2026 - 2027

HAMILTON SOUTHEASTERN HIGH SCHOOL

Course Description Guide

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Hamilton Southeastern Schools

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POLICIES AND PROCEDURES

SCHEDULING PROCESS

January	Students have access to course and scheduling information via the website and Canvas. Students can make course requests in Skyward. Students and families can attend the Course Fair and special topic sessions. Counselors begin individual scheduling meetings with students and confirm course requests.
February	Counselors continue individual scheduling meetings with students.
March	Counselors conclude initial scheduling meetings. Administration builds a master schedule of course offerings based on student requests and staffing.
April	Students can make adjustments to their schedule requests.
May-June	Administration generates student schedules.
June-July	Counselors adjust student schedules for conflicts and class size balancing.

SCHEDULE CHANGE REQUEST PROCEDURE

Schedule changes may be made through **May 1, 2026** by 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, 2026, 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, 2026 may be administratively granted under the circumstances listed below. Additionally, approval of all schedule change requests is subject to consideration involving maximum and minimum class size.

- 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.**

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—may take the regular version of the course, if available. The second grade, if a C- or higher, can be used for the Honors diploma.

SUMMER ONLINE COURSES

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.

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.

Additional academic policy information can be found in the student handbook.

NEW INDIANA HIGH SCHOOL DIPLOMA

The new Indiana diploma, effective for all students beginning with the class of 2029, includes a base (minimum requirements) for every student, plus the opportunity to earn readiness seals aligned with their unique path. Students are encouraged to seize this flexibility by personalizing their high school experience. The new seals provide additional intentionality to maximize readiness and are designed to be permeable, allowing students to update their graduation plan and pivot, if their original interests and goals change. Students who do not earn a seal must still complete components 2 and 3 of Graduation Pathways.

		REQUIRED CREDITS	FLEXIBLE CREDITS
ENGLISH	8 CREDITS	• 2 credits: English 9 • 1 credit: Communications-focused course	• 5 additional English credits ○ Ex.: English 10-12, American Literature, World Literature, Expository Writing, etc.
MATH	7 CREDITS	• 2 credits: Algebra I • 1 credit: Personal Finance	• 4 additional math credits ○ Ex. Geometry, Algebra II, Pre-Calculus, Probability and Statistics, Business Math, etc.

SCIENCE, TECHNOLOGY, AND ENGINEERING	7 CREDITS	• 2 credits: Biology I
		• 1 credit: Computer Science
			• 2 additional science credits
			  ○ Ex. Biology II, Chemistry I, Physics I, etc.
			• 2 STEM-focused credits
			  ○ Ex. Plant and Soil Science, Principles of Engineering, Software Development, etc.

SOCIAL STUDIES	5 CREDITS	• 2 credits: U.S. History • 1 credit: U.S. Government	• 2 credits: World Perspectives ○ Ex. Geography and History of the World, AP World History, French III, etc.
PE/HEALTH	2 CREDITS	• 1 credit: Physical Education • 1 credit: Health & Wellness	
PERSONALIZED ELECTIVES	12 CREDITS	Students are encouraged to utilize the new readiness-seals to align these personalized electives with their unique goals. Personalized electives can include a variety of courses, such as Career and Technical Education (CTE), Performing or Fine Arts, and World Languages.	
COLLEGE & CAREERS	1 CREDIT	• 1 credit: Preparing for College & Careers	Preparing for College and Careers can be offered in middle school to provide additional flexibility in a student's high school schedule.

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

• 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
  ○ Earn 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:
	  ○ At least 1 school year with no more than 3 days of unexcused absences; or
	  ○ At least 150 hours of work-based learning experience with no more than 3 unexcused absences.
		• 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 or Civil Air Patrol 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:
		  ○ At least 1 school year with no more than 3 days of unexcused absences
		• 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



Earn the Honors Enrollment Seal, **plus**:	Earn the Honors Employment Seal, **plus**:	Earn the Honors Enlistment 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 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
		• 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

GRADUATION PATHWAYS



Students in Classes of 2027 and 2028 must fulfill the requirements of Graduation Pathways in order to graduate. (The Class of 2028 can, however, opt-in to the new diploma.) Students in the Class of 2039, 2029, 2028 new diploma opt-in will need to fulfill **Parts 2 and 3** of Graduation Pathways if they do not earn a Honors or Honors Plus 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.

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.

COURSE INDEX

BLUE TITLE	Advanced Placement course
GREEN TITLE	Dual Credit course

AGRICULTURE, ENGINEERING, & FACS

7117C1/C2	Principles of Agriculture	9,10,11	Year
5008C1/C2	Animal Science	10,11,12	Year
5070C1/C2	Advanced Life Science: Animals	10,11,12	Year
5170C1/C2	Plant and Soil Science	10,11,12	Year
5088C1/C2	Agricultural Power, Structure, & Technology	10,11,12	Year
7116C1/C2	Precision Agriculture	10,11,12	Year
7113C1/C2	Crop Management	10,11,12	Year
7236C1/C2	Precision Agriculture Capstone	12	Year
7238C1/C2	Agribusiness Capstone	12	Year
7280C1/C2	Principles of Veterinary Science	9,10,11	Year
7281C1/C2	Veterinary Science	10,11,12	Year
5228S1/S2	Supervised Agricultural Experience	11,12	Year
4802C1/C2	Intro to Engineering Design	9,10,11	Year
5644C1/C2	Principles of Engineering	10,11,12	Year
5538C1/C2	Digital Electronics	11,12	Year
5534C1/C2	Computer Integrated Manufacturing	11,12	Year
5650C1/C2	Civil Engineering & Architecture	11,12	Year
5518C1/C2	Aerospace Engineering	11,12	Year
5698C1/C2	Engineering Design & Development	12	Year
7109C1/C2	Principles of Precision Machining	9,10	Year
7105C1/C2	Precision Machining Fundamentals	10,11,12	Year
7107C1/C2	Advanced Precision Machining	10,11,12	Year
7219C1/C2	Precision Machining Capstone	12	Year
7173C1/C2	Principles of Culinary & Hospitality	9,10,11	Year
7171C1/C2	Nutrition	10,11,12	Year
7170C1/C2	Nutrition Planning & Therapy	11,12	Year
7239C1/C2	Nutrition Science Capstone	12	Year
53422S	Senior Foods	12	Sem
7132C1/C2	Principles of Interior Design	9,10,11,12	Year
7127C1/C2	Interior Design Fundamentals	10,11,12	Year
7128C1/C2	Materials, Finishes, & Design	10,11,12	Year
7248C1/C2	Interior Design Capstone	12	Year
7301C1/C2	Principles of Fashion & Textiles	9,10,11,12	Year
7302C1/C2	Textiles, Apparel, & Merchandising	10,11,12	Year
7303C1/C2	Advanced Textiles	10,11,12	Year
7304C1/C2	Fashion Textiles Capstone	12	Year
7160C1/C2	**Principles of Early Childhood Education**	9,10,11,12	Year
7158C1/C2	**Early Childhood Education Curriculum**	10,11,12	Year
7159C1/C2	**Early Childhood Education Guidance**	10,11,12	Year
7259C1/C2	Early Childhood Education Capstone	12	Year
7161C1/C2	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
4519X1/X2	AP Business with Personal Finance		Year
4562D1/D2	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	10,11,12	Year
7256C1/C2	Business Administration Capstone	12	Year
7201C1/C2	Small Business Operations Capstone	12	Year
4512S1/S2	Business Mathematics	11,12	Year
4578SS	Business Computing & Data Analytics	11,12	Sem
4528SS	Digital Applications	11,12	Sem
5914D1/D2	Marketing Fundamentals	10,11,12	Year
5918C1/C2	Strategic Marketing (Fan Stand)	11,12	Year
7145C1/C2	Digital Marketing	11,12	Year
5967SS	Intro to Entrepreneurship	9,10,11,12	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
4565SS	Computing Foundations	9,10, 11, 12	Sem
7155C1/C2	Logistics Management	10,11,12	Year
7142C1/C2	Supply Chain Management	10,11,12	Year
7258C1/C2	Supply Chain Management Capstone	12	Year
7183S1/S2	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
7249C1/C2	Cybersecurity Operations Capstone	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 (Pre-AP)	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
10365S	Genres: Gothic/Horror Literature	11,12	Sem
10361S	Genres: Science Fiction Literature	11,12	Sem
10364S	Genres: Young Adult Literature	11,12	Sem
10484S	Themes: Sports Literature	11,12	Sem
10485S	Themes: War Literature	11,12	Sem
1026SS	Classical Literature	11,12	Sem
1044SS	Poetry	11,12	Sem
1032SS	Ethnic Literature	11,12	Sem
1092SS	Creative Writing	10, 11, 12	Sem

MEDIA & COMMUNICATION

1034SS	Film Studies	10, 11,12	Sem
1076SS	Speech	9,10,11, 12	Sem
1070SS	Debate	10,11,12	Sem
1124ZS	ACP Speech	11,12	Sem
1078**	Advanced Speech: Network-based Communications	9,10,11,12	Sem
1078**	Advanced Speech: Speech & Debate Team	9,10,11,12	Sem
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: Broadcast	9,10,11,12	Year
1086**	Student Media: Advanced Broadcast	10,11,12	Year
108631/32	Student Media: Newsroom	9,10,11,12	Year
108621/22	Student Media: Sports Broadcasting	9,10,11,12	Year
108661/62	Student Media: Sports Media	9,10,11,12	Year
108651/52	Student Media: Public Relations	9,10,11,12	Year
108641/42	Student Media: Yearbook	9,10,11,12	Year
108671/72	Student Media: Film Studio	9,10,11,12	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
7218S1/S2	Technical Math	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	10,11,12	Year
2563X1/X2	AP Pre-Calculus BC	11,12	Year
2546SS	Probability & Statistics	10, 11, 12	Sem
2550SS	Quantitative Reasoning	11,12	Sem
2544D1/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
2544L1	Linear Algebra	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
1010S1/S2	Literacy Lab	9,10	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
0590X1/X2	AP African American Studies	11,12	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
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	9,10,11,12	Year
418811/12	Royal Sensation	9,10,11,12	Year
418821/22	Royal Edition	9,10,11,12	Year
42441S	Technical Theater I	9,10,11,12	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/ACP Biology	11,12	Year
3064S1/S2	Chemistry I	10,11,12	Year
3064H1/H2	Honors Chemistry I	10,11,12	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
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	9,10,11,12	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
1612X1/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
1500SS	African Studies	9,10,11,12	Sem
1518SS	Indiana Studies	9,10,11,12	Sem
1572X1/X2	AP Human Geography	9,10,11,12	Year
1516SS	Ethnic Studies	9,10,11,12	Sem
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

	Nursing	11,12	Year
7168C1/C2	Principles of Healthcare		
5274C1/C2	Medical Terminology		
7166C1/C2	Certified Nursing Assistant		
	Medical Assisting	11,12	Year
7168M1/M2	Principles of Healthcare		
5274M1/M2	Medical Terminology		
7164C1/C2	Medical Assisting		
	EMT	11,12	Year
7168E1/E2	Principles of Healthcare		
5274E1/E2	Medical Terminology		
7165C1/C2	Emergency Medical Technician (FHS)		
	Welding	11,12	Year
7110C1/C2	Principles of Welding		
7111C1/C2	Shielded Metal Arc Welding		
	Music & Sound Production (FHS)	11,12	Year
7139C1/C2	Principles of Broadcasting		
7306C1/C2	A/V Production Essentials		
	Construction (ABC Academy)	11,12	Year
7130D1/D2	Principles of Construction Trades		
7123D1/D2	General Carpentry		
7122D1/D2	Framing & Finishing		

COURSE DESCRIPTIONS

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

DEPARTMENTS/SUBJECTS

- Agriculture
- Engineering and Advanced Manufacturing
- Family and Consumer Sciences
- Business and Marketing
- Computer Science
- English/Language Arts
- Media and Communications
- Health and Physical Education
- Mathematics
- Multidisciplinary
- Science
- Social Studies
- Performing Arts
- Visual Arts
- World Language

AGRICULTURE

Agricultural education is 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.

	AGRISCIENCE	VETERINARY SCIENCE	PRECISION AGRICULTURE (FHS only)
Grade 9 or 10	Principles of Agriculture	Principles of Veterinary Science	Principles of Agriculture
Grade 10 or 11	Animal Science OR Plant and Soil Science	Veterinary Science	Precision Agriculture
Grade 11 or 12	Advanced Life Science: Animals OR Advanced Life Science: Plants and Soils	Advanced Life Science: Animals	Crop Management
Grade 12		Veterinary Science Capstone	Precision Agriculture Capstone

Completing three courses in an Agriculture Concentration fulfills a requirement for the Employment Honors Seal.

7117 // PRINCIPLES OF AGRICULTURE (9, 10, 11, 12) (Ivy Tech AGRI 100 and AGRI 102) 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. **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 and AGRI 117) 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. Recommended prerequisite – Principles of Agriculture

5074 // ADVANCED LIFE SCIENCE: PLANTS AND SOILS (10, 11, 12) Advanced Life Science: Plants and Soils provides students with opportunities to participate in a variety of activities including laboratory work. Students study concepts, principles, and theories associated with plants and soils. Knowledge gained enables them to better understand the workings of agricultural and horticultural practices. They recognize how plants are classified, grow, function, and reproduce. Students explore plant genetics and the use of plants by humans. They examine plant evolution and the role of plants in ecology. Students investigate, through laboratories and fieldwork, how plants function and how soil influences plant life.

7113// CROP MANAGEMENT (10, 11, 12) (Ivy Tech AGRI 217 and AGRI 107) This two-semester course will provide an understanding of plant nutrient requirements and how to provide for those needs to achieve efficient crop production through classroom and lab-based instruction. Students will understand proper fertilizer materials, application methods and techniques. Instruction on soil analysis by demonstrating proper soil testing techniques which will be used to create fertility plans for proposed crops. Integrated pest management and the evaluation of various pest controls with minimal impact on the environment will also be an emphasis of the course. **Required Prerequisites: Principles of Agriculture**

7116// PRECISION AGRICULTURE (10, 11, 12) (Ivy Tech PAET 100 and PAET 107) This two-semester course describes the purpose and concepts of precision agriculture and precision farming through classroom and lab-based instruction. It involves understanding and operation of the various precision agriculture tools including GPS, GIS, and VRT. Students will learn how to collect data, analyze data and use the information to make decisions. Provides an understanding and justifications that demonstrate the economic and environmental benefits of precision agriculture. The Precision Agriculture course also incorporates the use of UAVs. Students will demonstrate UAV competency and handling in order to achieve the Part 107 UAS certification. **Required Prerequisites: Principles of Agriculture**

7236// PRECISION AGRICULTURE CAPSTONE (11, 12) This two-semester course builds upon the knowledge and skills developed in the Principles, Precision Agriculture and Crop Management by developing advanced skills that students can apply to the field. As a capstone course, students should have the opportunity to apply their knowledge and use skills through an intensive work-based learning experience. **Required Prerequisites: Principles of Agriculture; Precision Agriculture; Crop Management**

7280 // PRINCIPLES OF VETERINARY SCIENCE (9, 10, 11, 12) is a two-semester course that provides students with an overview of the small and large animal veterinary industry which includes companion, food, and exotic animals. Principles of Veterinary Science will cover skills common to specific veterinary career topics such as animal care, veterinary assistant, veterinary technician, and veterinarian. Students will learn foundational veterinary knowledge for large and small animals which includes practical lab skills and common office practices.

7281 // VETERINARY SCIENCE (10, 11, 12) is a two-semester course that provides students with opportunities to participate in a variety of activities including laboratory work. Students will explore concepts related to medical terminology, laboratory procedures, clinical examination procedures, principles of animal diseases, as well as work in veterinary clinic management and veterinary law and ethics. **Required Prerequisites: Principles of Veterinary Science.**

7282 // VETERINARY SCIENCE CAPSTONE (11, 12) is a two-semester course that builds upon the knowledge and skills developed in the animal and veterinary courses by developing advanced skills that students can apply to the field. As a capstone course, students should have the opportunity to apply their knowledge and use skills through an intensive work-based learning experience. Students will explore concepts related to pharmacy and pharmacology, medical math, animal nursing, radiology and ultrasound imaging, surgical preparation and assisting. **Required Prerequisites: Principles of Veterinary Science; Advanced Life Science: Animals; Veterinary Science.**

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

	ENGINEERING	PRECISION MACHINING
Grade 9 or 10	Introduction to Engineering Design	Principles of Precision Machining
Grade 10 or 11	Principles of Engineering	Precision Machining Fundamentals
Grade 11 or 12	Digital Electronics Computer Integrated Manufacturing Civil Engineering Aerospace Engineering	Advanced Precision Machining
Grade 12	Engineering Design and Development	Precision Machining Capstone

Completing three courses in the Engineering Concentrator fulfills a requirement for the Employment Honors Seal.

4802 // INTRODUCTION TO ENGINEERING DESIGN (9, 10, 11, 12) (Ivy Tech DESN 101 and DESN 113) 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. **Recommended Prerequisite: Algebra 1**

5644 // PRINCIPLES OF ENGINEERING (10, 11, 12) (Ivy Tech DESN 104) 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: Introduction to Engineering Design**

 # 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: Principles of Engineering**

 # 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: Principles of Engineering**

 # 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: Principles of Engineering**

 # 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: Principles of Engineering**

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.**

7109 // PRINCIPLES OF PRECISION MACHINING (9, 10, 11, 12) (Ivy Tech MTTC 101 / 106**)** This two-semester course will provide students with a basic understanding of the processes used to produce industrial goods. Classroom instruction and labs will focus on shop safety, measurement, layout, blueprint reading, shop math, metallurgy, basic hand tools, milling, turning, grinding, and sawing operations. This course prepares the student for the optional National Institute for Metalworking Skills (NIMS) Measurement, Materials, & Safety certification that may be required for college dual credit.

7105 // PRECISON MACHINING FUNDAMENTALS (10, 11, 12) (Ivy Tech MTTC 102 / 103) This two-semester course will build a foundation in conventional milling and turning. Students will be instructed in the classroom on topics of shop safety, theory, industrial terminology, and calculations. Lab work will consist of the setup and operation of vertical and/or horizontal milling machines and engine lathes. This course prepares the student for the optional National Institute for Metalworking Skills (NIMS) Milling I certification that may be required for college dual credit. **Required Prerequisites: Principles of Precision Machining.**

7107 // **ADVANCED PRECISION MACHINING (11, 12)** (Ivy Tech MTTC 105 / 110) This two-semester course will build upon the Turning and Milling processes learned in Precision Machining Fundamentals and will build a foundation in abrasive process machines. Students will be instructed in the classroom on topics of shop safety, theory, industrial terminology, and calculations associated with abrasives. Lab work will consist of the setup and operation of bench grinders and surface grinders. Additionally, students will be introduced to Computerized Numeric Controlled (CNC) setup, operations, and programming. This course prepares the student for the optional National Institute for Metalworking Skills (NIMS) Grinding I certification. **Required Prerequisites: Principles of Precision Machining; Precision Machining Fundamentals**.

7219 // PRECISION MACHINING CAPSTONE (11,12) This two-semester course is an in-depth study of skills learned in Precision Machining I, with a stronger focus on CNC setup/operation/programming. Students will be introduced to two axis CNC lathe programming and three axis CNC milling machine programming. Develops the theory of programming in the classroom with applications of the program accomplished on industry-type machines. Studies terminology of coordinates, cutter paths, angle cutting, and linear and circular interpolation. Classroom activities will concentrate on precision set-up and inspection work, as well as machine shop calculations. Students will develop skills in advanced machining and measuring parts involving tighter tolerances and more complex geometry. A continued focus on safety will also be presented. **Required Prerequisites: Principles of Precision Machining; Precision Machining Fundamentals; Advanced Precision Machining**

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

Grade	EARLY CHILDHOOD	NUTRITION SCIENCE	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	Interior Design Fundamentals
10, 11, or 12	Early Childhood Education Guidance	Culinary Arts	Advanced Textiles (Fall 2027)	Materials, Finishes, & Design (Fall 2027)
11 or 12	Early Childhood Education Capstone	Nutrition Science Capstone (Fall 2028)	Fashion and Textiles Capstone (Fall 2028)	Interior Design Capstone (Fall 2028)

Completing three courses in a Concentrator fulfills a requirement for the Employment Honors Seal.

EDUCATION & EARLY CHILDHOOD

7161 // PRINCIPLES OF TEACHING: CADET TEACHING (11, 12) (Indiana University EDUC F200) Principles of Teaching (Cadet Teaching) is a yearlong course designed for students interested in pursuing a career in education (teaching, counseling, Speech & Language Pathology, Administration) or a related area. After 6 weeks of preparation in the classroom at HSEHS, students participate in field experiences in an HSE district school 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. This is an excellent way to determine if a career in education is right for you. Topics covered include classroom management, establishing routines and procedures, relationship building, professionalism, communication, instructional strategies, and lesson planning. **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. An application, 3 teacher recommendations, and an interview are REQUIRED before students are accepted into the program.**

7160 // PRINCIPLES OF EARLY CHILDHOOD EDUCATION (9, 10, 11,12) (Ball State ECYF 100) 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.

7158 // EARLY CHILDHOOD EDUCATION CURRICULUM (10, 11, 12) (Ball State ECYF 210) *This course meets concurrently with 7159 Early Childhood Education Guidance.* This 2-semester 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. Students' placements are to be arranged by the HSE teacher once the course

begins. **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.** **Pre-requisite requirement: 7160 Principles of Early Childhood Education**

7159 // EARLY CHILDHOOD EDUCATION GUIDANCE (10, 11, 12) (Ball State ECYF 252) *This course meets concurrently with 7158 Early Childhood Education Curriculum.* In this 2-semester 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. **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.** **Pre-requisite requirement: 7160 Principles of Early Childhood Education**

7259 // EARLY CHILDHOOD EDUCATION CAPSTONE (12) 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. . **Pre-requisite requirement: 7160 Principles of Early Childhood Education, 7159 ECE Guidance, and 7158 ECE Curriculum.**

NUTRITION SCIENCE

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 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 pumpkin pie.

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 dense nutrient meals or examining nutritional needs of student athletes. **Prerequisite: 7173 Principles of Culinary & Hospitality**

7172 // NUTRITION PLANNING AND THERAPY (11, 12) This course presents the basic principles of nutrition; the role nutrients play in maintaining good health as well as their effect on certain disease states. Students will learn to modify diets to meet various nutritional needs and to plan menus using modified diet principles. This course teaches students to develop an in-depth understanding of the principles of diet therapy. Students will learn to assess patients' nutritional needs, develop care plans, and implement a delivery system. Students will also learn documentation skills required by Centers for Medicare and Medicaid Services (CMS). **Required Prerequisites: Principles of Culinary and Hospitality; Nutrition**

7239 // NUTRITION SCIENCE CAPSTONE (12) This course offers practical experience in a health care facility monitored by a Registered Dietician in order to build specialized skills. This work-based experience provides an opportunity for students to transfer their academic preparation into actual work-based learning by acquiring "real world" skills and building ties with the healthcare community. Students must complete 150 hours of field experience. (Students should have a site in mind prior to registering for this course--coordinator will assist.) **Pre-requisite requirement: 7173 Principles of Culinary & Hospitality, 7171 Nutrition, and 7170 Nutrition Planning and Therapy.** *[This course is developing for the 2028-2029 school year.]*

FASHION & TEXTILES

7301// PRINCIPLES OF FASHION AND TEXTILES (9, 10, 11, 12) 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.

7302 // TEXTILES, APPAREL, AND MERCHANDISING (10, 11, 12) Textiles, Apparel, and Merchandising provides a comprehensive overview of the textiles, apparel, and merchandising industry specific to fashion related goods including the nature of fashion, raw materials and production, designers, retailers, and supporting services. **Prerequisite: 7301 Principles of Fashion & Textiles**

7303 // ADVANCED TEXTILES (10, 11, 12) - Advanced Textiles will focus on the study of textiles concerning fiber, yarn, fabric construction, and finishes which affect the selection, use, and care of textiles. **Prerequisite: 7301 Principles of Fashion & Textiles.** *[This course is developing for the 2027-2028 school year.]*

7304 // FASHION AND TEXTILES CAPSTONE (11,12) Fashion Textile Capstone studies the evolution of Western dress from ancient times to the twentieth century. Emphasis on representative style and change over time. Additionally, this course will focus on the Identification of physical features which affect apparel quality. Analysis of ready-to-wear apparel to identify features which produce desirable aesthetic and functional performance is also covered. **Prerequisite: 7301 Principles of Fashion & Textiles, 7302 Textiles, Apparel, and Merchandising, and 7303 Advanced Textiles** *[This course is developing for the 2028-2029 school year.]*

INTERIOR DESIGN

7132 // PRINCIPLES OF INTERIOR DESIGN (9, 10, 11, 12) Principles of Interior Design introduce students to fundamental design theory and color dynamics as applied to compositional design. Investigations into design theory and color dynamics will provide experience in applying design theory to three-dimensional concepts, human factors, and the psychology and social influences of space. These experiences will develop students' skills in creative problem solving, peer evaluation, and presentation skills.

7127// INTERIOR DESIGN FUNDAMENTALS (10, 11, 12) Interior Design Fundamentals provides students with an overview of the field of interior (environmental) design, including an understanding of fundamental construction knowledge and skills needed in the field. Exercises include small scale space analysis and functional planning based on user needs, furniture arrangement and selection, materials and finishes considerations and presentation techniques. Students will also learn basics regarding building practices, building structures, residential construction techniques, building materials, and plan reading. Includes building codes, sustainable design practices, and the preparation of site and construction plans, elevations, sections, three-dimensional drawings details and hand renderings as they relate to construction and presentation drawings. **Prerequisite: 7132 Principles of Interior Design.**

7128// MATERIALS, FINISHES, AND DESIGN (10, 11 ,12) Materials, Finishes, and Design examines the physical properties and characteristics of furniture, materials, finishes, and architectural detailing. The course includes an intensive study of textiles, including fiber sources, identification and classification to finish and sustainable qualities. Students will apply textile knowledge to interior textile fabrications including window treatments, upholstery, carpet, and wall coverings. Content addresses environmental issues and problems in specifying, estimating, and installing these materials. **Prerequisite: 7132 Principles of Interior Design.**

7248 // INTERIOR DESIGN CAPSTONE (11,12) The Interior Design Capstone course is designed to provide students with a chance to extend their knowledge and skills through additional course work and a work-based learning experience. **Prerequisites: Principles of Interior Design, 7127 Interior Design Fundamentals, and 7128 Materials, Finishes, and Design.** *[This course is developing for the 2028-2029 school year.]*

SOCIAL AND COMMUNITY SERVICES

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, Values Billboard, what is Your Personality? Nonverbal Charades, Communication and Board Games.

BUSINESS, MARKETING, AND COMPUTER SCIENCE

In the Business, Marketing & Computer Science Department, you'll build real-world skills through hands-on projects, simulations, and work-based learning—preparing you for college or a career right after graduation. Our engaging curriculum delivers both college-level content and industry-relevant experience to maximize your high school journey. In Indiana, the Next Level Program of Studies offers a sequenced pathway—starting with foundational courses and progressing to advanced NLPS classes—that you can take concurrently, helping you stay both college- and career-ready.

BUSINESS AND MARKETING

BUSINESS ADMINISTRATION
Principles of Business Management
Management Fundamentals OR
Marketing Fundamentals
Accounting Fundamentals

ACCOUNTING
Principles of Business Management
Accounting Fundamentals
Advanced Accounting

MARKETING, SALES, AND ENTREPREURSHIP
Principles of Business Management
Marketing Fundamentals
Digital OR Strategic Marketing
Small Business Operations Capstone

BANKING AND INVESTMENT
Principles of Business Management
Accounting Fundamentals
Finance and Investment OR
Enrollment in Finance Academy

COMPUTER SCIENCE

AP PATHWAY
AP Computer Science Principles
Website and Database Development
AP Computer Science A
Software Development Capstone

SOFTWARE DEVELOPMENT
Principles of Computing
Website and Database Development
Software Development
Software Development Capstone

CYBERSECURITY
Principles of Computing
Information Technology Fundamentals
Networking & Cybersecurity
Operations

STAND ALONE COURSES

Preparing for College and Careers/ Freshman Seminar*

Personal Financial Responsibility*

Introduction to Entrepreneurship

Business Mathematics

Digital Applications and Responsibility

Business Computing and Data Analytics

ACP Business Administration

Computing Foundations in a Digital Age*

Advanced CTE College Credit

**Fulfills Graduation Requirement*

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. *(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.)*

4519 // AP BUSINESS WITH PERSONAL FINANCE (9, 10, 11, 12) AP Business with Personal Finance is a year-long course that blends college-level business fundamentals with practical personal-finance education. Students learn entrepreneurship, marketing, accounting, management, and business finance — alongside savings, budgeting, credit, investing, and long-term financial planning — through real-world case studies, project-based work, and financial-literacy standards from national guidelines. By the end of the course, students not only prepare for a digital exam but also complete a business-canvas project and a financial-advisor project, with the opportunity to earn college credit and an employer-endorsed credential.

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) (Ivy Tech BUSN 101 and OTEC 107) 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 using Microsoft applications.

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. **Required Prerequisite – Principles of Business Management** *Students who have not completed the Principles of Business Management prerequisite will be **co-enrolled** — i.e., students must register for both this course and the online prerequisite at the same time. Students will earn credit in both courses.*

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 (10, 11, 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. **Required Prerequisite – Principles of Business Management** *Students who have not completed the Principles of Business Management prerequisite will be* ***co-enrolled*** *— i.e., students must register for both this course and the online prerequisite at the same time. Students will earn credit in both courses.*

5914 // MARKETING FUNDAMENTALS (10, 11, 12) (Ivy Tech MKTG 101 and MKTG 102) 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. **Required Prerequisite – Principles of Business Management** *Students who have not completed the Principles of Business Management prerequisite will be* ***co-enrolled*** *— i.e., students must register for both this course and the online prerequisite at the same time. Students will earn credit in both courses.*

7145 // DIGITAL MARKETING (11,12) (Ivy Tech MKTG 252 and MKTG 257) 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. **Required prerequisite – Marketing Fundamentals**

5967 / INTRODUCTION TO ENTREPRENEURSHIP (9, 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 (11, 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 (11, 12)** (Indiana University BUS X100) 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–overall GPA of 2.7**

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.

Prior to joining Fan Stand, students should have taken or be scheduled to take two of the following courses*:

Accounting Fundamentals
Management Fundamentals
Principles of Business Management
Principles of Fashion & Textiles
Marketing Fundamentals
Textiles, Apparel & Merchandising
Introduction to Entrepreneurship

**students may also be accepted with teacher approval.*

Fan Stand Course Sequence

JUNIOR YEAR
2nd semester
Strategic Marketing

SUMMER
Inventory &
Student Registration

SENIOR YEAR
1st semester
Strategic Marketing

SENIOR YEAR
Optional – Year-long
Small Business
Operations Capstone

Students who complete a sequence of course including
Principles of Business Management | Marketing Fundamentals | Strategic Marketing | Small Business Operations Capstone
may **earn up to 24 college business credits**

5918 // STRATEGIC MARKETING: FAN STAND (spring semester - 11, fall semester - 12) (Ivy Tech MKTG 201 and MKTG 230) Strategic Marketing builds upon the foundations of marketing and applies the functions of marketing at an advanced level. Students will study the basic principles of consumer behavior and examine the application of theories from psychology, social psychology, and economics. The relationship between consumer behavior and marketing activities will be reviewed. 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. **Students must meet all Ivy Tech prerequisites to qualify for Ivy Tech dual credit. Requirement: Marketing Fundamentals**

7201 // SMALL BUSINESS OPERATIONS CAPSTONE (12) (Ivy Tech BUSN 105 and ENTR 220) Small Business Operations Capstone is an applied course that will focus on key marketing strategies particularly relevant to new ventures. Students will develop an understanding of marketing, advertising, social media, and branding. Upon successful completion of this course, the student should be able to identify and evaluate the various sources available for funding a new enterprise; demonstrate an understanding of financial terminology; read, prepare, and analyze basic financial statements; estimate capital requirements and risk, exit strategies; and prepare a budget for their business. Students will receive Work Based Learning credit. **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 and Strategic Marketing**

FINANCE ACADEMY

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

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, 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.**

COMPUTER SCIENCE

Grade	AP Pathway	Software Development Pathway	Cybersecurity Pathway	Other CS courses
9	AP Computer Science Principles	Principles of Computing	Principles of Computing	Computing Foundations for a Digital Age (9, 10, 11, 12)
10	Website & Database Development	Website & Database Development	Information Technology Fundamentals	
11	AP Computer Science A	Software Development	Networking & Cybersecurity Operations	Advanced CTE College Credit (11, 12)
12	Software Development Capstone	Software Development Capstone		

4565 / COMPUTING FOUNDATIONS FOR A DIGITAL AGE (9, 10, 11) 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 new diploma Computer Science requirement.*

4568 // AP COMPUTER SCIENCE PRINCIPLES (9, 10, 11, 12) This course is designed to introduce students to the central ideas of computing and computer science, to instill ideas and practices of computational thinking, and to have students engage in activities that show how computing and computer science change the world. The course is rigorous and rich in computational content, includes computational and critical thinking skills, and engages students in the creative aspects of the field. This course is designed for college-bound students looking to gain more in-depth computer knowledge to be used in any field of study. **Recommended prerequisite - Algebra I.** *Fulfills new diploma Computer Science requirement.*

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. **Recommended prerequisite – Algebra II; Website and Database Development** *Fulfills new diploma Computer Science requirement.*

7183 // PRINCIPLES OF COMPUTING (9, 10, 11) (Ivy Tech INFM 109 and SDEV 120) 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.

7185 // WEBSITE AND DATABASE DEVELOPMENT (10, 11, 12) (Ivy Tech DBMS 110 and SDEV 153) 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. **Prerequisite – Principles of Computing OR AP Computer Science Principles**

7184 // SOFTWARE DEVELOPMENT (10, 11, 12) (Ivy Tech SDEV 140) 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. **Prerequisite – Website and Database Development**

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.**

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. **Prerequisite - Principles of Computing OR AP CS Principles.**

7181 // NETWORKING AND CYBERSECURITY OPERATIONS (10, 11, 12) (Ivy Tech CSIA 105) 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. **Prerequisite - Principles of Computing OR AP CS Principles.**

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. More information can be found at span.iupui.edu **PLEASE SEE Mrs. Alano for more information and approval.**

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

English Department

Creating effective communicators, lifelong learners, critical thinkers and thoughtful analysts

FRESHMAN YEAR

CORE ENGLISH COURSES
English 9, English 9 Honors

ENGLISH ELECTIVE CREDITS
Speech

SOPHOMORE YEAR

CORE ENGLISH COURSES
English 10, English 10 Honors, AP Language and Composition, AP Literature and Composition, AP Seminar

ENGLISH ELECTIVES
Speech, Debate (if you've taken speech)

JUNIOR YEAR

YEAR-LONG ENGLISH COURSES
English 11, AP Literature and Composition, AP Language and Composition, AP Seminar, AP Research

ONE-SEMESTER ENGLISH COURSES
ACP Intro Literature, speech, debate, creative writing, classical literature, poetry, literature in life & sports, war literature, young adult literature

SENIOR YEAR

YEAR-LONG ENGLISH COURSES
AP Literature and Composition, AP Language and Composition, AP Seminar, AP Research, English 12 Dual Credit

ONE-SEMESTER ENGLISH COURSES
College Composition, English 12, ACP Intro Literature, ACP Advanced Literature, speech, debate, creative writing, classical literature, poetry, literature in life & sports, war literature, young adult literature

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

Composition-based Courses
AP Literature & Comp (Possible College Credit, year-long)
AP Language & Comp (Possible College Credit, year-long)
AP Seminar (Possible College Credit, year-long)
College Composition (one semester)
English 12 Dual Credit (year-long course)
English 12 (year-long)

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/PRE-AP (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)

1058 // AP LITERATURE AND COMPOSITION (10, 11, 12) In alignment with College Board, AP Literature and Composition allows students to cultivate understanding of literature through reading and analyzing texts, as they explore concepts like character, setting, structure, perspective, figurative language, and literary analysis in the context of literary works. While taking the AP exam at the end of the course is strongly encouraged, the course provides skills that go beyond the test and this class. Students develop college-level analysis skills, close reading skills and argumentation skills that are applicable well beyond a high school English classroom. **Sophomore requirement – instructor recommendation**

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

1006 // AP SEMINAR (10, 11, 12) AP Seminar is a yearlong English course. Seminar students develop real-world research, presentation, and collaboration skills as they complete Performance Tasks and take a written AP Exam, all of which compose their AP Score. Students choose topics and individualize their experience as they revise and perfect college-level writing, refine their speaking skills, master critical thinking, and practice collaboration. AP Seminar is the first required course for students who wish to continue in the AP Capstone Program. *Fulfills the Communications-based credit for the new diploma.* **Sophomore requirement – instructor recommendation**

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 – AP Seminar**

DUAL CREDIT COURSES

1124 / ACP DISCOVERING LITERATURE (ACP/IU ENG 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. **IU prerequisite - 2.7 overall GPA.**

1124 / ACP COMPOSITION - READING, WRITING, & INQUIRY (ACP/IU ENG W131) **(12)** This 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. **IU prerequisite - 2.7 overall GPA.**

1124 / ACP LITERARY INTERPRETATION (ACP/IU ENG 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). **IU prerequisite - 2.7 overall GPA and one of the following: ENG W131 with a transcripted IU grade of C or better, 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**

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

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.

1044 / POETRY (11,12) This one semester course is designed for students who want to explore the 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.

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

1036 / GENRES OF LITERATURE (11, 12) This one-semester course is a study of various literary genres, such as poetry, dramas, novels, short stories, biographies, journals, diaries, essays, and others. Students examine a set or sets of literary works written in different genres that address similar topics or themes. Students analyze how each genre shapes literary understanding or experiences differently, how different genres enable or constrain the expression of ideas, how certain genres have had stronger impact on the culture than others in different historical time periods, and what the most influential genres are in contemporary times. Throughout the course students are expected to read, write, listen, and speak in accordance with the Language Arts standards. *Students will select a specific genre on which to focus based on the options below:*

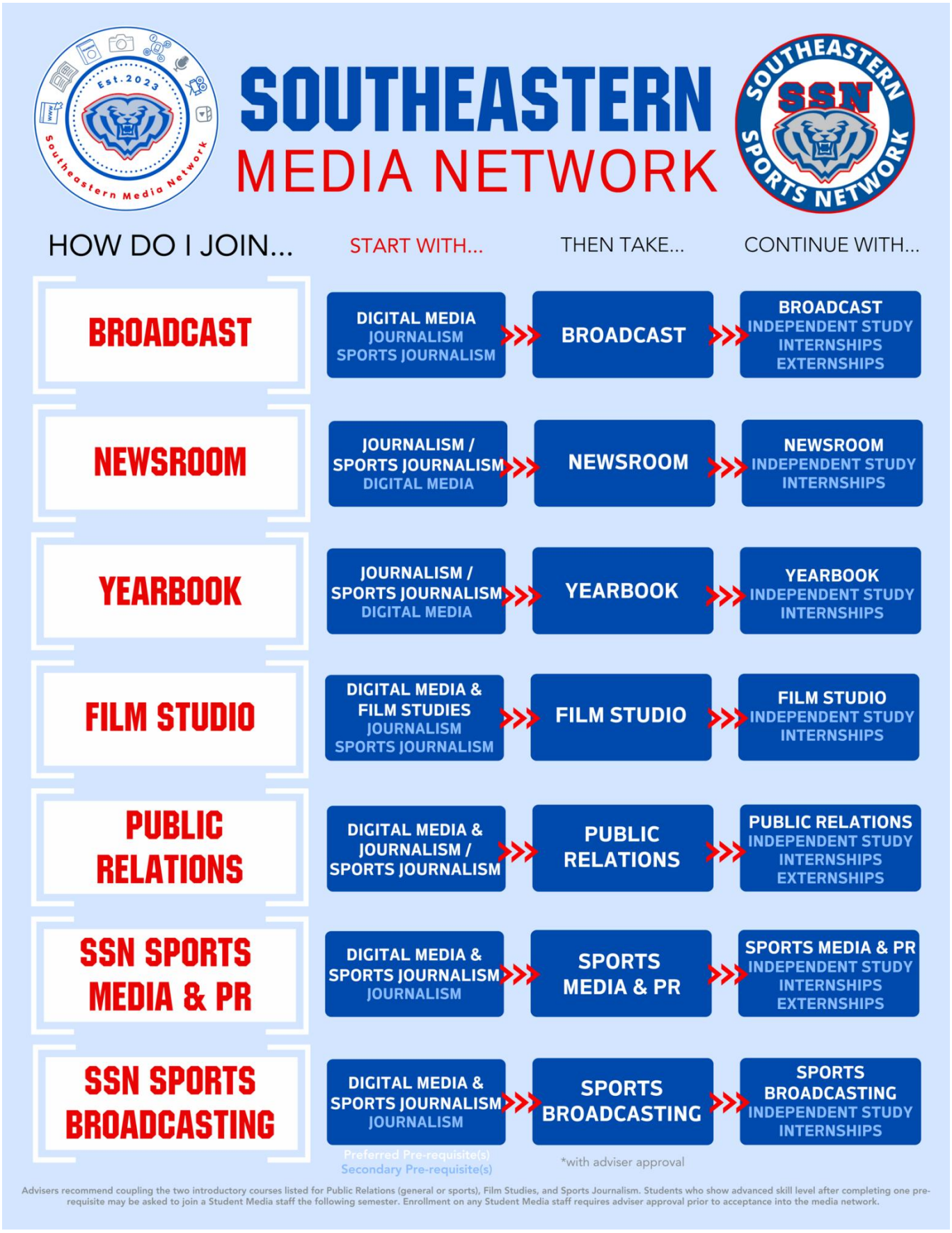
- **Gothic/Horror:** This course explores Gothic, Southern Gothic, and Horror literature and focuses on sharpening key language arts skills and getting a little spooked in the process. Students in Gothic & Horror Literature will read a variety of pieces from the three main subgenres mentioned above,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

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:*

- **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?

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 student test data and grades and/or staff recommendation.**


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
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YEARBOOK
INDEPENDENT STUDY
INTERNSHIPS
FILM STUDIO
DIGITAL MEDIA & FILM STUDIES
JOURNALISM
SPORTS JOURNALISM
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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.

1124 / ACP PUBLIC SPEAKING (ACP/IU COLL P155) **(11, 12)** ACP Public Speaking (Speech) 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. *Fulfills the Communications-based credit for the new diploma.* **IU prerequisite - 2.7 overall GPA; Juniors must have taken a previous Speech course**

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, explore group dynamics, and conflict management. *Fulfills the Communications-based credit for the new diploma.* **Freshmen choosing to enroll in this course must do so while concurrently enrolled in a core English course.**

1078 / ADVANCED SPEECH: NETWORK-BASED COMMUNICATIONS (9, 10, 11, 12) (Ivy Tech COMM 102) This one semester course encompasses all of the skills from Speech class, but all content is directed toward and in conjunction with the students' choice of HSE Networks. This course will be focused on units that include: 1. Network and career interest, 2. Ethical issues within the career cluster, 3. Delivery, presentation, media, and technology skills, 4. Non-verbal messaging, and 5. Argumentation and evidence. Students will be producing tasks such as interviews, individual, partner and group speeches, technology-based speeches, and personal resumes. The nature of this course allows for content to change as each Network evolves. *Fulfills the Communications-based credit for the new diploma.* **Recommendation: students take this class the semester after Freshman Seminar / Prep for College & Careers to begin utilizing the skills all throughout their high school and network experience. Freshmen choosing to enroll in this course must do so while concurrently enrolled in a core English course.**

1078 / ADVANCED SPEECH: ACADEMIC COMPETITION (9, 10, 11, 12) This one semester or yearlong course is meant as an Advanced Speech course offering supplemental work, research, rehearsal, and presentation delivery in conjunction with HSE's public speaking-based academic competitions (ex. Speech & Debate, Mock Trial, FFA, DECA, We the People, Model UN). The course follows all Indiana standards for communication, speech and debate and is correlated with specific groups, goals, themes, and purposes of academic competition. **Students must be on an HSE extra-curricular team to enroll.**

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. *Fulfills the Communications-based credit for the new diploma.* **Requirement – Speech, ACP Speech, AP Seminar, or instructor's permission**

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 only. **Freshmen choosing to enroll in this course must be concurrently enrolled in a core English 9 course.**

1084 / DIGITAL MEDIA (9, 10, 11, 12) (IVY VISC 105) This introductory communications course is a one-semester, English credit study of media literacy, communication, 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. *Fulfills the Communications-based credit for the new diploma.* **Students must meet all Ivy Tech prerequisites to qualify for Ivy Tech dual credit.**

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

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. *Fulfills the Communications-based credit for the new diploma.*

1086 // STUDENT MEDIA (9, 10, 11, 12) This course is a year-long course designed to provide students with practical experience within the world of journalism, communications, 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, videography, design, graphics, etc.). Southeastern Media Network functions as the umbrella centralized news outlet for HSE High School, with the individual staffs on which students serve being the publications and platforms. Advisers recommend coupling the two introductory courses listed for Public Relations, Sports Media, 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. Due to the differences and complexities of each media staff and platform, the credits and number of credits earned differ by staff.

- Students will preference which staff(s) to focus their skill set based on the subsections below.
- Student Media staffs require a varied amount of outside of school time to cover events. Students should consult with advisers for additional details.
- **REQUIRED PREREQUISITE** – 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.
- Students enrolled in selected staffs 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.
- Students may and are encouraged to enroll in more than one Student Media staff as there is no limit to the amount of credits students may earn in Student Media.

STUDENT MEDIA STAFFS & SUBSECTIONS

STUDENT MEDIA: BROADCAST

- This section creates the Royal Rundown school newscast and is the entry-level broadcast class taken after successful completion and adviser acceptance after a pre-requisite.
- This subsection follows the CTE Next Level Programming of Studies and progresses through Principles of Broadcasting, Audio/Video Production Essentials, Mass Media Production and Radio & TV Broadcasting Capstone.

STUDENT MEDIA: ADVANCED BROADCASTING

- This section creates the Nickel Plate News community-based newscast and works in conjunction with the City of Fishers' Joint Information Center.
- This subsection provides students an additional course credit for Work-Based Learning since it requires significant outside of class time, high skill level, and oversight at a professional level.

STUDENT MEDIA: NEWSROOM

- This section creates the Orb school newsmagazine, online stories, and works in conjunction with the City of Fishers' Joint Information Center.
- Due to the amount of reading and written composition, Newsroom counts as an English credit.
- This subsection provides students an additional course credit for Work-Based Learning since it requires significant outside of class time, high skill level, and oversight at a professional level.

STUDENT MEDIA: YEARBOOK

- This section creates the Sceptre school yearbook, which thematically covers all aspects of student life, athletics, clubs, and academics for the entire school year.

STUDENT MEDIA: PUBLIC RELATIONS

- This section focuses on strategic communications and functions as a public relations agency for HSE High School and local community clients.

STUDENT MEDIA: FILM STUDIO

- This section focuses on production of short films and documentaries.
- This subsection follows the CTE Next Level Programming of Studies and progresses through Principles of Broadcasting, Audio/Video Production Essentials, Mass Media Production and Radio & TV Broadcasting Capstone.
- This subsection provides students an additional course credit for Work-Based Learning since it requires significant outside of class time, high skill level, and oversight at a professional level.

STUDENT MEDIA: SOCIAL MEDIA

- This section focuses on understanding and implementing all aspects of social media, including research, data analysis, content planning, and deployment through a variety of school-based social media outlets.

STUDENT MEDIA: SPORTS MEDIA

- This section focuses on sports coverage for Southeastern Sports Network.
- This subsection provides students an additional course credit for Work-Based Learning since it requires significant outside of class time, high skill level, and oversight at a professional level.

STUDENT MEDIA: SPORTS BROADCASTING

- This section focuses on live sports broadcasts for Southeastern Sports Network.
- This subsection follows the CTE Next Level Programming of Studies and progresses through Principles of Broadcasting, Audio/Video Production Essentials, Mass Media Production and Radio & TV Broadcasting Capstone.
- This subsection provides students an additional course credit for Work-Based Learning since it requires significant outside of class time, high skill level, and oversight 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. 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 Public Relations, Sports Media, and Advanced 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 have been recommended by the adviser to work with clients outside of school after completing and working with internal school clients and media platforms.
- 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 is designed for seniors but juniors with high level experience and demonstrated excellence could be considered for enrollment.
- **Requirement - adviser approval.**

MATHEMATICS COURSE SEQUENCES

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.

BUILD YOUR CORE - Complete Through Algebra 2

- ALGEBRA 1
- (Honors) ALGEBRA 2
- (Honors) GEOMETRY

MATH CONDITIONING - AFTER ALGEBRA 2

- IVY TECH - COLLEGE ALGEBRA
  QUANTATATIVE REASONING
  REGULAR STATISTICS
- AP PRE-CALCULUS AB
  AP PRE-CALCULUS BC
- AP STATISTICS

READY TO COMPETE - AFTER AP PRE-CALCULUS

- ACP FINITE MATH
- CALCULUS
  AP CALCULUS BC
  AP CALCULUS AB
  ACP SURVEY OF CALCULUS TOPICS
- AP STATISTICS

PLAYOFFS - AFTER AP CALCULUS BC

- MULTIVARIABLE CALCULUS
  DIFFERENTIAL EQUATIONS
  LINEAR ALGEBRA

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.

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**: **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: 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**: **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: 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: Algebra I**

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: Algebra II**

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

foundation for students as they enter adulthood and prepare for employment.

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 using 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: Algebra 2**

AP AND DUAL CREDIT COURSES

2564-2566 // AP PRE-CALCULUS AB (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 College Board AP Pre-Calculus curriculum. In addition, conic sections will be explored, which is from the unit 4 College Board 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).

2564-2566 // AP PRE-CALCULUS BC (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 the theoretical applications are taken more in-depth. The goal of this course is to prepare students to take Advanced Placement Calculus BC. **Recommended prerequisite: Honors coursework**

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/. **Recommended prerequisite: Honors Algebra II or Algebra II**

2544 // ACP BRIEF SURVEY OF CALCULUS (ACP/IU MATH M119) (11, 12) This is a college course which will focus on preparation for majors in the social sciences. Topics include mathematical modeling, applications of functions using the first and second derivative, and using the definite integral. As part of the 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. **I.U. requirements for admission: "C" or better in Pre-Calculus, and a 2.7 overall GPA.**

2562 // AP/ACP CALCULUS AB (ACP/IU MATH 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**

2572 // AP/ACP CALCULUS BC (ACP/IU MATH 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**.

2544 // ACP FINITE MATH (ACP/IU MATH 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**

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. **Requirement: Algebra 2; Ivy Tech prerequisite: SAT Math 550, PSAT Math 540, OR STEM Knowledge Assessment 70**

2544 / MULTIVARIABLE CALCULUS AND ITS APPLICATIONS (12) (BALL STATE MATH 267) 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. Requirement: AP Calculus BC.**

2544 / DIFFERENTIAL EQUATIONS (12) (BALL STATE MATH 374) 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. Requirement: Multivariable Calculus.**

2544 / LINEAR ALGEBRA (12) (BALL STATE MATH 217) Students will learn to solve basic computational problems involving systems of equations, matrices, vector spaces and linear transformations. Students will master fundamental concepts and will learn to use precise language related to the theory of vector spaces and linear transformations. Students will become acquainted with technology (e.g. calculators and/or computer software) that is helpful in solving computational problems in linear algebra. **This one semester course is offered as distance learning through Ball State University. Requirement: Multivariable Calculus.**

MULTIDISCIPLINARY

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.

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**

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 student test data and grades and/or staff recommendation.**

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.**

4004 // PEER ART EDUCATION (9, 10, 11, 12) is designed to provide exceptional learners with 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. This course offers dual credit through Ivy Tech.

- 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.

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.

PERFORMING ARTS

INSTRUMENTAL ENSEMBLES (ORCHESTRA AND BAND)

All instrumental ensemble instruction is based on the Indiana Academic Standards for High School Instrumental Music. Students are provided with a balanced, comprehensive study of music through the orchestra/band, which develops skills in the psychomotor, cognitive, and affective domains. Instruction is designed so that students can connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas.

Ensemble and solo activities are designed to develop elements of musicianship including but not limited to: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music, and (7) studying historically significant styles of literature. All ensembles provide instruction in creating, performing, sight reading, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter.

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

COURSE	NAME	GR	REQUIREMENT
4166	BEGINNING ORCHESTRA/CAMERATA ORCHESTRA	9	DIRECTOR'S RECOMMENDATION OR PLACEMENT (MAY INCLUDE AUDITION EXCERPTS, SOLOS, SCALES, SIGHT READING, ETC)
4172	INTERMEDIATE ORCHESTRA/PHILHARMONIC ORCHESTRA	9- 12	
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)	9 - 12	
4188	ADVANCED CHORUS/ROYAL SENSATION (open to female students)	9 - 12	
4188	ADVANCED CHORUS/ROYAL EDITION (mixed ensemble)	9 - 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.

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 (9, 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**

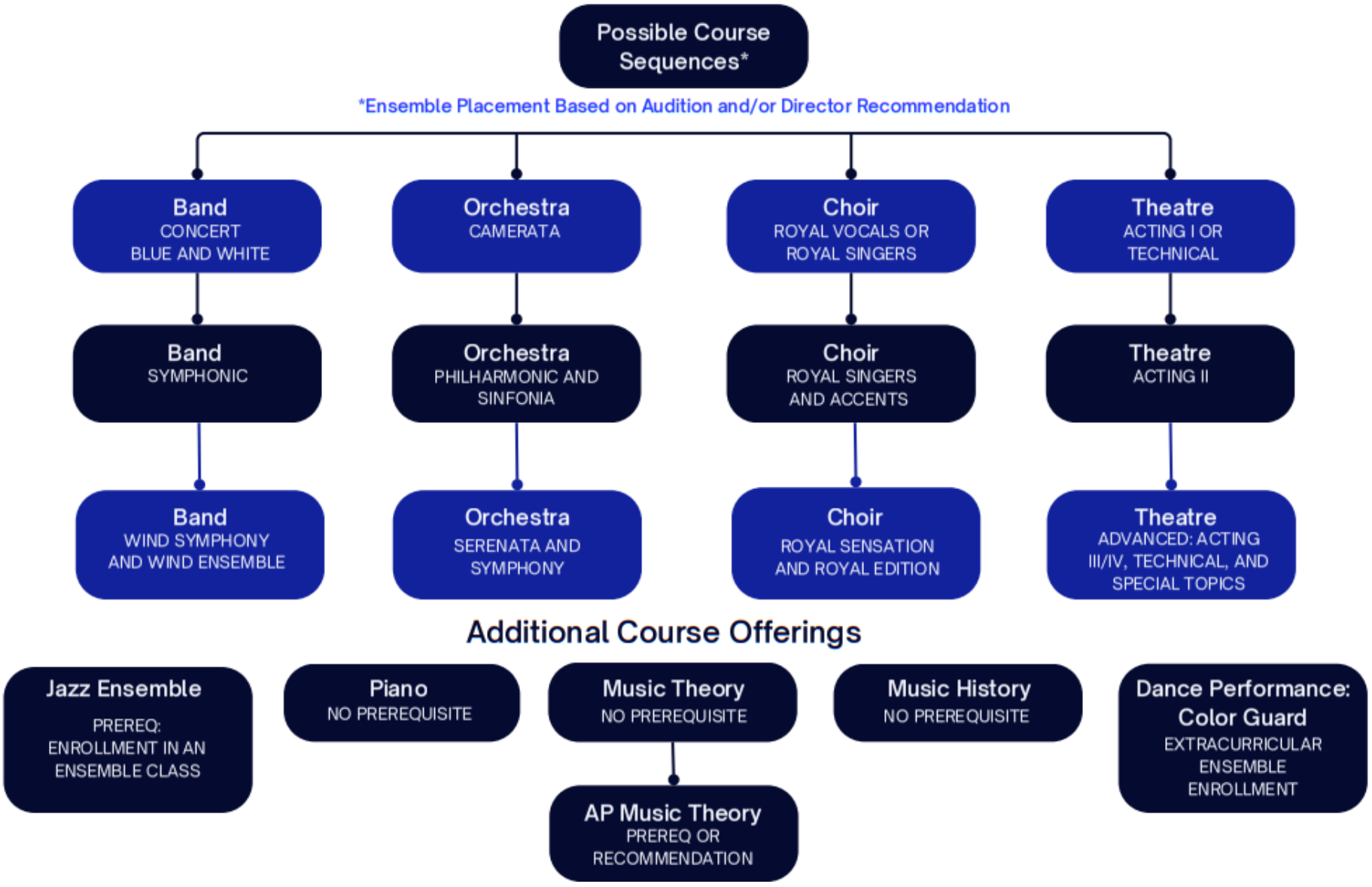
4240 / THEATRE ARTS: ACTING II (9, 10, 11, 12) Instruction in this course builds upon the skills developed in the Theatre Arts course. Activities enable students to improvise dialogue which produces characterizations in a variety of settings and forms; identify the physical, social, and psychological 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**

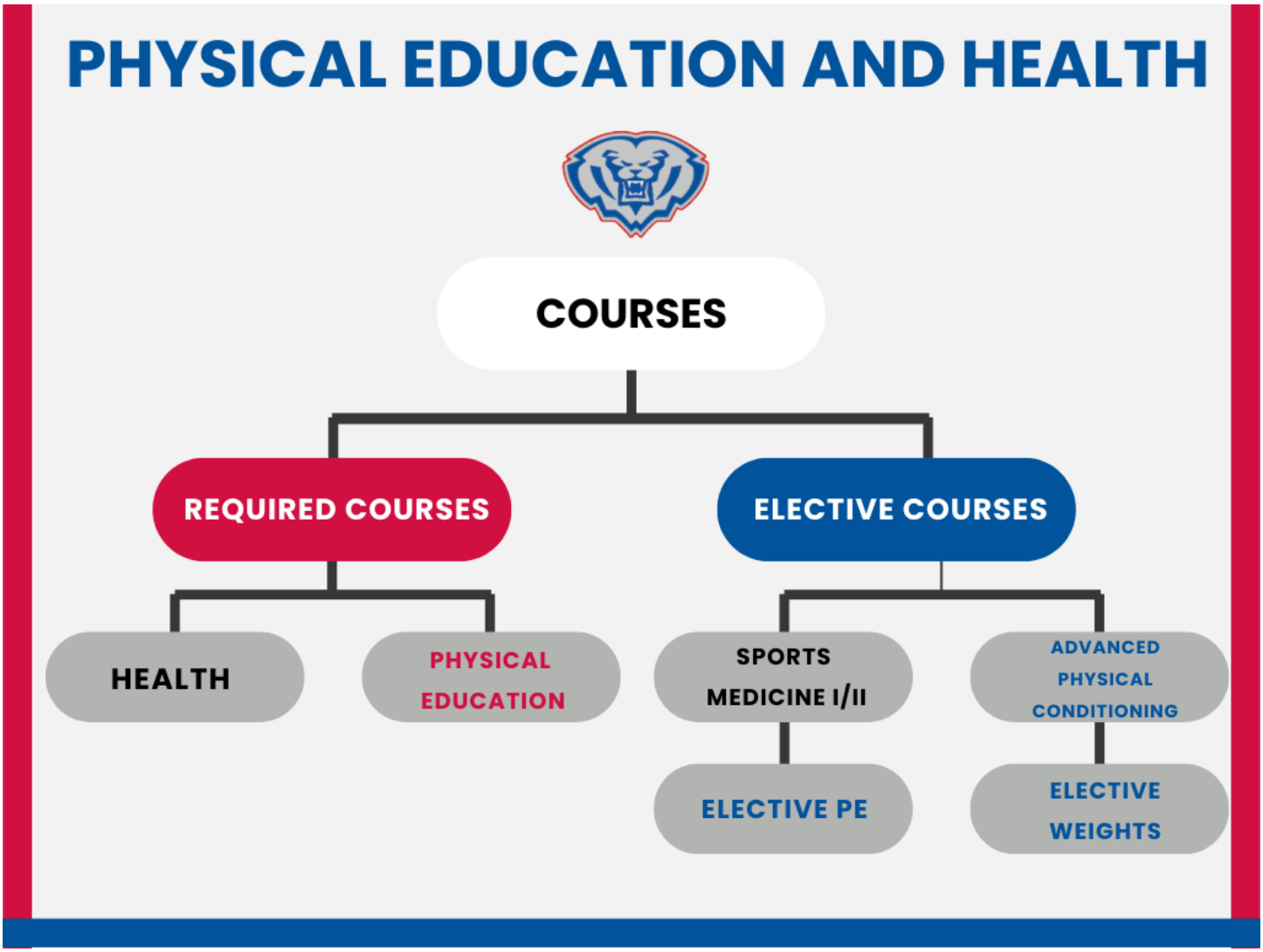
4254 / THEATRE ARTS – SPECIAL TOPICS (10, 11, 12) This course is a semester-long, advanced Theatre Arts course focusing on specific areas of theatre determined by the students and the instructor. These topics could include playwriting, directing, improvisation, musical theatre, chamber theatre, and other 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.**

PERFORMING ARTS COURSES



PHYSICAL EDUCATION and HEALTH

The mission of the Physical Education and Health department at HSE High School is to provide opportunities to develop skills, knowledge, and awareness for all students through basic required courses as well as a variety of elective course offerings. The overall aim is to help students develop lifelong habits that include regular, vigorous exercise and activity, as well as an understanding that health and well-being is an individual and ongoing responsibility.



3506 / HEALTH AND WELLNESS EDUCATION (9, 10, 11, 12) Health Education provides the basis for continued methods of developing knowledge, concepts, skills, behaviors, and attitudes related to student health and well-being. This course includes the major content areas in a planned, sequential, comprehensive health education curriculum. The ten areas of study include: (1) Growth and Development; (2) Mental and Emotional Health; (3) Community and Environmental Health; (4) Nutrition; (5) Family Life; (6) Consumer Health; (7) Personal Health; (8) Alcohol, Tobacco, and Other Drugs; (9) Intentional and Unintentional Injury; and (10) Health Promotion and Disease Prevention. Students are provided with opportunities to explore the effect of 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.

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**

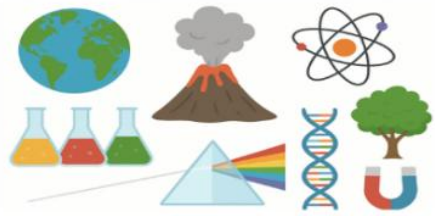
3500 / ADVANCED HEALTH EDUCATION: SPORTS MEDICINE II (10, 11, 12) This course is a continuation of Sports Medicine I, with a more in-depth study of athletic training procedures. Emphasis will be placed on the diagnosis, treatment, and rehabilitation of a wide variety of sports injuries. This course is 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.**

SCIENCE



Explore the fascinating world of science
Expand your understanding of natural phenomena
Experiment to gather and evaluate evidence for scientific claims

Our vision is to create an inclusive science community where every student feels capable, confident, and excited to learn. Through engaging labs, meaningful data analysis, and the integration of modern scientific practices, we strive to cultivate a learning environment where hands-on investigation, evidence-based reasoning, and collaborative problem-solving empower students to become informed global citizens and future innovators.

Diploma Requirements for Classes of 2027 and opt-in 2028	**Diploma Requirements for Classes of 2029 and 2030**
2 credits in Life Science – Biology I, Biology I Honors, or Biology I PBL	**Required:** 2 credits in Biology - Biology I, Biology I Honors, or Biology I PBL 1 credit in Computer Science **Flexible:** 2 additional science credits – all science courses listed 2 STEM-focused credits – include all science courses listed, all alternate science courses, and many others. Ask your school counselor if you have questions. **No additional requirements for Employment Seal** **No additional requirements for Enlistment and Service Honors Seal**
2 credits in Physical Science – Chemistry I, Chemistry I Honors, Physics I, Physics I Honors, ICP or ICP PBL	
2 credits in any other science course offered	**Required for Enrollment Honors Seal:** 2 credits in Biology 2 credits in Chemistry or Physics 2 credits advanced lab science – all science courses listed 1 credit in Computer Science

INTRODUCTORY COURSES

3024 // BIOLOGY I (9, 10) This yearlong course uses a variety of methods in the study of 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 laboratories, cooperative learning, dissection, and research activities as well as class discussions.

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 year-long 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.

 # 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.

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 correlates to algebraic skills.

 # 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.

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.

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.

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.

 # 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.

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.

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 the 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. **Requirement – Biology or Honors Biology**

3092 / ADVANCED SCIENCE, SPECIAL TOPICS, GENETICS (10, 11, 12) This one semester, second year biology course will offer an in-depth study of Genetics. Students will study gene inheritance and expression, the pathway from DNA to protein synthesis, 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. **Requirement – 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. **Requirement –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. **Requirement –Biology or Honors Biology**

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. **Prerequisite- Biology/Honors Biology and Chemistry/Honors Chemistry.**

3092 / ADVANCED SCIENCE, SPECIAL TOPICS, ASTRONOMY I (9, 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.

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.

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 explore 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. **Requirement: any previous Biology, Chemistry, Physics, or Earth Science 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. **Requirement: any previous Biology, Chemistry, Physics, or Earth Science course.**

3092 // ADVANCED SCIENCE, SPECIAL TOPICS, FORENSIC SCIENCE (11, 12) Forensic Science is a yearlong, hands-on, inquiry-based course that introduces students to the scientific principles and laboratory techniques used in crime scene investigation. Topics include crime scene documentation, fingerprint analysis, blood spatter interpretation, hair and fiber comparison, ballistics, toxicology, DNA analysis, arson investigation, death investigation with autopsy, entomology, anthropology, and trace material identification. Through labs, simulated crime scenes, case studies, and collaborative problem-solving, students will develop skills in observation, critical thinking, data analysis, and scientific communication, while also gaining an understanding of the limitations of forensic methods and the importance of ethical practices. This course is ideal for students interested in criminal justice, laboratory science, or investigative careers. **Requirements: Biology I or Honors Biology AND ICP, Chemistry I, or Honors Chemistry**

ADVANCED PLACEMENT AND DUAL CREDIT

3090 // ADV CC FUNDAMENTALS OF HUMAN ANATOMY/PHYSIOLOGY (11, 12) (Ball State ANAT 201 and PHSY 215) 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. **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**

3020 // AP BIOLOGY and ACP BIOLOGY – IU BIOLOGY (HUMANS AND THE BIOLOGICAL WORLD (BIOL-L 100) (5 cr.) (11, 12) This yearlong course is a combination of AP Biology through College Board and ACP Biology through IU. 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. Qualifies as a quantitative reasoning course. **IU prerequisite – 2.7 overall GPA**

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.

3090 // ACP ELEMENTARY CHEMISTRY I – IU CHEM C101/C121 ELEMENTARY CHEMISTRY I (3 cr.)/ELEMENTARY CHEMISTRY LAB (2 cr.) (10, 11,12) 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. 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. **IU prerequisite – overall 2.7 GPA**

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 –Biology I or Honors Biology AND ICP, Chemistry or Honors Chemistry.**

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 –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 (5 cr.) (11, 12) This yearlong course is designed as a first or second-year general physics course based on content established by Indiana University for their P221 Physics course. **Students may take this course as a first-year physics with instructor permission.** 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 –Physics I, or Honors Physics AND completion or concurrent enrollment in Pre- Calculus. IU prerequisite – overall 2.7 GPA**

PLTW BIOMEDICAL SCIENCES

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

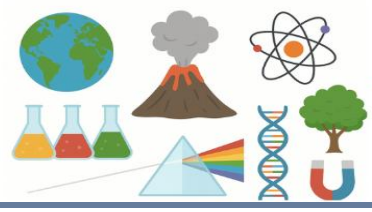
Completing the Biomedical Science Program of Study fulfills a requirement for the Employment Honors Seal.

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. **Requirement - Concurrent enrollment in, or successful completion of Biology I, Biology I PBL, or Biology I Honors**.

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. The curriculum will help prepare students for a medical-related career and challenge them to solve real-world problems. Throughout the year, students will practice thinking critically and creatively as they gain practical experience solving medical issues that biomedical professionals face in their respective fields. Using a focus on human health, students will employ a variety of monitors to examine body systems (skeletal, muscular, respiratory, circulatory, digestive, urinary, endocrine and nervous) at rest and under stress in order to evaluate the interactions between the various body systems. Students will use appropriate software to design and build systems to monitor body functions. **Requirement – successful completion of Principals of Biomedical Sciences.**

 # 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 des boofign 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.**

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



Science Grade 9

Explore Expand Experiment

- **Freshmen may select Biology I, Biology I Problem-Based Learning (PBL), or Biology I Honors to meet the biology graduation requirement. In all biology courses, students explore the characteristics of life, cell structure and function, energy, photosynthesis and respiration, heredity, DNA and protein synthesis, evolution, ecology and body systems.**
- **Project Lead the Way Principles of Biomedical Sciences is available to those interested in health care careers. It is open to freshmen and sophomores.**
- **Astronomy I is a one semester elective science course for freshmen interested in our solar system.**
- **Graduation Requirements: Biology I/Biology I PBL/Biology I Honors + 2 additional science credits + 2 STEM-focused credits + 1 Computer Science credit (see Applied Sciences for options)**

Biology I

This is a foundational biology course geared for the typical high school student engaging them in a survey study of the big concepts in biological sciences. Students will explore the concepts listed above in a unit-by-unit format. The units will be studied one at a time, but the concepts from previous units will be applied to the ideas in later units. The course uses a variety of learning strategies including guided notes, modeling, and labs. Students will be asked to think critically to solve problems both independently and in collaborative teams.

Lessons tend to be scaffolded so students learn a base knowledge first before delving into more complex material.

Biology I PBL

Students engage in solving authentic biological problems, stimulating discussion, and learning of concepts. PBL is cyclical in nature – leading with real-world phenomena and giving students the tools to make sense of the phenomena using the overarching Biology concepts in a variety of contexts. Students may initially struggle as this is not a lecture-based class. Emphasis is on active learning, collaborative problem-solving, and critical thinking to create deeper understanding.

Summative assessments focus more on products to demonstrate mastery of state standards with less traditional testing. **Students should have excellent attendance and thrive on team collaboration.**

Biology I Honors

Recommendation of 8th grade science teacher. This fast-paced course is for students who enjoy science and are ready for the rigors of honors science classes.

Biology I Honors students will delve deeper into concepts and be asked to solve more challenging problems in the classroom and in the laboratory, while learning the same content as in Biology I. Whether working independently or in collaborative teams, more of the responsibility for learning will be placed on the students. The teachers serve as facilitators. Students may struggle with a more independent approach to information gathering, modeling, and experiments, but students will gain confidence to tackle challenging problems

PLTW Principles of Biomedical Science

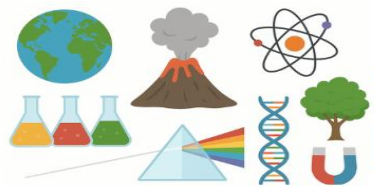
Year one of the PLTW Biomedical Sciences Program of the Medical Network

From design and data analysis to outbreaks, clinical empathy, health promotion, and more, students explore the vast range of careers in biomedical sciences. They develop not just technical skills, but also in-demand, transportable skills that they need to thrive in life and career.

Through 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, such as forensic analysis of a crime scene, decoding genetic diagnosis, and investigating disease outbreaks. 2 elective credits – required to continue in the PLTW Biomedical Program.

Astronomy I

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 while enhancing writing and analysis skills. 1 science or STEM credit



Science

Explore Expand Experiment

Science Course Options Based on Interest in Science	**Grade 9** Biology – required for graduation	**Grade 10** 2 additional science or STEM credits	**Grade 11** 2 additional science or STEM credits	**Grade 12** Additional science credits are highly encouraged
I'm interested in a career in science. The Science Department strongly encourages those interested in a science major in college to take **Biology, Chemistry** and **Physics.**	**Select 1 of the following:** Biology I Honors Biology I Biology I PBL **Science Electives** Astronomy I*	**Strong in Math:** Honors Chemistry or Honors Physics **With teacher approval:** ACP Chemistry	AP/ACP Biology ACP Chemistry AP Chemistry AP Environmental Science AP Physics **With teacher approval:** ACP Physics	AP/ACP Biology ACP Chemistry AP Chemistry AP Environmental Science ACP Physics AP Physics
		Average in Math: Chemistry or Physics	Chemistry or Physics if not yet taken Any science elective below	AP/ACP Biology AP Environmental Science Chemistry or Physics if not yet taken Any science elective below
		Science Electives Anatomy/Physiology, Genetics*, Microbiology*, Zoology*, Astronomy I*, Astronomy II*, Geology*, Meteorology*	**Science Electives** Anatomy/Physiology, Genetics*, Microbiology*, Zoology*, Astronomy I*, Astronomy II*, Geology*, Meteorology*, Forensics Organic/Biochemistry*	**Science Electives** Anatomy/Physiology, Genetics*, Microbiology*, Zoology*, Astronomy I*, Astronomy II*, Geology*, Meteorology*, Forensics Organic/Biochemistry*
I'm interested in a career in healthcare. Completing the PLTW Biomed Pathway meets the post-secondary graduation pathway.	**Same as above plus:** PLTW Principles of Biomedical Science **PBS+HBS serves as the required health credit**	**Same as above plus:** PLTW Human Body Systems	**Same as above plus:** PLTW Medical Interventions	**Same as above plus:** PLTW Biomedical Innovation
		Same as above plus: PLTW Principles of Biomedical Science (start biomed in grade 10)	**Same as above plus:** PLTW Human Body Systems (start biomed in grade 10)	**Same as above plus:** PLTW Medical Interventions and PLTW Biomedical Innovation (start biomed in grade 10)
I enjoy science, but it isn't a passion.	Biology I Honors OR Biology I OR Biology I PBL Optional: Astronomy I*	**Average in Math:** Chemistry or Physics Any science elective above	Chemistry or Physics if not yet taken. Any Science Elective above	Any ACP or AP Class or Science Elective above
		Weaker in Math: ICP, ICP PBL, Earth Space Science, Earth Space Science PBL	Chemistry or Physics Any Science Elective above	AP/ACP Biology AP Environmental Science Any Science Elective above
Science is difficult for me.	Biology I OR Biology I PBL Optional: Astronomy I*	Earth Space Science OR Earth Space Science PBL Any Science Elective above	ICP or ICP PBL Chemistry (algebra heavy) Physics (algebra heavy) Any Science Elective above	Year 4 science is optional. ICP or ICP PBL Chemistry (algebra heavy) Physics (algebra heavy) Any Science Elective above

Science Electives followed by * are one semester, one science or STEM credit courses.
Anatomy & Physiology, Forensics and all other courses are year-long, two science or STEM credit courses.
PLTW Principles of Biomedical Science is a year-long, two elective credit course.



Social Studies

We encourage all students to become responsible and participatory citizens.

9th	10th	11th	12th
World Perspectives Options AP Human Geography AP World History Modern Geo & Hist of the World World History & Civilization	**World Perspectives Options** AP Human Geography AP World History Modern Geo & Hist of the World World History & Civilization **US History Options** ACP American History AP U.S. History	**US History Required** ACP American History AP U.S. History U.S. History	**Government Required** ACP Government AP U.S. Gov & Politics AP U.S. Gov & Politics/WTP U.S. Government **Economics Options** AP Macroeconomics AP Microecomomics Economics
One Semester Electives African Studies Current Issues Indiana Studies Law Education	**One Semester Electives** African Studies Current Issues Ethnic Studies Indiana Studies Law Education	**One Semester Electives** African Studies Ethnic Studies Psychology Sociology Comparative Religions Constitutional Law	**One Semester Electives** African Studies Ethnic Studies Psychology Sociology Compartive Religions Constitutional Law
	Year-Long Electives AP European History	**Year-Long Electives** AP European History AP Human Geography AP Psychology	**Year-Long Electives** AP European History AP Human Geography AP Psychology

WORLD PERSPECTIVES

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.

1612 // 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 events 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.

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 (10, 11, 12) (IU HIST H105 and HIST H106) 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 texts needed. This course requires extensive reading and writing. **IU Requirements for admission to ACP American History – minimum GPA 2.7; must also have two credits in a World Perspectives course**

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.

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 (12) (IU POLS Y103) 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. 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.**

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. **Requirement – at least one semester of 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 – at least one semester of U.S. History**

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 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. Such a course places particular emphasis on the study of national income and price determination, and 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.

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

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

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.

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.

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.

1516 / ETHNIC STUDIES (9, 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 it is designed for those who are college bound.

1558 // AP PSYCHOLOGY (11, 12) Curious about why people think, feel, and act the way they do? AP Psychology takes you inside the human mind over two semesters. You'll explore the brain, memory, personality, relationships, and mental health—and connect what you learn to everyday life. Students who take the AP Exam in the spring and score well may earn college credit.

LAW AND GOVERNMENT ACADEMY

ACADEMIC CONSIDERATIONS

- Completion of Entry Course Requirements
- GPA 3.5 or above
- Teacher References (Teachers will receive a form.)
- Resume

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

ACADEMY ACCEPTANCE

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

ACADEMY MISSION:

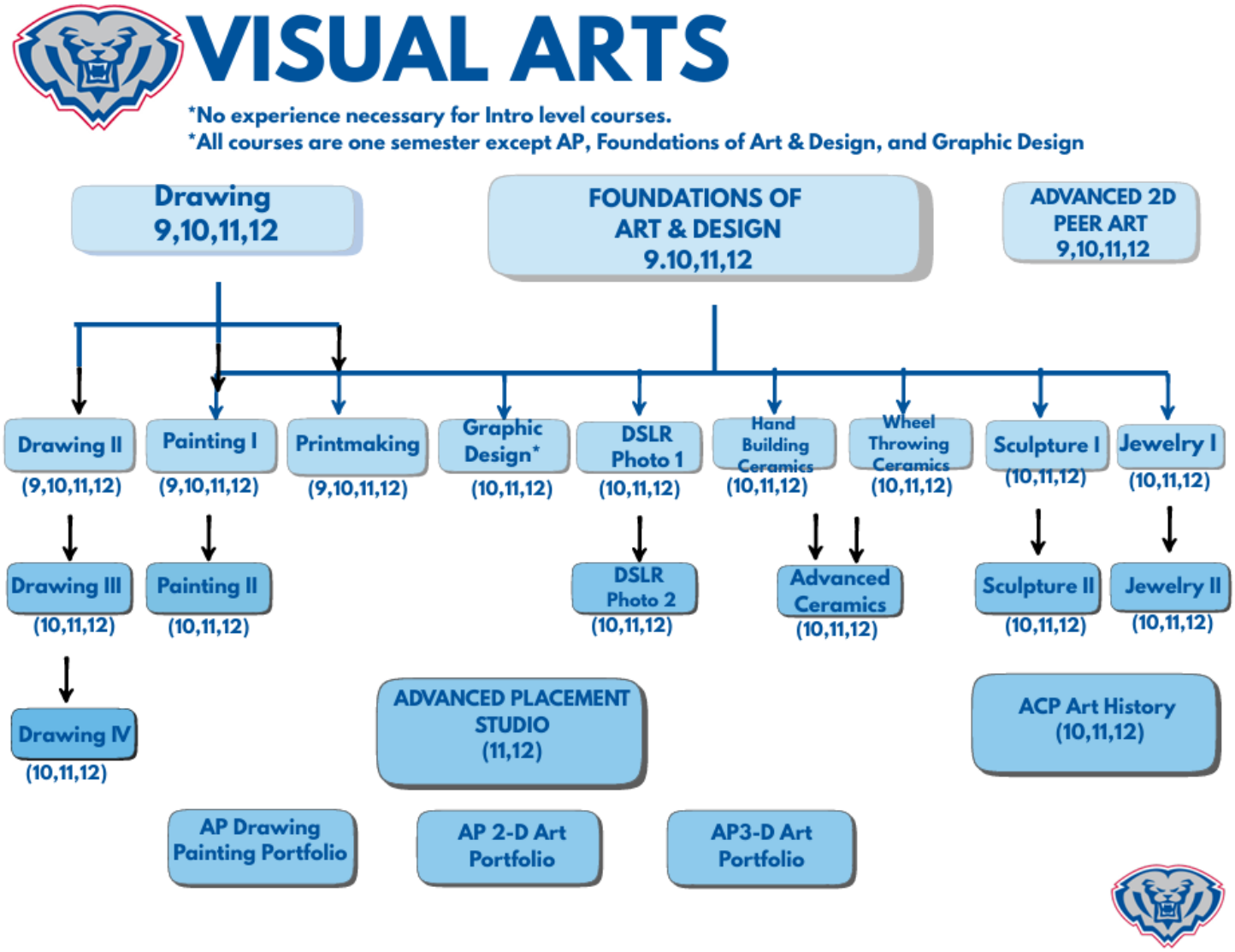
The Academy will place students during the second semester of their senior year in an internship in law or government. Every effort will be made to match students with their interest areas. Students will receive academic credit for the internship, but no compensation.

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 U.S. Government & Politics/WTP or ACP Government (12 – 1st Semester)
Internship Placement (12 – 2nd Semester)





DESIGN FOUNDATIONS

4000-4002 // FOUNDATIONS OF ART AND DESIGN I and II (9,10,11,12) – This course may be taken one or two semesters. 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)**

HAMILTON SOUTHEASTERN WORLD LANGUAGE

We are a proficiency-based program that challenges students to improve fluency through all the modes of communication (speaking, listening, reading, and writing). Students will master the World Language skills needed for college placement tests and all their future World Language endeavors.

I'm interested in...	START WITH...	THEN TAKE...	CONTINUE WITH...
SPANISH	LEVEL 1 LEVEL 2 or 2H	DUAL CREDIT LEVEL 3 or 3H (8 college credits)	DUAL CREDIT LEVEL 4 and 5 or 4H and AP (6 college credits)
FRENCH	LEVEL 1 LEVEL 2 or 2H	DUAL CREDIT LEVEL 3 or 3H (8 college credits)	DUAL CREDIT LEVEL 4H and AP (6 college credits)
GERMAN	LEVEL 1 LEVEL 2 or 2H	LEVEL 3H	DUAL CREDIT LEVEL 4H (3 college credits)
ASL	LEVEL 1 (Sophomore year)	LEVEL 2 (Junior year)	LEVEL 3 (Senior year)
HERITAGE SPANISH	HERITAGE SPANISH 1	HERITAGE SPANISH 2	ENROLL IN ANY UPPER LEVEL SPANISH CLASS *with adviser approval
EARNING A LANGUAGE PROFICIENCY CREDENTIAL	EARN A SECOND LANGUAGE PROFICIENCY CREDENTIAL BY MEANS OF THE AVANT STAMP TEST. TESTS ARE ADMINISTERED IN UPPER LEVEL LANGUAGE CLASSES. *TESTS AVAILABLE IN ADDITIONAL LANGUAGES UPON REQUEST*		

VISIT OUR WEBSITE

Advisers recommend coupling World Language courses as a complementary component to any of the High School Networks. Knowing a World Language opens career doors and gives you the ability to communicate, collaborate, and empathize with a wide range of people in today's global society. ***Up to 14 college credits are possible through our coursework.***

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 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 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.
Native Speakers or Heritage Language Speakers	Eligibility for Heritage classes 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. A placement test(cost involved) allows a native speaker or heritage language student to also be appropriately placed into upper-level language classes at HSE. Students should be academically fluent in reading, writing, speaking, and listening.

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 (IU 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.

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 program.

AT HAMILTON SOUTHEASTERN HIGH SCHOOL

CERTIFIED NURSING ASSISTANT PREPARATION 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 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 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 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 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.

- 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

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

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.*

BUSINESS
AP Business Administration

COMPUTER SCIENCE
AP Computer Science Principles
AP Computer Science A

ENGLISH / LANGUAGE ARTS
AP English Language & Composition
AP English Literature & Composition
AP Seminar
AP Research

FINE ARTS
AP Music Theory
AP 2-D Art & Design
AP 3-D Art & Design
AP Drawing

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

DUAL CREDIT

Dual credit is a unique opportunity for students to **earn both college credit and high school credit** for the same course. 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. **Students must meet college prerequisites and complete enrollment steps in order to earn the college credit.** Tuition for dual credit courses is significantly reduced and even free! College credits earned in dual credit classes can transfer to any institution. Dual credit courses and grades will appear on a student's high school transcript and be calculated into their high school GPA. Corresponding college courses and grades will appear on a college transcript and become part of a college GPA.

High School Course		College Course			College Credits	Open Grades
5394	Freshman Seminar: PCC	ITCC	IVYT 106	Career Exploration	1	9
AGRICULTURE						
7117	Principles of Agriculture	ITCC	AGRI 101	Introduction to Agriculture	3	9, 10, 11, 12
5170	Plant and Soil Science	ITCC	AGRI 105 AGRI 117	Plant & Soil Science Soil Science	3 3	10, 11, 12
5008	Animal Science	ITCC	AGRI 103	Animal Science	3	10, 11, 12
5070	Advanced Life Science: Animals	ITCC	AGRI 107	Advanced Animal Science	3	10, 11, 12
5088	Agriculture Power, Structure, and Technology	ITCC	AGRI 106	Agriculture Mechanization	3	10, 11, 12
7113	Crop Management (FHS)	ITCC	AGRI 117 AGRI 217	Soil Science Soil Fertility	3 3	10, 11, 12
7116	Precision Agriculture (FHS)	ITCC	PAET 100 PAET 107	Intro to Precision Ag Unmanned Aerial Systems	3 3	10, 11, 12
EDUCATION						
7161	Principles of Teaching (Cadet)	IU	EDUC F200	Examining Self as Teacher	3	11, 12
7160	Principles of Early Childhood Education	BSU	ECYF 100	Intro to Early Childhood, Youth, & Family Studies	3	9, 10, 11, 12
7158	Early Childhood Education Curriculum	BSU	ECYF 252	Creative Experiences for Young Children	3	10, 11, 12
7159	Early Childhood Education Guidance	BSU	ECYF 210	Promoting Prosocial Behavior in Young Children	3	10, 11, 12
7161	Principles of Teaching (FHS)	BSU	EDEL 100	Education in a Democratic Society	3	11, 12
7157	Child & Adolescent Development (FHS)	BSU	EDPS 250	Human Growth & Development	3	11, 12
7162	Teaching & Learning (FHS)	BSU	EDTE 250	Curricular Integration of Technology	3	11, 12
ENGINEERING & ADVANCED MANUFACTURING						
4802	Introduction to Engineering	ITCC	DESN 101 DESN 113	Intro to Design Technology 2D Computer Aided Design	3 3	9, 10, 11, 12
5644	Principles of Engineering	ITCC	DESN 104	Mechanical Graphics	3	10, 11, 12

7109	Principles of Precision Machining	ITCC	MTCC 101 MTCC 106	Intro to Machining Print Interpretation	3 3	9, 10, 11, 12
7105	Precision Machining Fundamentals	ITCC	MTCC 102 MTCC 103	Turning Processes I Milling Processes I	3 3	10, 11, 12
7107	Advanced Precision Machining	ITCC	MTCC 105 MTCC 110	Abrasive Processes I Turning & Milling Processes	3 3	11, 12
7110	Principles of Welding	ITCC	WELD 100	Welding Fundamentals	3	11, 12
7111	Shielded Metal Arc Welding	ITCC	WELD 108 WELD 206	Shielded Metal Arc Welding I Advanced Shielded Metal Arc Welding II	3 3	11, 12
BUSINESS, MARKETING, & COMPUTER SCIENCE						
4562	Principles of Business Management	ITCC	BUSN 101 OTEC 107	Introduction to Business Intro to Microsoft Office	3 3	9, 10
5914	Marketing Fundamentals	ITCC	MKTG 101 MKTG 102	Principles of Marketing Principles of Selling	3 3	10, 11, 12
7145	Digital Marketing	ITCC	MKTG 252 MKTG 257	Intro to Digital Marketing Digital Marketing Management	3 3	11, 12
5918	Strategic Marketing (Fan Stand)	ITCC	MKTG 201 MKTG 230	Intro to Market Research Consumer Behavior	3 3	11, 12
7201	Small Business Operations Capstone (Fan Stand)	ITCC	BUSN 105 ENTR 220	Principles of Management Small Business Operations	3 3	11, 12
6142	ACP Business Administration	IU	BUS X100	Business Administration: Intro	3	11, 12
6142	College Accounting	AU	ACCT 2010	Principles of Accounting I	3	12
7155 7142	Logistics Management Supply Chain Management	UINDY	SCM 210	Operations & Supply Chain Management	3	11, 12
7183	Principles of Computing	ITCC	SDEV 120 INFM 109	Computing Logic Informatics Fundamentals	3 3	9, 10, 11
7185	Website & Database Development	ITCC	DBMS 110 SDEV 153	Database Design & Management Website Development	3 3	10, 11, 12
7184	Software Development	ITCC	SDEV 140	Intro to Software Development	3	10, 11, 12
7181	Network & Cybersecurity Operations	ITCC	CSIA 105	Intro to Cybersecurity Information Assurance	3	10, 11, 12
ENGLISH, MEDIA, & COMMUNICATIONS						
1124	ACP Discovering Literature	IU	ENG L111	Discovering Literature	3	11
1124	ACP Literature	IU	ENG L202	Literary Interpretations	3	12
1124	ACP Composition	IU	ENG W131	Reading, Writing, & Inquiry	3	12
1008	English 12 Dual Credit	ITCC	ENGL 111	English Composition	3	12
1078	Advanced Speech: Networks	ITCC	COMM 102	Intro to Interpersonal Communication	3	9, 10, 11, 12
1124	ACP Speech	IU	COLL P155	Public Speaking	3	11, 12
1084	Digital Media	ITCC	VISC 105	Video & Sound	3	9, 10, 11, 12
FINE ARTS						
4024	ACP Art History	IU	ARTH H100	Intro to Art History & Visual Culture	3	10, 11, 12
MATH						
2544	College Algebra	ITCC	MATH 136	College Algebra	3	11, 12

2544	ACP Finite	IU	MATH M118	Finite Mathematics	3	11, 12
2544	ACP Calculus Survey	IU	MATH M119	Brief Survey of Calculus	3	11, 12
2562	AP/ACP Calculus AB	IU	MATH M211	Calculus I	4	11, 12
2572	AP/ACP Calculus BC	IU	MATH M211 MATH M212	Calculus I Calculus II	4 4	11, 12
2544	Multivariable Calculus	BSU	MATH 267	Calculus III	3	12
2544	Differential Equations	BSU	MATH 374	Differential Equations	3	12
SCIENCE & HEALTHCARE						
3020	AP/ACP Biology	IU	BIOL L100	Humans & Biological World	5	11, 12
3090	ACP Chemistry	IU	CHEM C101/C121	Elementary Chemistry/Lab	5	10, 11, 12
3090	ACP Physics	IU	PHYS P221	Physics I	5	11, 12
3090	Advanced Anatomy (FHS)	BSU	ANAT 201 PHYS 215	Fundamentals of Anatomy Human Physiology	3 5	11, 12
7168	Principles of Healthcare	ITCC	HLHS 100 HLHS 104	Introduction to Healthcare CPR/Basic Lie Support	3 3	11, 12
5274	Medical Terminology	ITCC	HLHS 101 HLHS 102	Medical Terminology Essential Anatomy & Physiology	3 3	11, 12
7166	Health Specialist: Nursing	ITCC	HLHS 107 HLHS 113	CNA Preparation Dementia Care	3 3	11, 12
7165	Emergency Medical Tech (FHS)	ITCC	PARM 102	Emergency Medical Technician	3 3	11, 12
SOCIAL STUDIES						
1574	ACP American History	IU	HIST H105 HIST H106	American History I American History II	3 3	10, 11, 12
1574	ACP Government	IU	POLS Y103	Intro to American Politics	3	12
WORLD LANGUAGE						
2124	Spanish III/III Honors	ITCC	SPAN 101 SPAN 102	Spanish Level I Spanish Level II	4 4	10, 11, 12
2126	Spanish IV	ITCC	SPAN 201	Spanish Level III	3	11, 12
2126	Spanish IV Honors	ITCC	SPAN 201 SPAN 202	Spanish Level III Spanish Level IV	3 3	11, 12
2128	Spanish V	ITCC	SPAN 202	Spanish Level IV	3	12
2024	French III / III Honors	ITCC	FREN 101 FREN 102	French Level I French Level II	4 4	10, 11, 12
2026	French IV / IV Honors	ITCC	FREN 201 FREN 202	French Level III French Level IV	3 3	11, 12
2046	ACP German	IU	GER 250	Intermediate German II	3	11, 12

INDIANA UNIVERSITY
BLOOMINGTON

INDIANA COLLEGE CORE

HAMILTON SOUTHEASTERN HIGH SCHOOL

WRITTEN COMMUNICATION (3 credits) IU ____ Total ____

- ☐ ENG-W 131 Reading, Writing, and Inquiry (Indiana University; 3cr)
- ☐ ENGL 111 English Composition (Ivy Tech; 3cr)
- ☐ AP English Language and Composition (Score of 4 or 5 = 3cr)
- ☐ AP English Literature and Composition (Score of 4 or 5 = 3cr)

SPEAKING AND LISTENING (3 credits) IU ____ Total ____

- ☐ COLL-P 155 Public Speaking (Indiana University; 3cr)

QUANTITATIVE REASONING (3-4 credits) IU ____ Total ____

- ☐ MATH-M 118 Finite Mathematics (Indiana University; 3cr)
- ☐ MATH-M 119 Brief Survey of Calculus (Indiana University; 3cr)
- ☐ MATH-M 211 Calculus I (Indiana University; 4cr)
- ☐ MATH-M 212 Calculus II (Indiana University; 4cr)
- ☐ AP Calculus AB (Score of 4 or 5 = 4cr)
- ☐ AP Calculus BC (Score of 4 or 5 = 8cr)

SCIENTIFIC WAYS OF KNOWING (5-12 credits) IU ____ Total ____

- ☐ BIOL-L 100 Humans & Biological World (Indiana University; 5cr)
- ☐ CHEM-C 101/121 Elementary Chemistry I/Elementary Chemistry Lab I (Indiana University; 5cr)
- ☐ PHYS-P 221 Physics I (Indiana University; 5cr)
- ☐ CINS 101 Introduction to Microcomputers (Ivy Tech; 3cr)
- ☐ AP Biology (Score of 3 or 4 = 4cr; Score of 5 = 5cr)
- ☐ AP Chemistry (Score of 4 or 5 = 3cr)
- ☐ AP Computer Science A (Score of 3 = 3cr; Score of 4 or 5 = 4cr)
- ☐ AP Computer Science P (Score of 3-5 = 3cr)
- ☐ AP Environmental Science (Score of 4 or 5 = 3cr)
- ☐ AP Physics C (Score of 5 = 5cr)
- ☐ AP Psychology (Score of 4 or 5 = 3cr)

SOCIAL AND BEHAVIORAL WAYS OF KNOWING (6-12 credits) IU ____ Total ____

- ☐ BUS-X 100 Business Administration: Introduction (Indiana University; 3cr)
- ☐ EDUC-F 200 Examining Self as Teacher (Indiana University; 3cr)
- ☐ HIST-H 105 American History I (Indiana University; 3cr)
- ☐ HIST-H 106 American History II (Indiana University; 3cr)
- ☐ POLS-Y 103 Introduction to American Politics (Indiana University; 3cr)
- ☐ BUSN 101 Introduction to Business (Ivy Tech; 3cr)
- ☐ AP African American Studies (Score of 3-5 = 3cr)
- ☐ AP Comparative Government & Politics (Score of 4 or 5 = 3cr)
- ☐ AP Environmental Science (Score of 3 = 3cr)
- ☐ AP European History (Score of 4 or 5 = 6cr)
- ☐ AP Human Geography (Score of 4 or 5 = 3cr)
- ☐ AP Macroeconomics (Score of 4 or 5 = 3cr)
- ☐ AP Microeconomics (Score of 4 or 5 = 3cr)
- ☐ AP US Government and Politics (Score of 4 or 5 = 3cr)
- ☐ AP US History (Score of 4 or 5 = 6cr)

HUMANISTIC AND ARTISTIC WAYS OF KNOWING (6-12 credits) IU ____ Total ____

- ☐ ENG-L 111 Discovering Literature (Indiana University; 3cr)
- ☐ ENG-L 202 Literary Interpretations (Indiana University; 3cr)
- ☐ ARTH-H 100 Introduction to Art History & Visual Culture (Indiana University; 3cr)
- ☐ AP Music Theory (Score of 3, 4, 5 = 8cr)

OTHER IU ____ Total ____

- ☐ GER-G 100 Beginning German I (Indiana University; 4cr)
- ☐ GER-G 150 Beginning German II (Indiana University; 4cr)
- ☐ GER-G 200 Intermediate German I (Indiana University; 3cr)
- ☐ GER-G 250 Intermediate German II (Indiana University; 3cr)
- ☐ FREN 101 French Level I (Ivy Tech; 4cr)
- ☐ FREN 102 French Level II (Ivy Tech; 4cr)
- ☐ FREN 201 French Level III (Ivy Tech; 3cr)
- ☐ FREN 202 French Level IV (Ivy Tech; 3cr)
- ☐ SPAN 101 Spanish Level I (Ivy Tech; 4cr)
- ☐ SPAN 102 Spanish Level II (Ivy Tech; 4cr)
- ☐ SPAN 201 Spanish Level III (Ivy Tech; 3cr)
- ☐ SPAN 202 Spanish Level IV (Ivy Tech; 3cr)
- ☐ AP French (Score of 3 = 3cr; Score of 4 or 5 = 6cr)
- ☐ AP German (Score of 3 = 8cr; Score of 4 = 11cr; Score of 5 = 14cr)
- ☐ AP Spanish (Score of 3 = 3cr; 4 = 6cr; 5 = 9 cr)

TOTAL CREDITS

_____ Indiana University credits – min 15

_____ Total credits – min 30

_____ All competency areas met

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.*** *Earning the Indiana College Core meets requirements for the* ***Honors Enrollment Plus Diploma Seal****. Students must earn a minimum of 15 credits from IU Bloomington. More information about the Indiana College Core can be found at https://mycollegecore.org/.*

HSE NETWORKS

The HSE Network Model is a forward-thinking approach to high school that connects coursework with students' future aspirations – whether they aim for college, careers, or other post-secondary paths. This model reimagines business and community engagement by providing students with real-world learning opportunities. Students will learn about Networks during Freshman Seminar and select a Network of interest prior to their Sophomore year.



Medical Sciences

HSE Network

Students drawn to professions in the Medical Sciences field are: analytical, observant, articulate, collaborative, curious, and innovative. They are problem-solvers and researchers, often at the forefront of advancements and discoveries. The healthcare and treatments we rely on daily are developed by individuals in this area. Their impact is driven by their dedication and scientific expertise.

PROGRAM OF STUDY	ESSENTIAL COURSES	COMPLEMENTARY COURSES
Biomedical Sciences	(Must do one at a time) Principles of Biomedical Science Human Body Systems Medical Interventions	*(Honors) Chemistry (Y) *Physics (Y) Forensics (Y) Genetics (S) Microbiology (S) Organic/Biochemistry (S) Math: Pre-Calc level or beyond AP Statistics (Y)
Pre-Med	(Potentially 2 in a year) AP or ACP Biology AP or ACP Chemistry AP or ACP Physics	* (Honors) Chemistry (Y) * (Honors) Physics (Y) Genetics (S) Anatomy Physiology (Y) Microbiology (S) Organic/Biochemistry (S) Math: Pre-Calc level or beyond AP Statistics (Y)
Emergency Medical Technician	(All 3 taken at the same time) Principles of Healthcare Medical Terminology Emergency Medical Technician	Chemistry or ICP (Y) Anatomy/Physiology (Y) Forensics (Y) Genetics (S) Microbiology (S) Organic/Biochemistry (S) Math: Algebra 2 level or beyond Probability and Statistics (S)
Certified Nursing Assistant	(All 3 taken at the same time) Principles of Healthcare Medical Terminology Certified Nursing Assistant	Chemistry or ICP (Y) Anatomy/Physiology (Y) Genetics (S) Microbiology (S) Organic/Biochemistry (S) Math: Algebra 2 level or beyond Probability and Statistics (S)
Medical Assisting	(All 3 taken at the same time) Principles of Healthcare Medical Terminology Medical Assisting	Chemistry or ICP (Y) Anatomy/Physiology (Y) Genetics (S) Microbiology (S) Organic/Biochemistry (S) Math: Algebra 2 level or beyond Probability and Statistics (S)

EXTENSION OPPORTUNITIES

Club Opportunities

Aspiring Medical Students

NextGen STEM

HOSA

Eco Team

FFA

Fossil Club

Science Olympiad

Pursuit Institute Options

Dental Careers

Pharmacy

Surgical Technician

Symbol Key

*Helpful for College Admission
(Honors)- recommended
(Y)- Year Class
(S)- Semester Class

***All Network students are strongly encouraged to enroll in World Language courses (Spanish, French, German, or ASL).** Not only are World Languages desirable on a college application and part of Enrollment Honors Seal requirements, they also develop the communication and cultural awareness skills necessary in a global society. You are encouraged to consider your career goals and select the World Language that you feel would be most applicable and advantageous to your future.

Honors Enrollment Seal aligned

Honors Employment Seal aligned

AGRICULTURE & NATURAL RESOURCES

HSE Network

Students drawn to agriculture and natural resources are curious, hardworking, and passionate about the world around them. They value problem-solving, innovation, and stewardship while exploring plant and animal science, sustainability, and agricultural technology. These students prepare for careers focused on producing food, conserving resources, and supporting a sustainable future.

PROGRAM OF STUDY	ESSENTIAL COURSES	COMPLEMENTARY COURSES
AgriScience	• Principles of Agriculture • Animal Science • Advanced Life Science: Plants OR Advanced Life Science: Animals	• Precision Agriculture • Zoology • Chemistry • Biology • AP Environmental Science • AP Calculus
Veterinary Science	• Principles of Veterinary Science • Veterinary Science • Advanced Life Science: Animals	• Principles of Agriculture • Animal Science • Honors/AP Chemistry • Physics • Zoology • AP Calculus
Agriculture Systems	• Principles of Agriculture • Agriculture Power, Structure, and Technology • Principles of Welding	• Crop Management • Precision Agriculture • Introduction to Engineering Design • AP Statistics • Technical Math
Global Sustainability	• AP Macroeconomics • AP Global Politics or AP Human Geography • AP Environmental Science	• Principles of Agriculture • Advanced Life Science: Plant and Soil • Nutrition • Nutrition and Wellness: Senior Foods • Health • Geology • Meteorology • AP Calculus • Technical Math

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Honors Enrollment Seal aligned

Honors Employment Seal aligned

EXTENSION OPPORTUNITIES

HSE High School Clubs

FFA

FCCLA

Pawsitive Paws

EcoTeam

Future Teens of Science

HSE Student Experiences

Supervised Agriculture Experience Programs

Career and Leadership Development Events

AgriScience Fair

Work Based Learning Opportunities

Hamilton County Experiences

Hamilton County 4-H

Hamilton County Master Gardener Program

Engineering & Technology

HSE Network

Students drawn to engineering and technology are curious creators who enjoy understanding how things work—and imagining how they could work better. They value innovation, hands-on problem-solving, and the ability to turn ideas into real-world solutions. These students are thinkers, makers, and problem-solvers who embrace challenges, ask questions, and push boundaries. With a blend of creativity, logic, and perseverance, they are preparing for careers that shape the future by designing, building, and improving the world around us.

PROGRAM OF STUDY	SOFTWARE DEVELOPMENT	CYBER-SECURITY	ENGINEERING
ESSENTIAL COURSES	• AP CS Principles OR Principles of Computing • Website & Database Development • AP CS A OR Software Development • Software Development Capstone	• AP CS Principles OR Principles of Computing • Information Technology Fundamentals • Networking & Cybersecurity Operations • Cybersecurity Operations Capstone	• Intro to Engineering Design • Principles of Engineering • Aerospace OR Civil & Architecture OR Computer Integrated Manufacturing OR Digital Electronics • Engineering Design and Development
CORE COURSES	• Pre-Calc OR Calculus • Finite Math • Statistics • Drawing • Speech • Student Media - Broadcasting	• Pre-Calc OR Calculus • Finite Math • Statistics • Speech • Pscyhcology	• Physics • Biology OR Chemistry • Calculus • Statistics • Drawing • Speech • Student Media- Broadcasting
CERTIFICATIONS	• W3Schools JavaScript Certificate • Oracle Certified Associate, Java SE 8 Programmer	• CompTIA Network+ • CompTIA Security+	• Autodesk Certified User (ACU) – Revit Architecture • Certified Solidworks Associate (CSWA)

EXTENSION OPPORTUNITIES

Robotics Club

Women in Engineering

Girls Who Code

HSE Apps

Computer Science Honor Society

DECA

Next Gen STEM

Odyssey of the Mind

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Honors Enrollment Seal aligned

Honors Employment Seal aligned

Business Administration

HSE Network

Business Administration Network helps you develop leadership, communication, and problem-solving skills that apply to any field. You'll learn how organizations operate, how to make smart decisions, and how to work effectively in teams. It's a network for students interested in management, finance, marketing, and entrepreneurship—and a great place to build connections, gain confidence, and prepare for your future in business.

PROGRAM OF STUDY	ESSENTIAL COURSES	COMPLEMENTARY COURSES
Business Administration	• ACP Business Administration • AP Macroeconomics/AP Microeconomics • AP Statistics OR ACP Finite Mathematics	• Principles of Business Management • AP Business with Personal Finance • Accounting Fundamentals • Marketing Fundamentals • Management Fundamentals
Accounting and Investment	• Principles of Business Management • Accounting Fundamentals OR Management Fundamentals • Accounting and Investment	• Intro to Entrepreneurship • AP Business with Personal Finance • ACP Finite Mathematics • AP Statistics • AP Macroeconomics/AP Microeconomics • Marketing Fundamentals
Marketing	• Principles of Business Management • Marketing Fundamentals • Digital Marketing	• AP Business with Personal Finance • Digital Media • Calculus • ACP Finite Mathematics • AP Macroeconomics/AP Microeconomics • Accounting Fundamentals • Management Fundamentals
Global Business	• AP Research or International Business • Level II World Language or above • ACP Business Administration	• Principles of Business Management • AP Business with Personal Finance • Accounting Fundamentals • Marketing Fundamentals • Management Fundamentals

EXTENSION OPPORTUNITIES

DECA

Finance Academy

The Fan Stand

High School Hustle

Speech and Debate Team

Model United Nations

Bring Change to Mind

Key Club

Civic Leaders of America

Economics Club

Mayors Youth Academy

HOSA

HSE Apps

National Honor Society

Student Government

All Network students are strongly encouraged to enroll in World Language courses. Not only are World Languages desirable on a college application and part of Enrollment Honors Seal requirements, they also develop the communication and cultural awareness skills necessary in a global society.

Honors Enrollment Seal aligned

Honors Employment Seal aligned

PUBLIC SERVICE

HSE Network

Students drawn to public service professions often demonstrate empathy, integrity, and a strong desire to help others. They value communication, problem-solving, and teamwork as ways to make a positive impact in their communities. These students are adaptable, resilient, and committed to lifelong learning as they prepare for careers focused on serving and improving society.

PROGRAM OF STUDY	ESSENTIAL COURSES	COMPLEMENTARY COURSES
Education Careers	• Principles of Early Childhood Education • Early Childhood Education Curriculum • Early Childhood Education Guidance	• Principles of Teaching (Cadet) • Psychology
Law Enforcement	• Principles of Criminal Justice • Law Enforcement Fundamentals • Correction and Cultural Awareness	• Fire and Rescue • Social and Community Services • Government, AP Government or ACP Government
Government & Public Administration	• ACP Business Administration • AP Macroeconomics or AP Microeconomics or AP Statistics • ACP Government or AP Government	• AP Human Geography • AP Seminar • AP Research • ACP Speech • Current Issues • Government
Psychology	• Sociology or Psychology • AP Statistics • AP Psychology	• Anatomy & Physiology • AP Seminar • AP Research
Pre-Law	• Law Education or Constitutional Law • AP Language & Composition • AP Government	• AP Seminar • AP Research • Debate • Speech or ACP Speech • Government or ACP Government

EXTENSION OPPORTUNITIES

We the People

Mock Trial

Law & Government Academy

Model United Nations

Bring Change to Mind

Speech & Debate Team

Key Club

DECA

Student Council

Rho Kappa

Civic Leaders of America

Economics Club

Democrats of HSE

HSE Republicans

Black Student Union

Latino Student Union

International Young Leaders Council

Fisher Police Cadets

Fisher Police Teen Academy

Mayors Youth Academy

***All Public Service Network students are strongly encouraged to enroll in World Language courses (Spanish, French, German, or ASL).** Not only are World Languages desirable on a college application and part of Enrollment Honors Seal requirements, they also develop the communication and cultural awareness skills necessary in a global society.

Honors Enrollment Seal aligned

Honors Employment Seal aligned

ARTS AND COMMUNICATIONS

ARTS

HSE Network

Students drawn to professions in the Arts and Communications fields are: creative, observant, articulate, collaborative, responsive, and imaginative. They are divergent thinkers and story-tellers, frequently on the pulse of events and culture. The media and products we consume daily are crafted by individuals in this area. Their influence is fueled by their passion and expressive capacity.

PROGRAM OF STUDY	Foundational Courses	Advanced Courses
Performance Performance Administration and Teaching Artist, Musician, Actor, Singer	• Visual Arts: Foundations of Art and Design or 2 sem Intro level courses Performing Arts: 2 sem Intro level courses • Digital Media and Entrepreneurship or Principles of Bus Mgmt or Principles of Teaching	AP 2D, or AP 3D, or AP Drawing or AP Music Theory Advanced Ensembles Advanced Theater Two Advanced Visual Arts
Design Graphic, Fashion, Product, Architecture	• Foundations of Art and Design • Marketing Fundamentals or Principles of Business Mgmt or Digital Marketing or Principles of Fashion and Textiles or Principles of Interior Design Intro to Engineering Design	AP 2D or AP 3D or Graphic Design Two Advanced Visual Arts

Complementary Courses

ACP Speech	Speech	AP Seminar
Intro to Entrepreneurship	AP Psychology	World Language
ACP Art History	Music History	Chemistry
Web-Design		

EXTENSION OPPORTUNITIES

- National Art Honor Society
- District Art Show
- Art Competitions and Exhibitions
- Marching Band
- Winter Guard
- Jazz Band
- Symphony Orchestra
- Pit Orchestra
- Indoor Percussion
- International Thespian Society
- Drama Club
- Musicals and Plays

ARTS AND COMMUNICATIONS

COMMUNICATIONS

HSE Network

Students drawn to professions in the Arts and Communications fields are: creative, observant, articulate, collaborative, responsive, and imaginative. They are divergent thinkers and story-tellers, frequently on the pulse of events and culture. The media and products we consume daily are crafted by individuals in this area. Their influence is fueled by their passion and expressive capacity.

PROGRAM OF STUDY	Foundational Courses	Advanced Courses
Broadcast & TV / Video Production Broadcaster, Sports Commentator, Camera Operator, Audio Engineer, Stream Engineer, Technical Director, Graphic Design, Videographer, Public Relations, News Reporter **Filmmaking** Director, Actor, Scriptwriting, Cinematographer, Business, Animators, Advertising / Marketing	• Principles of Broadcasting, Audio, Video Production Essentials, Mass Media Production • Digital Media, Journalism, Entrepreneurship or Principles of Business Management or Principles of Teaching, Film Studies, Student Media, Sports Broadcasting, Broadcast	ACP Speech, Digital Media, Film Studies, Journalism, Sports Journalism, Photography, Student Media, Advanced Broadcast, Media Externships
Journalism & Media Reporter, Photographer, Media Law, Writer, Public Relations, Social Media **Journalism & Media Teaching** Journalism Education, CTE Broadcast Education	• Journalism, Sports Journalism, Digital Media, and Entrepreneurship (5967) or Principles of Business Management, ACP Speech • Student Media, Newsroom, Yearbook • Digital Media / Journalism and Entrepreneurship (5967) or Principles of Business Management or Principles of Teaching, ACP Speech, Student Media	ACP Speech, Advanced Speech, Social Media, Student Media, ACP Art History, Intro to Entrepreneurship, AP Language & Composition, Media Externships

Complementary Courses

Marketing	Computer Science	Engineering
Intro to Entrepreneurship	Business	World Language
AP Seminar	Graphic Design	Photography
Constitutional Law	Debate	Web Design

EXTENSION OPPORTUNITIES

- Southeastern Media Network (SMN)
- Southeastern Sports Network (SSN)
- Advanced Broadcast
- Broadcast (HSETV)
- Film Studio
- Newsroom (Orb)
- Public Relations
- Sports Broadcasting (SSN)
- Sports Media (SSN)
- Yearbook (Sceptre)
- Media Externships
- Olio Road Productions
- International Quill & Scroll Honor Society
- Social Media
- Video Production
- Podcasts
- IHSPA State & NSPA National Conventions
- Film Club
- Literary Magazine
- Ball State CCIM+

INDUSTRY & ENTREPRENEURSHIP

HSE Network

Industry & Entrepreneurship Network helps you build both technical mastery and entrepreneurial confidence. You'll learn how things are made — from welding metal to running a kitchen or maintaining an aircraft. This network is for students who want to gain hands-on trade skills and learn how to launch, run, or grow their own ventures. It's a community where you can make connections, get mentorship, and prepare for a future as a skilled professional and business owner.

PROGRAM OF STUDY	ESSENTIAL COURSES	COMPLEMENTARY COURSES
Construction Trades, Electrical, Plumbing, HVAC	• Principles of Construction Trades • Other courses will be determined by chosen specialty in program	• Geometry • Technical Math • Physics or ICP • World Language • Drawing
Cosmetology	• Principles of Barbering and Cosmetology • Barbering and Cosmetology Fundamentals • Advanced Cosmetology	• Entrepreneurship • World Language • Chemistry or ICP
Culinary	• Principles of Culinary and Hospitality • Nutrition • Nutritional Therapy & Planning	• ICP or Chemistry • Principles of Business Management • World Language
Welding	• Principles of Welding • Shielded Metal Arc Welding • Gas Welding	• Geometry • Technical Math • Physics or ICP • World Language • Drawing
Automotive Technology and Collision Repair	• Principles of Automotive Service or Collision Repair • Brake Systems or Repair & Brake Fundamentals • Steering and Suspension or Body Repair	• Technical Math • Intro to Engineering Design • Foundations of Art Design • World Language • Physics or ICP
Aviation Management	• Principles of Aviation Management • Private Pilot Theory • Aviation Operations & Safety	• Principles of Business Management • World Language • Astronomy or Physics

EXTENSION OPPORTUNITIES

Robotics Club

FCCLA

Culinary (Baking) Club

World Connections Club

FFA

Hamilton County 4-H

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Honors Enrollment Seal aligned

Honors Employment Seal aligned