2025 - 2026

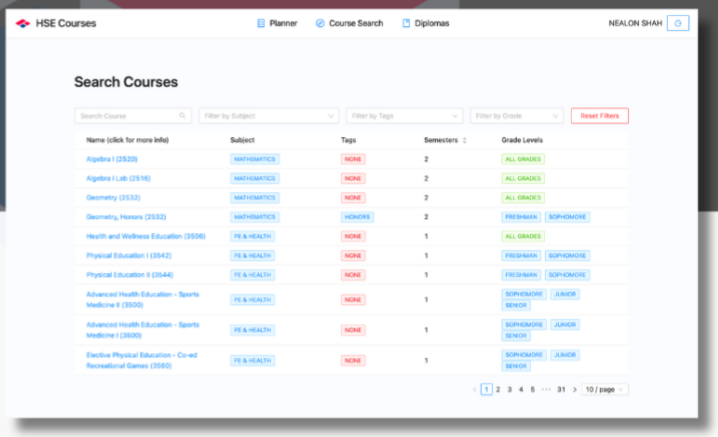
HAMILTON SOUTHEASTERN HIGH SCHOOL

Course Description Guide

12499 Olio Road
Fishers, IN 46037
https://hhs.hseschools.org/
(317) 594-4190

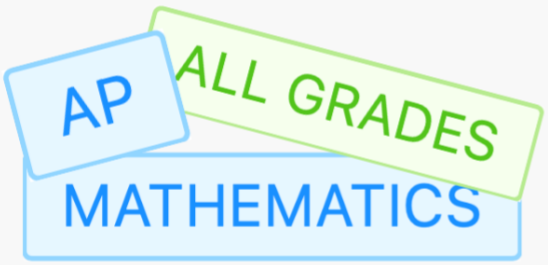
Hamilton Southeastern Schools

hsecourses.app



Search

Search through a catalog of **300+** courses offered at HSE.

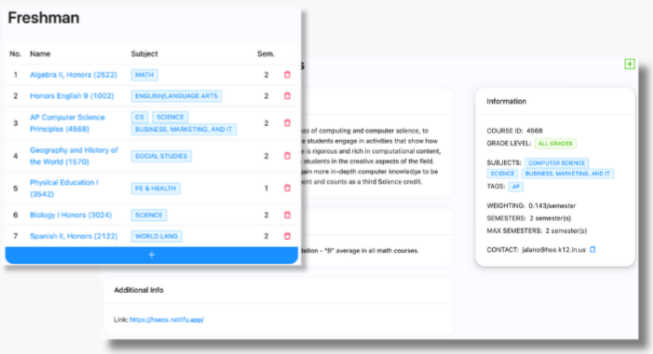


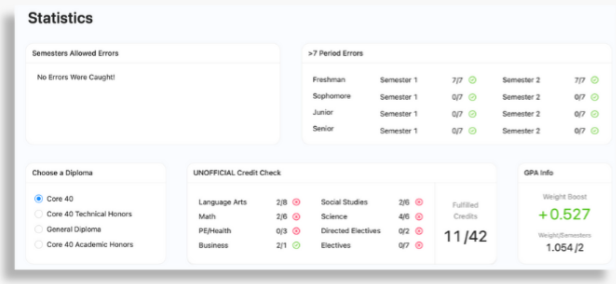
Filter

Filter the course catalog by many criteria including **Subject, Grade,** and **Rigor**.

Plan

Add, Manage, and **View** courses & credits in a custom four-year plan.





Track

Track degree progress using **advanced statistics**.

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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,

Reginald 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.
- Students thrive with opportunities for creativity, achievement, and healthy decisions.
- 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.

HOW TO USE THIS GUIDE

Get to know graduation requirements.

The goal for every student is graduation in four years. Be sure to learn about the specific expectations so that you can make informed decisions.

New Diploma for Class of 2029 – page 13
A new diploma has been approved for Indiana students, starting with the Class of 2029. In addition to the base diploma, students can earn an Honors Seal or an Honors Seal Plus.

Graduation Pathways – page 14
These are the state requirements for graduation for the Classes of 2026, 2027, and 2028. (Students in the Class of 2029 will need to fulfill Graduation Pathways if they do not obtain an Honors Seal.)

Diploma types – pages 15-17
The CORE 40 diploma is the standard diploma required for for the Classes of 2026, 2027, and 2028. Students can go above and beyond CORE 40 requirements to earn an Academic Honors Diploma or Technical Honors Diploma.

HHS Grading Scale and GPA calculation – pages 9-10
Each grade has a point value that is calculated into students' Grade Point Average. A student's GPA is important for enrollment in dual credit, class distinctions, scholarships, college acceptance, and more. Students should know how their GPA is calculated and the difference between an unweighted and weighted GPA.

Make a plan for what courses to take to satisfy graduation requirements and explore interests.

With over 250 courses, it can be daunting to know what to take. Start with graduation requirements and what type of diploma you are interested in pursuing, learn about what courses can fulfill those requirements, and then fill in spaces with courses that sound interesting.

Course Index – pages 35-38
This quick-glance list includes all our courses, listed by department. Information includes grade level or length (semester or year) for each course. Color coding highlights AP and dual credit options.

Course Descriptions – pages 39-107
These pages include the full descriptions for each course, organized by department. Descriptions summarize course topics, particular instructional modes, prerequisites, and more. Departmental sections also include information about course sequences and fulfilling graduation requirements.

Grade Level Course Lists – pages 109-114
For a list of all courses open to a particular grade level, check out these lists, which can help narrow down options for schedule planning.

Find out ways to enrich learning through special programs.

We have many unique and exciting opportunities available to students, whether through advanced coursework or real-world learning, at school or out in the community. Learn about the wonderful opportunities we offer by browsing **pages 18-33**.

Stay informed about policies.

From scheduling to transferring credits, there are certain policies that guide how we operate. Students and families are encouraged to become familiar with these policies and to reference them when questions arise. Our academic policies are described on **pages 8-10** and **page 16**.

ACADEMIC POLICIES AND PROCEDURES

COURSE DESCRIPTION GUIDE 2025 - 2026

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 school 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, 2025** 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, 2025, 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, 2025 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 prerequisites, 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

Students who wish to retake a course in order to improve a grade may do so to replace a grade lower than a C-. Students must do so in consultation with their counselor and may be referred for approval from the Principal. 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 an Honors diploma, the student—with administrator approval—take the regular version of the course, if available. The second grade, if a C- or higher, can be used for the Honors diploma. When a student retakes a course, the transcript will indicate that the student too the course twice, with the higher academic grade earned appearing on the transcript and an "R" (Retake) replacing the lower academic grade. The higher grade will be associated with the credit and factored in the student's GPA.

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.

SUMMER SCHOOL AND ONLINE COURSES

Hamilton Southeastern High School summer school offerings are limited to in-person PE and to remediation programming. (For more information about summer PE, see the Physical Education & Health section of course descriptions.)

Students may elect to take courses from Indiana Online Academy over the summer, the cost of which is the responsibility of families. A maximum of four credits from IOA may be allowed to apply toward graduation. **Student grades will be transferred according to the Hamilton Southeastern High School grading scale, not IOA's grading scale.**

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 rigor and to reward students for taking rigorous courses.

"Single" weight	0.096	Honors courses
"Double" weight	0.143	Advanced Placement (AP), 4-year college dual credit courses, and NLPS Capstone 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 2025 - 2026

NEW DIPLOMA FOR CLASS OF 2029

In December 2024, the State Board of Education approved a new diploma, beginning with the Class of 2029. The new base diploma allows students more flexibility to pursue credits in areas of interest. Students will also have the opportunity to earn an Honors or Honors Plus "seal" (on the next page) to distinguish their diploma. Definitions and clarifications are forthcoming from the State.

NEW DIPLOMA , STARTING WITH THE CLASS OF 2029, CONTINUED

INDIANA DEPARTMENT of EDUCATION

BLUEPRINT FOR SUCCESS: READINESS-SEALS

Readiness seals are designed to be permeable, allowing students to update their graduation plan and pivot, if their original interests and goals change. Although seals are optional, students are encouraged to utilize the blueprints below to focus their flexible credits into a connected pathway that aligns with their future goals. Students may earn one or multiple seals. Graduation Pathways requirements will be satisfied through completion of any seal.

	ENROLLMENT	EMPLOYMENT	ENLISTMENT & SERVICE

HONORS SEAL	• Complete at least 4 World Language and 6 Social Studies credits
	• Complete at least 8 Math credits
	  ○ Algebra I plus Geometry, Algebra II, and Pre-Calculus or any advanced math credits aligned to their course of study
	• Complete at least 6 Science credits
	  ○ Biology I plus Chemistry and Physics or any advanced lab science credits aligned to their course of study
	• Earn a C or higher in all courses and earn a cumulative B average
	• Complete one of the following:
	  ○ Earn 4 credits in AP, IB, or Cambridge courses and take corresponding exams
	  ○ Earn 6 college credits
	  ○ Score a 1250 on the SAT or a 26 on the ACT
	  ○ Complete two of the following:
	  ▪ At least 3 college credits
	  ▪ 2 credits in AP courses and take corresponding exams
	  ▪ 2 credits in IB courses and take corresponding exams
	  ▪ 2 credits in Cambridge courses and take corresponding exams
		• Complete one of the following:
		  ○ A market-driven credential of value* aligned to a specific occupation
		  ○ 3 courses in a Career and Technology Education (CTE) pathway
		  ○ An approved career preparation experience aligned to Indiana's CSA program, or
		  ○ An approved, locally-created pathway
		• Complete 150 hours of work-based learning (may include multiple experiences that are paid, unpaid, on-site, or simulated)
		• Demonstrate skill development in Communication, Collaboration, and Work Ethic
		• Meet attendance goal
			• Complete one of the following:
			  ○ Introduction to Public Service course or approved locally-created equivalent
			  ▪ Emphasis on developing an awareness of the physical standards and character required for service
			  ○ One year of JROTC in high school
			• Achieve a score of 31 on the ASVAB and complete one of the following:
			  ○ All three components of the Career Exploration Program
			  ○ A career exploration tool approved by IDOE
			• Meet attendance goal
			• Demonstrate skill development in Communication, Collaboration, and Work Ethic
			  ○ Externally verified through a mentorship experience with current military personnel, veterans, or other public safety professionals

HONORS PLUS SEAL	Earn the Honors Enrollment Seal, **plus**:
	• Earn a credential of value* that may include, for example:
	  ○ Associate degree;
	  ○ Technical Certificate;
	  ○ Indiana College Core;
	  ○ AP Scholar with Distinction;
	  ○ Cambridge AICE Diploma; or
	  ○ IB Diploma
	• Complete at least 75 hours of work-based learning (may include multiple experiences that are paid, unpaid, on-site, or simulated)
	• Demonstrate skill development in the following areas: Communication, Collaboration, and Work Ethic
		Earn the Honors Employment Seal, **plus**:
		• Earn a market-driven credential of value* that may include, for example:
		  ○ Associate degree;
		  ○ Technical Certificate;
		  ○ Indiana College Core; or
		  ○ Advanced industry certificate
		• Complete additional work-based learning (total of 650 hours in one or more experiences) that may include, for example:
		  ○ Pre-Apprenticeship
		  ○ Modern Youth Apprenticeship
		• Demonstrate skill development in Communication, Collaboration, Work Ethic, and any additional skills determined locally
			Earn the Honors Enlistment Seal, **plus**:
			• Complete one of the following:
			  ○ Achieve a score of 50 or higher on the ASVAB
			  ○ Enrollment in ROTC at the collegiate level
			  ○ Acceptance to a service academy
			• Demonstrate excellence in leadership through one of the following:
			  ○ Completion of at least 100 hours of public service;
			  ○ Holding a leadership role in a co/extracurricular activity;
			  ○ Completion of two seasons of a team-based physical sport or activity

*Note: the credential of value levels are currently being determined by business and industry.

in.gov/doe

GRADUATION PATHWAYS

Students in Classes of 2026, 2027, and 2028 must fulfill the requirements of Graduation Pathways in order to graduate.
Students in the Class of 2029 will need to fulfill Graduation Pathways if they do not earn a Seal.

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.**

1 **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.) More information can be found on the following pages and at https://www.in.gov/doe/students/graduation-pathways/diploma-requirements/.

2 **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**, after which they will complete a **reflection** to document the experience. Students who do not complete the course-based experience or who are new to HSE may complete a reflection for 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.)

3 **POST-SECONDARY READY COMPETENCY:** This requirement is intended to ensure that students are prepared for their next step after high school. Several options are available for students to demonstrate the Post-Secondary Ready Competency--students must fulfill **ONE** to complete Graduation Pathways requirements.

- **Honors diploma** (Academic or Technical)
- **ACT College-Ready Benchmarks** (must complete both English/Reading and Math/Science)
  - English – 18 *or* Reading – 22
  - Math – 22 *or* Science – 23
- **SAT College-Ready Benchmarks** (must obtain both)
  - EBRW – 480
  - Math – 530
  - *Scores can be combined from different test administrations. Any test administration may be used.*
- **ASVAB Benchmark** (AFQT – 31)
- **State or Industry Credential or Certification**
- **Next Level Program of Study** (p. 25-26)
  - C-average in two advanced Career and Technical Education "Concentrator" courses
- **AP and Dual Credit Courses** (p. 18-23)
  - C-average or higher in 3 or more AP and/or dual credit courses
- **Locally Created Pathway** (p. 28)
  - Completion of state-approved Locally Created Pathway

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

Indiana CORE 40 Diploma

HAMILTON SOUTHEASTERN HIGH SCHOOL

The **CORE 40** diploma is the standard requirement for all students graduating in Indiana and a minimum for college admission. The **CORE 40** diploma is comprised of **40 credits** from across content areas. Students earn credits toward their diploma for each high school course they pass--1 semester equals 1 credit per course. Most students earn 6 or 7 credits per semester of high school.

High school credits earned in junior high do count toward diploma requirements.

For detailed information about courses and four-year planning, **check out the hsecourses.app,** pick up a copy of the full course guide from the Guidance office, or contact your counselor. The app allows students to customize a four-year plan and track progress toward a diploma!

ENGLISH/ LANGUAGE ARTS	**8 credits**	Must include at least one composition-based course.
MATH	**6 credits**	Must Include: **Algebra 1** - 2 credits **Geometry** - 2 credits **Algebra II** - 2 credits
SCIENCE	**6 credits**	Must include: **Biology** - 2 credits **Chemistry I** or **Physics I** or **ICP** - 2 credits
SOCIAL STUDIES	**6 credits**	Must include: **World History** or **Geography/History**-2 credits **US History** - 2 credits **US Government** - 1 credit **Economics** - 1 credit
HEALTH & PE	**3 credits**	Must include: **Health & Wellness** - 1 credit **PE I** - 1 credit **PE II** - 1 credit
ELECTIVES	**11 credits**	Must include **5 credits** from: World Language, Performing Arts, Visual Arts, Business & Marketing, Computer Science, Agriculture, Engineering, or FACS

NOTE: For each requirement, there may be multiple HHS course options--for example:

- US History = US History or ACP American History or AP US History
- Biology = Biology or Honors Biology or Biology PBL

Indiana CORE 40 Diploma *with Academic Honors*

HAMILTON SOUTHEASTERN HIGH SCHOOL

The **CORE 40 with Academic Honors** diploma is a distinction students can earn beyond the regular CORE 40 diploma. The **Academic Honors** diploma is comprised of **47 credits** from across content areas. High school credits earned in junior high do count toward diploma requirements. **Earning an Academic Honors diploma satisfies the Post-Secondary Readiness requirement for Graduation Pathways.**

For detailed information about courses and four-year planning, **check out the** hsecourses.app, pick up a copy of the full course guide from the Guidance office, or contact your counselor.

ENGLISH/ LANGUAGE ARTS	**8 credits**	Must include at least one composition-based course.
MATH	**8 credits**	Must Include: **Algebra 1** - 2 credits **Geometry** - 2 credits **Algebra II** - 2 credits
SCIENCE	**6 credits**	Must include: **Biology** - 2 credits **Chemistry I** or **Physics I** or **ICP** - 2 credits
SOCIAL STUDIES	**6 credits**	Must include: **World History** or **Geography/History**-2 credits **US History** - 2 credits **US Government** - 1 credit **Economics** - 1 credit
HEALTH & PE	**3 credits**	Must include: **Health & Wellness** - 1 credit **PE I** - 1 credit **PE II** - 1 credit
WORLD LANGUAGE	**6-8 credits**	6 credits in one language or 4 credits each in two languages
FINE ARTS	**2 credits**	Any Performing Arts or Visual Arts and/or Student Media or Fashion courses.
ELECTIVES	**6-8 credits**	May include electives in content areas above and/or Business & Marketing, Computer Science, Agriculture, Engineering, or FACS.

Students must earn a **C or better in courses counting toward diploma requirements**

Students must have a **GPA of a 3.0 (B) or higher** by graduation.

Students must meet **ONE** of the following:

- Earn 4 credits in AP courses and take the corresponding AP exams.
- Earn 6 college credits (as shown on a college transcript) in dual credit courses.
- Earn 2 credits in AP and 3 college credits.
- Earn a 1250 composite score on the SAT with a minimum 560 Math and 590 EBRW.
- Earn a 26 composite score on the ACT and complete a written section.

NOTE: For each requirement, there may be multiple HHS course options--and students do not have to take only Honors/Advanced courses to qualify for the Academic Honors diploma --for example:

- US History = US History or ACP American History or AP US History
- Biology = Biology or Honors Biology or Biology PBL

Indiana CORE 40 Diploma With technical honors

HAMILTON SOUTHEASTERN HIGH SCHOOL

The **CORE 40 with Technical Honors** diploma is a distinction students can earn beyond the regular CORE 40 diploma. The **Technical Honors** diploma is comprised of **47 credits** from across content areas. High school credits earned in junior high do count toward diploma requirements.

Earning a Technical Honors diploma satisfies the Post-Secondary Readiness requirement for Graduation Pathways.

For detailed information about courses and four-year planning, **check out the hsecourses.app,** pick up a copy of the full course guide from the Guidance office, or contact your counselor.

ENGLISH/ LANGUAGE ARTS	**8 credits**	Must include at least one composition-based course.
MATH	**6 credits**	Must Include: **Algebra 1** - 2 credits **Geometry** - 2 credits **Algebra II** - 2 credits
SCIENCE	**6 credits**	Must include: **Biology** - 2 credits **Chemistry I** or **Physics I** or **ICP** - 2 credits
SOCIAL STUDIES	**6 credits**	Must include: **World History** or **Geography/History**-2 credits **US History** - 2 credits **US Government** - 1 credit **Economics** - 1 credit
HEALTH & PE	**3 credits**	Must include: **Health & Wellness** - 1 credit **PE I** - 1 credit **PE II** - 1 credit
CAREER & TECHNICAL EDUCATION	**6 credits**	Credits must be in a **Next Level Program of Study** (three-course sequence), and sudents must obtain **6 trancripted college credits** through dual credit NLPS courses.
ELECTIVES	**12 credits**	May include electives in content areas above and/or World Language, Performing Arts, Visual Arts, Media, or Multidisciplinary.

Students must earn a **C or better in courses counting toward diploma requirements**

Students must have a **GPA of a 3.0 (B) or higher** by graduation.

NOTE: For each requirement, there may be multiple HHS course options--and students do not have to take only Honors/Advanced courses to qualify for the Technical Honors diploma--for example:

- US History = US History or ACP American History or AP US History
- Biology = Biology or Honors Biology or Biology PBL

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

Business
- Advanced Accounting
- Business Math
- Personal Financial Responsibility

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

Engineering
- Principles of Engineering
- Aerospace Engineering
- Civil Engineering and Architecture
- Computer Integrated Manufacturing
- Digital Electronics
- Engineering Design and Development

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

Social Studies
- AP Macroeconomics
- AP Microeconomics
- Economics

BUSINESS COURSE GRADUATION REQUIREMENT *for grades 10-12

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
Computer Foundations for a Digital Age	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

COURSE DESCRIPTION GUIDE 2025 - 2026

ADVANCED PLACEMENT

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.

**College credit awarded for qualifying AP scores varies by institution. Check with your intended college for how AP courses and scores will transfer.*

COMPUTER SCIENCE
AP Computer Science Principles
AP Computer Science A
AP Cybersecurity

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
AP Pre-Calculus AB
AP Pre-Calculus BC

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 & Culture
AP German Language & Culture
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+)

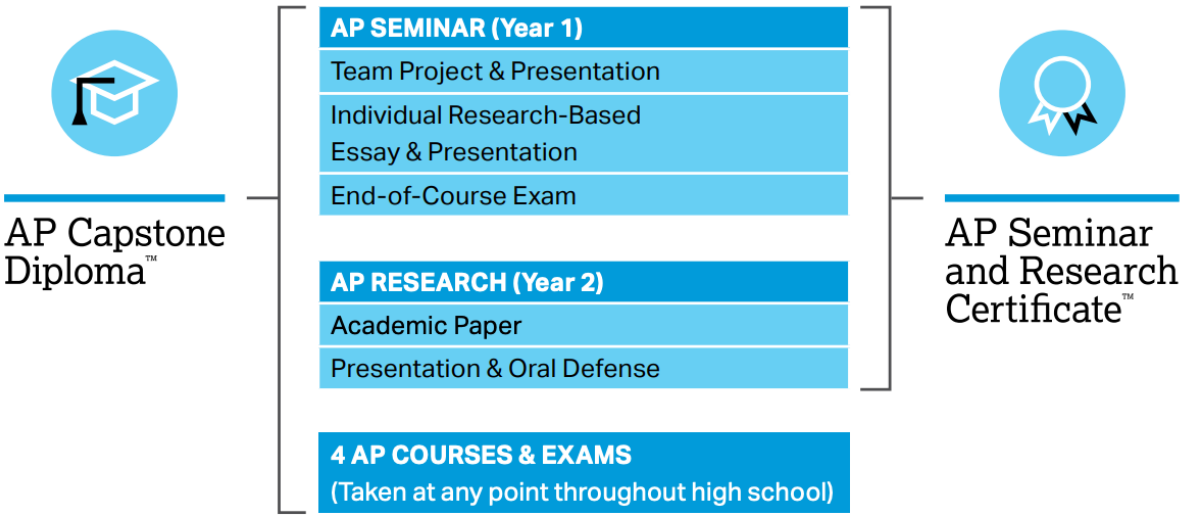
*Students can also earn an **AP Capstone Certificate** with the successful completion of Seminar & Research, without the four additional AP exams.*

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.

**College credit awarded for qualifying AP scores varies by institution. Check with your intended college for how AP courses and scores will transfer.*



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 requirements of an **Enrollment Honors Seal** for the new diploma, the **Post-Secondary Readiness** requirement of Graduation Pathways ("Box 3"), and/or **Academic Honors and Technical Honors diploma** requirements.

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.)

Students must take the necessary steps to enroll and must meet college prerequisites in order to earn the college credit. College credit cannot be awarded if the student does not complete enrollment with the institution.

Tuition for dual credit courses is significantly reduced (and even free!) compared to what students and families would pay on campus 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.

Dual credit courses (and grades) will appear on a student's high school transcript and be calculated into their high school GPA. As long as students register with the college, grades will also appear on a college transcript and become part of their college GPA.

Information about registration and enrollment will be shared with students at the start of each semester. Questions can be directed to the student's teacher, the dual credit coordinator, and directly to the college/institution.

INDIANA UNIVERSITY BLOOMINGTON

BUTLER UNIVERSITY

BALL STATE UNIVERSITY

ANDERSON UNIVERSITY

UNIVERSITY of INDIANAPOLIS

IVY TECH COMMUNITY COLLEGE

High School Course	Institution	College Course	College Credits	Open to Grades
DUAL CREDIT IN APPLIED SCIENCES				
Principles of Agriculture	Ivy Tech College	AGRI 101	3	9, 10, 11, 12
Plant and Soil Science	Ivy Tech College	AGRI 105	3	10, 11, 12
Animal Science	Ivy Tech College	AGRI 103	3	10, 11, 12
Advanced Life Science: Animals	Ivy Tech College	AGRI 107	3	10, 11, 12
Agriculture Power, Structure, and Technology	Ivy Tech College	AGRI 106	3	10, 11, 12
Principles of Teaching	Butler University Indiana University	ED 403 EDUC F200	3 3	11, 12
Introduction to Engineering	Ivy Tech College	DESN 101 DESN 113	3 3	9, 10, 11, 12
Principles of Engineering	Ivy Tech College	DESN 104	3	10, 11, 12
Principles of Healthcare	Ivy Tech College	HLHS 100	3	11, 12
Healthcare Fundamentals	Ivy Tech College	HLHS 101 HLHS 102	3 3	11, 12
Health Specialist: Nursing	Ivy Tech College	HLHS 107 HLHS 113	3 3	11, 12
Emergency Medical Tech (at FHS)	Ivy Tech College	HSPS 125 PARM 102	3 3	11, 12
Principles of Welding	Ivy Tech College	WELD 100	3	11, 12
Shielded Metal Arc Welding	Ivy Tech College	WELD 108	3	11, 12
DUAL CREDIT IN BUSINESS, MARKETING, AND COMPUTER SCIENCE				
Principles of Business Management	Ivy Tech College	BUSN 101 CINS 101	3 3	9, 10
Marketing Fundamentals	Ivy Tech College	MKTG 101 MKTG 102	3 3	10, 11, 12
Digital Marketing	Ivy Tech College	MKTG 252 MKTG 257	3 3	11, 12
ACP Business Administration	Indiana University	BUS X100	3	11, 12
College Accounting (Finance Academy)	Anderson University	ACCT 2010	3	12
International Business (Finance Academy)	Univ. of Indianapolis	BADM 220	3	12
Principles of Computing	Ivy Tech College	SDEV 120 INFM 109	3 3	9, 10, 11
Website & Database Development	Ivy Tech College	SDEV 153	3	10, 11, 12
Software Development	Ivy Tech College	SDEV 140	3	10, 11, 12
Information Technology Fundamentals	Ivy Tech College	ITSP 132 ITSP 134 ITSP 135	2 2 1	10, 11, 12
Network and Cybersecurity Operations	Ivy Tech College	CSIA 105 NETI 104	3 3	10, 11, 12
DUAL CREDIT IN ENGLISH, MEDIA, AND COMMUNICATIONS				
ACP Discovering Literature	Indiana University	ENG L111	3	11, 12

ACP Literature	Indiana University	ENG L202	3	12
ACP Composition	Indiana University	ENG W131	3	12
English 12 Dual Credit	Ivy Tech College	ENGL 111	3	12
ACP Speech	Indiana University	COLL P155	3	11, 12
Digital Media	Ivy Tech College	VISC 105	3	9, 10, 11, 12
DUAL CREDIT IN FINE ARTS				
ACP Art History	Indiana University	ARTH H100	3	10, 11, 12
DUAL CREDIT IN MATH				
College Algebra	Ivy Tech College	MATH 136	3	12
ACP Finite	Indiana University	MATH M118	3	11, 12
ACP Calculus Survey	Indiana University	MATH M119	3	11, 12
AP/ACP Calculus AB	Indiana University	MATH M211	4	11, 12
AP/ACP Calculus BC	Indiana University	MATH M211 MATH M212	4 4	11, 12
Multivariable Calculus	Ball State University	MATH 267	3	12
Differential Equations	Ball State University	MATH 374	3	12
DUAL CREDIT IN SCIENCE				
AP Biology	Ball State University	BIO 111/111L	4	11, 12
ACP Chemistry	Indiana University	CHEM C101/C121	5	11, 12
ACP Physics	Indiana University	PHYS P221	5	11, 12
DUAL CREDIT IN SOCIAL STUDIES				
ACP American History	Indiana University	HIST H105 HIST H106	3 3	10, 11, 12
ACP Government	Indiana University	POLS Y103	3	12
DUAL CREDIT IN WORLD LANGUAGE				
Spanish III / III Honors	Ivy Tech College	SPAN 101 SPAN 102	4 4	10, 11, 12
Spanish IV	Ivy Tech College	SPAN 201	3	11, 12
Spanish IV Honors	Ivy Tech College	SPAN 201 SPAN 202	3 3	11, 12
Spanish V	Ivy Tech College	SPAN 202	3	12
French III / III Honors	Ivy Tech College	FREN 101 FREN 102	4 4	10, 11, 12
French IV / IV Honors	Ivy Tech College	FREN 201 FREN 202	3 3	11, 12
German IV / IV Honors	Indiana University	GER 250	3	11, 12

INDIANA COLLEGE CORE

Hamilton Southeastern High School is proud to offer the Indiana College Core. Students completing the 30 credit hours in the Indiana College Core can transfer credits to any Indiana public institution as a package. Students must earn a minimum of 15 credits from IU Bloomington (courses in red). To count AP courses towards the Indiana College Core, students must take the accompanying AP exam and earn a qualifying score (a 4 or higher, unless noted otherwise). More information about the Indiana College Core can be found at https://mycollegecore.org/.

SPEAKING & LISTENING *(3 credits)*

Students must complete the following course:

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

WRITTEN COMMUNICATION *(3 credits)*

Students must complete ONE of these courses:

- **ACP Composition** *(IU ENG W131)*
- **AP English Language & Comp.** *(min. score of 3)*
- **AP English Literature & Comp.**
- **English 12 Dual Credit** *(Ivy Tech ENG 111)*

QUANTITATIVE REASONING *(3 credits)*

Students must complete ONE of these courses:

- **ACP Finite Math** *(IU MATH M118)*
- **ACP Calculus Survey** *(IU MATH M119)*
- **AP Calculus AB** (*IU MATH M211)*
- **AP Calculus BC** *(IU MATH M211, MATH M212)*

HUMANISTIC WAYS OF KNOWING *(6 credits)*

Students must complete TWO of these courses:

- **ACP Discovering Literature** *(IU ENG L111)*
- **ACP Literature** *(IU ENG L202)*
- **AP/ACP Art History** *(IU ARTH H100)*
- **AP Music Theory** *(min. score of 3)*

SOCIAL & BEHAVIORAL WAYS OF KNOWING *(6 credits)*

Students must complete TWO of these courses:

- **ACP Business Administration** *(IU BUS X100)*
- **ACP US Government** *(IU POLS Y103)*
- **ACP American History** *(IU HIST H105, HIST H106)*
- **AP Human Geography**
- **AP US History**
- **AP European History**
- **AP US Government**
- **AP Comparative Government**
- **AP Macroeconomics**
- **AP Microeconomics**
- **AP Environmental Science** *(min. score of 3)*
- **AP/ACP Art History** *(IU ARTH H100)*
- **Principles of Teaching** *(IU EDUC F200)*
- **Principles of Business Mgt**. *(Ivy Tech BUSN 101)*

SCIENTIFIC WAYS OF KNOWING *(5 credits)*

Students must complete TWO of these courses, including one Natural Science (^):

- **ACP Chemistry ^** *(IU CHEM C101/121)*
- **ACP Physics ^** *(IU PHYS P221)*
- **AP Calculus BC** *(IU MATH M212)*
- **AP Chemistry ^**
- **AP Biology ^** *(min. score of 3)*
- **AP Environmental Science ^**
- **AP Physics C ^** *(min. AP score of 5)*
- **AP Psychology**
- **AP Computer Science A** *(min. score 3)*
- **AP CS Principles** *(min. score 3)*
- **Principles of Business Mgt.** *(Ivy Tech CINS 101)*

ADDITIONAL CREDITS *(4 credits)*

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

- **AP Spanish Lang. & Culture**
- **AP French Lang. & Culture**
- **AP German Lang. & Culture**

PROJECT LEAD THE WAY

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)		PLTW Biomedical Science (https://www.pltw.org/our-programs/pltw-biomedical-science)
Engineering Essentials Introduction to Engineering Design	LEVEL 1	Principles of Biomedical Science
Principles of Engineering	LEVEL 2	Human Body Systems
Aerospace Engineering Civil Engineering & Architecture Computer Integrated Manufacturing Digital Electronics	LEVEL 3	Medical Interventions
Engineering Design and Development	CAPSTONE	Biomedical Innovation

Participating in a PLTW program fulfills requirements for the Employment Honors Seal and/or the Post-Secondary Readiness requirement ("Box 3") for Graduation Pathways.

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

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.

Completing a Next Level Program of Study fulfills a requirement for the Employment Honors Seal and/or the Post-Secondary Readiness requirement ("Box 3") 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 onsite at Hamilton Southeastern High School or Fishers High School. *Additional NLPS options are available at with offsite partners (i.e. The Pursuit Institute)*.

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 AGRISCIENCE
Principles of Agriculture
Animal Science
Advanced Life Science: Animals

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

INFORMATION TECHNOLOGY
Principles of Computing
Information Technology Fundamentals
Networking & Cybersecurity Operations

BUSINESS AND MARKETING

BUSINESS ADMINISTRATION
Principles of Business Management
Management or Marketing 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

EDUCATION & TRAINING

EARLY CHILDHOOD EDUCATION
Principles of Early Childhood Education
Early Childhood Education Curriculum
Early Childhood Education Guidance

EDUCATION CAREERS (FHS)
Principles of Teaching
Child & Adolescent Development
Teaching & Learning

HEALTH SCIENCES

BIOMEDICAL SCIENCE
Principles of Biomedical Sciences
Human Body Systems
Medical Interventions
Biomedical Innovations

NURSING
Principles of Healthcare
Healthcare Fundamentals
Healthcare Specialist: CNA
Healthcare Specialist Capstone

EMERGENCY MEDICAL SERVICES (FHS)
Principles of Healthcare
Healthcare Fundamentals
Emergency Medical Tech

MEDICAL ASSISTING
Principles of Healthcare
Healthcare Fundamentals
Certified Clinical Medical Assistant (CCMA)

ARTS & COMMUNICATIONS

MUSIC & SOUND (FHS)
Principles of Broadcasting
Audio & Visual Production Essentials
Mass Media Production

THE PURSUIT INSTITUTE

HANDS-ON LEARNING

Serving the 6 School Districts in Hamilton County

CAREER AND TECHNICAL ED PROGRAMS

At The Pursuit Institute, we prepare Hamilton County students for a wide range of high-wage, high-skill, and in-demand careers.

OUR PROGRAMS

- Ag Mechanical and Engineering
- Automotive Services
- Aviation Management
- Civil Construction Capstone
- Construction Trades Capstone
- Cosmetology
- Cosmetology, Esthetics Focus
- Cybersecurity
- Dental Careers
- Early Childhood*
- Education Professions
- Marine Services Capstone
- Medical Assisting (CCMA)
- Pharmacy
- Precision Agriculture*
- Social & Community Services *
- Surgical Technician
- Veterinary Science
- Welding Technology Capstone

www.thepursuitinstitute.org

*New program, limited space available

The Pursuit Institute is focused on ensuring students have clear connections from the classroom to career. These connections will position students to access jobs that provide the economic security needed to contribute to the vitality of their families, communities, and local economies.

Pursuit Programs are Career and Technical Education courses offered onsite at local area businesses and community partners.

These programs are taught by industry professionals and offer students the opportunity to participate in real world experiences, gain relevant credentials and skills, and expand their professional networks.

Pursuit Courses are open to high school students across Hamilton County and increase overall course options available to students. Programs are "half day" and meeting times and locations are provided in our course guide.

CONTACT YOUR COUNSELOR FOR MORE INFORMATION

CIVIC ARTS

Locally Created Pathway

Graduation Pathways: Post-Secondary Readiness

A Locally Created Pathway (LCP) is another avenue for students to **fulfill the Post-Secondary Readiness requirement of Graduation Pathways**. In order to complete the LCP, students progress through the required coursework and participate in experiential learning opportunities..

REQUIREMENTS

2 credits	**Introductory Core Coursework** (Beginning/Level 1 & 2 courses)
2 credits	**Advanced Core Coursework** (Intermediate/Advanced/ Level 3 & 4 courses)
2 credits	**Career Coursework** (NLPS Principles course)
Participation	**Experiential Learning** (Competition, leadership, professional or honorarium membership, internship, etc.)

AVAILABLE PROGRAMS:

Visual Arts

Band

Orchestra

Choir

Theater Arts

Journalism

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	*Engineering*	*Social work*
Technology	*Health care*	*Marketing*
Medical professions	*Electrical trades*	*Automotive*
Mechanical trades	*Veterinary science*	*Dentistry*
Political science	*Physical therapy*	*Municipal government*
Public relations	*Turf management*	*Education*
Construction	*Graphic design*	*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 students 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!

Spend time outside of a classroom!

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 (1st semester) Securities & Insurance (2nd 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** (1st semester; Indiana University dual credit)
Field Specialty	Senior Year	**Economics, AP Microeconomics, or AP Macroeconomics** (1st or 2nd semester) OR **College Accounting** (2nd semester; Anderson University dual credit) OR **Finance & International Business** (2nd 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 9 or 10	1 semester
Speech OR ACP Speech OR AP Seminar	Grade 9, 10, 11, or 12 Grade 11 or 12 Grade 10, 11, or 12	1 semester 1 semester 2 semesters
Constitutional Law	Grade 11 or 12	1 semester
Government OR ACP Government OR AP Government OR AP Government/WTP	Grade 12 Grade 12 Grade 12 Grade 12	1 semester 1 semester 1 semester 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 3.5 cumulative GPA
- Two teacher references
- 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
- City of Fishers
- ISTA Governmental Relations
- Judges in Superior Courts
- USA Track & Field
- Altman, Poindexter, & Wyatt, LLC
- Banks & Brower, LLC
- Chambers Law Office, LLC
- Massillamany, Jeter, & Carson
- RileyCate, LLC

SOUTHEASTERN MEDIA NETWORK

Southeastern Sports Network, unique to Hamilton Southeastern High School, is a nationally leading holistic media network open to all students, grades 9-12. While some students entering prerequisite courses have some prior experience in media and journalism, no experience is required to join the introductory classes.

Students progress through their choice of one or more introductory courses and may then join the Student Media staff(s) of their choosing. Student Media staff cover a wide variety of skill sets and interests, and advisers will help guide students to their correct staff toward the end of their introductory class. Enrollment on a Student Media staff requires adviser approval. Advisers recommend coupling at least two introductory courses for the best success in the network, especially for Public Relations (general or sports) and Film Studies.

The ability to communicate effectively, utilize research skills, work within teams, and write for an audience are keys skills of the 21st Century. Most students who progress through SMN end up majoring in communications, media, digital marketing, public relations, or journalism in college and/or land such jobs post-secondary.

INTRODUCTORY COURSE OPTIONS			
Course Title	**Grades Available**	**Semester Length**	**Credit Type**
Digital Media	9 - 12	1 semester	English & dual credit
Journalism	9 - 12	1 semester	English
Sports Journalism	9 - 12	1 semester	English
Film Studies*	9 - 12	1 semester	English
STUDENT MEDIA STAFF OPTIONS			
Student Media Course	Grades	**Semester Length**	**Credit Type**
Newsroom	9 - 12	2 semesters	Fine Arts
Yearbook	9 - 12	2 semesters	Fine Arts
Broadcast	9 - 12	2 semesters	Fine Arts
Public Relations	9 - 12	2 semesters	Fine Arts
Sports Media & PR	9 - 12	2 semesters	Fine Arts & Internship
Sports Broadcasting	9 - 12	2 semesters	Fine Arts & Internship
Film Studio	9 - 12	2 semesters	Fine Arts
ADDITIONAL STUDENT MEDIA OPPORTUNITIES			
Independent Study	11 - 12	1 or 2 semesters	Internship
Community Externship	11 - 12	1 or 2 semesters	Internship

*Film Studies counts as an approved prerequisite course only for Film Studio
**Advisers recommend coupling multiple introductory courses for best success in the network

Students should complete at least one introductory course and be on a Student Media staff for at least a full year to position themself best for a possible internship or externship, which can make them eligible for the Communications & Journalism Graduation Pathway.

Additional Details to Know

Students in SMN are provided many opportunities not available to other students, such as:

- Have exclusive access to sporting and school events for coverage
- Being eligible to be inducted in the International Quill & Scroll Society, the high school journalism honor society
- Being eligible to attend local, state, and national high school journalism and media conventions to gain additional skill sets, and network with colleges and professionals within journalism, communications, and media.
- **Selected students enrolled in Sports Broadcasting and Sports Media & PR will be eligible for additional course credit due to the significant amount of time required outside of the school day to apply their media skills at a professional level. This additional course credit will count towards all diploma types.**
- Being eligible for externships for community-based clients and projects
- Outside of school time to practice and enact skills at a professional level.

For more information or an application, contact Mr. David Young, Communications & Media Arts Department Chair.

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 forfeiting 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 HHS. 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 2025 - 2026

COURSE INDEX

BLUE TITLE	Advanced Placement course
GREEN TITLE	Dual Credit course

APPLIED SCIENCES

7117C1/C2	Principles of Agriculture	9,10,11,12	Year
5008S1/S2	Animal Science	10,11,12	Year
5070C1/C2	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
7199W1/W2	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	11,12	Year
5698W1/W2	Engineering Design & Development	12	Year
4788S1/S2	Engineering/Technology: Special Topics	11,12	Year
7173S1/S2	Principles of Culinary Arts	9,10,11,12	Year
53422S	Nutrition: Senior Foods	12	Sem
7132S1/S2	Principles of Interior Design	9,10,11,12	Year
7301S1/S2	Principles of Fashion & Textiles	9,10,11,12	Year
7160S1/S2	Principles of Early Childhood Education	9,10,11,12	Year
7158S1/S2	Early Childhood Education Curriculum	10,11,12	Year
7159S1/S2	Early Childhood Education Guidance	10,11,12	Year
7161D1/D2	Principles of Teaching (Cadet Teaching)	11,12	Year
5364SS	Interpersonal Relationships	9,10,11,12	Sem

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
4512S1/S2	Business Mathematics	11,12	Year
4578SS	Business Computing & Data Analytics	11,12	Sem
4528SS	Digital Applications	12	Sem
5914D1/D2	Marketing Fundamentals	10,11,12	Year
7145S1/S2	Digital Marketing (Fan Stand)	11,12	Year
7145C1/C2	Digital Marketing	11,12	Year
5967SS	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
0530	Finance Academy: Internship	12	Summer
6142YS	Finance Academy: Accounting	12	Sem
6142ZS	Finance Academy: International Business	12	Sem
4565SS	Computing Foundations	9,10, 11, 12	Sem
7183C1/C2	Principles of Computing	9,10,11	Year
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
7180C1/C2	Information Technology Fundamentals	10,11,12	Year
7184C1/C2	Software Development	10,11,12	Year
7181C1/C2	Networking and Cybersecurity Operations	10, 11, 12	Year
7253S1/S2	Software Development Capstone	11,12	Year
6126D1/D2	Adv. CTE College Credit - SPAN	11,12	Sem

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
1010S1/S2	Literacy Lab	9,10	Sem or 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
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
10484S	Themes: Sports Literature	11,12	Sem
10485S	Themes: War Literature	11,12	Sem
1092SS	Creative Writing	10, 11, 12	Sem

1076SS	Speech	9,10,11,12	Sem
1070SS	Debate	10,11,12	Sem
1124ZS	ACP Speech	11,12	Sem

MEDIA & COMMUNICATION

1034SS	Film Studies	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
108611/12	Student Media: HSE TV (Broadcast)	10,11,12	Year
108631/32	Student Media: Newspaper	10,11,12	Year
108621/22	Student Media: Southeastern Sports Network (Broadcast)	10,11,12	Year
108661/62	Student Media: Sports Media & PR	10,11,12	Year
108651/52	Student Media: Public Relations	10,11,12	Year
108641/42	Student Media: Yearbook	10,11,12	Year
108671/72	Student Media: Film Studio	10,11,12	Year
054311/12	Student Media: Independent Study	11,12	Sem or Year
054411/12	Student Media: Community Externship	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	10, 11, 12	Sem
3560SS	Recreational Games	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 (Athletic Weights)	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	9,10,11	Year
2522S1/S2	Algebra II	9,10,11,12	Year
2522H1/H2	Honors Algebra II	10,11,12	Year
2524S1/S2	Analytical Algebra II	11,12	Year
2563S1/S2	AP Pre-Calculus AB *Formerly Known As Pre-Calculus & Trigonometry*	10,11,12	Year
2563X1/X2	AP Pre-Calculus BC *Formerly known as Honors Pre-Calculus & Trigonometry*	11,12	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	Year
2544Z1/Z2	ACP Calculus Survey	11,12	Year
2562X1/X2	AP/ACP Calculus AB	11,12	Year
2572X1/X2	AP/ACP 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	Sem or 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	10, 11, 12	Sem
5394S1	Freshman Seminar: PCC I	9	Sem
5394S2	Freshman Seminar: PCC II	9	Sem
053031/32	Career Exploration Internship	12	Year
0509S1/S2	Jobs for America's Graduates	11,12	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
4204S1	Beginning Piano	9,10,11,12	Sem
4204S2	Intermediate Piano	9,10,11,12	Sem
416621/22	Camerata Orchestra	9	Year
417221/22	Philharmonic Orchestra	9, 10,11,12	Year
417211/12	Sinfonia 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	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	Advanced Technical Theater	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	9	Year
3024P1/P2	Project-Based Biology (PBL)	9,10	Year
3020X1/X2	AP Biology	11,12	Year
3064S1/S2	Chemistry I	10,11,12	Year
3064H1/H2	Honors Chemistry I	10,11,12	Year
3066S1/S2	Chemistry II	11,12	Year
3060X1/X2	AP Chemistry	11,12	Year
3090X1/X2	ACP Chemistry	11,12	Year
3044S1/S2	Earth & Space Science	10,11,12	Year
3044P1/P2	Project-Based Earth & Space Science (PBL)	10,11,12	Year
3012X1/X2	AP Environmental Science	11,12	Year
3012P1/P2	Project-Based AP Environmental Science (PBL)	11,12	Year
3108S1/S2	Integrated Chemistry Physics	10,11,12	Year
3108P1/P2	Project-Based Integrated Chemistry Physics (PBL)	10,11,12	Year
3084S1/S2	Physics	10,11,12	Year
3084H1/H2	Honors Physics	10,11,12	Year
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
3092SS	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
1534SS	Sociology	11,12	Sem
15383S	Comparative Religions	11,12	Sem
1552XS	AP Comparative Government & Politics	12	Sem
1500SS	African Studies	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
0590X1/X2	AP African American Studies	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
05442S	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	10,11,12	Sem
4000S1/ 4002S2	Foundations of Art & Design	9,10,11,12	Year
4086S1/S2	Visual Communication (Graphic Design)	10,11,12	Year
40622S	Photography I	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
40401S	Hand-building Ceramics	10,11,12	Sem
40402S	Wheel-throwing Ceramics	10,11,12	Sem
40403S	Advanced Ceramics	11,12	Sem
40421S	Jewelry & Metalsmithing I	10,11,12	Sem
40422S	Jewelry & Metalsmithing II	10,11,12	Sem
40441S	Sculpture I	10,11,12	Sem
40442S	Sculpture II	10,11,12	Sem
4052X1/X2	AP 3D Art & Design	11,12	Year
4024XS	ACP Art History	10,11,12	Sem
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
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
2046H1/H2	ACP 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
2162S1/S2	American Sign Language III	12	Year
2190S1/S2	Language for Heritage Speakers I	9,10,11,12	Year
2192S1/S2	Language for Heritage Speakers II	10,11,12	Year

MULTI-COURSE CAREER PROGRAMS

7166C1/C2	Certified Nursing Assistant	11,12	Year
7164C1/C2	Medical Assisting	11,12	Year
7165C1/C2	Emergency Medical Technician (FHS)	11,12	Year
7110C1/C2	Welding	11,12	Year
7139C1/C2	Music & Sound Production (FHS)	11,12	Year
7130D1/D2	Construction (ABC Academy)	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 requirements for an Employment Honors Seal and/or the Post-Secondary Ready requirement for Graduation Pathways.

NextLevel

ANIMAL AGRISCIENCE
Principles of Agriculture
Animal Science OR Plant Science
Advanced Life Science: Animals OR Plants

7117 // PRINCIPLES OF AGRICULTURE (9, 10, 11, 12) (Ivy Tech AGRI 100) 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 (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)

- Digital Electronics
- Computer Integrated Manufacturing
- Civil Engineering and Architecture
- Aerospace Engineering

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

- Engineering Design and Development

Completing the Engineering Next Level Program of Study fulfills requirements for an Employment Honors Seal and/or 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 ESSENTIALS (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 typical course sequences in technology education. This Project Lead the Way course develops student problem-solving skills using the design process. Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects like designing a new toy or improving an existing product. Models of product solutions are created, analyzed, and communicated using solid modeling computer design software. **IED is a dual credit course with Ivy Tech earning 6 Ivy Tech Credits. Prerequisite: Successful completion of Algebra 1 (B or higher preferred)**

5644 // PRINCIPLES OF ENGINEERING (10, 11, 12) This Project Lead the Way course helps students understand the main fields of engineering/engineering technology by exploring how engineers and technicians use math, science and technology in the engineering problem solving process to benefit people. Students will study diverse engineering fields, such as electrical, mechanical, civil, and chemical engineering. Students learn and use some of the cutting-edge tools engineers use in robotics, 3D modeling, programming, and prototyping. **Prerequisite: successful completion of Introduction to Engineering Design with at least a "C" average or being a Junior and obtaining permission from the instructor.** Counts as a third Science credit.

 # 5538 // DIGITAL ELECTRONICS (11, 12) This Project Lead the Way course uses applied logic that encompasses the application of electronic circuits and devices. Students explore the foundations of computing by engaging in circuit design processes to create combinational logic and sequential logic (memory) designs as electrical engineers do in industry. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits and devices. **Prerequisite: successful completion of Principles of Engineering with at least a "C" average or permission from the instructor.**

 # 5534 // COMPUTER INTEGRATED MANUFACTURING (11, 12) In this Project Lead the Way course, students discover and explore manufacturing processes, product design, robotics, and automation. They then apply what they have learned to design solutions for real-world manufacturing problems. Students use wood and metal laboratory equipment, rapid prototyping equipment, and CNC equipment to produce actual models of their three - dimensional designs. **Prerequisite: successful completion of Principles of Engineering with at least a "C" average or permission from the instructor.**

 # 5650 // CIVIL ENGINEERING AND ARCHITECTURE (11, 12) This Project Lead the Way course provides an overview of the fields of Civil Engineering and Architecture, while emphasizing the interrelationship and dependence of both fields on each other. Students use software to solve real world problems and communicate solutions through hands-on projects and activities. Students learn important aspects of building and site design and development, and then they apply what they know to design a commercial building and a dream home. **Prerequisite: successful completion of Principles of Engineering with at least a "C" average or permission from the instructor.**

 # 5518 // AEROSPACE ENGINEERING (11,12) In this Project Lead the Way course, students explore the physics of flight and space through software simulations and hands-on experiences. They bring concepts to life by designing and testing an airfoil (gliders and flight simulator software), propulsion system (model rockets), and a remote intelligent vehicle (Mars rover/robotics). Students learn how these concepts apply to a career in aerospace engineering and other engineering fields. **Prerequisite: successful completion of Principles of Engineering with at least a "C" average or permission from the instructor.**

5698 // ENGINEERING DESIGN AND DEVELOPMENT (12) In this Project Lead the Way Capstone course, students will participate in a student led B.E.S.T. Robotics competition and a senior design project. The B.E.S.T. competition focuses on teamwork, leadership development, time management, and the authentic application of the design process through a robotics competition. The project is multi-faceted with a robot performance, marketing presentation, critical design review, and team exhibit. The senior design project portion of the course focuses on engineering research in which students work to research, design, and construct solutions to an open-ended engineering problem of their choice. Students must present a progress report, a working prototype at the Night of Innovation, a final written report, and a defense of their solution at the end of the course. **Prerequisite: completion of IED, POE, and an elective course with at least a "C" average or permission from the instructor.** Qualifies for Senior Flex.

4788 // ENGINEERING & TECHNOLOGY: SPECIAL TOPICS (11, 12) Engineering and Technology: Special Topics is a specialized course designed to address the advancement of careers for a specific workforce need. The learning experience is at a qualified site and is designed to give the student the opportunity to learn and practice technical skills while working under the direction of the appropriately licensed professional. Throughout the course, students will focus on learning about employment opportunities and obtaining the knowledge, skills and attitudes essential for success as an Engineering Technician. Course standards and curriculum are tailored to a specific profession, preparing students to advance in this career field, and where applicable, provide students with opportunities for certification or dual credit. Recommended prerequisite: Introduction to Engineering Design.

FAMILY AND CONSUMER SCIENCES

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. FCS classes provide the content that is needed for student preparation in College and Career Readiness in the areas of:

- Education and Training
- Nutrition and Wellness
- Housing and Interior Design
- Child Development
- Fashion, Textiles, and Apparel Retail
- Hospitality
- 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 empower a student to meet the challenges they will encounter during their lives.

NUTRITION & WELLNESS COURSES

7173 // PRINCIPLES OF CULINARY & HOSPITALITY (9, 10, 11, 12) (Formally Nutrition & Wellness) Principles of Culinary and Hospitality is designed to develop an understanding of the hospitality industry and career opportunities, and responsibilities in the food service and lodging industry. Introduces procedures for decision making which affects operation management, products, labor, and revenue. Additionally, students will learn the fundamentals of food preparation, basic principles of sanitation, service procedures, and safety practices in the food service industry including proper operation techniques for equipment. This s is lab-based class and will include but not be limited to the following labs; smoothies, salsa & chips, muffins, pumpkin spiced lattes, stir fry, stuffed shells, fajitas, breakfast burritos, and pumpkins pie. **This class is a prerequisite for any concentrator course in the culinary arts next level pathway.**

5342 / NUTRITION AND WELLNESS: SENIOR FOODS (12) Senior Foods is a one-semester, 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, and homemade biscuits and butter. **Students who have previously taken Nutrition and Wellness are NOT eligible.**

7171 // NUTRITION (10, 11, 12) Nutrition students will learn the characteristics, functions and food sources of the major nutrient groups and how to maximize nutrient retention in food preparation and storage. Students will be made aware of nutrient needs throughout the life cycle and apply those principles to menu planning and food preparation. This course will engage students in hands-on learning of nutritional concepts such as preparing nutrient dense meals or examining nutritional needs of student athletes. **Prerequisite: 7173 Principles of Culinary & Hospitality**

EDUCATION & TRAINING COURSES

7161 // PRINCIPLES OF TEACHING: CADET TEACHING (11, 12) Dual credit with Butler University 1st semester and ACP dual credit with Indiana University 2nd semester ***Students Must Provide their own Transportation for Field Experiences**** Principles of Teaching (Cadet Teaching) is designed for students interested in pursuing a career in education (teaching, counseling, Speech & Language Pathology, Administration) or a related area. Both semesters offer dual credit when meeting course requirements. After 6 weeks of preparation in the classroom at HSEHS 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 student's goals. An excellent way to determine if a career in education is

right for you. It is highly encouraged to have a study hall scheduled either before or after this class meets. **An application, teacher recommendations, and an interview are required.**

7160 // PRINCIPLES OF EARLY CHILDHOOD EDUCATION (9, 10, 11,12) *Dual Credit Opportunities with Ball State* A 2-semester course for students who are interested in pursuing careers that work with young children such as education, psychology, pediatrics, nursing, or counseling. Students study the physical, social, emotional, and intellectual development of children from birth to age eight. Additional topics covered include parenting, pregnancy, brain development, guidance and discipline, child abuse, children's literature, health and wellness and careers in early childhood. **This class is a prerequisite for any concentrator course in the early childhood Next Level pathway.**

7158 // EARLY CHILDHOOD EDUCATION CURRICULUM (10, 11, 12) *This course meets concurrently with 7159 for 2 periods* ***Dual Credit Opportunities with Ball State*** ****Students Must Provide their Own Transportation for Field Experiences**** This course covers working with children from birth to 8 years (3rd grade) and provides the foundations for early childhood education and other child-related careers. The course provides exposure to various types of programs such as K-3 elementary education, developmental preschool (ages 3-5), daycare and community-based early childhood centers. Intensive experiences in one or more early childhood settings will guide the student's practicum. Students will plan, develop and implement lessons, assist classroom teachers in daily responsibilities, explore children's literature and storytelling, and complete an observation project on the developmental milestones of a child. The school reserves the right to remove students from the program if they are unwilling or unable to satisfactorily fulfill the obligations associated with their role. Students' placements are to be arranged by the HSE teacher once the course begins. **Prerequisite: 7160 Principles of Early Childhood Education**

7159 // EARLY CHILDHOOD EDUCATION GUIDANCE (10, 11, 12) *This course meets concurrently with 7158 for 2 periods* ***Dual Credit Opportunities with Ball State*** ****Students Must Provide their Own Transportation for Field Experiences**** In this course, students further refine, develop, and document the knowledge, skills, attitudes, and behaviors gained in the Principles of ECE course. Major topics include: an overview of the Child Development Associate (CDA) credential, safe and healthy learning environment, physical and intellectual competence, social and emotional development, relationships with families, program management, and professionalism. The course standards parallel the expectations and documentation required for Child Development Associate (CDA) credentialing. These include rigorous levels of self-critique and reflection; performance assessments by instructors, parents, and other professionals; comprehensive assessment of knowledge through a standardized exam; and other professional documentation. Extensive field experiences in one or more early childhood education settings are required. These experiences may be either school-based or "on-the-job" in community-based early childhood education centers, or in a combination of the two. **Prerequisite: 7160 Principles of Early Childhood Education**

7259 // EARLY CHILDHOOD EDUCATION CAPSTONE (12) ****Students Must Provide their Own Transportation for Field Experiences**** This course provides students with an overview of skills and strategies necessary to successfully pursue 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), the 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. Capstone is an optional, additional experience, but not required to meet the graduation requirement. **Prerequisite: 7160 Principles of Early Childhood Education, 7159 ECE Guidance, and 7158 ECE Curriculum.**

FASHION & DESIGN COURSES

7301 // PRINCIPLES OF FASHION AND TEXTILES (9, 10, 11, 12) (Formerly 5380 Introduction to Fashion and Textiles) prepares students for occupations and higher education programs of study related to the entire spectrum of careers in the fashion industry. This course builds a foundation that prepares students for all aspects of the fashion creation process. Major topics include Basic clothing construction techniques, pattern alterations, and use of commercial patterns. 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, while outside of class work is expected so that we can work on projects in class. Additional expenses will 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****

7132 // PRINCIPLES OF INTERIOR DESIGN (9, 10, 11, 12) (Formerly 5350 Introduction to Housing and Interior Design) Principles of Interior Design introduces students to fundamental design theory and color dynamics as applied to compositional design. Investigations into design theory and color dynamics will provide experiences in applying design theory to three-dimensional concepts, human factors and the psychology and social influences of space. These experiences will develop student's skills in creative problem solving, peer evaluation, and presentation skills.
****Fulfills a FINE ARTS requirement for the Core 40 Academic Honors Diploma****

HUMAN SERVICES & INDEPENDENT LIVING COURSES

5364 / INTERPERSONAL RELATIONSHIPS (9, 10, 11, 12). Interpersonal Relationships is a one-semester course that 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.

NextLevel

Next Level Programs of Study
Grade suggestions for pathway completion

Grade	Early Childhood	Culinary Arts	Fashion & Textiles	Interior Design
9 or 10	Principles of Early Childhood Education	Principles of Culinary & Hospitality	Principles of Fashion & Textiles	Principles of Interior Design
10, 11, or 12	Early Childhood Education Curriculum	Nutrition	Textiles, Apparel, & Merchandising (Fall 2026)	Interior Design Fundamentals (Fall 2026)
10, 11, or 12	Early Childhood Education Guidance	Culinary Arts (Fall 2026)	Advanced Textiles (Fall 2027)	Materials, Finishes, & Design (Fall 2027)
11 or 12	Early Childhood Education Capstone			

Completing a Next Level Program of Study fulfills requirements for an Employment Honors Seal and/or the Post-Secondary Ready requirement for Graduation Pathways.

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.

Students in grades 10-12 are required to complete at least one credit in the Business, Marketing, and Information Technology course menu provided below.

Business Graduation Requirement *Grades 10-12

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	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
Computer Foundations for a Digital Age	9, 10, 11, 12		1
AP Computer Science Principles	9, 10, 11, 12		2

5394 / PREPARING FOR COLLEGE AND CAREERS (10,11,12) 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. For grades 10-12, this course fulfills the Business Graduation requirement. *(Students in Grade 9 will be enrolled in Freshmen Seminar: Preparing for College and Careers. Information about this course can be found in the Multidisciplinary section.)*

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.

7152 // 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. For grades 10-12, this course fulfills the 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. *For grades 10-12, this course 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 describes 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 careers 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 Fundamentals**

7143 // MANAGEMENT FUNDAMENTALS (11, 12) Students study and put into practice the characteristics and functions of a 21st century manager. Students study the economic, legal, financial, governmental, and structural environments businesses must operate in and how to adapt as managers when these environments inevitably change. The course discusses laws governing the formation of businesses, sales contracts, and employment practices. Students also examine how leadership styles and ethical decisions of past and present business managers affected the future success of their businesses. This is a 2-semester course.

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.**

7154 // DIGITAL MARKETING (11,12) 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. **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**

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.

4528 / DIGITAL APPLICATIONS AND RESPONSIBILITY (12) Digital Applications and Responsibility is a rigorous course which will prepare students to take the Microsoft Office Specialist: Associate certification exams. Students develop skills related to word processing, spreadsheets, presentations, and communications software. Students earning the Microsoft Office Specialist: Associate certification will fulfill the Postsecondary-Ready Competency for graduation.

4578 / BUSINESS COMPUTING & DATA ANALYTICS (11, 12) Business Computing offers students an introduction to the topics of data management, information technology, and information systems. Students will gain hands-on experience working with relational database and data analysis applications, as well as an understanding of the fundamental concepts involved in the use of information technologies and information systems in business. This course will be particularly useful for those planning on studying business in college or working in business after graduation. Students will gain an in-depth understanding of application like Microsoft Excel and Access.

6142 / **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 prerequisite course, and an overall GPA of 2.7 or higher on a 4.0 scale within a college preparatory curriculum.

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 real-world experience in operating, promoting, and managing an actual store. Students are provided with 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)
Principles of Business Management (9,10)
Marketing Fundamentals (10, 11, 12)
Introduction to Entrepreneurship (10, 11, 12)
Management Fundamentals (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. 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 though its mentor program, internships, and company tours. This combination of classroom rigor and real-world experiences prepares our high school students 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**

6142 / 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 the University of Indianapolis. Students are required to provide their own transportation.

6142 / 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.**

0544 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 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	1st Semester	**Finance & Investment (Banking & Credit)**
	2nd Semester	**Finance & Investment (Securities & Insurance)**
	Summer	**Internship/Ball State University Entrepreneurship**
Senior Year	1st Semester	**ACP Business Administration (1st Semester only)**
	2nd Semester	**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)

COMPUTER SCIENCE

4565 / COMPUTING FOUNDATIONS FOR A DIGITAL AGE (9, 10, 11, 12) As technology continues to change at an ever-increasing pace, the need for students to gain a foundational understanding of computer science is clear. Computing Foundations for a Digital Age is a one semester course designed to introduce students to five major topics within computer science including computing systems, networks & the internet, data & analysis, algorithms & planning, and impacts of computing. The course introduces foundational computing concepts while exploring current events and building critical thinking, collaboration, problem-solving, and other important skills that are invaluable for life in a global and technologically advancing society. Fulfills State Graduation Requirement for Class of 2029; Fulfills Business Graduation requirement for Class of 2026, 2027, & 2028;

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 State Graduation Requirement for Class of 2029; Fulfills Business Graduation requirement for Class of 2026, 2027, & 2028; Counts as third Science credit.

4570 // AP COMPUTER SCIENCE A (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, 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 third Science credit.

7183 // PRINCIPLES OF COMPUTING (9, 10, 11) This yearlong course provides an overview of multiple computing topics from programming to data to cybersecurity. This course provides a baseline for all further computer studies from software development to cybersecurity to data science to IT support and networking. Students will use the latest industry tools in computing to better understand how computers and networks work, how to program a computer, and how to solve problems in our information driven society. This course is the first course in the Next Level Programs of Study Pathway in Software Development. **This is a dual credit course through Ivy Tech. Students must meet all Ivy Tech prerequisites to qualify for Ivy Tech dual credit.** Counts as third Science credit.

7185 // WEBSITE AND DATABASE DEVELOPMENT (10, 11, 12) This course will provide students a basic understanding of the essential Web and Database skills and business practices that directly relate to Internet technologies used in Web site and Database design and development. Students will learn to develop Web sites using Hypertext Markup Language (HTML), Cascading Style Sheets (CSS), JavaScript, and Python. Additionally, students will be introduced to the basic concepts of databases including types of databases, general database environments, database design, normalization and development of tables, queries, reports, and applications. Students will be familiarized with the use of ANSI Standard Structured Query Language. Students will be introduced to data concepts such as data warehousing, data mining, and BIG Data. **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 for Class of 2026, 2027, and 2028. Counts as third Science credit.

7184 // SOFTWARE DEVELOPMENT (10, 11, 12) Software Development introduces students to concepts and practices of programming languages and software development. Students are introduced to algorithms and development tools used to document/implement computer logic. Software Development provides a basic understanding of the fundamental concepts involved when using an object-oriented programming language. The emphasis is on logical program design using a modular approach involving task-oriented program functions. Object-oriented concepts such as methods, attributes, inheritance, exception handling, and polymorphism are utilized. **Requirement –Website and Database**

Development. This is a dual credit course through Ivy Tech. Students must meet all Ivy Tech prerequisites to qualify for Ivy Tech dual credit. Counts as 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. **Prerequisite: AP Computer Science A (Java) OR Software Development.** Counts as a third Science credit.

7180 // INFORMATION TECHNOLOGY FUNDAMENTALS (10, 11, 12) Information Technology Fundamentals provides the necessary competencies required for an entry-level Information Technology professional. Students will have the knowledge required to assemble components based on customer requirements, install, configure and maintain devices/software for end users, understand the basics of networking and security, properly and safely diagnose, resolve and document common hardware and software issues while applying troubleshooting skills. Students will also learn appropriate customer support, understand the basics of virtualization, desktop imaging, and deployment. This course should also prepare students for the CompTia A+ Certification Exam. This course is part of a College Board pilot of the AP CK Cyber: Security. **Requirement: Principles of Computing OR AP CS Principles. This is a dual credit course through Ivy Tech. Students must meet all Ivy Tech prerequisites to qualify for Ivy Tech dual credit.** Counts as a third Science credit.

7181 // NETWORKING AND CYBERSECURITY OPERATIONS (10, 11, 12) Networking and Cybersecurity Operations will provide students with the fundamental concepts in networking and cybersecurity. Students are introduced to the principles and concepts of computer networking, covering the architecture, components, and operations of routers and switches in a small network. Students learn how to configure a router and a switch for basic functionality. Students will be able to troubleshoot routers and switches and resolve common issues. The students will also explore the field of Cyber Security/Information Assurance focusing on the technical and managerial aspects of the discipline. Students will be introduced to the basic terminology, concepts, and best practices of computer/network security and the roles and responsibilities of management/security personnel. The students will learn the technologies used and techniques involved in creating a secure computer networking environment including authentication and the types of attacks against an organization. This course is part of a College Board pilot of the AP CK Cyber: Networking. **Requirement: Principles of Computing OR AP CS Principles. This is a dual credit course through Ivy Tech. Students must meet all Ivy Tech prerequisites to qualify for Ivy Tech dual credit.** Counts as a third Science credit.

5238 / ADVANCED CAREER & TECHNICAL EDUCATION COLLEGE CREDIT (11, 12) Through the SPAN Division at IU Indianapolis 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. Competitive Scholarships are available to reduce tuition by half, resulting in a cost of approximately $600. Requirements:** Cumulative GPA of 3.0, and a "B" in all computer courses including Website and Database Development. **This course meets dual credit requirement for academic honors diploma.** More information can be found at span.iupui.edu **PLEASE SEE Mrs. Alano for more information and approval. Possible areas of study include:**

The following course sequences are offered fully online – others are offered in-person at IU Indianapolis

- Intro to Data & Information Science up to 9 credits
  - LIS-S 201 Foundations of Data Studies
  - LIS-S 202 Data Organization and Representation
  - LIS-S 301 Data Policy and Governance
- Explore Human-Computer Interaction up to 9 credits
  - INFO-I 270 Introduction to Human-Computer Interaction Principles and Practices
  - INFO-I 275 Introduction to Human-Computer Interaction Theory
  - INFO-I 300 Human-Computer Interaction

Computer Science Course Sequence

		Next Level Programs of Study		
Grade	**AP Pathway**	**Software Development Pathway**	**Cybersecurity Pathway**	**Other CS courses**
9	AP Computer Science Principles	Principles of Computing Ivy Tech Dual Credit	Principles of Computing Ivy Tech Dual Credit	Computing Foundations for a Digital Age (one semester) (9, 10, 11, 12)
10	Website & Database Development Ivy Tech Dual Credit	Website & Database Development Ivy Tech Dual Credit	Information Technology Fundamentals * Ivy Tech Dual Credit	
11	AP Computer Science A	Software Development Ivy Tech Dual Credit	Networking & Cybersecurity Operations * Ivy Tech Dual Credit	Advanced CTE College Credit (11, 12) IU Indianapolis
12	Software Development Capstone	Software Development Capstone Ivy Tech Dual Credit	** Uses College Board's Career Kickstart Framework*	

ENGLISH/LANGUAGE ARTS

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 mastery 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 importantworks 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 applicationof 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)
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 (10) Sophomore Honors/Pre-AP 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 focusing on sharpening skills in accordance with the Indiana Academic Standards. The course is designed with college and career readiness skills in mind. Students will learn to write argumentative and informative essays along with literary analysis essays. Students will read a variety of genres - poetry, nonfiction and fiction - from diverse authors.

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 (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 both semesters.**

1056 // AP ENGLISH LANGUAGE AND COMPOSITION (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 both semesters.**

1006 // AP SEMINAR (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 both semesters.**

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 prerequisite 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 transcripted IU grade of C or better (ACP Composition), SAT EBRW score of 710 or higher, ACT English score of 32 or higher, AP Language & Composition exam score of 4 or 5, or AP Literature & Composition exam score of 4 or 5. Recommendation: "B" average in English.**

1124 / ACP PUBLIC SPEAKING (ACP/IU S121) **(11, 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.

- **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); Juniors must have earned a "B" or better in Speech**
- **Enrollment is based on the recommendation of 11th grade teacher if student attended an HSE school.**
- **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. **Requirement: 2.6 GPA or 460 SAT or 430 PSAT or 70 on Ivy Tech Knowledge Assessment.**

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. ***Will be offered 2026-27 school year.***

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? ***Offered 2025-26 school year.***

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 ga given group relate or interconnect with national issues and history.

1044 / POETRY (11,12) This one semester course is designed for students who want to explore that art of poetry and its impact on the literary world. Students will investigate different poetic devices as well as different forms of literary criticism. While students may write some original works, that will not be the focus of the course. Students analyze the impact of aural devices, such as meter, alliteration, assonance, and rhyme, on the overall interpretation of a poem and how poetry is a form of literary expression that has prevailed through the ages. ***Will be offered 2026-27 school year.***

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. ***Offered 2025-26 school year.***
- **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?

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 and create self-awareness. 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 while learning about stories from leaders who represent authenticity, diversity, and vulnerability. 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.
- **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 have 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?

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.

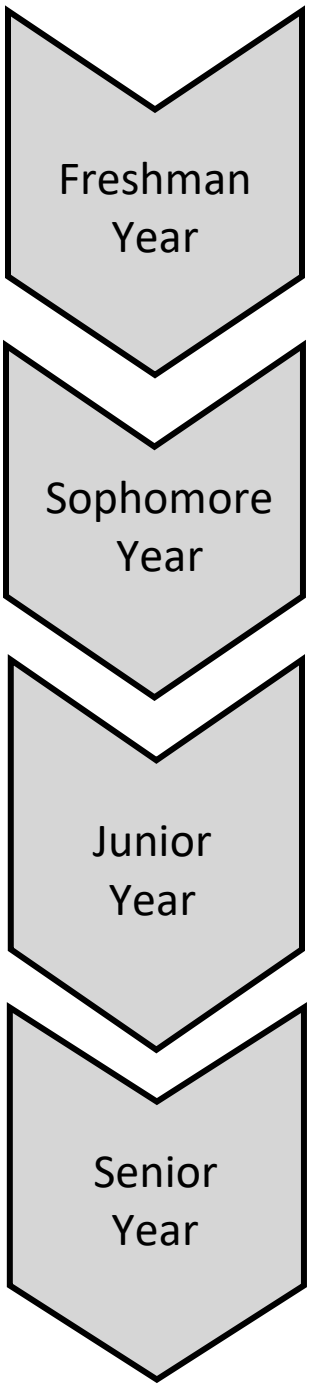
- **Requirement – Speech, ACP Speech, AP Seminar, 4 credits in English, or instructor's permission**
- **Students on Speech & Debate Team do not need requirements listed above**

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.**

1010 / LITERACY LAB (9, 10) 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.**

ENGLISH/LANGUAGE ARTS COURSES BY GRADE LEVEL



Core English courses
English 9, English 9 Honors

English credit elective courses
Speech, Digital Media, Journalism, Sports Journalism

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

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, ACP Speech, Dramatic Literature, Creative Writing, Female Authors, Literature in Life and Sports, War Literature, Gothic/Horror, Science Fiction, Young Adult Literature, Speech, Debate, Digital Media, Journalism, Sports Journalism

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 Intro Literature, ACP Advanced Literature, ACP Speech, Dramatic Literature, Creative Writing, Female Authors, Literature in Life & Sports, War Literature, Gothic/Horror, Science Fiction, Young Adult, Debate, Digital Media, Journalism, Sports Journalism

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

COMMUNICATIONS & MEDIA ARTS

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?

1034 / FILM STUDIES (9*, 10*, 11, 12) Film Studies 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. This course counts as a prerequisite to Film Studio only.

- **Freshmen and 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/.

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.**

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

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.

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

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.

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

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 IASB, 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.). Southeastern Media Network functions as the umbrella news outlet for HSE High School, with the individual staffs on which students serve being the publications and platforms (*Sceptre* yearbook, *Orb* newsroom, HSETV video broadcasting, public relations, film studio, and Southeastern Sports Network sports broadcasting, and sports media and public relations). Advisers recommend coupling the two introductory courses listed for Public Relations (general or sports) and Film Studies (see next page). Students who show advanced skill level after completing one pre-requisite may be asked to join a Student Media staff the following semester. Enrollment on any Student Media staff requires adviser approval prior to acceptance into the media network.

- **Students will preference which staff(s) to focus their skill set: Broadcast (HSETV), Yearbook (*Sceptre*), Newsroom (*Orb*), Public Relations (HSE Strat Comm), Sports Media & PR (Southeastern Sports Network media coverage), Sports Broadcasting (Southeastern Sports Network live sports broadcasting), and/or Film Studio (Olio Road Productions).**
- **Student Media staffs require a varied amount of outside of school time to cover events. Students should consult with advisers for additional details.**
- **This course counts as Fine Arts credit for all diplomas.**
- **Requirement – Digital Media, Journalism and/or Sports Journalism (may be waived by the adviser) and adviser approval. Film Studies is a pre-requisite for Film Studio only.**
- **Selected students enrolled in Sports Broadcasting and Sports Media & PR will be eligible for additional course credit due to the significant amount of time required outside of the school day to apply their media skills at a professional level.**

0543 // 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. The course is designed around student self-direction and pacing, with the guidance of the adviser.

- **This course is intended for media staff editors and leads only and scheduled at adviser request.**
- **This course counts as Internship credit for all diplomas.**
- **Requirement - adviser approval.**

0544 // ADVANCED STUDENT MEDIA: COMMUNITY-BASED EXTERNSHIP (12) This externship-based course can be taken as a one-semester or year-long course and is designed to support community-based media needs from an advanced level. Students will further expand production and media skills learned in an internal setting and apply them at a more professional level while working with clients outside of the school day and setting. The final products require expansion to a variety of school and community programs, all from an advanced level. The course is designed as an extension of Student Media: Public Relations (general or sports) and/or Student Media: Broadcasting but could expand to other media staffs as external client needs evolve.

- **This course is intended as a capstone experience for advanced students who have completed or are co-enrolled in multiple media staffs during the school day and been recommended by the adviser to work with clients outside of school after completing Public Relations or Broadcasting and working with internal school clients and media products.**
- **Enrollment in this course requires time outside of the school day and for students to transport themselves to meetings and media shoots, both during and outside of the school day, as required by the community client project.**
- **This course counts as Internship credit for all diplomas.**
- **This course is designed for seniors but juniors with high level experience and demonstrated excellence could be considered for enrollment.**
- **Requirement - adviser 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=Pam1c9lz-KQ&feature=youtu.be. Students may take one or two semesters.

SOUTHEASTERN MEDIA NETWORK

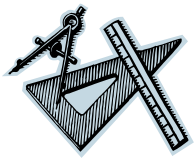
HOW DO I JOIN...	START WITH...	THEN TAKE...	CONTINUE WITH...
BROADCAST	DIGITAL MEDIA JOURNALISM SPORTS JOURNALISM	BROADCAST	BROADCAST INDEPENDENT STUDY INTERNSHIPS EXTERNSHIPS
NEWSROOM	JOURNALISM / SPORTS JOURNALISM DIGITAL MEDIA	NEWSROOM	NEWSROOM INDEPENDENT STUDY INTERNSHIPS
YEARBOOK	JOURNALISM / SPORTS JOURNALISM DIGITAL MEDIA	YEARBOOK	YEARBOOK INDEPENDENT STUDY INTERNSHIPS
FILM STUDIO	DIGITAL MEDIA & FILM STUDIES JOURNALISM SPORTS JOURNALISM	FILM STUDIO	FILM STUDIO INDEPENDENT STUDY INTERNSHIPS
PUBLIC RELATIONS	DIGITAL MEDIA & JOURNALISM / SPORTS JOURNALISM	PUBLIC RELATIONS	PUBLIC RELATIONS INDEPENDENT STUDY INTERNSHIPS EXTERNSHIPS
SSN SPORTS MEDIA & PR	DIGITAL MEDIA & SPORTS JOURNALISM JOURNALISM	SPORTS MEDIA & PR	SPORTS MEDIA & PR INDEPENDENT STUDY INTERNSHIPS EXTERNSHIPS
SSN SPORTS BROADCASTING	DIGITAL MEDIA & SPORTS JOURNALISM JOURNALISM	SPORTS BROADCASTING	SPORTS BROADCASTING INDEPENDENT STUDY INTERNSHIPS

Preferred Pre-requisite(s)
Secondary Pre-requisite(s)

*with adviser approval

Advisers recommend coupling the two introductory courses listed for Public Relations (general or sports), Film Studies, and Sports Journalism. Students who show advanced skill level after completing one pre-requisite may be asked to join a Student Media staff the following semester. Enrollment on any Student Media staff requires adviser approval prior to acceptance into the media network.

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. In order to graduate, students must successfully complete **Algebra I**, **Geometry** (or Honors Geometry), and **Algebra II** (or Honors Algebra II or Analytical Algebra II). **Students pursuing an Academic Honors Diploma must also earn two additional math credits.**

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 investigated at a greater depth on a consistent basis. 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. Higher level proofs and advanced algebra skills are integrated throughout the entire course. Students considering this course should be active, inquisitive, and independent learners. **Requirement: "B-" average in Honors Algebra 1 or "B+" average in Algebra 1. Recommendation: "B+" average in Honors Algebra 1 or "A" average in Algebra 1.**

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.**

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, using and applying binomial theorem, and finding expected values. **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

2564-2566 // **AP PRE-CALCULUS AB**; *FORMERLY KNOWN AS 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, all topics from Units 1-3 of the national AP Pre-Calculus curriculum. In addition, conic sections will be explored, which is from the unit 4 National AP curriculum. 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 up to AP Calculus AB and other higher-level math courses (exception AP Calculus BC). **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 // **AP PRE-CALCULUS BC**; *FORMERLY KNOWN AS HONORS PRE-CALCULUS/TRIGONOMETRY* **(10, 11)** In addition to all the topics of AP Pre-Calculus AB, this course includes additional topics to prepare students for Calculus from the Unit 4 of the national AP Pre-Calculus curriculum. All topics are approached from theory, applications are more in-depth. 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.**

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. We highly encourage students meeting requirements to take this valuable course. A comprehensive description of this course can be found on the College Board website at http://apcentral.collegeboard.com/. **Requirement: Honors Algebra II with "C" recommended or Algebra II with "B" recommended.**

2544 // ACP BRIEF SURVEY OF 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 must 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/ACP 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/. 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/ACP 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/. 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, interest, mortgage, and financial decision making. As part of Indiana University Advance College Project, students who enroll must 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.**

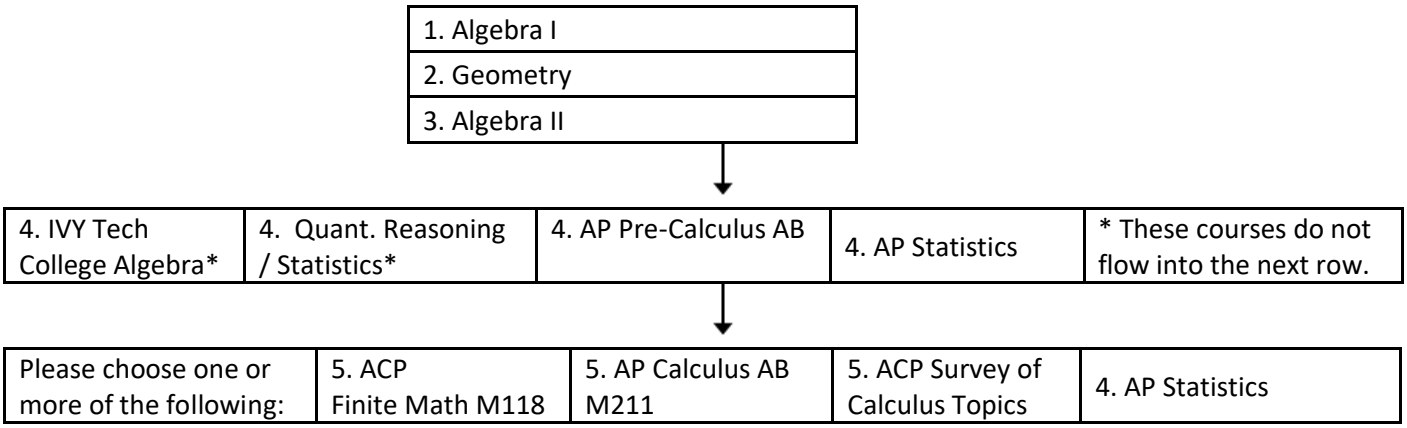
2544 // COLLEGE ALGEBRA (IVY TECH M136) (12) This is a two-credit course that provides students with a more in-depth study of the algebraic properties of expressions, and a variety of functions. Students will explore algebraic properties, variation, quadratic equations, systems of equations, inequalities, exponential, logarithmic, and polynomial functions. **This is a dual credit course through Ivy Tech. Students must meet all Ivy Tech prerequisites to qualify for Ivy Tech dual credit.** This course will count as the Pre–Calculus requirement for admission to Indiana University. **Requirement: Successful completion of Algebra 2. Recommendation: "C" or above in Algebra 2.**

2544 / 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 or Math Department Designee. Requirement: Successful completion of AP Calculus BC.**

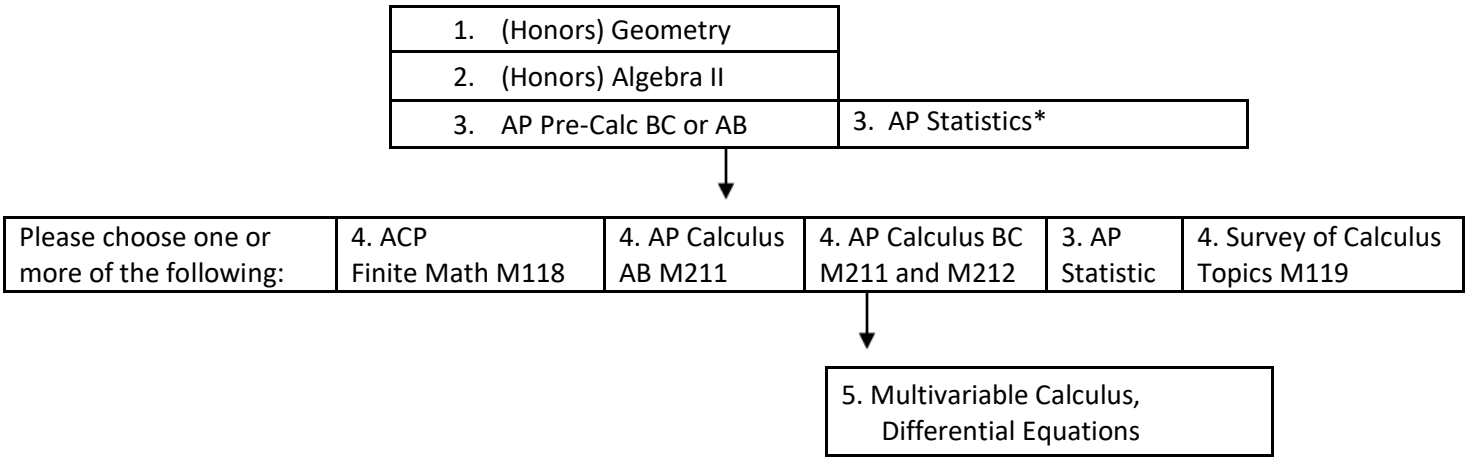
2544 / DIFFERENTIAL EQUATIONS (BALL STATE) (12) Introduction to nth-order ordinary differential equations, equations of order one, elementary applications, linear equations with constant coefficients, nonhomogeneous equations, undetermined coefficients, variation of parameters, linear systems of equations, 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 Designee. Requirement: Successful completion of Multivariable Calculus.**

Hamilton Southeastern High School Math Courses

Possible Math Course Sequence Beginning with Algebra I



Possible Math Course Sequence Beginning with Geometry or Algebra II



*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 sem) and Differential Equations (1 sem) via Distance Learning through Indiana Academy and Ball State University.

MULTIDISCIPLINARY

0500 // BASIC SKILLS DEVELOPMENT: READING AND WRITING STRATEGIES (9, 10, 11) This class is designed for students in English 9/10/11 who need supplemental instruction in reading and writing skills. Students receive additional support in completing English assignments and achieving English learning goals as well as instruction in skills and strategies leading to success on the Evidence-Based Reading and Writing test in the PSAT and SAT. **Requirement – student must have an active IEP**

0500 // BASIC SKILLS DEVELOPMENT: MATH (10, 11, 12) This class is designed for students concurrently enrolled in Geometry or Algebra II, who need supplemental instruction in math skills. Students receive additional support in completing math assignments and achieving math learning goals as well as instruction in skills and strategies leading to success on the Math test in the PSAT and SAT. **Requirement - must have an active IEP**

0520 / PEER TUTORING: EXCEPTIONAL LEARNERS (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 PREREQUISITE: at least one Semester of Art**

5394 / FRESHMAN SEMINAR: PREPARING FOR COLLEGE AND CAREERS (9) All freshmen will be enrolled in Freshman Seminar: PCC for one semester, with the option of taking a second semester. Preparing for College and Careers addresses the knowledge, skills, and behaviors all students need to be prepared for success in high school and beyond. Learning experiences include classroom-based instruction, academic study, and career exploration experiences.

- EXPLORING SELF - Students evaluate personal characteristics to develop and refine a personal profile.
- EXPLORING NETWORKS AND CAREERS - Students investigate one or more Career Networks, based on individual interests, to further define career goals.
- EXPLORING COLLEGE AND POSTSECONDARY OPTIONS - Students analyze college and other postsecondary options to know what educational opportunities are available after high school.

- MAKING DECISIONS Students apply higher order thinking and problem-solving processes to make decisions about education, life and career.
- MAKING A PLAN - Students create flexible plans of action for achieving personal goals through secondary education, college, career and life.
- PERSONAL SKILLS - Students demonstrate personal skills needed for success in personal, family, community, and career aspects of life.
- EMPLOYABILITY SKILLS - Students demonstrate knowledge and skills needed to navigate life and work environments in the global economy.
- **Preparing for College and Careers is a graduation requirement, starting with the Class of 2029.**

5394 / PREPARING FOR COLLEGE AND CAREERS (10, 11, 12) This one-semester 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.

7161 // PRINCIPLES OF TEACHING: CADET TEACHING (2 Semesters Required) (11, 12) (Butler ED 403; IU EDUC F200) ***Students Must Provide their Own Transportation for Field Experiences**** Principles of Teaching (Cadet Teaching) is designed for students interested in pursuing a career in education (teaching, counseling, Speech & Language Pathology, Administration) or a related area. Both semesters offer dual credit when meeting course requirements. After 6 weeks of preparation in the classroom at HSEHS 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 student's goals. An excellent way to determine if a career in education is right for you. It is highly encouraged to have a study hall scheduled either before or after this class meets. An application, teacher recommendations, and an interview are required.

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) (11,12) In AP Research, students investigate real-world issues from multiple perspectives, gathering and analyzing information from various sources 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.**

0509 // JOBS FOR AMERICA'S GRADUATES (11, 12) Jobs for America's Graduates (JAG) is a state-based, national non-profit organization dedicated to preventing dropouts among young people who are most at-risk. JAG's mission is to keep young people in school through graduation and provide work-based learning experiences that will lead to career advancement opportunities or to enroll in a postsecondary institution that leads to a rewarding career. JAG students receive adult mentoring while in school and one year of follow-up counseling after graduation. The JAG program is funded through grants provided by the Indiana Department of Workforce Development.

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=Pam1c9lz-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.**

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	
4172	INTERMEDIATE ORCHESTRA/SINFONIA 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.

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 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 (9, 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 (9, 10, 11, 12) Intermediate Piano Class provides an opportunity for students that already have extensive piano background and/or are currently studying with a private teacher to continue working on and developing their piano skills. Students will work on their current repertoire and periodically perform it for the class teacher to receive feedback. Requirement - Extensive background in piano study and/or currently studying with a private piano teacher; Teacher recommendation and/or approval required.

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 / ADVANCED TECHNICAL THEATRE (10, 11, 12) This course is broken into three units: advanced construction, sound systems and lighting design. Students will gain basic knowledge of live sound reinforcement, including 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 / 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 also allows students to expand upon their ability to make artistic decisions and evaluations by discussing and critiquing live performances.
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 styles. **Requirement** - **Acting I, Acting II, and Acting III, with a "B average recommended**

4254 / THEATRE 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. **Prerequisite: 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.

Diploma Requirements:

	New Diploma for Class of 2029	Core 40 Diploma (Grades 10, 11, & 12)
Health Education	• **One credit required -** 3506 Health and Wellness	• **One credit required –** 3506 Health and Wellness
Physical Education	• **One credit required –** ○ 3542 Physical Education I (school year, Alternate PE, or Summer PE) **OR** ○ 3560 Elective PE: Advanced Physical Conditioning	• **Two credits required –** ○ 3542 Physical Education I (school year, Alternate PE, or Summer PE) **AND** ○ 3544 Physical Education II

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 healthy behaviors on an individual's quality of life. This course assists students in understanding that health is a lifetime commitment by analyzing individual risk factors and health decisions that promote health and prevent disease. Students are also encouraged to assume individual responsibility for becoming competent health consumers. A variety of instructional strategies, including technology, are used to further develop health literacy.

3542 / PHYSICAL EDUCATION I (9,10) 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.

3544 / PHYSICAL EDUCATION II (10,11) 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 12.**

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 PE: 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 with a "C" average recommended. A maximum of 6 total credits can be earned in elective physical education courses.**

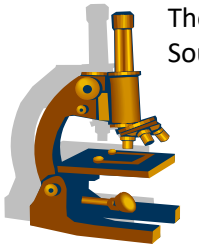
3560 // ELECTIVE PE: INTRO TO WEIGHT TRAINING (10, 11, 12) This course is designed for those who have very little weight training experience but would like to benefit from a weight training program. Instruction will focus on learning proper techniques for a variety of lifts including all major lifts as well as work with dumbbells, plate loaded machines, and select machines. The focus will be on learning to use equipment safely, learning to lift with proper technique, and building strength. The class will also include some work in plyometrics and speed development. **Requirement** - **Physical Education I with a "C" average recommended. A maximum of 6 total credits can be earned in elective physical education courses.**

3560 // ELECTIVE PE: ADVANCED PHYSICAL CONDITIONING (9, 10, 11, 12) This course can be taken for one semester or one year. 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 – must be an athlete with Hamilton Southeastern High School Athletics.**

ALTERNATE PHYSICAL EDUCATION CREDIT

Hamilton Southeastern Schools is offering an alternative option for Freshman, Sophomore, and Junior students to earn one Physical Education credit. 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**.

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 diploma 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. This yearlong course will provide students with basic knowledge of biology. Students will be exposed to the following concepts: cells, ecology, macromolecules, cellular transport, cellular energy, heredity, and evolution. In addition to course content, this class will promote the development of critical thinking skills, problem-solving abilities, and communication strategies. Students will primarily work in groups, find and evaluate research materials, and develop lifelong learning. Due to the long-term investigations that are characteristic of this course, strong class attendance is critical to academic success. This course fulfills the Biology requirement and employability skills requirements 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: success is correlated to algebraic skills. 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 manipulation. 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.**

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 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 opportunities 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).**

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.

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 explore space and some engineering 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. 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, special and general relativity. 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. 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 one semester course is designed to introduce students to the fundamentals of geology. Topics will include rocks, minerals, plate tectonics, earth resources, natural hazards, climate change, hydrogeology and other geological processes that occur within our everyday life. 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. Students should not be concurrently enrolled in Earth/Space Science when completing this course.**

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, readings, discussions and guest speaker. 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 and Climate Change. Career exploration includes: meteorology broadcasting, aviation and meteorologist. Fulfills a science course requirement for all diplomas. **Requirement: any previous Biology, Chemistry, Physics, or Earth Science course with a "C" or higher. Students should not be concurrently enrolled in Earth/Space Science when completing this course.**

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. Students should be prepared to discuss biological changes after death. 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

3090 // ADV CC FUNDAMENTALS OF HUMAN ANATOMY/PHYSIOLOGY (11, 12) This two-semester course is only offered at Fishers High School. It will offer an in-depth study of Human Anatomy/Physiology. Topics covered include: the skeletal and muscular system and their interactions promoting body support, protection and mobility; the nervous system; the cardiovascular system; the respiratory system; the urinary system; the immune system; and the digestive system, all of which contribute to the balance of day-to-day body activities. Laboratory work may include microscopic study of tissues, dissection of specimens, bone study labs, cardiovascular stress activities, and other physiological labs. This course is the first in the two-year program for IB Biology HL students. In addition, this course gives students the option to enroll in the Ball State University courses, ANAT 201 and PHYS 215 in which they may earn 8 hours of college credit. If students elect to take the course for college credit, the tuition amount will be $25 per credit hour payable to Ball State upon registration in the fall or $0 per credit hour plus free books and materials for students qualifying for free or reduced lunch. The BSU credit may be transferable to other colleges. Students that object to dissection will be given an alternate assignment upon parental request. Due to the integrated nature of IB curriculum and objectives, optional field trips may take place during this course. Any associated fees will be shared by instructors in advance. Requirement: An "A" in Biology I or a "B" in Honors Biology I AND an "A" in Chemistry I or a "B" in Honors Chemistry I. Strong Recommendation: Completion of Anatomy/Physiology (Course 5276) with a "B" average.

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. 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 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 structure, compound structure, mixtures, chemical reactions, kinetics, thermochemistry, equilibrium, acids and bases, electrochemistry, and organic chemistry. Lectures, 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 (10, 11,12)— IU CHEM C101/121 ELEMENTARY CHEMISTRY I (3 cr.)/ELEMENTARY CHEM LAB I (2 cr.) 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 the 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.**

##3012// AP ENVIRONMENTAL SCIENCE (PBL) (11-12) This yearlong course covers the same content as the standard AP Environmental course however, the method of instruction for this course is unique because we have adopted a project-based learning (PBL) approach. This approach involves investigations and simulations that require students to think like scientists, policymakers, farmers, and other adults in real-world settings. Teachers engage students in collaborative problem solving, argumentation, and deep exploration of the concepts and principles of the discipline. The goal for student learning is understanding rather than relying on rote memory to create meaningful learning and knowledge that is actionable, adaptive, and transferable. Students work collaboratively and individually on tasks and products that are designed to help them succeed at complex, authentic challenges. 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. Students may take this course as a first-year physics with instructor permission.**

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**

Students may take this course as a first-year physics with instructor permission.

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 - Concurrent enrollment in, or successful completion of Biology I, Biology I PBL, or Biology I Honors**. Fulfills a third science course requirement or counts as an elective 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. **Requirement – successful completion of Principals of Biomedical Sciences.** Fulfills a third science course requirement or counts as an elective for all diplomas. Students who have taken both PBS and HBS may have the health requirement for graduation waived.

 # 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. **Requirement – successful completion of Principals of Biomedical Sciences and Human Body Systems. Completion or concurrent enrollment in Chemistry I or Honors Chemistry I. If the student has completed Chemistry 1 or Honors Chemistry 1, concurrent enrollment in an additional Core 40 science course is required.** Fulfills a third science course requirement or counts as an elective for all diplomas.

5219 // BIOMEDICAL INNOVATION (11, 12) This yearlong, double 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.** Special permission may be sought to allow a student to take Medical Interventions and Biomedical Innovation concurrently. Qualifies for Senior Flex.

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 the 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 State Graduation Requirement for Class of 2029; Fulfills Business Graduation requirement for Class of 2026, 2027, & 2028; Counts as third Science credit.

7185 // WEBSITE AND DATABASE DEVELOPMENT (10, 11, 12) This course will provide students a basic understanding of the essential Web and Database skills and business practices that directly relate to Internet technologies used in Web site and Database design and development. Students will learn to develop Web sites using Hypertext Markup Language (HTML), Cascading Style Sheets (CSS), JavaScript, and Python. Additionally, students will be introduced to the basic concepts of databases including types of databases, general database environments, database design, normalization and development of tables, queries, reports, and applications. Students will be familiarized with the use of ANSI Standard Structured Query Language. Students will be introduced to data concepts such as data warehousing, data mining, and BIG Data. **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 for Class of 2026, 2027, and 2028. Counts as third Science credit.

7180 // INFORMATION TECHNOLOGY FUNDAMENTALS (10, 11, 12) Information Technology Fundamentals provides the necessary competencies required for an entry-level Information Technology professional. Students will have the knowledge required to assemble components based on customer requirements, install, configure and maintain

devices/software for end users, understand the basics of networking and security, properly and safely diagnose, resolve and document common hardware and software issues while applying troubleshooting skills. Students will also learn appropriate customer support, understand the basics of virtualization, desktop imaging, and deployment. This course should also prepare students for the CompTia A+ Certification Exam. This course is part of a College Board pilot of the AP CK Cyber: Security. **Requirement: Principles of Computing OR AP CS Principles. This is a dual credit course through Ivy Tech. Students must meet all Ivy Tech prerequisites to qualify for Ivy Tech dual credit.** Counts as a third Science credit.

7181 // NETWORKING AND CYBERSECURITY OPERATIONS (10, 11, 12) Networking and Cybersecurity Operations will provide students with the fundamental concepts in networking and cybersecurity. Students are introduced to the principles and concepts of computer networking, covering the architecture, components, and operations of routers and switches in a small network. Students learn how to configure a router and a switch for basic functionality. Students will be able to troubleshoot routers and switches and resolve common issues. The students will also explore the field of Cyber Security/Information Assurance focusing on the technical and managerial aspects of the discipline. Students will be introduced to the basic terminology, concepts, and best practices of computer/network security and the roles and responsibilities of management/security personnel. The students will learn the technologies used and techniques involved in creating a secure computer networking environment including authentication and the types of attacks against an organization. This course is part of a College Board pilot of the AP CK Cyber: Networking. **Requirement: Principles of Computing OR AP CS Principles. This is a dual credit course through Ivy Tech. Students must meet all Ivy Tech prerequisites to qualify for Ivy Tech dual credit.** Counts as a third Science credit.

4570 // AP COMPUTER SCIENCE A (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, 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 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.

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 global themes include 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.**

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.**

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 average, students could expect to spend seven hours during a calendar week studying outside of class. **Recommendation – 3.4 GPA.**

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.**

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.**

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 average, students could expect to spend seven hours during a calendar week studying outside of class. **Recommendation – 3.4 GPA.**

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 lectures, 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.**

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. This course is helpful for future lawyers.

1500 / AFRICAN STUDIES (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. **Recommendation – 3.4 GPA**

1512 / CURRENT PROBLEMS, ISSUES, AND EVENTS (9, 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 the impact on their lives.

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 present, 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.** Recommendation – **Minimum GPA of 3.0**.

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.

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 constitutional issues and recent Supreme Court decisions in depth. As in Law Education, students will participate in mock trials and develop a moot court oral argument. Students will learn research skills, legal writing, and oral advocacy. This is a good course to take for future lawyers.

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 // 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**

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, lectures, 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**.

LAW AND GOVERNMENT ACADEMY

ACADEMIC CONSIDERATIONS

- Completion of Entry Course Requirements
- GPA 3.5 or above
- Two Teacher References
- 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 **2026**, you must apply by **February 28th, 2025** 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 (9 or 10)
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, Current Problems, Issues, and Events
10th Grade Electives:	Global Studies, Ethnic Studies, Indiana Studies, African Studies, 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, 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, or Current Problems, Issues, and Events
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:	Either Government or AP/ACP U.S. Government
12th Grade:	And Economics or AP/ACP Microeconomics
Electives:	Global Studies
11th-12th grade	Comparative Religions Constitutional Law Sociology Psychology AP Comparative Government AP Macroeconomics AP Psychology AP Human Geography Ethnic Studies Indiana Studies African Studies

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 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 Psychology
12th Grade:	AP/ACP U.S. Government AP Microeconomics

VISUAL ARTS

DESIGN FOUNDATIONS

4000-4002 // FOUNDATIONS OF ART AND DESIGN (9,10,11,12) - Through design exploration, students will develop the critical visual and technical skills that connect to the human experience. This yearlong process will provide opportunities for creative thinking and experimentation while working through two and three-dimensional design problems that result in student led solutions. Students will work in a variety of media to produce sketches, graphics, sculptural models and final products. As a prerequisite for all art courses except Drawing I, this foundational course builds the confidence essential to the pursuit of a variety of careers. eg. Fine Arts and Design, Arts Administration, Art Therapy, Architecture, Marketing.

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 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 notetaking, 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: 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: 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, on 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: 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 processes and make discoveries through critical reflection. **Prerequisites are Drawing I or Foundations of Art and Design (or Intro 2D for 10, 11, 12)**

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.**

ART EDUCATION

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.**

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.

4086 // VISUAL COMMUNICATION (Graphic Design) (10, 11, 12) During this yearlong course, students will gain a variety of experiences and learn techniques related to the field of Graphic and Commercial Design. In the first semester, students will work with Photopea (or Adobe Photoshop if student owned) software. This will include strategies for integrating text and image to create strong layouts for various formats of advertising, including logo, poster, sign, packaging, and sticker design. In the second semester, students will transition to using Adobe illustrator to further practice and refine their skills in pursuit of effective visual and commercial communication. Students will be challenged to design personal visual narratives, infographics, zines, branding and product design while exploring how the applicable strategies of this course fit the broader aspects of our visual culture. **Prerequisite: Foundations of Art and Design (or Intro 2D or Intro 3D for 10, 11, 12).**

4062 / PHOTOGRAPHY I: DSLR (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. **Prerequisite: Foundations of Art and Design (or Intro 2D or Intro 3D for 10, 11, 12). Students will provide their own DSLR (Digital) camera with manual capabilities and 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. **Prerequisite: 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: Foundations of Art and Design 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 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 with many essential soft skills valuable to all fields of study: spatial awareness, time management, ideation, process planning, revision, prototyping, divergent thinking and experimentation.

4040 / HAND BUILDING CERAMICS (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: Foundations of Art and Design (or Intro 2D or Intro 3D for 10, 11, 12)

4040 / WHEEL THROWING CERAMICS (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. This is a rigorous course, and students cannot progress until basic skills are mastered. Focus, grit, and practice outside of class are integral to be a successful wheel thrower.
Prerequisite: Foundations of Art and Design (or Intro 2D or Intro 3D for 10, 11, 12).

4040 / CERAMICS III: ADVANCED (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 Foundations of Art and Design, Hand Building AND Wheel Throwing. (Or Intro 3D or Intro 2D, Hand Building AND Wheel Throwing for 10, 11, 12)**

4042 / JEWELRY I: METALSMITHING (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: Foundations of Art and Design (or Intro 2D or Intro 3D for 10, 11, 12).

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: Jewelry I

4044 / SCULPTURE I (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: Foundations of Art and Design (or Intro 2D or Intro 3D for 10, 11, 12)

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: Sculpture I**

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.

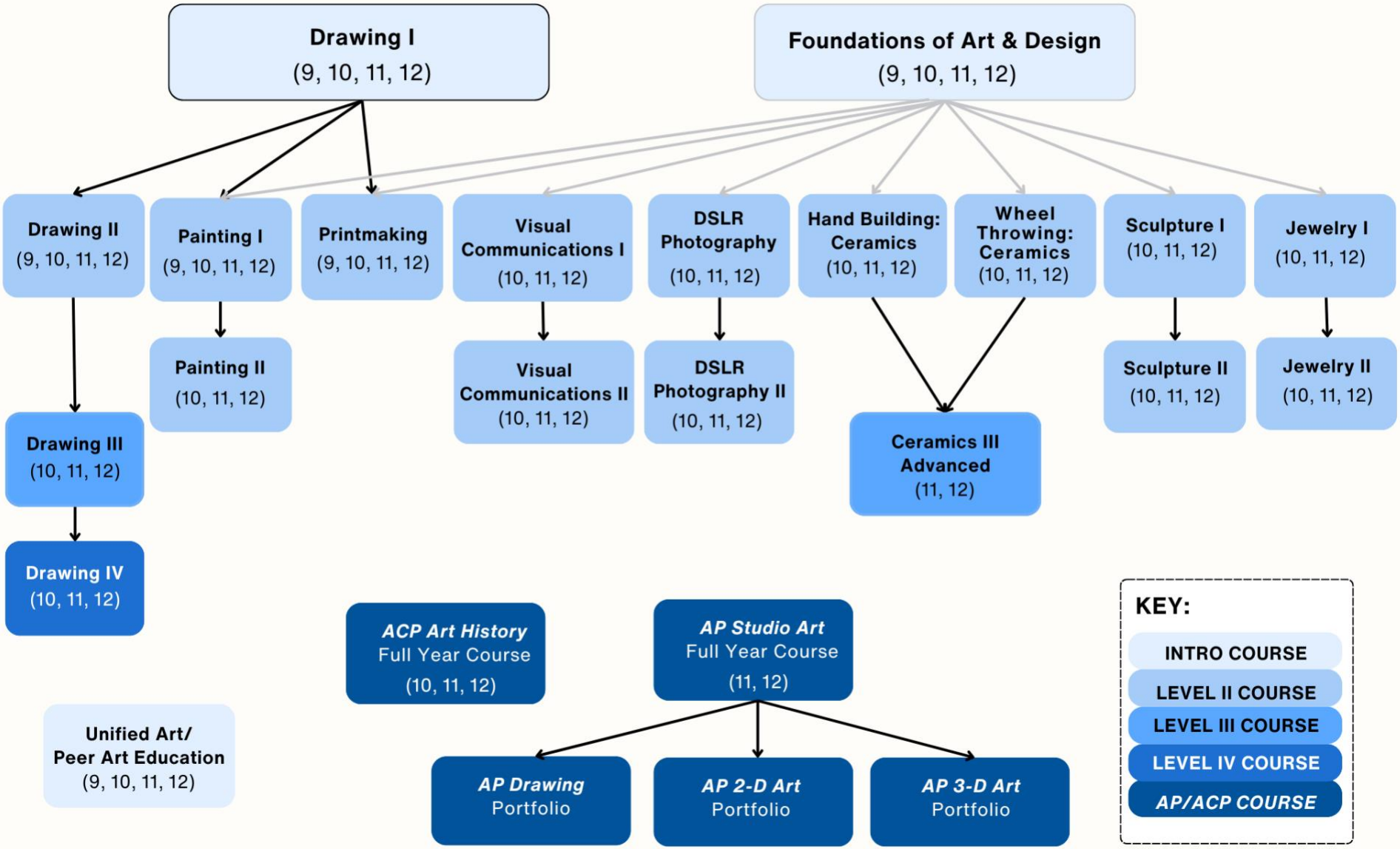
4050 // 2-D Art and Design Portfolio
This portfolio includes drawing and painting as well as photography and all types of computer-aided design and printmaking. It is intended to address a very broad interpretation of two-dimensional design issues. Purposeful decision-making about how to use the elements 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 the process will be crucial to the understanding of direction and meaning.

4024 / ACP ART HISTORY (ACP/IU ARTH-H100) (10, 11, 12) ACP Art History is a one-semester course 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. **Students wishing to receive IU credit must enroll and meet admissions requirements (2.7 GPA).**

VISUAL ARTS FLOW CHART

- Academic Honors Diploma requires two semesters of Fine Arts *(through the class of 2027)*
- No experience needed for **Intro Courses**
- All courses are one semester *(except Advanced Placement (AP), Foundations of Art & Design, and Visual Communications*



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 grow .... let 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 betters 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.

World Language Objectives	• To develop communicative proficiency in the skills of listening, speaking, reading, and writing. (Levels will range from novice 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. 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. 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.
Use of Target Language	The goal is to speak and use as much of the target language as possible each day. In all classes, English will be used/allowed less and less as the level advances but may be used to teach grammar, critical thinking discussions, and/or to clarify something. Students are expected to readily participate in class, interacting with the teacher and other students.
Advancement in World Languages	**A student must have at least a C- in the lower level of a language before he/she may continue to the next level.** If a parent or student insists on continuing with the same language, both the parent and student must sign a form stating that they realize a level of difficulty 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.

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.

CLASSICAL LANGUAGES

2020, 2022, 2040, 2042, 2120, 2122 // LEVELS I and II - FRENCH, GERMAN, or SPANISH (HONORS OPTIONS AVAILABLE FOR LEVEL II) (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 the use of the target language by both student and teacher.

2024, 2026, 2044, 2046, 2124, 2126 // LEVELS III and IV – FRENCH, GERMAN, or SPANISH (HONORS OPTIONS AVAILABLE) (10, 11, 12) Each level of language learning builds upon the previous level, reviews key concepts, adds new material, and explores in greater depth previous learning. Each consecutive level will increase the use of the target language by both student and teacher.

2190, 2192 // LEVELS I and II // LANGUAGE FOR HERITAGE SPEAKERS (9, 10, 11, 12) Heritage Spanish is a course 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. Students may be asked to take a diagnostic test before approval to enroll in this course. Students will take the STAMP test at the end of the course to earn the Spanish portion of the CoMP (Certificate of Multilingual Proficiency).

DUAL CREDIT AND AP COURSES

#2124 // SPANISH III and SPANISH III HONORS (IVY TECH SPAN 101/102) (10, 11, 12) Students in Spanish III and Spanish III Honors have the opportunity to earn 8 college credits and enroll in Ivy Tech SPAN 101 first semester and SPAN 102 second semester. The course provides students with further language acquisition with increasingly more advanced readings, oral presentations, composition, poetry, film, novels, discussions, collaborative projects, and inquiry-based projects. This level will build upon the previous level, review key concepts, add new material, and explore in greater depth previous learning. Students must meet all Ivy Tech prerequisites to qualify for Ivy Tech dual credit. Requirement: Successful completion of Spanish 2 or 2H. Recommendation: "C" or above in Spanish 2 or 2H.

2126 // SPANISH IV (IVY TECH SPAN 201) (11, 12) Students in Spanish IV have the opportunity to enroll in Ivy Tech dual credit. This is a full year 3-credit course that provides students further language acquisition with increasingly more

advanced readings, oral presentations, composition, poetry, film, novels, discussions, collaborative projects, and inquiry-based projects. This level will build upon the previous level, review key concepts, add new material, and explore in greater depth previous learning. Students must meet all Ivy Tech prerequisites to qualify for Ivy Tech dual credit. Requirement: Successful completion of Spanish 3 or 3H. Recommendation: "C" or above in Spanish 3.

#2126 // SPANISH IV HONORS (IVY TECH SPAN 201/202) (11, 12) Students in Spanish IV Honors have the opportunity to enroll in Ivy Tech dual credit. This is a 6-credit course that provides students with further language acquisition with increasingly more advanced readings, oral presentations, composition, poetry, film, novels, discussions, collaborative projects, and inquiry-based projects. This level will build upon the previous level, review key concepts, add new material, and explore in greater depth previous learning. Students must meet all Ivy Tech prerequisites to qualify for Ivy Tech dual credit. Requirement: Successful completion of Spanish 3 or 3H. Recommendation: "C" or above in Spanish 3H.

2128 // SPANISH V (IVY TECH SPAN 202) (12) Students in Spanish V have the opportunity to enroll in Ivy Tech dual credit. This is a full year 3-credit course that provides students further language acquisition with increasingly more advanced readings, oral presentations, composition, poetry, film, novels, discussions, collaborative projects, and inquiry-based projects. This level will build upon the previous level, review key concepts, add new material, and explore in greater depth previous learning. Students must meet all Ivy Tech prerequisites to qualify for Ivy Tech dual credit. Requirement: Successful completion of IVY TECH 201. Recommendation: "C" or above in IVY TECH Spanish 201.

2024 // FRENCH III OR III HONORS (IVY TECH FREN 101/102) (10,11,12) Students in French III and III Honors have the opportunity to enroll in Ivy Tech dual credit. This is an 8-credit course that provides students further language acquisition with increasingly more advanced readings, oral presentations, composition, poetry, film, novels, discussions, collaborative projects, and inquiry-based projects. This level will build upon the previous level, review key concepts, add new material, and explore in greater depth previous learning. Students must meet all Ivy Tech prerequisites to qualify for Ivy Tech dual credit. Requirement: Successful completion of French 2 or 2H. Recommendation: "C" or above in French 2 or 2H.

 # 2026 // FRENCH IV OR IV HONORS (IVY TECH FREN 201/202) (11, 12)) Students in French IV and IV Honors have the opportunity to enroll in Ivy Tech dual credit. This is a 6-credit course that provides students with further language acquisition with increasingly more advanced readings, oral presentations, composition, poetry, film, novels, discussions, collaborative projects, and inquiry-based projects. This level will build upon the previous level, review key concepts, add new material, and explore in greater depth previous learning. Students must meet all Ivy Tech prerequisites to qualify for Ivy Tech dual credit. Requirement: Successful completion of Ivy Tech 101-102 or qualifying score on Ivy Tech Placement Test. Recommendation: "C" or above in French 3 or 3H.

2132, 2032, 2052 // AP SPANISH, FRENCH, or GERMAN LANGUAGE AND CULTURE (12) Any student taking an Advanced Placement Language course 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. Class conducted in the target language. Prerequisite: 4 years of language study, Honors track recommended.

2046 // ACP GERMAN—GER G250 (11,12) is a year-long course that provides students with further language acquisition with increasingly more advanced readings, oral presentations, composition, poetry, film, novels, discussions, collaborative projects, and inquiry-based projects. This level will build upon the previous level, review key concepts, add new material, and explore in greater depth previous learning. This course gives students the option to enroll in the Indiana University course GER 250 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 prerequisite course of German III Honors.

AMERICAN SIGN LANGUAGE

2156 // ASL I (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 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 the 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 // ASL 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 // ASL III (11, 12) 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 situations. Attending various Deaf community activities will be required for an immersion experience. Requirement – Students must have a "C-" average in ASL II.

ADDITIONAL WORLD LANGUAGE OPTIONS

// LEVEL VI – FRENCH, GERMAN, or SPANISH INDEPENDENT STUDY (12) 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. Requirement - Successful completion of Level V or A.

ALTERNATE LANGUAGES CREDIT (9, 10, 11, 12) Hamilton Southeastern Schools will allow students to take Russian, Chinese, Japanese, and Latin as online courses through Ball State's Indiana Academy Online and Indiana University High School. Online 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/online 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

CERTIFIED NURSING ASSISTANT PREPARATION – 3 Credits- This program prepares students for an entry-level nursing assistant position in healthcare facilities and home health. It provides an exploration of the various careers in the healthcare industry as well as prepares students pursuing a Nursing degree. 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 obtain hands on 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 Health Care Fundamentals, 7168 Principles of Healthcare, 7166 Health Specialist: Nursing
- Dual Credit: Ivy Tech (11 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 and HIPAA.

- Course Credit: 5274 Health Care Fundamentals, 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 and the National Healthcare Association Certified Clinical Medical Assistant (CCMA).

WELDING - 2 Credits-This class is designed to develop skills in stick and MIG 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
- 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 on weekday evenings or on the weekend, therefore, parents may provide that transportation, if necessary.

- Course Credit: 5274 Health Care Fundamentals, 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- Be the next music superstar or producer. Learn to write, record, and mix your own songs. Any style, any ability level. No experience necessary. We have dozens of instruments for you to use: guitars, basses, midi keyboards, drum kits and lots more. Also, industry-standard mixing apps (Pro Tools, FL Studio and more). This class is almost entirely project based. You'll make lots of songs, your own podcast, music & sound effects for film and television, commercials, album covers, a music video and much more. We also stage at least two live concerts per year. Our class motto probably says it best: "Make Music. Have Fun."

- Course Credit: 7139 Principles of Broadcasting, 7306 AV Production Essentials, 7307 Mass Media Production, 7308 Radio and Television Capstone
- Dual Credit: Vincennes (9 credits) BCST 102, BCST 120, BCST 140
- Certification: Avid Certified User - Pro Tools (test must be taken off-campus)

AT ABC CONSTRUCTION TRAINING FACILITY

CONSTRUCTION & CARPENTRY – 3 Credits- Prepares students with the basic skills needed to continue in a construction trade field. Topics will include an introduction to the types and uses for common hand and power tools, learning the types and basic terminology associated with construction drawings, and basic safety. Additionally, students will study the roles of individuals and companies within the construction industry and reinforce mathematical and communication skills necessary to be successful in the construction field. Learning includes studying the procedures for laying out and constructing floor systems, wall systems, ceiling joist and roof framing, and basic stair layout. Additionally, students will be introduced to building envelope systems. Framing and Finishing coursework prepares students with advanced framing skills along with interior and exterior finishing techniques. Topics include roofing applications, thermal and moisture protection, exterior finishing, cold-formed steel framing, drywall installation and finishing, doors and door hardware, suspended ceilings, window, door, floor, and ceiling trim, and cabinet installation.

- Course Credit: 7130 Principles of Construction, 7122 Framing & Finishing, and 7123 Carpentry
- Certifications: OSHA 10, First Aid/CPR/AED, Fall Protection Safety Awareness, Boom Lift, Scissors Lift, NCCER Core, NCCER Carpentry Level I

APPENDICES

COURSE DESCRIPTION GUIDE 2025 - 2026

FRESHMAN COURSE OPTIONS

Agriculture
Principles of Agriculture

Business & Technology
Principles of Business Management

Computer Science
*Computer Foundations for a Digital Age
Principles of Computing
AP Computer Science Principles (*pre req ALG I)*

Engineering & Technology
Engineering Essentials
Introduction to Engineering Design (*pre req Alg I)*

Family and Consumer Science
Principles of Culinary & Hospitality
Principles of Fashion and Textiles
Principles of Interior Design
*Interpersonal Relationships
Principles of Early Childhood Education

English/Language Arts
English 9
English 9 Honors
Literacy Lab
*Speech

Media/Communications
*Film Studies
*Digital Media
*Journalism
* Sports Journalism
Student Media (Fine Arts credit)
Broadcasting
Sports Broadcasting
Newspaper
Yearbook
Sports Media
Public Relations

Health & Physical Education
*Health
*Physical Education I & II
*Elective PE WeightsF
**Adv Physical Conditioning (Fall/Winter/Spring sports)

Mathematics
Algebra I
Algebra Lab
Geometry
Honors Geometry
Algebra II
Honors Algebra II

Performing Arts
**Dance Performance/Color Guard
*Acting I
*Acting II
Band *(level by audition)*
Choir *(level by audition)*
Orchestra *(level by audition)*
Percussion Ensemble
Beginning Piano
*Music Theory/Composition
*Music History & Appreciation

Science
Biology
Biology PBL
Honors Biology
Principles of Biomedical Sciences

Social Studies
Geography and History of the World
World History and Civilization
AP World History Modern
AP Human Geography (E)
*Law Education (E) *Indiana Studies (E)
*Current Issues & Events

Visual Arts
Foundations of Art and Design
*Print Making *(pre req Drawing 1 or 2D*)
*Drawing I
*Drawing II *(pre req Drawing I)*
*Painting I (*pre req Drawing I or 2D)*
**Peer Art Education *(pre req 1 Art credit)*

World Language
French I
French II or II Honors
German I
German II or II Honors
Spanish I
Spanish II or II Honors
Heritage Spanish

Multidisciplinary
**Peer Tutoring
*Preparing for College/Careers
**Study Hall

*** Notes a one semester course**
**** Can be taken 1 or 2 semesters**
E-- Elective Credit

SOPHOMORE COURSE OPTIONS

Agriculture
Principles of Agriculture
Animal Science
Advanced Life Science: Animals
Plant & Soil Science
Ag Power, Structure, & Technology

Business & Technology
Principles of Business Management
Marketing Fundamentals
Accounting Fundamentals
*Personal Financial Responsibility
*Intro to Entrepreneurship

Computer Science
*Computer Foundations for a Digital Age
Principles of Computing
Information Technology Fundamentals
Network and Cybersecurity Operations
AP Computer Science Principles
Website & Database Development
AP Computer Science A

Engineering & Technology
Engineering Essentials
Introduction to Engineering Design
Principles of Engineering

Family and Consumer Science
Principles of Culinary & Hospitality
Nutrition
Principles of Early Childhood Education
Early Childhood Education Curriculum
Early Childhood Education Guidance
Principles of Fashion and Textiles
Principles of Interior Design
*Interpersonal Relationships

English/Language Arts
English 10
English 10 Honors (Pre-AP)
AP Language & Composition
AP Literature & Composition
AP Seminar
**Literacy Lab
*Speech
*Debate
*Creative Writing

Media/Communications
*Film Studies
*Digital Media
*Journalism
* Sports Journalism
Student Media (Fine Arts credit)
Broadcasting
Sports Broadcasting
Newspaper
Yearbook
Sports Media
Public Relations

Health & Physical Education
*Health
*Physical Education I & II
*Elective PE Weights
*Recreational Games
**Officiating I & II
**Sports Medicine I & II
**Adv Physical Conditioning
(Fall/Winter/Spring sports)

Mathematics
Algebra I
Algebra Lab
Geometry
Honors Geometry
Algebra II
Honors Algebra II
AP Pre-Calculus AB
AP Pre-Calculus BC
AP Statistics

Performing Arts
**Dance Performance/Color Guard
*Acting I
*Acting II
*Acting III
*Acting IV
**Technical Theater I & II
Band *(level by audition)*
Choir *(level by audition)*
Orchestra *(level by audition)*
Percussion Ensemble
Jazz Ensemble
Beginning Piano
*Music Theory/Composition
*Music History & Appreciation
AP Music Theory

Science
Biology (Regular or PBL)
Honors Biology
Chemistry I
Honors Chemistry I
Earth & Space Science (Reg or PBL)
Integrated Chemistry & Physics (Reg or PBL)
Physics
Honors Physics
Principles of Biomedical Sciences
Human Body Systems
Anatomy & Physiology
*Genetics
*Microbiology
*Zoology
*Organic & Biochemistry
**Astronomy I & II
*Geology
*Meteorology

Social Studies
Geography and History of the World
World History and Civilization
AP World History Modern
ACP American History
AP US History
AP Human Geography
*Law Education
*Indiana Studies
*African Studies
*Global Studies
*Ethnic Studies
*Current Issues & Events

Visual Arts
Foundations of Art & Design
*Printmaking
**Drawing I & II
**Drawing III & IV
**Painting I & II
**Jewelry & Metalsmithing I & II
**Visual Communications I & II
*Ceramic: Hand-Building
*Ceramics: Wheel-Throwing
**Sculpture I & II
**Photography I & II
**Peer Art Education
AP Art History
AP Studio Art: 2D Design
AP Studio Art: 3D Design

World Language
French II
French II Honors
French III (Ivy Tech Dual Credit)
French III Honors (Ivy Tech Dual Credit)
German II
German II Honors
German III
German III Honors
Spanish II
Spanish II Honors
Spanish III (Ivy Tech Dual Credit)
Spanish III Honors (Ivy Tech Dual Credit)
Heritage Spanish
American Sign Language I

Multidisciplinary
**Peer Tutoring
*Preparing for College/Careers
**Study Hall

*** Notes a one semester course**
**** Can be taken 1 or 2 semesters**

JUNIOR COURSE OPTIONS

Agriculture
Principles of Agriculture
Animal Science
Advanced Life Science: Animals
Plant & Soil Science
Ag Power, Structure, & Technology
Supervised Agricultural Experience

Business & Technology
Management Fundamentals
Marketing Fundamentals
Digital Marketing
Digital Marketing – Fan Stand
Accounting Fundamentals
Advanced Accounting
ACP Business Administration
Finance Academy: Banking & Credit
Finance Academy: Securities & Insurance
Business Mathematics
*Personal Financial Responsibility
*Intro to Entrepreneurship

Computer Science
*Computer Foundations for a Digital Age
Principles of Computing
AP Computer Science Principles
AP Computer Science A
Website & Database Development
Information Technology Fundamentals
Networking and Cybersecurity Operations
Software Development

Engineering & Technology
Introduction to Engineering Design
Principles of Engineering
Civil Engineering
Computer-Integrated Manufacturing
Aerospace Engineering
Digital Electronics

Family and Consumer Science
Principles of Culinary & Hospitality
Nutrition
Principles of Fashion & Textiles
Principles of Interior Design
*Interpersonal Relationships
Principles of Early Childhood Education
Early Childhood Education Curriculum
Early Childhood Education Guidance
Principles of Teaching (Cadet Teaching)

English/Language Arts
English 11
AP Language & Composition
AP Literature & Composition
AP Seminar
AP Research
*ACP Discovering Literature
*ACP Speech
*Ethnic Literature
*Dramatic Literature
*Genres: Gothic Lit
*Genres: Science Fiction
*Genres: Young Adult Lit
*Themes: Female Authors
*Themes: Sports Literature
*Themes: War Literature
*Speech
*Debate
*Creative Writing

Media/Communications
*Film Studies
*Digital Media
*Journalism
* Sports Journalism
Student Media (Fine Arts credit)
Broadcasting
Sports Broadcasting
Newspaper
Yearbook
Sports Media
Public Relations

Health & Physical Education
*Health
*Elective PE Weights
*Recreational Games
**Officiating I & II
**Sports Medicine I & II
**Adv Physical Conditioning
(Fall/Winter/Spring sports)

Mathematics
Geometry
Algebra II
Honors Algebra II
Analytical Algebra II
AP Pre-Calculus AB
AP Pre-Calculus BC
College Algebra
AP Statistics
ACP Finite Mathematics
ACP Calculus
AP Calculus AB
AP Calculus BC
*Probability & Statistics
*Quantitative Reasoning

Performing Arts
**Dance Performance/Color Guard
**Acting I & II
**Acting III & IV
**Technical Theater I & II
Band *(level by audition)*
Choir *(level by audition)*
Orchestra *(level by audition)*
Percussion Ensemble
Jazz Ensemble
Beginning Piano
*Music Theory/Composition
*Music History & Appreciation
AP Music Theory

Science
Chemistry I
Chemistry II
ACP Chemistry
AP Chemistry
Earth & Space Science (Reg or PBL)
Integrated Chemistry & Physics (Reg or PBL)
Physics (Reg or Honors)
ACP Physics
AP Physics C
AP Environmental Studies
Human Body Systems
Medical Interventions
Biomedical Innovations
Anatomy & Physiology
Forensic Science
*Genetics
*Microbiology
*Zoology
*Organic & Biochemistry
**Astronomy I & II
*Geology
*Meteorology

Social Studies
World History and Civilization
AP World History Modern
United States History
ACP American History
AP US History
*AP US Government & Politics
AP US Government & Politics/We the People
AP Human Geography
AP African American Studies
*Psychology
AP Psychology
*Sociology
*Indiana Studies
*African Studies
*Global Studies
*Ethnic Studies
*Constitutional Law
*Comparative Religions
*AP Macroeconomics
*AP Microeconomics

Visual Arts
Foundations of Art & Design
*Printmaking
**Drawing I & II
**Drawing III & IV
**Painting I & II
**Jewelry & Metalsmithing I & II
**Visual Communications I & II
*Ceramic: Hand-Building
*Ceramics: Wheel-Throwing
*Advanced Ceramics
**Sculpture I & II
**Photography I & II
**Peer Art Education
AP Art History

AP Studio Art: 2D Design
AP Studio Art: 3D Design
AP Studio Art: Drawing

World Language
French III (Reg or Honors) Ivy Tech Dual Credit
French IV (Reg or Honors) Ivy Tech Dual Credit
German III (Reg or Honors)
German IV (Reg or Honors) ACP German 250
Spanish III (Reg or Honors) Ivy Tech Dual Credit
Spanish IV (Reg or Honors) Ivy Tech Dual Credit
Heritage Spanish
American Sign Language I

Multidisciplinary
**Peer Tutoring
**Study Hall

*** Notes a one semester course**
**** Can be taken 1 or 2 semesters**

SENIOR COURSE OPTIONS

Agriculture
Principles of Agriculture
Animal Science
Advanced Life Science: Animals
Plant & Soil Science
Ag Power, Structure, & Technology
Supervised Agricultural Experience

Business & Technology
Management Fundamentals
Marketing Fundamentals
Digital Marketing
Digital Marketing – Fan Stand
Accounting Fundamentals
Advanced Accounting
Finance & Investment
ACP Business Administration
*Finance Academy: Accounting
*Finance Academy: International Business
Business Mathematics
*Personal Financial Responsibility
*Intro to Entrepreneurship
*Microsoft Application for Business

Computer Science
*Computer Foundations for a Digital Age
Principles of Computing
AP Computer Science Principles
AP Computer Science A
Website & Database Development
Information Technology Fundamentals
Networking and Cybersecurity Operations
Software Development
Software Development Capstone

Engineering & Technology
Introduction to Engineering Design
Principles of Engineering
Civil Engineering
Computer-Integrated Manufacturing
Aerospace Engineering
Digital Electronics
Engineering Design & Development

Family and Consumer Science
Nutrition
*Nutrition and Wellness: Senior Foods
Principles of Fashion and Textiles
Principles of Interior Design
*Interpersonal Relationships
Principles of Early Childhood Education
Early Childhood Education Curriculum
Early Childhood Education Guidance
Principles of Teaching (Cadet Teaching)
Early Childhood Education Capstone

English/Language Arts
English 12
English 12 Dual Credit
AP Language & Composition
AP Literature & Composition
AP Seminar
AP Research
*ACP Discovering Literature (L111)
*ACP Literature (L202)
*ACP Composition
*ACP Speech
*Ethnic Literature
*Dramatic Literature
*Genres: Gothic Lit
*Genres: Science Fiction
*Genres: Young Adult Lit
*Themes: Female Authors
*Themes: Sports Literature
*Themes: War Literature
*Speech
*Debate
*Creative Writing

Media/Communications
*Film Studies
*Digital Media
*Journalism
* Sports Journalism
Student Media (Fine Arts credit)
Broadcasting
Sports Broadcasting
Newspaper
Yearbook
Sports Media
Public Relations

Health & Physical Education
*Health
*Elective PE Weights
*Recreational Games
**Officiating I & II
**Sports Medicine I & II
**Adv Physical Conditioning
(Fall/Winter/Spring sports)

Mathematics
Analytical Algebra II
AP Pre-Calculus AB
College Algebra
AP Statistics
ACP Finite Mathematics
ACP Survey of Calculus Topics
AP Calculus AB
AP Calculus BC
*Probability & Statistics
*Quantitative Reasoning
*Multivariable Calculus
*Differential Equations

Performing Arts
**Dance Performance/Color Guard
**Acting I & II
**Acting III & IV
*Theater Special Topics
**Technical Theater I & II
Band *(level by audition)*
Choir *(level by audition)*
Orchestra *(level by audition)*
Percussion Ensemble
Jazz Ensemble
Beginning Piano
*Music Theory/Composition
*Music History & Appreciation
AP Music Theory

Science
Chemistry I
ACP Chemistry
AP Chemistry
Earth & Space Science
Integrated Chemistry & Physics
Physics
ACP Physics
AP Physics C
AP Environmental Studies
Medical Interventions
Biomedical Innovations
Anatomy & Physiology
Forensic Science
*Genetics
*Microbiology
*Zoology
*Organic & Biochemistry
**Astronomy I & II
*Geology
*Meteorology

Social Studies
World History and Civilization
AP World History Modern
ACP Government
*AP US Government & Politics
AP US Government & Politics/We the People
* US Government
*Economics
*AP Microeconomics
*AP Macroeconomics
AP Human Geography
AP African American Studies
*Psychology
AP Psychology
*Sociology
*Indiana Studies
*African Studies
*Global Studies
*Ethnic Studies
*Constitutional Law
*Comparative Religions
Law & Government Academy Internship
*AP Macroeconomics
*AP Microeconomics

Visual Arts
*Introduction to 2-D Art
*Introduction to 3-D Art
*Printmaking
**Drawing I & II
**Drawing III & IV
**Painting I & II
**Jewelry & Metalsmithing I & II
**Visual Communications I & II
*Ceramic: Hand-Building
*Ceramics: Wheel-Throwing

*Advanced Ceramics
**Sculpture I & II
**Photography I & II
**Peer Art Education
AP Art History
AP Studio Art: 2D Design
AP Studio Art: 3D Design
AP Studio Art: Drawing

World Language
French IV (Reg or Honors) Ivy Tech Dual Credit
AP French language & Culture
German IV (Reg or Honors) ACP German 250
AP German Language & Culture
Spanish IV (Reg or Honors) Ivy Tech Dual Credit
Spanish V – Ivy Tech Dual Credit
AP Spanish Language & Culture
Heritage Spanish

Multidisciplinary
**Peer Tutoring
**Study Hall

*** Notes a one semester course**
**** Can be taken 1 or 2 semesters**

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 • 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: • 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
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.	*...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.*	*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.*
Relevant experiences could include….		

• Extended research or inquiry projects in any class
• Extended experiments or lab studies
• Extended design projects
• Courses like…
  ○ 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!
	• 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:
	  ○ Domestic abuse shelters
	  ○ Food pantires
	  ○ Humane Society
	  ○ Public Safety
	  ○ Senior centers
	  ○ Service organizations
	  ○ YMCA
	  ○ Habitat for Humanity
	  ○ Church-based service
		• 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.