emphasis will be on women's strategies for articulating female experience and on the role of literature as a reflection of and a catalyst for political and social change. Specific topics that will be covered are identity and difference; intersections of gender, race, and class; and resistance and transformation. The course primarily uses 19th to 21st century texts.
- **Lean In: Female Leadership Through Multimedia Studies:** Lean In is a course centered focused on self-awareness. Students spend time examining, writing, and speaking about the stories we tell ourselves and work on defining who we are. Students will analyze the messages our society sends us in an effort to become acute judges of the power of the media, the power of our relationships, and the power of learning about stories from leaders who represent authenticity, diversity, and vulnerability. While this class focuses on a feminist lens, students also spend time analyzing the same concepts from other lenses. We will refine discussion skills, read a variety of non-fiction and poetry, deliver speeches, and teach our classmates throughout the semester. This course is framed around questions like: How can the study of influential females help enhance the choices and leadership skills of teens? What self-talk do girls have that is fueled by negative messages/logic/behaviors, and how can we break down those patterns?
- **Literature in Life & Sports:** Sports Literature is a course that focuses on helping students improve their skills as readers, writers, and thinkers. The course is designed around published works, which have gained literary merit from a variety of organizations, both professional and academic, that connect in some aspect to the sports industry within American society and culture. This semester course will focus on the overarching theme of *the Power of Sports*. Students will research and develop content knowledge that answers the questions: *What role has sports played in their lives? What lessons are gained from sports and where is that most evident in society? How has sport evolved in society? How has the modern athlete evolved through the lens of a role model, celebrity and star? What role does sport have in society, especially through the lenses of politics, society, culture, and the economy?*
- **War Literature:** War Literature, a course with a concentration on critical reading and writing skills, challenges our students to analyze, synthesize, and organize information logically. How do people rationalize the costs of war with its objectives? What are the contradictions between war and peace? What are the underpinnings of military engagement? How do moral and rationale leaders become embroiled in unjustifiable conflict? How can man find meaning in suffering?

HAMILTON SOUTHEASTERN HIGH SCHOOL
2021-22 ENGLISH/LANGUAGE ARTS COURSES BY GRADE LEVEL

Freshman
Year

Core English courses

English 9, English 9 Honors

English credit elective courses

Speech, Digital Media, Journalism, Sports Journalism

Sophomore
Year

Core English courses

English 10, English 10 Honors, AP Literature and Composition, AP Language and Composition, AP Seminar

English credit elective courses

Speech, Debate, Digital Media, Journalism, Sports Journalism

Junior
Year

Year-Long English courses

English 11, AP Literature and Composition, AP Language and Composition, AP Seminar, AP Research

One-Semester English credit courses

ACP Intro Literature, Classical Literature, Dramatic Literature, Creative Writing, Debate, Digital Media, Journalism, Literary Movements, Speech, Sports Journalism, Themes in Literature, Genres of Literature

Senior
Year

Year-Long English courses

English 12, English 12 Dual Credit, AP Literature and Composition, AP Language and Composition, AP Seminar, AP Research

One-Semester English credit courses

ACP Composition, ACP Advanced Literature, ACP Speech, Classical Literature, Dramatic Literature, Creative Writing, Debate, Digital Media, Journalism, Literary Movements, Speech, Sports Journalism, Themes in Literature, Genres of Literature

Students must accumulate eight (8) English credits in order to graduate, one of which must be a composition-based course. Composition-based courses: ACP Composition, ACP Literature, AP Language and Composition, AP Literature and Composition, AP Seminar, English 12 Dual Credit, and English 12.

MEDIA ARTS & COMMUNICATIONS

Department of Communications & Media Arts



Teaching Lifelong Skills Needed for the Real World

Communications & Media Arts: Teaching Lifelong Skills Needed for the Real World.

As cited time and time again, communication skills are the key to success in a modern, 21st century world. The ability to express thoughts, be persuasive, get to know an audience, and both effectively and professionally communicate in a variety of formats and mediums is what will set students apart from their fellow students and future colleagues to succeed in any pathway beyond high school.

The Communications & Media Arts Department focuses on developing and facilitating the most important skill asked of aa students upon graduation: the ability to effectively communicate in different situations and formats. From introductory communication skills to specialized and hands-on courses, the Communications & Media Arts Department has courses for all students, ability levels, and skill backgrounds. All courses offer additional or branching courses to enhance student skill sets.

The only questions for students during scheduling: which of our courses teach the skills you need most before graduation and which of our courses are you most interested in taking?

1092 / CREATIVE WRITING (10, 11, 12) There is more to writing than research papers! In Creative Writing, the skills that students have learned over the years are refined, challenged, and applied in new ways to render vivid and compelling fiction. Exploring all elements of storytelling, students grow as writers through daily journaling, critical analysis of published fiction as authors themselves, and short creative compositions. All exercises help students develop as storytellers and wordsmiths, in preparation to write a full, original short story, and a one-act play. This course focuses on what effective writing looks like in the context of original, imaginative fiction, and the power that writers have in the words they choose and the stories they tell. How do we paint a picture with descriptive details? How do we bring characters and conversations to life on the page? How do we construct a coherent plot with compelling conflicts? How do we create fresh figurative language to capture stories and articulate ideas?

- **Sophomores choosing to enroll in this course must do so while concurrently enrolled in a core English course.**

1034 / FILM LITERATURE (10*, 11, 12) Film Literature is a study of how literature is adapted for film or media and includes role playing as film directors for selected screen scenes. Students read about the history of film, the reflection or influence of film on the culture, and issues of interpretation, production and adaptation. Students examine the visual interpretation of literary techniques and auditory language in film and the limitations or special capacities of film versus text to present a literary work.

- **Sophomores choosing to enroll in this course must be concurrently enrolled in a core English course.**

1036 / LEADERSHIP & LEGACY (11, 12) A Shark Tank pitch. Your very own TED Talk. Networking and collaborating with industry experts and community leaders. Put reading, writing, speaking, and listening to work for you! Zeroed in on topics of leadership, making an impact, and leaving a legacy, this semester-long English credit course for juniors and seniors focuses on nonfiction literature, informational texts, and the use of ELA skills to drive real world communication including professional correspondence, business writing, technical writing, project management, presentation, and research. Students attack a problem-solution research project that takes on the individual style of each student, weekly Socratic seminars focused on perspective gain and equitable discourse on current and controversial topics, and a culminating legacy performance. For more information about Leadership and Legacy, visit the website: <https://leadershipandlegacyclass.weebly.com/>.

1076 / SPEECH (9, 10, 11, 12) Speech is a one semester English credit course focused on expanding and sharpening students' communicative skills through public oratory and interpersonal communication. Students research, write, and deliver three major presentations. They also have weekly low stakes speaking opportunities. Throughout the course students are expected to read, write, listen, and speak in accordance with the language arts standards set forth by the state of Indiana. Students will explore informative, demonstration, and persuasive speaking formats. Within those major assignments, they'll find and evaluate source information, identify bias, and cite and defend sources using MLA format and verbal citations. Students also study active listening skills and the characteristics of engaging presenters including a wide array of vocal, physical, expressive, and supplemental delivery skills. Through demographic research and mitigated speech techniques, they'll learn how to adapt a message to the needs of a specific target audience. Then they'll explore group dynamics and conflict management.

- **Freshmen and sophomores choosing to enroll in this course must do so while concurrently enrolled in a core English course.**

1070 / DEBATE (10, 11, 12) This one-semester intermediate-level communications course overviews the basic principles of debate and argumentation, including both analysis of existing arguments as well as development of a student's own argumentation style. Students will study varying types of arguments and strategies. Students will apply their debate skills in a variety of ways. These tasks demonstrate knowledge, application, and presentation progress in the Debate course content.

- **Requirement – Speech, ACP Speech, AP Seminar, 4 credits in English, or instructor's permission**
- **Students on Speech & Debate Team do not need requirements listed above**

1124 / ACP PUBLIC SPEAKING (ACP/IU 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) or a "B" or better in Speech (if junior).**
- **Enrollment based on recommendation of 11th grade teacher if student attended an HSE school.**
- **Recommendation: "B" average in English.**

1084 / DIGITAL MEDIA (9, 10, 11, 12) (IVY VISC 105) This introductory communications course is a one-semester, English credit study of media literacy and production skills. This course examines the impact of informational, narrative, and persuasive media on everyday life. This course will focus on changes in media and includes practice in broadcast journalism, audio/visual storytelling, multimedia storytelling, as well as different platforms such as podcasts, as well as online and social media. Students will analyze local, national, and global media through the lens of law, ethics, and social responsibility. Students use course content to become knowledgeable consumers and producers of media. Those who excel in the class will have the opportunity to continue to Student Media. **This is a dual credit course through Ivy Tech. Students must meet all Ivy Tech prerequisites to qualify for Ivy Tech dual credit.**

1080 / JOURNALISM (9, 10, 11, 12) This introductory communications course is a one-semester, English credit designed to provide students with a general understanding of journalistic skills. Students will learn how to effectively interview and integrate sources, develop and write a variety of stories, capture photographs, and apply concepts of graphic design. The course includes a comparison study of journalistic writing to other types of English writing with practical application of news, features, editorials, reviews, columns, and digital media writing forms. Most of the course focuses on students applying newly acquired knowledge and skills through the completion of various articles and projects. Those who excel in the class will have the opportunity to continue to Student Media.

1080 / SPORTS JOURNALISM (9, 10, 11, 12) This introductory communications course is a one-semester, English credit designed to provide students with a general understanding of journalistic skills specific to sports coverage. Students will learn how to effectively interview and integrate sources, develop and write a variety of stories, capture photographs, and apply concepts of graphic design. The course includes a comparison study of journalistic writing to other types of English writing with practical application of news, features, editorials, reviews, columns, and digital media writing forms. Most of the course focuses on students applying newly acquired knowledge and skills through the completion of various articles and projects. Those who excel in the class will have the opportunity to continue to Student Media.

1086 // STUDENT MEDIA (9, 10, 11, 12) This course is a year-long course for Fine Arts credit designed to provide students with practical experience within the world of journalism and media. Students are responsible for all course content and decisions. The instructors function according to IHSPA and NSPA as advisers for the publications and media staffs. The goal is for students to become critical consumers, creators, and curators of news, including development of all content pieces (writing, photography, design, graphics, etc.). HSE News and hsenews.com functions as the umbrella news outlet for HSE High School, with the individual staffs on which students serve being the publications (*Sceptre* yearbook, *Orb* newspaper, HSETV tv and video broadcasting, and Southeastern Sports Network sports broadcasting). Students may be asked to join second semester after successfully completing a prerequisite class during first semester.

- **Students will preference which staff(s) to focus their skill set: TV & Video Broadcasting (HSETV), Newsroom (Orb, Sceptre, and social media), and/or Sports Broadcasting (SSN)**
- **This course counts as Fine Arts credit for all diplomas.**
- **Requirement – Digital Media, Journalism and/or Sports Journalism (may be waived by the advisor) and advisor approval.**

1086 // STUDENT MEDIA: INDEPENDENT STUDY (10, 11, 12) This one-semester or year-long course is designed as an independent study of student media and will offer students the opportunity to experience aspects from an advanced level. Students will further expand production and media skills learned in the first year(s) of study and apply them at a more 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.

- **This course counts as Fine Arts credit for all diplomas.**
- **Requirement - advisor approval.**

1010 / LITERACY LAB 9-10 and 11-12 (9, 10, 11, 12) This course is designed for students who have not yet developed proficiency in literacy standards based on grades, school writing assessments, and teacher observation. The course emphasizes the development of essential skills in reading, writing, listening, and speaking, with a focus on Evidence-Based Reading & Writing (EBRW) strategies that directly relate to the PSAT/SAT content areas of English/Language Arts, Social Studies, Historical Studies, and Science. Fundamental skills are stressed in study habits, written and oral expression, and critical reading and analysis. **Enrollment is based on faculty recommendations, the school's multi-tiered support interventions, and previous academic performance.**

0520 / PEER TUTORING: WRITING MENTOR (10, 11, 12) In this course, student writing consultants serve as peer tutors in the HSE Writing Center to assist with the instruction of writing and as a means of assistance to fellow students throughout the writing process. Writing consultants 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 either in-person or virtually, and also 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 to others, but also improve writing skills for themselves through a more thorough understanding of language and its functions as expression of thought.

- **Course may be taken for a semester or as a year-long course.**
- **Enrollment based on teacher recommendation or instructor approval.**

2188 // ENGLISH AS A NEW LANGUAGE This yearlong ENL World Language class develops the four domains of English Language: Reading, Writing, Speaking, and Listening. Each level will work on scaffolding skills to help the student become proficient in all four domains. Themes will be determined by the interests of the students in the course to help with engagement as the individual learns English.

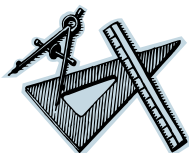
- **Requirement - Referral based on Home Language Survey, language assessment, and/or counselor/ENL instructor recommendation.**
- **Students may take this course for multiple semesters**
- **This course fulfills the Academic Honors Diploma requirement if taken for at least 6 semesters**

1002-1004-1006-1008 // ENGLISH 9-10-11-12 (ENL) ENL English is a year-long course that seeks to develop language skills through a variety of literature. The students will read a diverse selection of novels, short essays, stories, and current news topics. They will improve their ability to write persuasive essays, informative papers, and research pieces. They will use their critical thinking skills to create presentations and to share their unique perspectives and experiences over various topics. Coming of Age, Human Experience, American Literature, and World Literature will be explored through the four years of high school.

- **Requirement - Recommendation of counselor and ENL instructor.**

0590 // INNOVATIONS I and II (10, 11, 12) This learner-centered course empowers 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=Pam1c9Iz-KQ&feature=youtu.be>. Students may take one or two semesters.

MATHEMATICS



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. 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 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. 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. 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, probability, and topics in statistics. **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) The content of the course includes all topics in Algebra II, presented from a more abstract and theoretical standpoint. Additional topics include linear programming, and limits. Students considering this course should be active, inquisitive, and independent learners. **Requirement: Successful completion of Honors Geometry. Recommendation: "B" or higher average in Honors Geometry**

2524 // ANALYTICAL ALGEBRA II (11, 12) Analytical Algebra II builds on previous work with linear, quadratic and exponential functions and extends to include polynomial, rational, radical, and logarithmic functions. Data analysis, statistics, and probability content will also be included. Analytical Algebra II will focus on the application of mathematics in various disciplines using technology to model real-world problems. This course is not recommended for students interested in pursuing a STEM degree at a four-year institution. **Requirement: Successful completion of Algebra I. Fulfills the Algebra II requirement for all diplomas.**

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 sequences and series. In addition, advanced trigonometric functions, and conic sections will be explored. 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 or above in Algebra I, Algebra II and Geometry.**

2564-2566 // PRE-CALCULUS & TRIGONOMETRY, HONORS (10, 11) In addition to all the topics of Pre-Calculus and Trigonometry, this course includes additional topics to prepare students for Calculus and beyond. All topics are approached from theory, applications are more in-depth, and the course is paced 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 & 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, personal banking and financial budgeting, math for public settings and use of math tools such as calculators and rulers, provides the necessary foundation for students as they enter adulthood and prepare for employment. **This course counts as a math credit towards a General Diploma only. This course does not count towards Core 40.**

2550 / QUANTITATIVE REASONING (11, 12) This is a one-semester 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.**

AP AND DUAL CREDIT COURSES

2544 // COLLEGE ALGEBRA (IVY TECH M136) (12) This is a two-credit course that provides 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.**

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. 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.**

2544 // ACP CALCULUS (ACP/IU 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 Advance College Project, students who enroll may apply to earn three (3) hours of college credit in Mathematics (M119), through Indiana University, Bloomington. 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, and a 2.7 overall GPA. Requirement: Successful completion of Pre-Calculus. Recommendation: "B" average in Pre-Calc.**

2562 // AP CALCULUS AB (ACP/IU M211) (11, 12) This is a two-semester 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. 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 // AP CALCULUS BC (ACP/IU M211 & M212) (11, 12) This is a very rigorous college-level course designed for highly motivated math students. The course covers all 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. Students who are successful on the AP exam may receive credit for 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. 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 // ACP FINITE MATH (ACP/IU 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/> 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, and a 2.7 overall GPA. Requirement: Successful completion of Pre-Calculus.**

2544 / MULTIVARIABLE CALCULUS AND ITS APPLICATIONS (BALL STATE) (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

Year	Course Selection (s)
One	Algebra I
Two	Geometry
Three	Algebra II
Four	**See description below
Additional Electives	Finite Math, AP Statistics, Calculus, or AP Calculus AB

** Students have many choices for their 4th year of math.

- Students planning to go on to eventually take Calculus should take Pre-Calculus/Trigonometry.
- Students not planning to take Calculus can take:
 - Quantitative Reasoning (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

Year	Course Selection (s)
One	Honors Geometry
Two	Honors Algebra II
Three	Honors Pre-Calculus
Four	Finite Math, AP Statistics, Calculus, AP Calculus AB, or AP Calculus BC
Additional Electives	Multivariable Calculus, or Differential Equations

- * 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 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 Ball State University.

MULTIDISCIPLINARY

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 pretesting 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.**

0520 / PEER TUTORING: 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: WRITING MENTOR (10, 11, 12) In this course, student writing consultants serve as peer tutors in the HSE Writing Center to assist with the instruction of writing and as a means of assistance to fellow students throughout the writing process. Writing consultants 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 either in-person or virtually, and also 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 to others, but also improve writing skills for themselves through a more thorough understanding of language and its functions as expression of thought. **Course may be taken for a semester or as a year-long course.**

4004 // PEER ART EDUCATION (9, 10, 11, 12) is designed to provide exceptional learners an opportunity to communicate through visual art. This course will provide instruction through several different methods of art-making designed to lead our exceptional learners toward positive self-expression. Processes explored include (but are not limited to) drawing, painting, printing, and sculpting. Exceptional learners are paired with peers who will facilitate a series of lessons in coordination with the lead teacher. These peers will be instructed and guided on artistic technique, proper facilitation, best-practice classroom methods, and reflection. This course will address fine and gross motor skills as well as behavioral goals. Finally, participating as a group, they will work at presenting their finished pieces in an exhibition-style showcase. **This course counts as a Fine Arts credit. RECOMMENDED PRE-REQUISITE: at least one Semester of Art**

0710 // PRINCIPLES OF TEACHING (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.**

1006 // AP SEMINAR I (CAPSTONE) (10, 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™. **This course can be counted for two ELA credits.**

1008 // 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. **This course can be counted for two ELA credits.**

0530 // CAREER EXPLORATION INTERNSHIP (12) (2 or 3 periods, 2 or 3 credits per semester) An Internship 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. **Students enrolled in this program must make a commitment for the entire year. Paid internships require a Work Permit from Student Services.**

0590 // INNOVATIONS I and II (10, 11, 12) This 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=Pam1c9Iz-KQ&feature=youtu.be>. Students may take one or two semesters. **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, Digital Media, Marketing, Peer Tutoring, Principles of Biomedical Science, or Speech.**

PERFORMING ARTS

INSTRUMENTAL ENSEMBLES (ORCHESTRA AND BAND)

All instrumental ensemble instruction is based on the Indiana Academic Standards for High School Instrumental Music. Students are provided with a balanced, comprehensive study of music through the orchestra/band, 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. All ensembles provide instruction in creating, performing, sight reading, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter.

Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

COURSE	NAME	GR	REQUIREMENT
4166	BEGINNING ORCHESTRA/CAMERATA ORCHESTRA	9	DIRECTOR'S RECOMMENDATION OR PLACEMENT (MAY INCLUDE AUDITION EXCERPTS, SOLOS, SCALES, SIGHT READING, ETC)
4172	INTERMEDIATE ORCHESTRA/PHILHARMONIC ORCHESTRA	9 - 12	
4174	ADVANCED ORCHESTRA/SERENATA ORCHESTRA	9 - 12	
4174	ADVANCED ORCHESTRA/SYMPHONY ORCHESTRA	9 - 12	
4160	BEGINNING CONCERT BAND/CONCERT BAND BLUE (01)	9 - 12	
4160	BEGINNING CONCERT BAND/CONCERT BAND WHITE (02)	9 - 12	
4168	INTERMEDIATE CONCERT BAND/SYMPHONIC BAND	9 - 12	
4170	ADVANCED CONCERT BAND/WIND SYMPHONY	9 - 12	
4170	ADVANCED CONCERT BAND/WIND ENSEMBLE	9 - 12	

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 performances is required. **Requirement - Limited enrollment is by audition or recommendation of director. All members must be enrolled in a year-long band, orchestra or choir class with the exception of guitar, bass and piano players.**

4162 // INSTRUMENTAL ENSEMBLE: PERCUSSION (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 into performance opportunities. This course would be an auditioned course and would also be required to be enrolled in a concert band class. **Requirement - Concurrent enrollment in a concert band class.**

VOCAL ENSEMBLES

All vocal ensemble instruction is based on the Indiana Academic Standards for High School Vocal Music. All students participating in vocal ensembles develop musicianship and specific performance skills through ensemble and solo singing. Activities in all classes promote 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 can connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. All ensembles provide 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 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. Each member must purchase an outfit at his or her expense, but no student is denied membership because of financial reasons.

COURSE	NAME	GR	REQUIREMENT
4182	BEGINNING CHORUS/ROYAL VOCALS (open to female students)	9	DIRECTOR'S RECOMMENDATION OR PLACEMENT (MAY INCLUDE AUDITION EXCERPTS, SOLOS, SCALES, SIGHT READING, ETC)
4186	INTERMEDIATE CHORUS/ROYAL SINGERS (mixed ensemble)	9 - 12	
4186	INTERMEDIATE CHORUS/ACCENTS (open to female students)	10 - 12	
4188	ADVANCED CHORUS/ROYAL SENSATION (open to female students)	10 - 12	
4188	ADVANCED CHORUS/ROYAL EDITION (mixed ensemble)	10 - 12	

DANCE

4146 // DANCE PERFORMANCE: COLOR GUARD (9, 10, 11, 12) The color guard class offers rehearsal and instruction for all members of the Hamilton Southeastern High School Color Guard. Students will learn and continue to develop all aspects of color guard including dancing, spinning equipment, as well as developing their ability to analyze performances. Instruction will include movement technique, equipment basics, performance observation and analysis, and basic design and choreography. May be taken for one or two semesters.

4146 / DANCE PERFORMANCE (10, 11, 12) This semester course is open to all students. 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. Students can 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 CHOREOGRAPHY (10, 11, 12) This semester course is open to all students. Students in this class will learn to 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 Performance**, Students will need proper dance attire and shoes but will not be turned away due to financial reasons.

SPECIAL TOPICS

4206 / MUSIC HISTORY AND APPRECIATION (9, 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.**

4208 / MUSIC THEORY AND COMPOSITION (9, 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.**

4204 // PIANO AND ELECTRONIC KEYBOARD - BEGINNING (10, 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**

THEATRE ARTS

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 introduced to 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, through hands on experience with sound equipment. The unit on lighting teaches the students about theatre lighting instruments, including how to hang and focus the fixture, color and lighting composition, basic electricity, and light board operation. **Requirement – Technical Theatre I**

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) OR prior experience/participation in the cast of an HSE Drama production w/ instructor approval.**

PHYSICAL EDUCATION and HEALTH



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) 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. **Students must have earned credit in PE I prior to starting 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. **Students must have earned PE II credit prior to starting 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**

3560 / 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.**

3560 // 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.**

3560 // 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.**

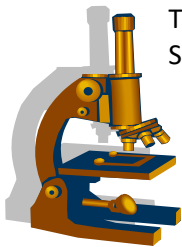
3560 / ELECTIVE PHYSICAL EDUCATION: LIFEGUARDING (10, 11, 12) This course will cover the American Red Cross Lifeguarding curriculum and provide an opportunity for certification. This certification is necessary to be employed as a lifeguard. Individuals needing to renew their certification could do so 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.**

SCIENCE



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; to use evidence and reasoning to make valid claims; appreciate the historical contributions of scientists; and explore science as 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 way science and technology affect the quality of their environment,
- a knowledge of the processes that facilitate the making of informed decisions regarding issues concerning science, technology, and society.

Unless otherwise indicated, all science courses fulfill a requirement for all diplomas, including Core 40, Academic Honors Diploma and Technical Honors Diploma.

To fulfill graduation requirements, students must successfully complete:

- Biology I, Biology I PBL, or Biology I Honors to meet the life science graduation requirement.
- ICP, ICP PBL, Chemistry I, Chemistry I Honors, Physics I or Physics I Honors to meet the physical science requirement.
- Select an additional science course to meet the requirement of earning 6 credits in science.

INTRODUCTORY COURSES

3024 // BIOLOGY I (9, 10) This yearlong 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 and employability skills requirement for all diplomas.

3024 // BIOLOGY I PBL (9, 10) Problem-Based Learning (PBL) is a teaching method in which complex real-world problems are used as the vehicle to promote student learning of concepts and principles as opposed to direct presentation of facts and concepts. In addition to course content, PBL will promote the development of critical thinking skills, problem-solving abilities, and communication skills. It will also provide opportunities for working in groups, finding and evaluating research materials, and life-long learning. This yearlong course will provide students with basic knowledge of biology. Students will be exposed to cells, ecology, macromolecules, cellular transport, cellular energy, heredity, and evolution. Fulfills the Biology requirement and employability skills requirement for all diplomas.

3024 // BIOLOGY I HONORS (9, 10) This yearlong course 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. Fulfills the Biology requirement and employability skills requirement for all diplomas. **Requirement – Students must be identified for this course by their 8th grade science teacher.**

3064 // CHEMISTRY I (10, 11, 12) This yearlong 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. Algebra based mathematical relationships will be used extensively to understand chemical reactions, determine chemical quantities, and calculate measurements. Hands-on laboratory experiences, where students learn and practice laboratory safety, complement theoretical relationships and concepts. This course stresses mathematical applications. Fulfills the physical science course requirement for all diplomas. Qualifies as a quantitative reasoning course. **Requirement: Successful completion of Algebra I with a strong recommendation of a "B" average or higher in Algebra I.**

3064 // CHEMISTRY I HONORS (10, 11, 12) This yearlong 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 laboratory investigations. Students will perform extensive group work and grade-dependent collaborations. This course is for students wishing to pursue a STEM career. Success is correlated to algebraic skills. Fulfills the physical science course requirement for all diplomas. Qualifies as a quantitative reasoning course. **HIGHLY recommended: 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.**

3044 // EARTH AND SPACE SCIENCE (10, 11, 12) This yearlong 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 and humanities place within these realms. Fulfills a science course requirement for all diplomas.

3044 // EARTH AND SPACE SCIENCE PBL (10, 11, 12) Problem-Based Learning (PBL) is a teaching method in which complex real-world problems are used as the vehicle to promote student learning of concepts and principles as opposed to direct presentation of facts and concepts. In addition to course content, PBL will promote the development of critical thinking skills, problem-solving abilities, and communication skills. It will also provide opportunities for working in groups, finding and evaluating research materials, and life-long learning. This yearlong course will provide students with basic knowledge of earth and space science. Students will be exposed to geology, paleontology, meteorology, and astronomy, as well as discussions and activities concerning natural disasters, environmental influences, and space exploration. **Fulfills a science course requirement and employability skills requirement for all diplomas.**

3108 // INTEGRATED CHEMISTRY PHYSICS (ICP) (10, 11, 12) This yearlong course 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 chemistry during semester I and physics during semester II. Chemistry topics include atomic structure, the periodic table, nomenclature, chemical reactions, nuclear chemistry, and thermal chemistry. Physics topics include motion, forces, work, power, energy, wave properties, and electricity. Students will become scientifically literate, using their knowledge 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. Fulfills the physical science course requirement for all diplomas. Qualifies as a quantitative reasoning course. **Requirement – Successful completion of Algebra I.**

3108 // INTEGRATED CHEMISTRY AND PHYSICS (ICP) PBL (10, 11, 12) This yearlong, problem-based learning (PBL) physical science-based course is used to introduce and develop basic principles of chemistry and physics and their associated laboratory skills. Chemistry and physics topics covered include atomic structure, the periodic table, chemical reactions, chemical bonding, nuclear chemistry, motion, forces, work, power, energy, wave properties, and electricity. These core concepts of chemistry and physics are presented in true-to-life contexts through PBL where the students will analyze problems, ask questions, pose hypotheses, find needed information, and then construct solutions daily. Students will become scientifically literate, using their knowledge to solve real world problems. This course is not available for students who have previously earned credit in Chemistry or Physics. Fulfills the physical science course requirement and employability skills requirement for all diplomas. Qualifies as a quantitative reasoning course.

Requirement – Completion of Algebra I. Sophomores must have counselor approval.

3084 // PHYSICS I (10, 11, 12) This yearlong course is designed to serve as an introduction to the study of matter and energy and their interactions including the study of motion, energy, and wave phenomenon and electricity. 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. Fulfills the physical science course requirement for all diplomas. Qualifies as a quantitative reasoning 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.**

3084 // PHYSICS I HONORS (10,11,12) This yearlong course provides an intensive algebra-based study of mechanics and energy and their interaction. Topics will include mechanics, motion, energy, wave phenomenon, thermodynamics, optics, electricity, magnetism, electromagnetic waves, 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 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. Fulfills the physical science course requirement for all diplomas. Qualifies as a quantitative reasoning course. **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 equivalent).**

SECOND YEAR AND ADVANCED SCIENCE SPECIAL TOPICS COURSES

5276 // ANATOMY AND PHYSIOLOGY (10, 11, 12) This yearlong 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. Fulfills a science course requirement for all diplomas.

Requirement – Successful completion of Biology or Honors Biology, Recommendation – "B" average in Biology or "C" average in 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, cell control, gametogenesis, epigenetics, genetic engineering, bioethics, cancer, and the study of other genetic disorders. Activities include 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. Fulfills a science course requirement for all diplomas. **Requirement – Successful completion of Biology or Honors Biology, Recommendation: "B-" average in Biology or Honors Biology.**

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. Fulfills a science course requirement for all diplomas. **Requirement – Successful completion of Biology or Honors Biology, Recommendation: "C" average in Biology or Honors Biology.**

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. Fulfills a science course requirement for all diplomas. **Requirement – Successful completion of Biology or Honors Biology, Recommendation: A "C" average in Biology or Honors Biology.**

3066 // CHEMISTRY II (11, 12) This yearlong 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. Fulfills the physical science course requirement for all diplomas. Qualifies as a quantitative reasoning course. **Requirement: Successful completion of Chemistry I. Recommendation: A "C" average in Chemistry I.**

3092 / ADVANCED SCIENCE, SPECIAL TOPICS, PRINCIPLES OF ORGANIC AND BIOCHEMISTRY (10, 11, 12) This one semester, second year chemistry course is 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. Fulfills a science course requirement for all diplomas. **Prerequisite- Successful completion of Biology/Honors Biology and Chemistry/Honors Chemistry.**

3092 / ADVANCED SCIENCE, SPECIAL TOPICS, ASTRONOMY I (10, 11, 12) This one semester course provides in depth study of the basic principles of astronomy not covered in Astronomy II. Topics include objects within the solar system. This course incorporates lab investigations, related videos, 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. Astronomy I and Astronomy II do not need to be taken sequentially and may be taken concurrently. Fulfills a science course requirement for all diplomas. **Students are not to be concurrently enrolled in Earth and Space I when completing this course. Earth and Space I is recommended, but not required for this course. Due to the level of mathematics involved, it is recommended that students have successfully completed Algebra II (or be concurrently enrolled).**

3092 / ADVANCED SCIENCE, SPECIAL TOPICS, ASTRONOMY II (10, 11, 12) This one semester course provides in depth study of the principles of astronomy not covered in Astronomy I. Topics include going beyond our solar system to study celestial bodies, stellar evolution, galaxies and NASA's goal to travel to Mars. This course incorporates lab investigations, related videos, technology-based projects, web quests, and model construction. Astronomy I and Astronomy II do not need to be taken sequentially and may be taken concurrently. Fulfills a science course requirement for all diplomas. **Students are not to be concurrently enrolled in Earth and Space I when completing this course. Earth and Space I is recommended, but not required for this course. Due to the level of mathematics involved, it is recommended that students have successfully completed Algebra II (or be concurrently enrolled).**

3092 / ADVANCED SCIENCE, SPECIAL TOPICS, GEOLOGY (10, 11, 12) This course is designed to introduce students to the fundamentals of geology. Topics will include rocks, minerals, plate tectonics, earth resources, natural hazards, climate change, and other geological processes that occur within our everyday. This course will tie in concepts from chemistry, physics, biology, earth science, and environmental science. Throughout the course, students will be exposed to the various topics of geology through laboratory activities and project-based learning opportunities that will allow the students to apply what they learn to the real world. Fulfills a science course requirement for all diplomas. **Requirement: any previous Biology, Chemistry, Physics, or Earth Science course with a "C" or higher.**

3092 / ADVANCED SCIENCE, SPECIAL TOPICS, METEOROLOGY (10, 11, 12) This one semester course is an introduction to Meteorology, with attention given to conceptual understanding through lab exercises, diagrams and graphs, reading and algebra-based problem assignments. The units studied: Earth-Sun Relationships; Atmospheric Properties; Warming the Earth and the Atmosphere; Humidity and Clouds; Precipitation; Air Pressure and Winds; Atmospheric Circulations; Air Masses and Fronts; Weather Forecasting, Thunderstorms and Tornadoes; Hurricanes; Global Climate; Climate Change; Atmospheric Optics. Career exploration includes: meteorology broadcasting, aviation and meteorologist. Fulfills a science course requirement for all diplomas. **Students are not to be concurrently enrolled in Earth and Space I when completing this course. Earth and Space I is recommended, but not required for this course. Due to the level of mathematics involved, it is recommended that students have successfully completed Algebra II (or be concurrently enrolled).**

3092 // ADVANCED SCIENCE, SPECIAL TOPICS, FORENSIC SCIENCE (11, 12) This yearlong 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. Fulfills a science course requirement for all diplomas. **Requirements: 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.**

ADVANCED PLACEMENT AND DUAL CREDIT

3020 // AP BIOLOGY (11, 12) with the option to enroll in BSU BIO 111/111L This yearlong 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 Advanced Placement Examination, some students may receive college credit. Topics discussed in the course include: biological chemistry, cells, energy transformations, cellular respiration, photosynthesis, cell signaling, cell cycle, molecular genetics, gene expression and regulation, heredity, evolution, 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 transcribed college credit. This is a dual credit course through Ball State University. Fulfills a science course requirement for all diplomas. Qualifies as a quantitative reasoning course. **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 . Requirement – Successful completion of Biology or Honors Biology, Chemistry or Honors Chemistry. Recommendation – A "B" average in Biology/Honors Biology and Chemistry/Honors Chemistry.**

3060 // AP 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. Fulfills a science course requirement for all diplomas. Qualifies as a quantitative reasoning course. **Requirement: "A" in Chemistry I OR "A" or "B" in Honors Chemistry STRONG Recommendation: Completion of Algebra II with a "B" or have taken ACP Chemistry with at least a B if they don't meet the previous math and Algebra II requirements.**

3090 // ACP ELEMENTARY CHEMISTRY I — IU CHEM C101/121 ELEMENTARY CHEMISTRY I (3 cr.)/ELEMENTARY CHEM LAB I (2 cr.) – ACP CHEMISTRY This yearlong course is an excellent class for students seeking an advanced Chemistry course (C101) that are not seeking the rigors of AP Chemistry. At IU, it is considered a chemistry course for non-science majors; however, it is an ideal course for high school students that seek to be science majors and want to take additional chemistry before taking chemistry for major at college. If you are interested in pursuing a nursing degree, this is the chemistry course required for nursing majors on the IU campus. 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. Fulfills a science course requirement for all diplomas.

• **Student must have successfully completed, Algebra I and 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**

3012 // AP ENVIRONMENTAL SCIENCE (11, 12) This yearlong 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. Fulfills a science course requirement for all diplomas. Qualifies as a quantitative reasoning course. **Requirement – Successful completion of Biology I or Honors Biology AND ICP , Chemistry or Honors Chemistry. Recommendation – A “B” average in all math classes.**

3088 // AP PHYSICS C (11, 12) This yearlong course 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. Fulfills a science course requirement for all diplomas. Qualifies as a quantitative reasoning course. **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.**

3090 // ACP PHYSICS – IU Physics P221 – ACP Physics (11, 12) This yearlong course is designed as a second-year general physics course based on content established by Indiana University for their P221 Physics course. Topics covered in this course include classical mechanics (kinematics, forces, work & energy, momentum, rotational motion, gravitation, simple harmonic motion), waves, fluids, electricity, light, atomic physics, and nuclear physics. These topics will include all the material necessary to earn college credit for IU’s P221. 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. Fulfills a science course requirement for all diplomas.

• **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**
- **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**

BIOMEDICAL SCIENCES - PROJECT LEAD THE WAY (PLTW)



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.

BIOMEDICAL SCIENCE

Principles of Biomedical Sciences
Human Body Systems
Medical Interventions
Biomedical Innovations

Completing the Biomedical Science Next Level Program of Study fulfills the Post-Secondary Ready requirement for Graduation Pathways.



5218 // PRINCIPLES OF BIOMEDICAL SCIENCES (9, 10) Principles of Biomedical Science (PBS) is a full-year high school course in the PLTW Biomedical Science Program. This course serves to provide foundational knowledge and skills in fields such as biology, anatomy and physiology, genetics, microbiology, and epidemiology as well as engage students in how this content can be applied to real-world situations, cases and problems. The class is divided into four units which include: analyzing evidence found at a crime scene to solve a mysterious death, proper treatment and care for patients in a clinical setting, emergency care and outbreaks, and innovative design solutions to solve medical problems. Through both individual and collaborative team activities, projects, and problems, students will tackle real-world challenges faced by biomedical professionals in the field, working with the same tools and equipment used in hospitals and labs as they engage in relevant hands-on work. **Recommendation of B in Algebra if taking as a freshman or sophomore or A in 8th Grade Math if taking as a freshman. Requirement of concurrent enrollment in, or successful completion of Biology I, Biology I PBL, or Biology I Honors.** Fulfills a science course requirement for all diplomas.

5216 // HUMAN BODY SYSTEMS (10, 11) This yearlong course is designed to engage students in the study of basic human physiology and the care and maintenance required to support the complex systems. Using a focus on human health, students will employ a variety of monitors to examine body systems (respiratory, circulatory, and nervous) at rest and under stress, and observe the interactions between the various body systems. Students will use appropriate software to design and build systems to monitor body functions. NOTE: This course aligns with the PLTW Human Body Systems curriculum. Use of the PLTW Curriculum requires additional training and membership in the PLTW network. Fulfills a science course requirement for all diplomas. **Requirement – successful completion of Principals of Biomedical Sciences. Completion or concurrent enrollment in Chemistry I or Honors Chemistry I.**

5217 // MEDICAL INTERVENTIONS (11, 12) This yearlong, honors weighted course studies medical practices including interventions to support humans in treating disease and maintaining health. Using a project-based learning approach, students will investigate various medical interventions that extend and improve the quality of life, including gene therapy, pharmacology, surgery, prosthetics, rehabilitation, and supportive care. Students will also study the design and development of various interventions. Lessons will cover the history of organ transplants and gene therapy with additional readings from current scientific literature addressing cutting edge developments. NOTE: This course aligns with the PLTW Medical Interventions curriculum. Use of the PLTW Curriculum may require additional training and membership in the PLTW network. Fulfills a science course requirement for all diplomas. **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.**

5219 // BIOMEDICAL INNOVATION (11, 12) This yearlong, honors weighted capstone course is designed to give students the opportunity to design innovative solutions for the health challenges of the 21st Century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. Students have the opportunity to work on an independent project and may work with a mentor or advisor from a healthcare or post-secondary industry. Throughout the course, students are expected to present their work to an adult audience that may include representatives from the local business and healthcare community. NOTE: This course aligns with the PLTW Biomedical Innovations curriculum. Use of the PLTW Curriculum may require additional training and membership in the PLTW network. Counts as a Directed Elective or Elective for all diplomas. **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.**

ALTERNATE SCIENCES

The following courses are taught in other Departments but do fulfill the requirement for a third Science credit for all diplomas, including Academic or Technical Honors diplomas.

AGRICULTURAL SCIENCE

5170 // PLANT AND SOIL SCIENCE (10, 11, 12) Plant and Soil Science is a two-semester course that provides students with opportunities to participate in a variety of activities including laboratory and field work. Coursework includes hands-on learning activities that encourage students to investigate areas of plant and soil science. Students are introduced to the following areas of plant and soil science: plant growth, reproduction and propagation, photosynthesis and respiration, diseases and pests of plants and their management, biotechnology, the basic components and types of soil, soil tillage, and conservation. Counts as a Science credit for all diplomas. **This is a dual credit course through Ivy Tech.** Recommended prerequisite – Principles of Agriculture

5008 // ANIMAL SCIENCE (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 which 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.** Recommended prerequisite – Principles of Agriculture

5070 // ADVANCED LIFE SCIENCE: ANIMALS (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. Recommended prerequisite – Animal Science **Requirement: Successful completion of two of the following - Biology, Chemistry or ICP.**

ENGINEERING

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: at least a "C" average in Introduction to Engineering Design.

COMPUTER SCIENCE

4568 // AP COMPUTER SCIENCE 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.

7185 // WEBSITE AND DATABASE DEVELOPMENT (FORMERLY CS I) (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 – Principles of Computing OR AP Computer Science Principles AND Algebra I; Recommendation – "C" average in all math courses including Algebra I. 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 and counts as a third Science credit.

7179 // CYBERSECURITY FUNDAMENTALS (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: Principles of Computing or AP CS Principles.** Counts as a third Science credit.

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.**

7253 // SOFTWARE DEVELOPMENT CAPSTONE (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) OR Software Development.** Counts as a third Science credit.

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.

WORLD HISTORY

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.

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.

1576 // AP WORLD HISTORY MODERN (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. Students can expect consistent homework in the form of reading. **Recommendation – 3.0 GPA. AHD**

UNITED STATES HISTORY

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.

1574 // ACP AMERICAN HISTORY I & II—H105 & H106 (10, 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. This course requires extensive reading and writing. **IU Requirements for admission to ACP American History – GPA 2.7 or higher on a 4.0 scale. REQUIREMENT: MUST MEET IU REQUIREMENT FOR CREDIT & HAVE TWO CREDITS IN WORLD HISTORY or GEOGRAPHY/HISTORY OF THE WORLD. RECOMMENDATION: 3.4 GPA OR HIGHER. AHD**

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. **Recommendation – 3.4 GPA. AHD**

UNITED STATES GOVERNMENT

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.

1574 / ACP GOVERNMENT- Y103 (12) ACP Government is a chance for students to experience a college level course in a high school setting. 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. **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 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. 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. AHD**

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. AHD**

ECONOMICS

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.

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. 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. AHD**

ELECTIVES

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.

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.

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.

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 Recommendation – 3.4 GPA**

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.

0590 // AP AFRICAN AMERICAN STUDIES (10, 11, 12) AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences and the diversity of Black communities in the United States. Students will explore a blend of history, literature, the arts, political science, geography, and science. Key topics will extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment, with a focus on the vital contributions of African Americans and understanding how African Americans have shaped America, its history, laws, institutions, culture, and arts.

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 consistent homework in the form of reading. 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. AHD Recommendation – Minimum GPA of 3.0.**

1538 / TOPICS IN HISTORY: RACE IN AMERICA: THE AFRICAN AMERICAN EXPERIENCE (10, 11, 12). This course will explore the African American experience from the beginning of slavery to present-day America. Students will examine the African slave trade and its impact on the foundation of America. During the first half of the semester, students will examine the regional impact of slavery, slave societies, the abolitionist movement, the Underground Railroad, slave rebellions, the slave family, free African Americans in antebellum America, and the role African Americans played in the Civil War. During the second half of the semester, students will examine the lasting effects of Reconstruction, the impact of segregation, and the challenges African American men, women, and children faced during the Civil Rights Movement. Particular attention will be given to the achievements and contributions of African Americans and the impact institutional racism has on American society today.

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. The course uses topics designated yearly by the Foreign Policy Association as ones of upcoming concern. Past topics have included Brexit, climate change, world hunger, trade with China, and the role of international organizations in a global pandemic.

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.**

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.

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 mock trials and develop a moot court oral argument. Students will be responsible for researching cases.

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.

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.

1558 / ACP 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 and must have a C or better in the pre-requisite course. AHD**

1558 // AP PSYCHOLOGY (11, 12) This year-long 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**

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. AHD elective.**

LAW AND GOVERNMENT ACADEMY

ACADEMIC CONSIDERATIONS

- Completion of Entry Course Requirements
- GPA 3.3 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 **2024**, you must apply by **March 10, 2023** to Ms. Chandler.

For the Class of **2025**, you must apply by **March 8, 2024** 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, ACP Speech, or AP Seminar (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)



For an application, see Ms. Chandler in B159 or email jchandler@hse.k12.in.us.

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
- 10^h 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

Required:

12th Grade: Either Government or AP/ACP U.S.
Government
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

DRAWING AND PAINTING

Drawing classes cover a broad base from realism to conceptual units. Observational skills are stressed in early levels with great attention given to technical application, while upper level courses explore more idea-based art. Sketching is at the foundation of many fields because of its ability to provide visual information. You should definitely consider taking a drawing class if, you are interested in the following careers: Illustration (fashion, book, medical, botanical, editorial, cartooning, graphics), sketch artist, drafting (architectural, landscape, interior design, industrial design). Drawing also offers many soft skills that are valuable to all fields of study: Close observation, patience, spatial planning, visual note-taking, proportional estimation, and ideation.

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.**

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. **Prerequisite is Drawing I.**

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.**

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.**

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 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 and techniques. 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. **Prerequisites: Painting I.**

TWO-DIMENSIONAL DESIGN CLASSES

Two-Dimensional Design classes cover a broad base, from traditional media and techniques (graphite, paint, and printmaking) to more contemporary digital computer-aided approaches with Adobe Photoshop. Early level classes place an emphasis on design elements and principles, while higher levels stress layering and spatial relationships. Manipulation of imagery is key. You should definitely consider taking a Two-Dimensional art class if, you are interested in the following careers: Graphic Design, Advertising, Marketing, Engineering, Architecture, Digital Design or Animation. Two-Dimensional Design classes also offer many soft skills that are valuable to all fields of study: color theory, emotional-visual impact, technical, layout and presentation skills.

4000 / INTRODUCTION TO TWO-DIMENSIONAL ART: AND DESIGN (9, 10, 11, 12) Students will explore how the elements and principles of design serve as a foundation for historic and contemporary artworks through a variety of media and techniques including: drawing, painting, collage, mixed-media, and printmaking. **No previous art courses are necessary.**

4086 / VISUAL COMMUNICATION I (9, 10, 11, 12) Students will gain experience working with software, strategies, and techniques related to the fields of commercial art and visual communication. This includes designing layouts for various formats of advertising, including logo, poster, packaging, and sticker design. The development of skills in integrating the elements and principles of design and aesthetics when arranging text and image in strong layouts will be emphasized. **Prerequisite – Drawing I or Introduction to Two-Dimensional Art**

4086 / VISUAL COMMUNICATION II (10, 11, 12) This course is a continuation of Visual Communications I. Its focus is to further student awareness and help them recognize the deliberate decisions designers make to create text and graphics for specific, efficient, and effective communication. With hands-on techniques (cut paper, pen and ink, 3-D construction, etc.) and digital computer-based design tools (Adobe Photoshop, Illustrator, laser cutter) students will be challenged to think about branding, rebranding, logo design, product design, product packaging, and how these avenues communicate to a larger audience. **Prerequisite –Visual Communications I**

4062 / PHOTOGRAPHY I: DSLR (9, 10, 11, 12) The primary focus of this class is how to use all the capabilities of a digital camera. Students will learn to create proper exposure by adjusting aperture, shutter speed and ISO. Image editing techniques in Adobe Photoshop and compositional shooting strategies are also covered as well as the history of photography, contemporary photography trends, and how to critique photographs. **Pre-requisites: Introduction to 2-D Art. Students will provide their own DSLR (Digital) camera with manual capabilities with a storage card with at least 4 GB capacity.**

4062 / PHOTOGRAPHY II (10, 11, 12) Designed for the serious photographer, this course is a continuation of Photography I with further development of aesthetic and technical skills. Projects will be theme-based and individualized through research, experimentation and revision. Students will produce exhibition quality work that could enable them to pursue an AP Art and Design 2D portfolio course with a photography emphasis. **Pre-requisite: Photography I: DSLR. Students will provide their own DSLR (Digital) camera with manual capabilities with a storage card with at least 4 GB capacity.**

4066 / PRINTMAKING (9, 10, 11, 12) Students will focus on techniques resulting in the creation of multiple reproductions of a single image using a variety of processes, while exploring historical examples of these printing methods: linocut, monotype/monoprint, drypoint/engraving, embossing, and silkscreen. **Prerequisite – Introduction to 2-D Art or Drawing I**

THREE-DIMENSIONAL DESIGN CLASSES

Three-Dimensional Design classes cover a broad base from realism to conceptual units. There is an emphasis placed on process and ideation in early levels that carries through to upper level courses. Being able to think and build in three-dimensions is the foundation of many fields which require you to see from multiple perspectives and build in real space. Structural integrity and careful craftsmanship are important components at all levels. You should definitely consider taking a three-dimensional art class if, you are interested in the following careers: Architecture (residential, landscape, urban planning, interiors including lighting and furniture; Industrial Design (products); Transportation design (auto, boat, aircraft). Three-dimensional design also provides students many essential soft skills valuable to all fields of study: spatial awareness, time management, ideation, process planning, revision, prototyping, divergent thinking and experimentation.

4002 / 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. **No previous art classes are necessary. This course is a prerequisite for Ceramics I, Sculpture I and Jewelry I.**

4040 / HAND BUILDING CERAMICS (9, 10, 11, 12) This class enables students to creatively explore clay work using various methods of hand-built construction including: pinch, coil, and slab methods. Emphasis will be placed on the development of concept, personal voice, construction skills and the proper use of techniques and equipment associated with the art of ceramics. **Prerequisite is Introduction to Three-Dimensional Art**

4040 / WHEEL THROWING CERAMICS (9, 10, 11, 12) This class introduces students to the potters' wheel. Students will learn to throw a variety of functional and sculptural forms based on the cylinder (cups, cones, vases, bowls etc.) Students will create sets of objects as well as unique forms as they develop concepts, personal voice, and technical skills. **Prerequisites are Introduction to Three-Dimensional Art.**

4040 / CERAMICS III: ADVANCED (10, 11, 12) This upper-level class is designed for the serious potter to explore 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, Hand Building Ceramics, AND Wheel Throwing Ceramics.**

4042 / JEWELRY I: METALSMITHING (9, 10, 11, 12) This class enables students to develop their technical, conceptual and craftsmanship skills through the creation of several metal projects. Traditional and Non-traditional approaches to rings, pins, pendants, earrings, and sculptures will be explored in a variety of materials, which may include: copper, nu-gold, nickel silver, sterling silver, plastics and wood. Students leave this course with the ability to torch solder metal. **Prerequisite – Introduction to Three-Dimensional Art**

4042 / JEWELRY II: METALSMITHING (10, 11, 12) Students taking this class will learn advanced metalsmithing techniques which may include: stone setting, enameling, fold-forming, etching, and hollow-form soldering. With these skills they will create a body of portfolio quality work. Students will be encouraged to be both experimental with and inspired by current and historical examples of metal work in their search for personal voice and meaning. **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 and subtractive approaches with a variety of media such as: clay, plaster, stone, wood, and metal. **Prerequisite – Introduction to Three-Dimensional Art**

4044 / SCULPTURE II (10, 11, 12) Students in this class will further engage in creating a portfolio-quality body of work based on a sustained investigation (theme) of their choosing. A variety of approaches to representation, abstraction, and expression may drive the students' exploration and process as they work to communicate their ideas through built constructs. **Prerequisite – Introduction to Three-Dimensional Art and Sculpture I**

4004 / PEER ART EDUCATION (9, 10, 11, 12) is designed to provide exceptional learners an opportunity to communicate through visual art. This course will provide instruction through several different methods of art-making designed to lead our exceptional learners toward positive self-expression. Processes explored include (but are not limited to) drawing, painting, printing, and sculpting. Exceptional learners are paired with peers who will facilitate a series of lessons in coordination with the lead teacher. These peers will be instructed and guided on artistic technique, proper facilitation, best-practice classroom methods, and reflection. This course will address fine and gross motor skills as well as behavioral goals. Finally, participating as a group, they will work at presenting their finished pieces in an exhibition-style showcase. **Prerequisite - at least one semester of Visual Art**

AP ART AND DESIGN (11, 12) These are courses based on content established by the College Board. Each Portfolio option is designed for students who are seriously interested in the practical experience of art. A Sustained Investigation (theme) will be used as an on-going line of inquiry across the year; and students will use this theme as they learn how to synthesize materials, processes, and ideas; through practice, revision, and experimentation. This is the only AP course with no final examination; instead, students submit digital portfolios for evaluation. Requirements – Application to the Department. There are three possible AP Art and Design courses:

4048 // Drawing Portfolio

The Drawing Portfolio, which also includes painting and digital drawing, is designed to address a very broad interpretation of drawing issues, concepts and media with an emphasis on surface, mark-making and anything that shows the physicality of the artist at work. Composition, layering, and space will be key components to be married with the artist's unique line of inquiry.

4050 // 2-D Art and Design Portfolio

This portfolio includes drawing and painting as well as photography and all types of computer-aided design and printmaking. It is intended to address a very broad interpretation of two-dimensional design issues. Purposeful decision-making about how to use the elements and principles of art, in order to communicate, will be manipulated to denote meaning. Layering, opacity and transparency are flexible variables that can help works take on multiple perspectives as well as more complex ideas such as time.

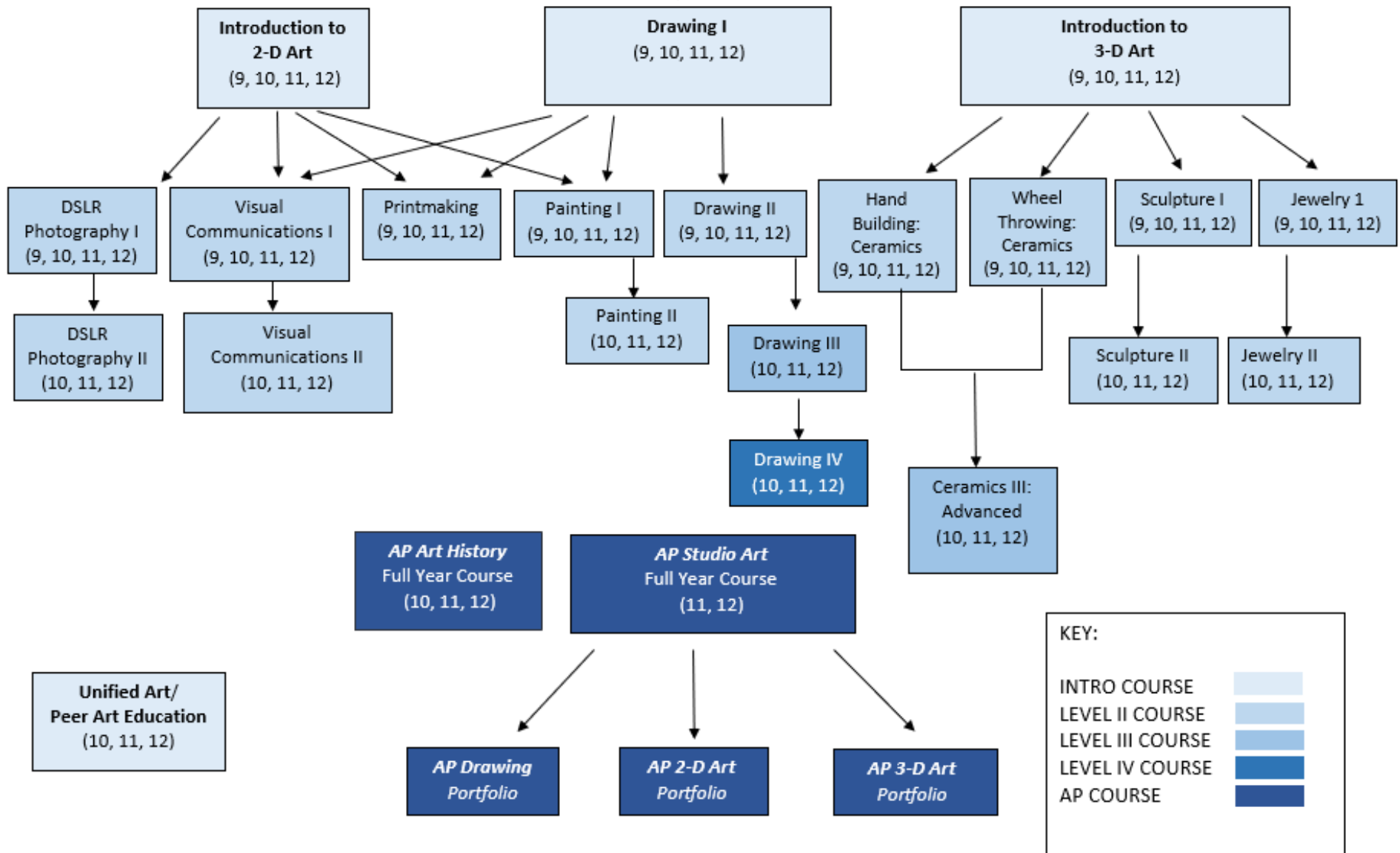
4052 // 3-D Art and Design Portfolio

This portfolio is intended to address a broad interpretation of sculptural issues in form and space. A variety of approaches to representation, abstraction, and expression may drive the students' exploration and process as they work to communicate their ideas through built constructs. Documentation of process will be crucial to the understanding of direction and meaning.

4025 // AP ART HISTORY (10, 11, 12) Art History, Advanced Placement is a course based on content established by the College Board. Designed as an introductory college course in art history. This class will provide: 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 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 and discover opportunities available in art historical related careers. **Recommendation: "B" or better in English**

Visual Arts Flow Chart

Academic Honors Diploma requires two semesters of Fine Arts
 No experience needed for **Intro Courses**
 All courses are one semester (except *Advanced Placement (AP)*)



FIND YOUR ART...

Art + Math = Architect/Data Visualization

*Accountability | Adaptability | Advocacy | Brainstorming | Collaboration
Communication | Confidence | Construction methods | Creativity*

Art + Psychology = Art Therapist

*Critical thinking | Critique | Decision making | Design thinking
Dexterity | Divergent thinking | Drafting | Expression*

Art + History = Curator/ Archaeologist/Professor

*Flexibility Focus | Hand-eye coordination | Hands-on
Identity | Interpersonal skills | Interpretation*

Art + Nature = Landscape Designer/City Planner

*Iterative process | Joy | Marketing | Motor Skills
Observation | Patience | Perseverance | Planning*

Art + Education = Teacher/Museum Educator

*Play | Problem solving | Process | Product
Response to adversity | Revising*

Art + Theater = Set Designer/Costume Designer

Self-awareness | Self-efficacy

Art + English = Illustrator/ Advertising/Font Designer/Photojournalist

*Spatial awareness
Spatial reasoning*

Art + Business = Marketing Designer/Gallery Dealer/Museum Administrator

Time Management

Art + Engineering = Industrial Designer/Architect/Transportation Designer/Furniture Designer

*Visual Articulation
Visual layouts*

Art + Science = Conservator/Medical Illustrator/Body Restoration Design/Dentistry/Prosthetics

Vision

Art + Pop Culture = Fashion & Accessories Designer, Music & Periodical Layout Designer/Web Designer/Interior Designer

Basic Introductory Art classes lay the foundation for all these careers and provide students with an understanding of fundamental design concepts that are the cornerstones for the many aesthetic driven industries that touch all our lives.

If you have an interest in one of the fields on the right-hand side of these equations, consider adding art to it and watch your career choices growlet us help you FIND YOUR ART!

WORLD LANGUAGES



Language is a powerful tool and is interdisciplinary in nature. Studying a world language enhances 21st century skills through critical and abstract thinking and improves reasoning and organizational skills. Advantages afforded to students who study world languages include an increased vocabulary in students' first language, a more thorough understanding of the world around them, a crucial understanding of the mechanics of language, increased career opportunities, enhanced cross-cultural communication, heightened development of cognitive growth, thoughtful global citizenship and cultural awareness, and better verbal SAT scores. Which language should students learn? Any and all of them! Many college majors require world language as part of the degree coursework. Continuing in language study throughout all four years in high school helps ensure that students will not lose the proficiency skills that they acquire in high school and also better their chance to earn valuable credits when they take college placement tests.

Materials: In many classes students will NOT be issued a hardbound 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 be expected to bring their own electronic devices to be used in the classroom for language learning.

Objective	<ul style="list-style-type: none"> To develop communicative proficiency in the skills of listening, speaking, reading, and writing (Levels will range from beginner to advanced low on the ACTFL scale). (Levels will potentially range from beginner to advanced low on the ACTFL scale.) To learn to communicate in the target language using the interpretive, interpersonal, and presentational modes of communication. To expose students to cultures different from their own, preparing them to thrive in a global society. To prepare for college or career World Languages. To prepare students for college placement exams. <p>Honors classes emphasize producing meaningful communication in all modes of language acquisition. The Honors track offers a deeper thematic approach at a more accelerated pace than the regular track. Lessons are specifically designed with embedded AP themes and tasks for language acquisition and analysis. More creative student choice is offered for the highly motivated student. Students will master the World Language skills needed to achieve the highest levels of proficiency on the AP exam and their future endeavors.</p> <p>Regular classes also emphasize producing meaningful communication in all modes of language acquisition but offer a pace and style that allows for increased repetition and practice. AP themes and tasks are still part of the curriculum, but the teacher uses instructional techniques to scaffold the learning process which allows for all students to achieve targeted language proficiency benchmarks. Students will master the World Language skills needed for college placement tests and their future endeavors.</p>
Use of Target Language	<p>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.</p>
Advancement in World Languages	<p>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 of taking the next level of the language without a strong foundation. The original language teacher will also be consulted on this decision. *Although challenging, students may choose to move from Regular to Honors at the next level/year. If this is desired, the teacher, counselor, and department chair will give input towards making the final decision.</p>

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	Heritage Speakers can take a proficiency exam, for a fee, that could allow them to gain World Language credits for their native language. Eligibility requires special exposure to a world language such as: parents are native speakers of the target language, target language is used in the home, student has travel/lived for an extended period in a place where the target language is spoken, etc. Student should be academically fluent in reading, writing, speaking, and listening. If the student takes the test for Spanish, French, German, or ASL, they may also use the test to be appropriately placed into upper-level classes at HSE.

// LEVELS I-IV (FRENCH, GERMAN, and SPANISH; HONORS OPTION) (9, 10, 11, 12)

All World Language classes concentrate on developing communicative proficiency (Interpersonal, Interpretive, and Presentational) through listening, speaking, reading and writing. 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. Students 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 which include increasingly more advanced readings, oral presentations, composition, poetry, film, novels, discussions, collaborative projects, and inquiry-based projects. Each level builds upon the previous level, reviews key concepts, adds new material, and explores in greater depth previous learning. Each consecutive level will increase of use of the target language by both student and teacher.

// LEVEL V (FRENCH, GERMAN, and SPANISH; CAPSTONE or ADVANCED PLACEMENT) (12) Any student taking the fifth year of a language will be encouraged to participate in the AP test in the spring. Preparation for the AP Language Exam begins in the level 2, 3, and 4 courses and is accomplished through a variety of activities including 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. There are two options:

Level V Regular Capstone	Level V AP
<ul style="list-style-type: none"> · Honors weight · Does not qualify for Flex · AP exam optional; content loosely aligned to exam · Will be prepared for certificate of multilingual proficiency and college placement tests · Class conducted in the target language · Prereq: Spanish 4/4H (or Spanish 3/3H with instructor approval) 	<ul style="list-style-type: none"> · AP/Dual credit weight · Qualifies for Flex · AP exam strongly encouraged; content fully aligned to exam · AP practice exams administered · Will be prepared for certificate of multilingual proficiency and college placement tests · Class conducted in the target language · Prereq: Level 4H (or Spanish 4 with instructor approval)

2156 // AMERICAN SIGN LANGUAGE (10, 11, 12) 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.

2158 // AMERICAN SIGN LANGUAGE II (11, 12) During the second year of ASL, 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**

2162 // AMERICAN SIGN LANGUAGE III (11, 12) -- COMING IN 2024-2025 -- This level will focus on using more complex structures, applying advanced grammatical features, and developing the ability to discuss topics related to historical and contemporary events and issues in the Deaf community. The students will build higher level and longer narrative skills as well as spontaneous language responses in real world situation. Attending various Deaf community activities will be required for an immersion experience. **Requirement – Students must have a “C-” average in ASL II.**

2190/2192 LANGUAGE FOR HERITAGE SPEAKERS I and II (9, 10, 11, 12) Heritage Spanish I and II are courses designed for heritage speakers of Spanish who have demonstrated a high degree of oral proficiency. Heritage speakers are those who have had extensive exposure to Spanish (i.e., parents are native Spanish speakers, Spanish is used at home, the student has lived for an extended period in a place where Spanish was spoken almost exclusively, etc.) The purpose of this course is to enable Heritage Language Learners to increase proficiency and biliteracy 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. This course fulfills a World Language requirement for the Core 40 with Academic Honors Diploma. Students may be asked to take a diagnostic test before approval to enroll in this course.

Level	Courses Available	Requirement	Additional Information & Recommendations
Level 1	French I 2020 Spanish I 2120 Heritage Spanish 2190 German I 2040	None	Students taking level 1 at the high school level may advance to regular or Honors level 2. Recommendation: “C” average in core classes.
Level 2	French II 2022 Spanish II 2122 Heritage Spanish 2192 German II 2042	The first year of the language with a C- or better	
Level 2H	French II Honors 2022 Spanish II Honors 2122 German II Honors 2042	Level 1 completion with grade of C or higher	Recommendation: Level 1 completion with a grade of a B or higher.
Level 3	French III 2024 Spanish III 2124 German III 2044	Level 2 completion with a grade of C- or higher	Students who scored a C in level 2 Honors may wish to take Level 3 Regular.
Level 3H	French III Honors 2024 Spanish III Honors 2124 German III Honors 2044	Level 2 or 2H completion with a grade of C or higher	Students wishing to advance from Level 2 Regular to Level 3 Honors should consult with their Level 2 teacher.
Level 4	French IV 2026 Spanish IV 2126 German IV 2046	Level 3 completion with a grade of C or higher	Students wishing to continue but not wishing to pursue the AP test, may choose to take Level 4 Regular.
Level 4H	French IV Honors 2026 Spanish IV Honors 2126 German IV Honors 2046	Level 3 or 3H completion with a grade of C or higher	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.
Level 5	French V 2028 Spanish V 2128 German V 2048	Level 4 completion with a grade of C or higher	Students may take Level 5 Regular Capstone after either level 4 Regular or Honors.
Level 5 Advanced Placement	French V 2032 Spanish V 2132 German V 2052	Level 4 or 4H completion with a grade of C or higher	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.

ASL Level 1	ASL I 2156	Grades 10, 11, or 12 only	
ASL Level 2	ASL II 2158	Completion of Level 1 ASL with a C- or higher	
ASL Level 3	ASL III 2162	Completion of Level 2 ASL with C- or higher	<i>COMING IN 2024-2025</i>

Additional World Language Options Available:

Independent Study Level 6	French VI 2032 Spanish VI 2132 German VI 2052	Level VI will concentrate on authentic readings from a variety of countries where each language is spoken. Authentic target-language films, works of literature, visual and print media and websites will expose students to information where interpretation and analysis of ideas will be required. Extensive expository and persuasive writing will be used in the classes. Students will study new vocabulary and enrich current domains of vocabulary in order to move towards advanced proficiency and develop a greater ease of comprehension in reading and listening. Students will work towards the idiomatic expression of their ideas through pinpointing the influence of English on their oral and written production of the target language. This course will receive the same weighting as an AP course.
Alternate World Language Credit	Varies	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.

CAREER & TECHNICAL EDUCATION

Career and Technical Education (CTE) provides students with experiences that combine the theory of a particular career with hands-on practice. Many programs include Dual Credit opportunities and Industry certifications.

Programs are available to **juniors and seniors** who are interested in preparing for a specific occupation. Students attend regular classes for the majority of their day (3-4 courses) and then attend a 2-3 period block for their CTE course.

AT HAMILTON SOUTHEASTERN HIGH SCHOOL

HEALTH CAREERS EXPLORATION – 2 Credits - Students will 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 health care systems, anatomy, physiology, and medical terminology. Students will gain leadership skills developed through HOSA participation. Students will participate in lab experiences related to your career objectives. Upon successful completion of this course, students will understand the next steps for pursuing a post-secondary program of their choice or the next health science program to take through career and technical training.

- **Course Credit:** 5274 Medical Terminology, 7168 Principles of Healthcare
- **Dual Credit:** Ivy Tech (6 credits) HLHS100, HLHS101, HLHS102
- **Certifications Available:** American Heart Association CPR Certification for Healthcare Providers

CERTIFIED NURSING ASSISTANT PREPARATION – 3 Credits - This program prepares students for an entry-level nursing assistant position in healthcare facilities and also provides an exploration of the various careers in the healthcare industry. Students will provide nursing assistant services to patients in a long-term care facility as part of their clinical training. Students will gain leadership skills developed through HOSA participation and clinical experience. Students may earn the CNA Certification at the end of the year by passing the state board exam and clinical rotation.

- **Course Credit:** 5274 Medical Terminology, 7168 Principles of Healthcare, 7166 Health Specialist: Nursing
- **Dual Credit:** Ivy Tech (6 credits) HLHS101, HLHS107, HLHS 113
- **Certifications Available:** American Heart Association CPR Certification for Healthcare Providers; ISDH Certified Nursing Assistant (CNA)

MEDICAL ASSISTING – 3 Credits - The Medical Assisting curriculum offers students a challenging introduction to the allied health field. This college level course will explore a number of health related disciplines and prepare the student for associated entry level skills. Students will learn to assist in the performance of diagnostic procedures and physical exams. Students will also learn to assist with patient education and the business of medical practices. Varied instructional strategies are used to learn medical terminology, anatomy/physiology, pharmacology, and health maintenance and disease prevention. Successful completion of the course will result in the ability to take the certification exam for Certified Clinical Medical Assistant. The students must obtain their high school diploma within 12 months of passing the exam to be awarded the credentials. Students will also have the ability to obtain certifications for CPR, Blood-borne pathogens, HIPAA and hand hygiene.

- **Course Credit:** 5274 Medical Terminology, 7168 Principles of Healthcare, 7164 Clinical Medical Assisting
- **Dual Credit:** Ivy Tech (up to 9 credits) HLHS100, HLHS101, HLHS102
- **Certifications Available:** American Heart Association CPR Certification for Healthcare Providers; National Consortium for Health Science Education Certification; National Healthcare Association Certified Clinical Medical Assistant (CCMA)

WELDING - 2 Credits - This class is designed to develop skills in stick, MIG, and TIG welding. Students will also use plasma arc cutters, band/cutoff saws, and oxy fuel cutting. Discover the many applications of welding in agriculture, manufacturing, oil/gas/racing industries, and engineering.

- **Course Credit:** 7110 Principles of Welding, 7111 Metal Arc Welding
- **Dual Credit:** Ivy Tech (up to 6 credits) WELD100, WELD 108, WELD207
- **Certifications Available:** American Welding Society Certified Welder; AWS SENSE Entry Level Welder

AT FISHERS HIGH SCHOOL

EMERGENCY MEDICAL TECHNICIAN – 3 Credits - Students will be able to perform the skills needed in a time of emergency that could save someone's life. During the fall semester, students will perform skills such as airway management, splinting of fractured bones, actions to take in a respiratory emergency, adult, child and infant CPR, and vital signs. During the spring semester, students will continue to add to their skill set in emergency first aid, analyzing different types of emergency situations, transporting patients, etc. Students will gain leadership skills developed through HOSA participation. Upon successful completion of the EMT class, students may be qualified to take the EMT national registry certification exam. To obtain the necessary clinical hours and patient contact, students must provide their own transportation to clinical sites. Clinic hours may be obtained weekday evenings or on the weekend, therefore, parents may provide that transportation, if necessary.

- **Course Credit:** 5274 Medical Terminology, 7168 Principles of Healthcare, 7165 Emergency Medical Technician
- **Dual Credit:** Ivy Tech (16.5-22.5 credits) PARM102, HLHS100, HLHS101, HLHS102
- **Certifications Available:** American Heart Association CPR Certification for Healthcare Providers; Emergency Medical Responder (EMR); National Registry Emergency Medical Technician (EMT) - Basic

MUSIC & SOUND PRODUCTION – 2 Credits - Any successful career in the Music Industry starts with a passion for music and a solid foundation of digital audio recording and mixing skills. If you have dreams of being a music mogul like Jay Z or Taylor Swift, then this class is for you! In Music-Sound Production, you will produce creative music and mixes with instruments and cutting-edge software used in the recording industry. Through class projects, you will develop skills in music composition, engineering, sound editing, mixing and movie soundtrack creation. You will even have the opportunity to participate in the organization, production, and marketing of a live concert each semester.

- **Course Credit:** 7139 Principles of Broadcasting, 7306 AV Essentials
- **Dual Credit:** Vincennes (6 credits) BCST 102, BCST 120
- **Certifications Available:** Avid Certified User – Pro Tools

APPENDICES



COURSE DESCRIPTION GUIDE 2023 - 2024

GENERAL DIPLOMA (CORE 40 OPT-OUT)

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, 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) must meet to discuss the student’s progress.
- The student’s Graduation Plan (including four-year 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.

GENERAL DIPLOMA MINIMUM REQUIREMENTS		
Department/ Subject	Requirements	Credits Required
English/Language Arts	Balance of literature, composition, and communication courses**	8 total credits
Math	Algebra I Any additional Math course	2 credits 2 credits 4 total credits
Science	Biology Any additional Science course <ul style="list-style-type: none"> • At least one credit must be from a Physical Science or Earth and Space Science course 	2 credits 2 credits 4 total credits
Social Studies	United States History United States Government Any additional Social Studies course	2 credits 1 credit 1 credit 4 total credits
Health & PE	Physical Education Health Education^	2 credits 1 credit 3 total credits
College & Career Pathway courses	Selecting electives in a deliberate manner to take full advantage of college and career exploration and preparation opportunities. Next Level Program of Study recommended. (See p. 23-24.24)	6 total credits
Flex Credit	Flex Credits must come from one of the following: <ul style="list-style-type: none"> • Additional elective courses in a College and Career Pathway • Courses involving workplace learning such as Cooperative Education or Internship courses • High school/college dual credit courses • Additional courses in English, Social Studies, Mathematics, Science, World Languages, or Fine Arts 	5 total credits
Electives	Any additional academic courses.	6 total credits
40 TOTAL CREDITS		

General Diploma students are required to earn 2 credits in a Math or a Quantitative Reasoning course during their junior or senior year. See page 14 for more details.

GRADUATION PATHWAYS: EMPLOYABILITY REFLECTION

Demonstrating Employability Skills is one of three graduation requirements under Graduation Pathways. There are three types of experiences that could meet this requirement: **Project-Based Learning, Service-Based Learning, or Work-Based Learning.**

Demonstrations of employability skills may occur any time over the course of a student’s high school career. Experiences can occur during the school day as an independent class or co-curricular activity, after school, and during summer or break periods. The time period can vary in length, from 3-4 weeks to a semester-long experience.

Students at Hamilton Southeastern High School will be offered the opportunity to complete their Employability Skills experience in Biology, Biology PBL, Honors Biology, English 10, and English 10 Honors. Students who do not complete one of these courses have many other options, examples below.

Project Based Learning	Service Based Learning	Work Based Learning
<p style="text-align: center;"><i>A learning experience over an extended period of time that allows students to investigate and respond to an authentic, real-life and complex question, problem, or challenge...a method of instruction requiring sustained inquiry and a focus on the process not the product...can be done individually or in collaboration.</i></p>	<p style="text-align: center;"><i>...integrates academic study with service, reflects larger economic and social issues, and includes collaborative efforts between students, schools, and the community....volunteering, mentoring, and advocacy or activism conducted on an ongoing basis (as opposed to one-time); whether individually or with an organization or extra curricular.</i></p>	<p style="text-align: center;"><i>A learning experience that reinforces academic, technical, and social skills learned in the classroom through collaborative activities with employer partners. WBL includes activities that occur in workplaces and meaningful job tasks while supporting entry or advancement in a career field.</i></p>
Relevant experiences could include....		
<ul style="list-style-type: none"> ● Extended research or inquiry projects in any class ● Extended experiments or lab studies ● Extended design projects ● Courses like... <ul style="list-style-type: none"> ○ AP Capstone (Seminar and Research) ○ Software Development ○ Engineering Design and Development ○ Biomedical Innovations ○ ACP Comp/W131 ○ Law Education ○ We the People ○ Innovations I and II ○ Digital Media and Student Media ○ AP European History ○ ...and many others! 	<ul style="list-style-type: none"> ● FFA or 4-H ● SADD ● Student Council ● Eagle Scouts or Girl Scouts ● Riley Dance Marathon ● Honor Societies ● Principal’s Advisory Committee ● Peer Tutoring, Peer Art Education, or Writing Mentor ● Mayor’s Youth Academy ● ACTS ● Sustained volunteer work with: <ul style="list-style-type: none"> ○ Domestic abuse shelters ○ Food pantries ○ Humane Society ○ Public Safety ○ Senior centers ○ Service organizations ○ YMCA ○ Habitat for Humanity ○ Church-based service 	<ul style="list-style-type: none"> ● Internship ● Finance Academy ● Law and Govt Academy ● Supervised Agricultural Experience ● Digital Marketing (Fan Stand) ● Employment

Once students have completed a relevant experience, they must submit evidence of that experience, which the school will document and track for graduation. **The Employability Skills documentation format we use at Hamilton Southeastern High School is a written reflection.** There are three components of the reflection:

Description – What was your experience? When did it occur? Over how long? What did you do? Did you work individually or with others? What was the purpose or goal of the experience? Why did you choose this experience or what was interesting about the experience to you? This section will be about 4-6 sentences long.

Demonstrated Employability Skills – This is the most important section and will explain what skills you feel you showed during your experience. The image to the left describes 18 Employability Skills. Discuss a minimum of 4 skills. Include skills from multiple areas (Mindsets, Learning Strategies, Work Ethic, and Social and Emotional Skills). When you discuss a skill, provide specific examples of how you demonstrated that skill and explain how your example proves that you have that skill. This section will likely be at least 12 sentences long and perhaps much longer.

Lessons Learned – Sum up your experience. What was your greatest takeaway? Why is this lesson important? How will this experience benefit you in future classes, after high school, and in your career someday? This section will be around 3-5 sentences.

When you write, be sure to use your best conventions for writing—complete sentences, effective word choice, proper mechanics, etc.

Students can access a template for the Employability Skills Reflection in Canvas and/or by request from their Guidance Counselor.

The Employability Skills Reflection should be submitted to the student’s counselor by the beginning of students’ Senior year to ensure proper tracking of all Graduation Pathways requirements necessary for graduation.

NOTES