HAMILTON HEIGHTS HIGH SCHOOL CURRICULUM GUIDE 2018-2019

"ALL TOGETHER . . . WE CAN MAKE A DIFFERENCE"

HAMILTON HEIGHTS HIGH SCHOOL
25802 S.R. 19
PO BOX 379
ARCADIA, IN 46030
(317) 984-3551 FAX: (317) 984-3554
www.hhschuskies.org

`

This page was intentionally left blank

`

Table of Contents

`

`

`

`

HAMILTON HEIGHTS HIGH SCHOOL OFFICE PERSONNEL

Principal .....Jarrod Mason

Assistant Principal ..... ….Whitney Gray

Dean of Students…….Mitch Street

Athletic Director ……Kurt Ogden

Counselors:

Class of:	Counselor	Last Name Starting With:
2019	Teri Curnutt	A – K
	Bill Trachtman	L – Z
2020	Teri Curnutt	A – K
	Bill Trachtman	L – Z
2021	Teri Curnutt	A - Ma
	Bill Trachtman	Mc – Z
2022	Teri Curnutt	A – K
	Bill Trachtman	L – Z

Registrar …… Cyndi Morse

Attendance Secretary …… Missy Flanders

Athletic Office Secretary …… Leigh Ann Moffatt

Corporate ECA Treasurer … …… Bonnie Knapp

Corporation & Student Receivables Treasurer…… Jennifer Kauffman

Nurse …… Erin Bilderback

`

Resource Officer …… Brad Osswald

Probation Officer …… Matt Todd

BELIEFS, VISION AND MISSION STATEMENT

The Hamilton Heights High School community is committed to providing a positive learning environment with a variety of educational opportunities for students. As a result, we have adopted the following Vision Statement, Mission Statement, and Core Values. Hamilton Heights High School empowers students to participate in a technologically challenging, global environment. Our school community aspires to graduate healthy, responsible citizens who are life-long learners and creative, critical thinkers.

Our mission at Hamilton Heights High School is to empower students to participate in a technologically challenging, global environment. Our school community aspires to graduate healthy, responsible citizens who are life-long learners and creative, critical thinkers.

Our vision is that Hamilton Heights High School will consistently be ranked in the top ten percent of the schools in Indiana based on benchmarks for achievement, and that our students will be equipped academically and socially to successfully perform in and adapt to the changing global society.

CORE VALUES:

Innovation – seek creativity in methods, solutions and resources
Community - serve the common good of our community
Accountability – demonstrate ownership and a sense of duty
Respect – admire and value each individual
Encouragement – inspire the spirit and realize the potential within each person
Excellence – continuously pursue exemplary performance

A GUIDE TO COURSE SELECTION AND PROGRAM PLANNING

Hamilton Heights High School is a comprehensive high school with a curriculum designed to allow students to complete requirements for graduation as prescribed by the Indiana Department of Education. This academic guide has been developed to assist students and parents in preparing a program to meet the individual academic needs and interests of our students.

The selection and scheduling of classes are vital processes that require thoughtful planning. Students must select courses that are relevant and consistent with their future plans. We suggest that you evaluate and discuss courses before making a final decision. In addition, we encourage you to consult with your guidance counselor and teachers about college and career planning.

Elective and summer school course offerings listed in this guide are proposed offerings. Courses will be taught based upon student enrollment and interest. We must work together in designing an appropriate program for a successful high school career.

COURSE SELECTIONS AND CHANGES

The selection of courses is a serious responsibility. Our counselors meet individually with each student to plan the best possible program of study for the upcoming year.

Schedule changes will only be made up to five (5) days prior to the start of the school year, except for students that are academically misplaced. Specific teacher requests cannot be honored; however, efforts will be made to accommodate a student who is repeating a failed class if notified prior to the start of school. First semester

`

academic misplacement deadline date is 5 weeks after the start of semester 1. Second semester academic misplacement deadline date is 5 weeks after the start of semester 2. Students wishing to make a schedule change for the 2017-18 school year should contact the Guidance Office before the end of the current school year or during the counselors' summer office hours. Counselors are available on Thursday mornings in July (8am – 12 noon).

Any student who is removed from a class due to disciplinary actions or attendance will not receive credit for that class. **NOTE:** Elective and summer school courses listed in this guide are proposed offerings. Courses taught will be based upon state budget and student enrollment.

GRADUATION REQUIREMENTS

****Beginning with the class of 2016, the Indiana Department of Education requires all seniors to take a credit in math or quantitative reasoning courses during their senior year. Please see below for courses included in this requirement.**

AP Biology
Integrated Chemistry/Physics
Physics
Chemistry
Chemistry Advanced

Agribusiness Management
Accounting
Civil Engineering Architecture

Principles of Engineering
Algebra 1
Advanced Algebra
Geometry
Pre-Calculus

AP Calculus AB
AP Calculus BC
AP Statistics
Finite Math
Economics

INDIANA CORE 40

English/ Language Arts	**8 credits**
	Including a balance of literature, composition and speech.
Mathematics	**6 credits (in grades 9-12)**
	2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II *Or complete Integrated Math I, II, and III for 6 credits.* *Students must take a math or quantitative reasoning course each year in high school*
Science	**6 credits**
	2 credits: Biology I 2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics 2 credits: any Core 40 science course
Social Studies	**6 credits**
	2 credits: U.S. History 1 credit: U.S. Government 1 credit: Economics 2 credits: World History/Civilization or Geography/History of the World
Directed Electives	**5 credits**
	World Languages Fine Arts Career and Technical Education
PE	**2 credits**
Health/Wellness	**1 credit**
Electives*	**6 credits** (College and Career Pathway courses recommended)
40 Total State Credits Required	

Schools may have additional local graduation requirements that apply to all students

`

CORE 40 with Academic Honors *(minimum 47 credits)*

reer Pathway (selecting electives in a deliberate

For the **Core 40 with Academic Honors** diploma, students must:

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits.
- Earn 6-8 Core 40 world language credits
  (6 credits in one language or 4 credits each in two languages).
- Earn 2 Core 40 fine arts credits.
- Earn a grade of a "C" or better in courses that will count toward the diploma.
- Have a grade point average of a "B" or better.
- Complete <u>one</u> of the following:
    A. Earn 4 credits in 2 or more AP courses and take corresponding AP exams
    B. Earn 6 verifiable transcripted college credits in dual credit courses from the approved dual credit list.
    C. Earn two of the following:
        1. A minimum of 3 verifiable transcripted college credits from the approved dual credit list,
        2. 2 credits in AP courses and corresponding AP exams,
        3. 2 credits in IB standard level courses and corresponding IB exams.
    D. Earn a combined score of 1750 or higher on the SAT critical reading, mathematics and writing sections and a minimum score of 530 on each
    E. Earn an ACT composite score of 26 or higher and complete written section
    F. Earn 4 credits in IB courses and take corresponding IB exams.

CORE 40 with Technical Honors *(minimum 47 credits)*

For the **Core 40 with Technical Honors** diploma, students must:

- Complete all requirements for Core 40.
- Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following:
    1. State approved, industry recognized certification or credential, or
    2. Pathway dual credits from the approved dual credit list resulting in 6 transcripted college credits
- Earn a grade of "C" or better in courses that will count toward the diploma.
- Have a grade point average of 3.0 or better.
- Complete <u>one</u> of the following,
    A. Any one of the options (A - F) of the Core 40 with Academic Honors
    B. Earn the following scores or higher on WorkKeys; Reading for Information – Level 6, Applied Mathematics – Level 6, and Locating Information-Level 5.
    C. Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75.
    D. Earn the following minimum score(s) on Compass; Algebra 66, Writing 70, Reading 80.

`

COMPUTER TECHNOLOGY COURSES

Students must select one (1) of the following courses to earn credit for the Computer Technology graduation requirement:

- **Digital Applications & Responsibility I**
- **Digital Applications & Responsibility II / CINS 101**
- **Digital Citizenship**
- **Interactive Media**
- **Digital Design**
- **Advanced Digital Design**
- **Student Publications/Yearbook Production I-II**
- **Computers in Design & Production Systems**
- **Introduction to Engineering Design / DESN 102**
- **Principals of Engineering / DESN 104**
- **Civil Engineering and Architecture / DESN 105**
- **Communications Processes**
- **Technology Enterprise**
- **Vocational School (If technology use is an integral component of the experience and an individual project is completed.)**
- **Internship (If technology use is an integral component and an individual project is completed.)**

HAMILTON COUNTY TECHNICAL EDUCATION PARTNERSHIP

Hamilton Heights is partnering with Ivy Tech Noblesville to offer the following programs for the 17-18 school year. Students will be able to take one of the following programs beginning with their junior or senior year in high school. Multiple certifications are available to achieve throughout the following programs:

- Advanced Automation and Robotics
- Computing/Informatics
- Construction Trades I

CAREER PATHWAYS

The purpose of the Career Pathways is to provide information for you to explore career options and decide which is best for you. Please review the pathways and Hamilton Heights courses related to them to help you choose elective courses to supplement your graduation requirements for the regular, Core 40, or Academic Honors diplomas.

The following Career Pathways are offered here:

AGRICULTURE: Includes the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products and resources. The course frameworks for all courses in this content area include a course description, course specifications, and the state standards for that course. Please see departmental offerings for specific pathways.

Foundation course for all students in this pathway:

- Introduction to Agriculture Food and Natural Resources

BUSINESS & MARKETING: Careers in this cluster may involve planning, organizing, directing and evaluating essential business functions in every sector of the economy. Please see departmental offerings for specific pathways.

Foundation courses for all students in this pathway:

- Introduction to Business
- Digital Applications & Responsibility

`

MANUFACTURING & LOGISTICS: Careers in the Manufacturing & Logistics cluster may involve planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering. Please see departmental offerings for specific pathways.

DUAL CREDIT COURSES

Students taking the following courses earn high school credits, as well as, college credits from Ivy Tech, Indiana University OR Vincennes University.
Final grade is weighted +1 if B- or above for these courses.

AGRICULTURE DUAL CREDIT OFFERINGS (IVY TECH):

BUSINESS DUAL CREDIT OFFERINGS (IVY TECH):

BUSINESS DUAL CREDIT OFFERINGS (VINCENNES):

ENGLISH DUAL CREDIT OFFERINGS (IVY TECH):

ENGLISH DUAL CREDIT OFFERINGS (INDIANA UNIVERSITY):

SCIENCE DUAL CREDIT OFFERINGS (INDIANA UNIVERSITY):

SPANISH DUAL CREDIT OFFERINGS (IVY TECH):

`

TECHNOLOGY DUAL CREDIT OFFERINGS (IVY TECH):

ADVANCED PLACEMENT CLASSES

Final grade is weighted +1 if B- or above for these courses.

MATH ADVANCED PLACEMENT OFFERINGS:

SCIENCE ADVANCED PLACEMENT OFFERINGS:

SOCIAL STUDIES ADVANCED PLACEMENT OFFERINGS:

CHOICES BEYOND HIGH SCHOOL:

Schools - **Colleges / Universities**
Community Colleges
Business, Technical, and Vocational Schools

Military - **Variety of Skills Training**
Financial Assistance with College

Work - **On-the-Job Training**
Apprenticeship

`

RECOMMENDED COLLEGE-BOUND FOUR-YEAR PLAN

GRADE 9

1. English (2 semesters) **
2. Math (2 semesters) **
3. Science (2 semesters) **
4. Physical Education (2 semesters)
5. Preparing for College & Careers (1 semester)
6. Foreign Language (2 semesters)***
7. Related Electives (3 semesters)

GRADE 10

1. English (2 semesters) **
2. Math (2 semesters) **
3. Science (2 semesters) **
4. Health (1 semester)
5. Foreign Language (2 semesters)***
6. Related Electives (5 semesters)

GRADE 11

1. English (2 semesters) **
2. U.S. History (2 semesters)
3. Math (2 semesters) **
4. Science (2 semesters) **
5. Foreign Language (2 semesters) ***
6. Related Electives (4 semesters)

GRADE 12

1. English (2 semesters) **
2. Government (1 semester)
3. Economics (1 semester)
4. Math (2 semesters) **
5. Science (2 semesters) **
6. Foreign Language (2 semesters)***
7. Related Electives (4 semesters)

** See Academic Guide for suggested college-bound courses/electives within each department.
*** A minimum of two years of foreign language is recommended. A strong senior year curriculum is recommended by all colleges. See individual college bulletins for specific requirements.

RECOMMENDED TECHNICAL/VOCATIONAL FOUR-YEAR PLAN

GRADE 9

1. English (2 semesters)
2. Math (2 semesters)
3. Science (2 semesters)
4. Physical Education (2 semesters)
5. Preparing for College & Careers (1 semester)
6. Related Electives (5 semesters)

GRADE 10

1. English (2 semesters)
2. Math (2 semesters)
3. Science (2 semesters)
4. Health (1 semester)
5. Related Electives (7 semesters)

GRADE 11

1. English (2 semesters)
2. Math (2 semesters)
3. U.S. History (2 semesters)
4. Related Electives (8 semesters)

(Vocational schools possible--
John Hinds - Elwood
J.E.Light - North Central H.S.
WBL Coop)
Ivy Tech Construction Trades 1

GRADE 12

1. English (2 semesters)
2. Government (1 semester)
3. Economics (1 semester)
4. Related Electives (10 semesters)

(Possibilities –
John Hinds - Elwood
J.E. Light - North Central H.S.

WBL Coop / Internship)
Ivy Tech Construction Trades 1

`

MY FOUR-YEAR PLAN WORK SHEET

Slots	Grade 9	Grade 10	Grade 11	Grade 12
1	English 9	English 10	English 11	English 12
2	English 9	English 10	English 11	English 12
3	Math	Math	Math	Government
4	Math	Math	Math	Economics
5	Science	Science	Science	Quantitative Reasoning **OR**
6	Science	Science	Science	Math class
7	P.E.	Health	US History	
8	P.E.		US History	
9	College & Careers			
10				
11				
12				
13				
14				

- One (1) or two (2) credits in mathematics or quantitative reasoning courses senior year.
- Two (2) credits in Geography/History of the World are required during grade 9 or 10.
- One (1) credit in the area of computer technology is required.
- Early graduation is possible and will be scheduled on an individual basis.

Activities / Organizations

_____

_____

_____

_____

_____

Athletics

_____

_____

_____

_____

_____

`

NCAA FRESHMAN-ELIGIBILITY STANDARDS

Core Courses

- **NCAA Divisions 1 and II require 16 core courses.** See the charts below.
- **Beginning August 1, 2016, NCAA Division I will require 10 core courses** to be completed **prior to the seventh semester** (seven of the ten must be a combination of English, math or natural or physical science that meet the distribution requirements below). The 10 courses become "locked in" at the start of the seventh semester and cannot be retaken for grade improvement**.**

Test Scores

- **Division I** uses a sliding scale to match the test scores and core grade-point averages (GPA). The sliding scale for those requirements is available at www.ncaa.org.
- **Division II** requires a minimum SAT score of 820 or an ACT sum score of 68.
- The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a **sum** of the four sections on the ACT: English, math, reading and science.
- **All SAT and ACT scores must be reported directly to the NCAA Initial-Eligibility Clearinghouse by the testing agency. Test scores that appear on transcripts will no longer be used. When registering for the SAT or ACT, use the clearinghouse code of 9999 to make sure the score is reported to the clearinghouse.**

Grade-Point Average

- Only core courses are used in the calculation of the grade-point average.
- **Be sure** to look at your high school's list of NCAA-approved core courses on the clearinghouse Web site to make certain that the courses being taken have been approved as core courses. The Web site is www.ncaaclearinghouse.net.
- **Division I** students enrolling full time **before August 1, 2016** should use Sliding Scale A**.** The sliding scale, for those requirements are available on the Web site.
- **The Division II** core grade-point-average requirement is a minimum 2.000.

DIVISION I		**DIVISION II**	
# of Years	**16 Core-Course Rule**	**# of Years**	**16 Core-Course Rule**
4	English	3	English
3	Mathematics (Algebra 1 or higher)	2	Mathematics (Algebra I or higher)
2	Natural/Physical Science (1 year of lab if offered by high school.)	2	Natural/Physical Science (1 year of lab if offered by high school.)
1	Additional English, Mathematics, or Natural/Physical Science.	3	Additioanl English, Mathematics or Natural/Physical science.
2	Social Science.	2	Social Science.
4	Additional courses (from any area above, foreign language or nondoctrinal religion/philosophy.)	4	Additional courses (from any area above, Foreign Language or Nondoctrinal Religion/Philosophy.)

`

ADDITIONAL NCAA INFORMATION

For more information regarding the rules, please go to www.ncaa.org. Click on "**Academics and Athletes" then "Eligibility and Recruiting."** Or visit the clearinghouse Web site at www.ncaaclearinghouse.net. Please call the NCAA Eligibility Center if you have questions: toll-free number 877-622-2321.

IHSAA ELIGIBILITY

The Indiana High School Athletic Association establishes rules regarding athletes' eligibility to participate in interscholastic athletic events. To be eligible scholastically, students must have received passing grades at the end of their last grading period in at least seventy percent (70%) of the maximum number of full credit subjects (or the equivalent) that a student can take and must be currently enrolled in at least seventy percent (70%) of the maximum number of full credit subjects (or the equivalent) that a student can take. Semester grades take precedence.

HHHS ATHLETIC ELIGIBILITY

To be eligible scholastically, students must have received passing grades at the end of their last grading period in school in at least five full-credit subjects or the equivalent and must be currently **ENROLLED and PASSING in at least five full-credit subjects** or the equivalent. (Semester grades take precedence.)

Eligibility for the first grading period is based upon the 2017-18 2nd semester grades. Summer school classes can be counted toward the five-credit requirement for eligibility.

Note: Student-Athletes who transfer to Hamilton Heights for academic reasons without a bona fide change of residence will be subject to limited eligibility. (IHSAA Rule 19-6.2)

Definition Limited Eligibility: A student who is declared to have limited eligibility shall be eligible to participate immediately in all interschool athletics, provided, however, during the first 365 days from the date of last participation at a previous school, such student may not participate in interschool athletics as a member of a varsity athletic team. Students or parents having questions on eligibility should contact Kurt Ogden, our Athletic Director.

12-5 Enrollment in a Non-Public, Non-Accredited School

1) A student is eligible to participate in an athletic program involving IHSAA recognized sports only at the member school in which the student is enrolled and attends.
2) The foregoing notwithstanding, if a student is enrolled in and attends, full -time, a non school the student may have eligibility to participate in the athletic program at the Indiana public school serving the student's residence, provided that:
    a) the student in conjunction with the non-public, non-accredited school and the public school serving the student's residence, provides proof to the IHSAA that the spirit of the eligibility rules will not be compromised; and
    b) the student has been enrolled in the non-public, non-accredited school for the previous three years in succession; and
    c) the student completes any state-wide examinations authorized by the Indiana Department of Education; and
    d) the non-public, non-accredited school agent provides proof of meeting the provisions of Rule 18-1 of the IHSAA by-laws during the time period between the end of the member school's designated grading period and the corresponding certification date; and
    e) the student must be enrolled and attending a minimum of one (1) full credit subject offered within the member school building.

`

ATHLETIC OFFERINGS

Boys	**Girls**
Baseball	Basketball
Basketball	Cheerleading
Cross Country	Cross Country
Football	Golf
Golf	Soccer
Soccer	Softball
Swimming/Diving	Swimming/Diving
Tennis	Tennis
Track	Track
	Volleyball

`

AGRICULTURE EDUCATION PATHWAYS

Agriculture Agribusiness Pathway

	Grade	English/ Language Arts	Math	Science	Health/PE Social Studies	CTE/Career Preparation Courses for this Pathway		Other Elective Courses for this Pathway	
SECONDARY	9	English 9	Algebra I	Biology	Health & Wellness/ Physical Ed	Preparing for College & Careers;	Introduction to Agriculture, Food, & Natural Resources	Digital Citizenship, Personal Financial Responsibility	
	10	English 10	Geometry	Chemistry	Geography/History of the World or World History/Civilization	Agriculture Power, Structure, and Technology	Agriculture Power, Structure, and Technology		World Lang
	11	English 11	Algebra II	3rd Core 40 Science	US History	Agribusiness Management **	Agribusiness Management **		World Lang
	12	English 12	Math or Quantitative Reasoning		Government Economics	SUPERVISED AGRICULTURAL EXPERIENCE (SAE) Independent Study 6190 (5228)	SUPERVISED AGRICULTURAL EXPERIENCE (SAE) Independent Study 6190 (5228)	Fine Arts	World Lang
State specified Pathway Assessment: Dual Credit Final									
Industry Recognized Certification:									

Postsecondary Courses Aligned for Potential Dual Credit** **See individual Course Frameworks for alignment of high school course standards and postsecondary course objectives	
Ivy Tech Community College	Vincennes University
AGRI 102 Agricultural Business and Farm Management	AGBS 101 Agribusiness Industries

`

Agriculture Animal Science Pathway

	Grade	English/ Language Arts	Math	Science	Health/PE Social Studies	CTE/Career Preparation Courses for this Pathway		Other Elective Courses for this Pathway	
SECONDARY	9	English 9	Algebra I	Biology	Health & Wellness/ Physical Ed	Introduction to Agriculture, Food, & Natural Resources	Introduction to Agriculture, Food, & Natural Resources	Digital Citizenship; Personal Financial Responsibility	
	10	English 10	Geometry	Chemistry	Geography/History of the World or World History/Civilization	ANIMAL SCIENCE 6182 & 6183 (5008)	ANIMAL SCIENCE 6182 & 6183 (5008)		World Language
	11	English 11	Algebra II	3rd Core 40 Science	US History	AGRIBUSINESS MANAGEMENT 6121 & 6122 (5002)	AGRIBUSINESS MANAGEMENT 6121 & 6122 (5002)		World Language
	12	English 12	Math or Quantitative Reasoning		Government Economics	SUPERVISED AGRICULTURAL EXPERIENCE (SAE) Independent Study 6190 (5228)	SUPERVISED AGRICULTURAL EXPERIENCE (SAE) Independent Study 6190 (5228)	Fine Arts	World Language

Postsecondary Courses Aligned for Potential Dual Credit**
**See individual Course Frameworks for alignment of high school course standards and postsecondary course objectives
Purdue University
ANSC 10200 Introduction to Animal Science

`

Agriculture Ag Mechanics Pathway

	Grade	English/ Language Arts	Math	Science	Health/PE Social Studies	CTE/Career Preparation Courses for this Pathway		Other Elective Courses for this Pathway	
SECONDARY	9	English 9	Algebra I	Biology	Health & Wellness/ Physical Ed	Preparing for College & Careers	Introduction to Agriculture, Food, & Natural Resources	Digital Citizenship, Personal Financial Responsibility	
	10	English 10	Geometry	Chemistry	Geography/History of the World or World History/Civilization	Agriculture Power, Structure, and Technology	Agriculture Power, Structure, and Technology		World Language
	11	English 11	Algebra II	3rd Core 40 Science	US History	High School, Area Career Center, Ivy Tech (AART, ELEC, Mech, QUAL, PROC) or (WELD, MTTC	High School, Area Career Center, Ivy Tech (AART, ELEC, Mech, QUAL, PROC) or (WELD, MTTC		World Language
	12	English 12	Math or Quantitative Reasoning		Government Economics	SUPERVISED AGRICULTURAL EXPERIENCE (SAE) Independent Study 6190 (5228)	SUPERVISED AGRICULTURAL EXPERIENCE (SAE) Independent Study 6190 (5228)	Fine Arts	World Language
State specified Pathway Assessment: Dual Credit Final									
Industry Recognized Certification:									

Postsecondary Courses Aligned for Potential Dual Credit** **See individual Course Frameworks for alignment of high school course standards and postsecondary course objectives	
Ivy Tech Community College	Vincennes University
AGRI 102 Agricultural Business and Farm Management	AGBS 101 Agribusiness Industries

`

Agriculture Natural Resources Pathway

	Grade	English/ Language Arts	Math	Science	Health/PE Social Studies	CTE/Career Preparation Courses for this Pathway		Other Elective Courses for this Pathway	
SECONDARY	9	English 9	Algebra I	Biology	Health & Wellness/ Physical Ed	Introduction to Agriculture, Food, & Natural Resources	Introduction to Agriculture, Food, & Natural Resources	Digital Citizenship; Personal Financial Responsibility	
	10	English 10	Geometry	Chemistry	Geography/History of the World or World History/Civilization	NATURAL RESOURCES 6131 & 6132 (5180	NATURAL RESOURCES 6131 & 6132 (5180		World Language
	11	English 11	Algebra II	3rd Core 40 Science	US History				World Language
	12	English 12	Math or Quantitative Reasoning		Government Economics	SUPERVISED AGRICULTURAL EXPERIENCE (SAE) Independent Study 6190 (5228) OR AGRIBUSINESS MGMT (5002) 6121 & 6122	SUPERVISED AGRICULTURAL EXPERIENCE (SAE) Independent Study 6190 (5228) OR AGRIBUSINESS MGMT (5002) 6121 & 6122	Fine Arts	World Language
State specified Pathway Assessments: Dual Credit Finals									
Industry Recognized Certification: NA									

Postsecondary Courses Aligned for Potential Dual Credit**
**See individual Course Frameworks for alignment of high school course standards and postsecondary course objectives
Ivy Tech Community College
AGRI 115 Natural Resources Management

`

AGRICULTURE COURSES

INTRODUCTION TO AGRICULTURE, FOOD & NATURAL RESOURCES 6101 & 6102 (5056)

Grades 9-12 – 2 credit course Prerequisite – none
This is a yearlong course that is highly recommended as a prerequisite and foundation for all other agricultural classes. The nature of this course is to provide students with an introduction to careers and the fundamentals of agricultural science and business. Areas to be covered include: agricultural literacy, its importance and career opportunities, plant and soil science, environmental science, horticulture and landscape management, agricultural biotechnology, agricultural science and business tools and equipment, basic principles of and employability in the agricultural/horticultural industry, basic agribusiness principles and skills, developing leadership skills in agriculture, and supervised experience in agriculture/ horticulture purposes and procedures. Student learning objectives are defined. Instruction includes not only agriculture education standards but many academic standards are included through the use of "hands-on" problem-solving individual and team activities.
This course will qualify as elective and directed elective credit for graduation requirements.

FOOD SCIENCE (AGRI 104 IVY TECH) 6184 & 6185 (5102)

Grades 11-12 – 2 credit course
Prerequisite – Introduction to Agriculture, Food & Natural Resources or by permission of teacher.
This course is a yearlong program that provides students with an overview of food science and its importance. Introduction to principles of food processing, food chemistry and physics, nutrition, food microbiology, preservation, packaging and labeling, food commodities, food regulations, issues and careers in the food science industry help students understand the role that food science plays in the securing of a safe, nutritious, and adequate food supply. A project-based approach is utilized along with laboratory, team building, and problem solving activities to enhance student learning.
This course will qualify as elective or directed elective credit for graduation requirements.
This course qualifies as dual credit through Ivy Tech

PLANT AND SOIL SCIENCE (AGRI 105 IVY TECH) 6141 & 6142 (5170)

Grades 10-12 – 2 credit course
Prerequisite – Introduction to Agriculture, Food & Natural Resources or by permission of teacher.
This is a yearlong course that provides students with opportunities to participate in a variety of activities including laboratory work. Topics covered include: the taxonomy of plants, the various plant components and their functions, plant growth, plant reproduction and propagation, photosynthesis and respiration, environmental factors affecting plant growth, integrated pest management plants and their management, biotechnology, the basic components and types of soil, calculation of fertilizer application rates and procedures for application, soil tillage and conservation, irrigation and drainage, land measurement, grain and forage quality, cropping systems, precision agriculture, principles and benefits of global positioning systems and new technologies, harvesting, and career opportunities in the field of plant and soil science.
This course will qualify as elective or directed elective credit for graduation requirements
This course qualifies as dual credit through Ivy Tech

ADVANCED LIFE SCIENCE: PLANTS AND SOILS (AGRI 109 IVY TECH) 6051 & 6052 (5074)

Grades 11-12 - 1-credit per semester for 2 semesters
Prerequisites - Introduction to Agriculture, Food and Natural Resources, Plant and Soil Science, Chemistry, and Biology
Advanced Life Science: Plants and Soils is a two semester course that 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.

`

Counts as an Elective or Directed Elective for all diplomas. Fulfills a Core 40 Science requirement for all diplomas

This course qualifies as dual credit through Ivy Tech

HORTICULTURAL SCIENCE (AGRI 116 & LAND 102 IVY TECH) 6061 & 6062 (5132)

Grades 9-12 – 1 credit per semester for 2 semesters

Prerequisite – Introduction to Agriculture, Food & Natural Resources or by permission of teacher.

Horticultural Science is a two semester course designed to give students a background in the field of horticulture and its many career opportunities. It addresses the biology and technology involved in the production, processing, and marketing of horticultural plants and products. Topics covered include: reproduction and propagation of plants, plant growth, growth media, management practices for field and greenhouse production, marketing concepts, production of plants of local interest, and pest management. Students participate in a variety of activities including extensive laboratory work usually in a school greenhouse.

This course qualifies as dual credit through Ivy Tech

LANDSCAPE MANAGEMENT I (AGRI 164 IVY TECH) 6071 & 6072 (5136)

Grades 10-12 – 1 credit per semester for 2 semesters

Prerequisite – Introduction to Agriculture, Food & Natural Resources or by permission of teacher.

Landscape Management is a two semester course that provides the student with an overview of the many career opportunities in the diverse field of landscape management. Students are introduced to the procedures used in the planning and design of a landscape using current technology practices, the principles and procedures involved with landscape construction, the determination of maintenance schedules, communications and management skills necessary in landscaping operations, and the care and use of equipment utilized by landscapers. Upon completion of the program, students have the opportunity to become Indiana Landscape Industry Certified through a state approved program.

This course qualifies as dual credit through Ivy Tech

LANDSCAPE MANAGEMENT II 6180 & 6181 (5137)

Grades 12 – 1 credit per sem for 1 or 2 semesters

Prerequisite – Landscape Management I

Landscape Management II is a two semester course that extends the content and skills of Landscape Management and provides the student with in-depth exploration of the many career opportunities in the diverse field of landscape management. Students continue to build knowledge and skill in the procedures used in landscape planning and design using current industry standards and practices. Extended laboratory experiences include application of the principles and procedures involved especially in the Midwest and Great Lakes areas with landscape construction; turf management; scheduling and oversight of landscape maintenance; weed control; non-pathogenic and disease prevention, diagnosis, and treatment; communications; management skills necessary in landscaping operations; and the use and maintenance of equipment utilized by landscapers. Students should also participate in leadership development, supervised agricultural experience and career exploration activities in the area of landscape management.

AGRIBUSINESS MANAGEMENT (AGRI 102 IVY TECH) 6121 & 6122 (5002)

Grades 11-12 – 2 credit course

Prerequisite – Introduction to Agriculture Food & Natural Resources or by permission of teacher.

This is a yearlong course that presents the concepts necessary for managing an agriculture-related business from a local and global perspective. Concepts covered in the course include: exploring careers in agribusiness, global visioning, applying E-commerce, risk management, understanding business management and structures, entrepreneurship, the planning, organizing, financing, and operation of an agribusiness, economic principles, credit, computerized record keeping, budgeting, fundamentals of cash flow, federal, state, property and sales tax, insurance, cooperatives, purchasing, the utilization of

`
information technology in agribusiness, marketing agricultural products, developing a marketing plan, advertising and selling products and services, understanding consumers and buying trends, agricultural law applications and employability skills.
*This course will qualify as elective or directed elective credit for graduation require*ments.
This course qualifies as dual credit through Ivy Tech

AGRICULTURE POWER STRUCTURE AND TECHNOLOGY (AGRI 106 IVY TECH) 6041 & 6042 (5088)

Grades 10-12 – 2 credit course
Prerequisite – Introduction to Agriculture, Food & Natural Resources or by permission of teacher. This course can be offered for a second full year at an advanced level.
This is a yearlong, lab intensive course in which students develop an understanding of basic principles of selection, operation, maintenance, and management of agricultural equipment in concert with utilization of safety and technology. Topics covered include: small and large gas and diesel engine repair, power transfer systems including hydraulic, pneumatic and robotic systems, arc, metal fabrication such as MIG, TIG, and SMAW welding, concrete, wood, metal, electricity and electronics, recirculating aquaculture systems, hydroponics systems, surveying, precision farming equipment, remote sensing technology and global positioning systems equipment, building agriculture related buildings and structures including greenhouses, tillage, planting, irrigation, spraying, grain and forage harvesting, feed and animal waste management systems, agricultural industry communications and customer relations, safety and safety resources, career opportunities in the area of agricultural mechanization and employability skills.
*This course will qualify as elective or directed elective credit for graduation require*ments.
This course qualifies as dual credit through Ivy Tech

ADVANCED LIFE SCIENCE: FOODS (AGRI 108 IVY TECH) 6031 & 6032 (5072)

Grades 11-12 - 1-credit per sem, 2 semesters max
Prerequisites - Introduction to Agriculture, Food and Natural Resources, Plant and Soil Science, Chemistry, Biology, Food Science, Nutrition and Wellness, Advanced Nutrition and Wellness
Fullfills a Core 40 with Technical Honors diplomas or counts as an Elective diploma
Advanced Life Science: Foods is a course that provides students with opportunities to participate in a variety of activities including laboratory work. This is a standards-based, interdisciplinary science course that integrates biology, chemistry, and microbiology in the context of foods and the global food industry. Students enrolled in this course formulate, design, and carry out food-base laboratory and field investigations as an essential course component.
Students understand how biology, chemistry, and physics principles apply to the composition of foods, the nutrition of foods, food and food product development, food processing, food safety and sanitation, food packaging, and food storage. Students completing this course will be able to apply the principles of scientific inquiry to solve problems related to biology, physics, and chemistry in the context of highly advanced industry applications of foods
This course qualifies as dual credit through Ivy Tech

NATURAL RESOURCES (AGRI 115 IVY TECH0 6131 & 6132 (5180)

Grades 10-12 – 2 credit course
Prerequisite – none
This course is a yearlong program that provides students with a background in natural resource management. Students are introduced to career opportunities in natural resource management and related industries, understanding forest ecology importance, recognizing trees and their products, tree growth and development, forest management, measuring trees, timber stand improvement and urban forestry, soil features, erosion and management practices, conservation practices, water cycles, uses, quality standards, reducing water pollution, conducting water quality tests, watersheds, and its importance to natural resource management, hazardous waste management, native wildlife, waterfowl, wetlands, and fish management, topography map use, management of recreational areas, game bird and animal management, outdoor safety, and weather. “Hands-on” learning activities encourage students to investigate areas of environmental concern including: identification and management of ecosystems, natural succession identification, natural communities, recycling and management of waste in the environment, soil conservation management practices, land uses, and air quality.

`

*This course will qualify as elective or directed elective credit for graduation require*ments.

SUSTAINABLE ENERGY ALTERNATIVES 5229F & 5229S (5229)

Grades 11-12 – 2 credit course
Prerequisite – Introduction to Agriculture, Food & Natural Resources or by permission of teacher.
Sustainable Energy Alternatives is a two semester course that broadens a student's understanding of environmentally friendly energies. In this course students will use a combination of classroom, laboratory, and field experiences to analyze, critique, and design alternative energy systems. Class content and activities center on renewability and sustainability for our planet. Topics covered in this course include the following types of alternative energies: solar, wind, geothermal, biomass and emerging technologies.
*This course will qualify as elective or directed elective credit for graduation require*ments.

ANIMAL SCIENCE (AGRI 103 IVY TECH) 6182 & 6183 (5008)

Grades 9-12
Prerequisites - Introduction to Agriculture, Food and Natural Resources
Credits: 1-credit per semester, 2 semesters max
Animal Science is a two semester program that provides students with an overview of the field of animal science. 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.
Fulfills a Life Science or Physical Science requirement for the General Diploma only or counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

ADVANCED LIFE SCIENCE: ANIMALS (AGRI 107 IVY TECH) 6011 & 6012 (5070)

Grades 11-12 - 1-credit per sem, 2 semesters max
Prerequisites - Introduction to Agriculture, Food and Natural Resources, Animal Science, Chemistry, and Biology
Fullfills a Core 40 with Technical Honors diplomas or counts as an Elective diploma
Advanced Life Science: Animals is a two semester course that provides students with opportunities to participate in a variety of activities including laboratory work. Students investigate concepts that enable them to understand animal life and animal science as it pertains to agriculture. Through instruction, including laboratory and fieldwork, they recognize concepts associated with animal taxonomy, life at the cellular level, organ systems, genetics, evolution, ecology, and historical and current issues in animal agriculture.

SUPERVISED AGRICULTURAL EXPERIENCE (SAE) Independent Study 6190 (5228)

Grades 10-12 – 1 or 2 credit course
Prerequisite – Introduction to Agriculture, Food & Natural Resources. A maximum of eight credits (eight semesters) can be earned in this course, some of which can be earned during summer sessions.
Supervised Agricultural Experience (SAE) is designed to provide students with opportunities to gain experience in the agriculture field(s) 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 Work Based Learning Program. Curriculum content and competencies should be varied so that school year and summer session experiences are not duplicated.
*This course will qualify as elective or directed elective credit for graduation require*ments.

`

BUSINESS TECHNOLOGY EDUCATION PATHWAYS

Business Administration Pathway

	Grade	English/ Language Arts	Math	Science	Health/PE Social Studies	CTE/Career Preparation Courses for this Pathway		Other Elective Courses for this Pathway	
SECONDARY	9	English 9	Algebra 1	Biology	Health & Wellness/Physical Ed	Preparing for College/Careers	DAR - Digital Applications & Responsibility	Digital Citizenship/ /Intro to Business	World Language
	10	English 10	Geometry	Chemistry	Geography/History of the World or World History/Civilization	Business Law OR Accounting		Preparing for College & Careers// Business Law//Accounting	World Language
						Principles of Marketing	DAR 2 - Digital Apps & Responsibility 2		
	11	English 11	Algebra II	3rd Core 40 Science	US History	Accounting		Business Law Principle of Mktg// Hospitality Mktg/ Sports Mktg	World Language
						Principles of Business Mgmt	Business Law		
	12	English 12	Math or Quantitative Reasoning		Government Economics	Business Law OR Advanced Accounting		Interactive Media/Web Design	Fine Arts
						Adv. Prin of Bus. Mgmt.	Personal Finance		
State Specified Pathway Assessment:									
Industry Recognized Certification:									

`

Finance Communications Pathway

	Grade	English / Language Arts	Math	Science	Health/PE Social Studies	CTE/Career Preparation Courses for this Pathway		Other Elective Courses for this Pathway	
SECONDARY	9	English 9	Algebra 1	Biology	Health & Wellness/Physical Ed	Preparing for College/Careers	DAR - Digital Applications & Responsibility	Digital Citizenship	World Language
	10	English 10	Geometry	Chemistry	Geography/History of the World or World History/Civilization	Accounting		Preparing for College & Careers/ Intro to Business	World Language
						Principles of Marketing	DAR 2 - Digital Applications & Responsibility 2		
	11	English 11	Algebra II	3rd Core 40 Science	US History	Advanced Accounting		Sports & Ent Mkt// Hospitality Marketing	World Language
						Principles of Business Mgmt	Personal Finance		
	12	English 12	Math or Quantitative Reasoning		Government Economics	Business Law		Hospitality// Sports Marketing	Fine Arts
						Adv. Bus Mgmt	WBL Internship Capstone		
State Specified Pathway Assessment:									
Industry Recognized Certification:									

`

Marketing Communications Pathway

	Grade	English/ Language Arts	Math	Science	Health/PE Social Studies	CTE/Career Preparation Courses for this Pathway		Other Elective Courses for this Pathway	
SECONDARY	9	English 9	Algebra 1	Biology	Health & Wellness/Physical Ed	Preparing for College/Careers	DAR - Digital Applications & Responsibility	Digital Citizenship	World Language
	10	English 10	Geometry	Chemistry	Geography/History of the World or World History/Civilization	Principles of Marketing	DAR 2 - Digital Applications & Responsibility 2	Preparing for College & Careers/ Intro to Business	World Language
	11	English 11	Algebra II	3rd Core 40 Science	US History	Accounting Principles of Business Mgmt	Personal Finance	Sports & Ent Mkt// Hospitality Marketing	World Language
	12	English 12	Math or Quantitative Reasoning		Government Economics	Hospitality Marketing/Sports Marketing Adv. Bus Mgmt	Video Production/Graphic Design Intern	Business Law	Fine Arts
State Specified Pathway Assessment:									
Industry Recognized Certification:									

`

Web & Digital Communications Pathway

	Grade	English/ Language Arts	Math	Science	Health/PE Social Studies	CTE/Career Preparation Courses for this Pathway		Other Elective Courses for this Pathway	
SECONDARY	9	English 9	Algebra 1	Biology	Health & Wellness/Physical Ed	Preparing for College/Careers	DAR - Digital Applications & Responsibility	Digital Citizenship/	World Language
	10	English 10	Geometry	Chemistry	Geography/History of the World or World History/Civilization	Web Design//Graphic Design	DAR 2 - Digital Applications & Responsibility 2	Preparing for College & Careers	World Language
	11	English 11	Algebra II	3rd Core 40 Science	US History	Video Production Web Design//Graphic Design	Adv. Graphic Design	Yearbook	World Language
	12	English 12	Math or Quantitative Reasoning		Government Economics	Yearbook Intern	Digital Photography	Adv. Prin. Of Bus. Mgmt.	Fine Arts
State Specified Pathway Assessment:									
Industry Recognized Certification:									

`

HAMILTON HEIGHTS BUSINESS ACADEMY

Did you know that the most popular major in the nation is *BUSINESS ADMINISTRATION?* Every company regardless of industry needs business professionals to function. Through the use of technology and professional community connections, students who complete the Hamilton Heights Business Academy will be prepared for college or a career in business.

WHAT'S IN IT FOR YOU?

Students completing the requirements of the Hamilton Heights Business Academy will develop a better understanding of the business world through coursework that will prepare them with a variety of skills, such as teamwork, personal financial skills, and problem solving needed for life beyond high school. In addition, students have the opportunity to get free college credit and industry certifications.

In addition to this being a resume booster, students will also receive recognition during Honors Night and a special HHBA Certificate of Completion for their professional portfolio.

For completion of the Hamilton Heights Business Academy, students must take the following courses and meet the requirements within their four years of high school.

Required Courses (2):

Preparing for College and Careers
Digital Apps I

*Elective Business Courses—any 6 of the following—*Dual Credit Courses:*

Introduction to Accounting—counts as 2 if taken as year long course
Advanced Accounting— counts as 2 if taken as year long course*
Business Law and Ethics—counts as 2 if taken as year long course
Introduction to Business
Entrepreneurship and New Ventures
Personal Financial Responsibility
Principles of Business Management*
Advanced Business Management (Husky Fan Shop)*
Principles of Marketing*
Sports & Entertainment Marketing
Hospitality & Tourism in Marketing
CTSO Leadership Development in Action
Graphic Design and Layout
Video Production
Digital Applications and Responsibility 2*
Web Design

Other Requirements

- Minimum 3.0 overall GPA
- At least one-year member of BPA
- Taken at least one course for dual credit
- Must present themselves as professional individuals throughout all 4 years of HS—no major discipline or attendance issues

`

BUSINESS TECHNOLOGY COURSES

BUSINESS LAW AND ETHICS-1 151 OR BUSN 201-1 IVY TECH 157 (4560**)

Grades 10-12 – 1 credit course
Prerequisite: None
This course provides a basic understanding of the legal system including ethics, civil and criminal law, court procedures and contract law. Field trip and guest speakers may enhance this course.
This course will qualify as elective or directed credit for graduation requirements.

BUSINESS LAW AND ETHICS-2 152 OR BUSN 201-2 IVY TECH 158 (4560)

Grades 10-12 – 1 credit course
Prerequisite: Business Law and Ethics I
This course offers an understanding of personal law as it applies to consumers, employees and employers, retirement, death and family law. Mock trial and guest speakers may enhance this course.

The combination of Business Law & Ethics 1 & 2 during the same year qualify this course for Dual Credit through Ivy Tech with assessment requirements.

CTSO LEADERSHIP DEVELOPMENT IN ACTION 5237F & 5237S (5237)

Grade 10-12 – 1 credit – 1 or 2 semester course
Prerequisite: At least one year BPA
This is a project-based course in which students integrate higher order thinking, communication, teamwork, leadership, and management processes to conduct Career and Technical Student Organization (CTSO) leadership projects in school, business, or the community. Goal setting, planning, development and implementing service learning projects with faculty, community and local organizations will be encouraged. Participation in Business Professionals of America (BPA) is required. **Application and teacher approval are required.**
This course will qualify as elective or directed elective credit for graduation requirements.

DIGITAL CITIZENSHIP 102 (4530)

Grades 9-12 – 1 credit course
Prerequisite: None
This course prepares students to use technology in an effective and appropriate manner using applications such as Word, Pages, Excel, Numbers, Access and PPT/Keynote will be featured as well as the mastery of the keyboard.

DIGITAL APPLICATIONS AND RESPONSIBILITY I 52 & 53 (4528)

Grades 9-12 – 1 credit course
Prerequisite: Keyboarding proficiency required
This course gives students "hands-on" experience in Microsoft 2016 technology including Word, Excel, PowerPoint and Access. Students use technology to develop decision-making and problem solving skills. Microsoft Industry Certification may be offered as students master each application.
This course will qualify as elective, directed elective credit or towards the Computer Technology requirement for graduation.

DIGITAL APPLICATIONS AND RESPONSIBILITY II / IVY TECH CINS 101 61 (4528)

Grades 9-12 – 1 credit course
Prerequisite: Digital Applications and Responsibility I
This course provides students with a more in-depth understanding of Microsoft 2016 - including Word, PowerPoint, Excel, Access and Access. Advanced project based situations relating to today's business world is utilized.
This course will qualify for Dual Credit through Ivy Tech along with Microsoft Industry Certification.
This course will qualify as elective, directed elective credit or towards the Computer Technology requirement for graduation.

`

ENTREPRENEURSHIP AND NEW VENTURES CAPSTONE 110 (5966)

Grades 12 – 1 credit course
Prerequisite: Digital Apps and Responsibility I
This course introduces entrepreneurship skills and tools critical for starting and succeeding in a new venture. The process of innovation, competition, legal restrictions, sales and revenue projections, accounting, and marketing will be explored. Business plan development will highlight the course.
This course may qualify for Dual Credit through Ivy Tech.
This course will qualify as elective or directed elective credit for graduation requirements.

GRAPHIC DESIGN AND LAYOUT (5550)

Grades 10-12 – 1 credit course
Prerequisite: None
In this class students will learn about graphic design principles, creative and expressive typography, page layout, and digital image manipulation through the completion of both print and multimedia based assignments. Projects may include, but are not limited to the creation of logos, posters, ads, magazine spreads, infographics and websites. Programs include Adobe Photoshop, Illustrator and InDesign. *This course will qualify as elective or directed elective credit for graduation requirements.*

INTRODUCTION TO BUSINESS 11 (4518)

Grades 9-12—1 credit course
Prerequisite: None
Introduction to Business is an exploratory business course that provides the framework for pursuing additional business courses including the concepts, functions, and skills required for meeting the challenges of operating a business in the twenty-first century. The course covers business management, entrepreneurship, marketing fundamentals, and business ethics and law. *This course will qualify as elective or directed elective credit for graduation requirements.*

INTRODUCTION TO ACCOUNTING 1 & 2 121 & 122 (4524)

Grades 10-12 – 2 credit course
Prerequisite: None
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. *This course will qualify as elective or directed elective credit for graduation requirements.*

ADVANCED ACCOUNTING 1 & 2 /ACCT100 VINU 131 & 132 (4522)

Grades 11-12 – 2 credit course
Prerequisite: Intro to Accounting 1 & 2
Advanced Accounting is a two-semester independent learning course that provides instruction in advanced accounting as well as in finance and business fundamentals as they relate to financial institutions, financial planning, business and personal financial services, investment and securities, risk management, and corporate finance. Students are provided opportunities to develop and apply skills and knowledge in the area of finance and management.
Semester 2 is available for dual credit from Vincennes University .
This course will qualify as elective or directed elective credit for all diplomas and qualifies as a quantitative reasoning course.

PERSONAL FINANCIAL RESPONSIBILITY 4540 (4540)

Grades 11-12 – 1 credit per semester, 1 credit max
Prerequisite: None
This project based course gives students the tools to manage personal finances – identify 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, managing college finances/debt and credit

`

card debt. A project based approach and applications through authentic settings such as work based observations and service learning experiences are appropriate.
This course will qualify as elective or directed elective credit for all diplomas and qualifies as a quantitative reasoning course.

PRINCIPLES OF BUSINESS MANAGEMENT (School Based Enterprise)/BUSN 101 IVY TECH 155 & 156 (4562)

Grades 10-12 – 1 credit course
Prerequisite: At least one (1) other business course and/or prior approval from instructor
This project based course focuses on roles and responsibilities of managers and challenges of managing a business. Students will develop real world skills in management, team building, problem solving, and organization goals as they operate and maintain a school store (Husky Fan Shop). A focus on corporate social responsibility and entrepreneurship will also be incorporated.
This course will qualify for Dual Credit through Ivy Tech. Application/Teacher Approval is required.

ADVANCED BUSINESS MANAGEMENT (SCHOOL-BASED ENTERPRISE)/BUSN 105 IVY TECH 159 (5268)

Grades 10-12—1 credit course
Prerequisite: Principles of Business Management
This course focuses on the more advanced roles of managing a business, including concepts in employee orientation, training and retention. Students will establish procedures for operational management, inventory control, and customer service as they operate and maintain a school store (Husky Fan Shop). Students in this class will gain real world experience as Store Manager for Hamilton Heights student run enterprise.
This course will qualify for Dual Credit through Ivy Tech. Application/Teacher Approval is required.

PRINCIPLES OF MARKETING/MKTG 101 IVY TECH 166 (5914)

Grades 10-12 – 1 credit course
Prerequisite: None
This course 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, problem solving, and critical thinking skills as they relate to selling, promotion, pricing, purchasing, marketing information management, product/service planning, and distribution.
This course will qualify for Dual Credit through Ivy Tech.
This course will qualify as elective or directed elective credit for graduation requirements.

SPORTS AND ENTERTAINMENT MARKETING 160 (5984)

Grades 10-12 – 1 credit course
Prerequisite: None
This course will help students understand the sports/entertainment industry and its economic impact, products, pricing, management and promotion. Students will acquire understanding and appreciation for coordination and planning of events. Emphasis on projects, participation, current events, and careers.
This course will qualify as elective or directed elective credit for graduation requirements.

MARKETING IN HOSPITALITY AND TOURISM 165 (5982)

Grades 11-12 – 1 credit course
Prerequisite: None
This course specializes in marketing in the hospitality, travel & tourism industry. Students will gain knowledge in marketing, management pricing, operations and promotion of this popular industry. Projects and field trip may enhance this course.
This course will qualify as elective or directed credit for graduation requirements.

`

PREPARING FOR COLLEGE AND CAREERS 20 (5394)

Grades 9-12 – 1 credit course
Prerequisite: None
This course will provide students the opportunities to learn about themselves and explore a variety of occupations/careers and the necessary education/training to be successful. Post-secondary options including college/trade schools, etc. are explored. Students will develop a high school plan so they will be prepared beyond high school to be successful. Employment skills are enhanced with mock interviews and resume preparation. Also included are basic financial life skills including budgeting, debt, insurance and retirement.

VIDEO PRODUCTION /INTERACTIVE MEDIA II (5232)

Grades 10-12 – 1 or 2 credit course
Prerequisite: None
This course can be taken for 1 or 2 semesters and prepares students for careers in video production. Students will provide experiences working with multimedia presentations, digital movies, intro to scripting, storyboarding, filming, editing, and using a green screen. Various programs including Adobe Final Cut Pro and iMovie will be utilized in this class. This course emphasizes the development of digitally generated video. One element of this course will be the production and filming of the information videos for the district as well as clubs/athletics.

WEB DESIGN/INTERACTIVE MEDIA I 41 (5232)

Grades 10-12 – 1 credit course
Prerequisite: None
This course prepares students for careers in web design and computer science through the utilization programming languages, such as HTML5, CSS3 and Javascript. Other programs covered will include Adobe Dreamweaver and Fireworks. Emphasis will be placed on developing a fully functioning website and final portfolio through digitally generated or computer-enhanced products using multimedia technologies. Students will develop an understanding of professional ethics, communication, and knowledge of the "virtual workplace".
****The Interactive Media classes are independent of each other and do not have to be taken in sequence.**

WORK BASED LEARNING CAPSTONE INTERNSHIP 600 (5974)

Grade 12 – 1 credit per period course; maximum of 5 credits
Prerequisites – Good attendance/discipline record; "C" or better grade average; students must complete an application and participate in an interview process to be considered for admission to the internship program and have parental approval
This is a career readiness course that is designed to provide opportunities for students to explore careers that require further education beyond high school. The internship site should be tailored to meet the needs and interest of the students. A training agreement outlines expectations of intern, parent/guardian, site supervisor and advisor. Internships may be paid or unpaid and will include lessons, performance reviews, time sheets and projects. Assignment topics will include workplace ethics, expectations and career exploration. Students must have taken at least 4 related courses in the pathway for elected internship.
This course will qualify as elective or directed elective credit for graduation requirements.

WORK BASED LEARNING INTERNSHIP RELATED LEARNING 300 & 301 (5974)

Grade 11-12 – 1 credit per semester – Must accompany WBL Cooperative
Prerequisites –students must complete an application and participate in an interview process to be considered for admission to the WBL cooperative program.
This is a classroom based, project oriented course that is designed to provide opportunities for students to explore the workplace and learn the day-to day responsibilities of being employed. The WBL intern site should be tailored to meet the needs and interest of the students. This course is required to be taken along with the SBL Cooperative. A business plan and other workplace and life skills will be taught. Assignments will include workplace ethics, expectations and career exploration and life skills.
This course will qualify as elective or directed elective credit for graduation requirements.

`

EARLY CHILDHOOD EDUCATION I 5412F & 5412S (5412)

Grade 12 – 1-3 credits per semester- 2 semester course – 6 credit max
ECE prepares students for employment in early childhood education and related careers working with children from birth to 3rd grade. Students will be assigned to professional teachers who will mentor them in a classroom setting. Assignments such as student and lesson observations, essay topics relating to classroom teaching will be included.
This course will qualify as elective or directed elective credit for graduation requirements.

EDUCATION PROFESSIONS I 5408F & 5408S (5408)

Grade 12 – 1-3 credits per semester- 2 semester course – 6 credit max
ED Prof provides a foundation for employment in education and related careers. An active learning approach and working with training teaching professionals in the classroom setting will give the student the experience of a being a teacher. Designed for Grades 4 and through middle school as well as special education classes.
This course will qualify as elective or directed elective credit for graduation requirements.

ENGLISH/LANGUAGE ARTS

Four years of English are required for graduation. This includes an English 9, 10, 11, and 12 course. The following diagram would be helpful in selecting possible choices throughout one's high school career.

GRADE	COLLEGE BOUND	TECHNICAL/VOCATIONAL
9	English 9 or English 9/Accelerated	English 9
10	English 10 or English 10/Accelerated	English 10
11	English 11 or English 11/Accelerated AP Literature & Comp	English 11
12	English 12, Adv English CC (111/112) or English Lang. & Comp., College Credit (IU W131) and English Lit. & Comp., College Credit (IU L202)	English 12

Every graduate must earn a total of 8 credits in the required English courses (English 9, 10, 11, and 12). Students may also choose to take electives, but these electives may **NOT** be taken in place of a required English course. Electives are especially recommended for the college-bound student.

English electives include: -

Student Publications/Yearbook Production I
Student Publications/Yearbook Production II
Speech
Etymology & SAT Prep
Etymology, Advanced & SAT Prep
Mass Media
Creative Writing
Additional information appears in the course descriptions.

THE ACCELERATED ENGLISH PROGRAM

Admission to the accelerated English Program is by application and teacher recommendation only. It is based on the following considerations:

--- Previous enrollment in an accelerated or honors program
--- Reading, Language, and Vocabulary scores from standardized tests and/or other standardized tests
--- Recommendation of previous English teacher
--- Parental approval

When entering the Accelerated Program, a student agrees to perform according to the program's rigorous standards. Students who fail to maintain a grade of "C+" or higher will be removed from the program. In addition to the enriched studies in this program, Accelerated English is designed to develop the skills necessary for a student to sit for the Advanced Placement Exam.

`

ENGLISH COURSES

ENGLISH 9 1018 & 1019 (1002)

Grade 9 – 2 credit course
Prerequisite – none
Through the integrated study of language, literature, writing, and oral communication, English 9 students further develop their use of language as a tool for learning and thinking and as a source of pleasure. Composition also provides opportunities to create multiple types of writing, including expository essays of persuasion and literary analysis, and technical writing assignments in various forms, including business letters, resumes, and laboratory reports.
This course will qualify as required English 9 credit for all diplomas.

ENGLISH 9/ACCELERATED 1021C & 1022C

Grade 9 – 2 credit course
Prerequisite – students will be selected by the English Department. Students who receive a grade of "C+" or below may be removed from the Accelerated Program.
The high school English department will select students based on standardized tests scores and prior course work. English 9/Accelerated adheres to the English 9 curriculum with a more intense focus on writing and critical thinking skills.
This course will qualify as required English 9 credit for all diplomas.

ENGLISH 10 1051C & 1052C (1004)

Grade 10 – 2 credit course
Prerequisite – English 9
Language arts instruction, as with math and other disciplines, is cumulative. Thus, English 10 reinforces and continues to make full use of many of the activities and skills of English 9. The *Composition* component of language arts provides students with opportunities to write for various audiences and purposes. Students identify and employ various elements of good writing in well-organized descriptive, expository, and narrative writings. The formal study of grammar, usage, spelling, and language mechanics is integrated into the study of writing. Using technology, students receive instruction and practice in the writing process including prewriting, drafting, revising, editing, and publishing.
This course will qualify as required English 10 credit for all diplomas.

ENGLISH 10/ACCELERATED 1041C & 1042

Grade 10 – 2 credit course
Prerequisite – English 9 or admission by the English Department. Students who receive a grade of "C+" or below may be removed from the Accelerated Program.
This course focuses on the development of academic writing and literary analysis skills. Language arts instruction, as with math and other disciplines, is cumulative. Thus, English 10/Accelerated reinforces and continues to make full use of many of the activities and skills of English 9. Beyond these, English 10/Accelerated adds the following emphasis: (1) consideration of a given canon of literature, both American
and English Literature; and (2) increased focus on the self-conscious choice of comprehension and writing strategies. The *Composition* component of language arts provides students with opportunities to write for various audiences and purposes. Students identify and employ various elements of good writing in well-organized descriptive, expository, and narrative writings.

- Additionally, students will complete a formal synthesis writing project, involving research, documentation as a precursor to the project required in English 11/Accelerated.
- A formal character presentation involving research and electronic media is required, involving written and oral presentations.
- A major project involving the research and analysis of the works and style of a significant poet will be completed, involving a written, oral, and electronic presentation.
- An independent oral and written novel project will be required, involving oral discussion and written abstract.

This course will qualify as required English 10 credit for all diplomas.

`

ENGLISH 11 1081 & 1082 (1006)

Grade 11 – 2 credit course
Prerequisite – English 10 or English 10/Accelerated
Through the integrated study of language, literature, composition, and oral communication, English 11 students further develop their use of language as a tool for learning and thinking and as a source of pleasure. In English 11, students move from predominantly analyzing and using the elements of written language to making judgments based on those analyses. The *Composition* component of language arts provides students with opportunities to produce a variety of forms including persuasive writing, synthesis and analysis of information from a variety of sources, completing complex forms, describing procedures, giving directions, and using graphic forms to support a thesis.
This course will qualify as required English 11 credit for all diplomas.

ENGLISH 11/ACCELERATED 1083 & 1084

Grade 11
2 semester course - 1 credit per semester
Prerequisite – English 10 or admission by the English Department. Students who receive a grade of "C+" or below may be removed from the Accelerated Program.
This course focuses on the development of academic writing and literary analysis skills, as well as the development of comparative literature skills. Through the integrated study of language, literature, composition, and oral communication, English 11/Accelerated students further develop their use of language as a tool for learning and thinking and as a source of pleasure. In English 11/Accelerated, students move from predominantly analyzing and using the elements of written language to making judgments based on those analyses. The Composition component of language arts provides students with opportunities to produce a variety of forms including persuasive writing, synthesis and analysis of information from a variety of sources, completing complex forms, describing procedures, giving directions, and using graphic forms to support a thesis. *NOTE: This is not a weighted course.*
Additionally, students will complete a formal research paper that demonstrates proficiency in conducting research and writing about a chosen topic

ENGLISH LITERATURE AND COMPOSITION, ADVANCED PLACEMENT 1077 & 1078 (1058)

Grade 11 –
2 semester course - 1 credit per semester
Prerequisites – English 9 and English 10 or other literature, language, composition, and speech courses or teacher recommendation
English Literature and Composition, Advanced Placement, is an advanced placement course based on content established by the College Board. An AP English course in Literature and Composition engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:
http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html
This course will qualify as required English 11 credit for all diplomas.
Final grade is weighted +1 point if "B-" or above.

ENGLISH 12 1091 & 1092 (1008)

Grade 12 – 2 credit course
Prerequisite – English 11, English 11ACC or AP Lit/Comp
In the regular Grade 12 English course, students will pursue a balanced curriculum, reading a variety of nonfiction and technical materials as well as literature. They will respond to grade-level-appropriate historically or culturally significant literary works. Research and analysis of related non-fiction materials are also included. Students will write coherent and focused texts for various purposes and audiences, progressing through the stages of the writing and research processes. They will also demonstrate proficiency in information retrieval and analysis skills.
In addition, the curriculum will include opportunities for students to create multimedia presentations, deliver speeches, and express developed ideas that are important to them while using high-level language and communication technology. Students will learn to identify and communicate about broad themes, trends, and cultural issues present in both literature

`

and contemporary non-fiction. Seniors will complete a senior project during the second semester of the course. The project and its accompanying presentation is the capstone activity of the student's high school English experience.
This course will qualify as required English 12 credit for all diplomas.

ADV ENGLISH COLLEGE CREDIT (ENGL 111 IVY TECH) 1079 (1124) (English Composition Transfer IN 3 Credits)

Grade 12 – 1 credit course
Prerequisite – English 11 or AP Lit/Comp AND attainment of minimum scores (as set by Ivy Tech) on the PSAT, SAT, ACT, Or Accuplacer (a skills placement test)
This class is designed to develop students' abilities to think, organize, and express their ideas clearly and effectively in writing. This course incorporates reading, research, and critical thinking. Emphasis is placed on the various forms of expository writing such as process, description, narration, comparison, analysis, persuasion and argumentation. A research paper is required. Numerous in-class writing activities are required in addition to extended essays written outside of class.
This course will qualify as required English 12 credit for all diplomas.
Dual credit with Ivy Tech.

ADV ENGLISH COLLEGE CREDIT (ENGL 112 IVY TECH) 1080 (1124) (English Composition TransferIN 3 Credits)

Grade 12 – 1 credit course
Prerequisite – A grade of "C" or better in ENGL 111
This class builds on the writing skills taught in ENGL 111 and emphasizes research-based analytic and argumentative writing.
This course will qualify as required English 12 credit for all diplomas.
Dual credit with Ivy Tech.

IU ENGLISH LANGUAGE AND COMPOSITION, COLLEGE CREDIT (ENGL W131 IND UNIV) 1111 (1056)

Grade 12 – 1 credit course
Prerequisites – AP Lit/Comp and admission by the English department by application
Writing assignments will be frequent and will include summary, critique, and analysis. Students will also be expected to participate fully in class discussions and should make use of technological resources both in researching and in producing their papers.
This course will qualify as required English 12 credit for all diplomas.
Final grade is weighted +1 point if "B-" or above.
Dual credit through an adjunct agreement with Hamilton Heights and Indiana University.

IU ENGLISH LITERATURE AND COMPOSITION, COLLEGE CREDIT (ENGL L202 IND UNIV) 1114 (1058)

Grade 12 – 1 credit course
Prerequisites – AP Lit/Comp, W131, and admission by the English Department by application
Students will be expected to read challenging texts and write weekly in-class essays and periodic analytical essays. Students will be expected to participate fully in class discussions and make use of technological resources both in researching and in producing their papers.
This course will qualify as required English 12 credit for all diplomas.
Final grade is weighted +1 point if "B-" or above.
Dual credit through an adjunct agreement with Hamilton Heights and Indiana University.

ETYMOLOGY & SAT and ACT Prep 1120 (1060)

Grades 10-12 – 1 credit course
Prerequisite – "B-" or above average in English courses or English teacher recommendation. Etymology provides instruction in the derivation of English words and word families from their Latin and Greek roots. This may or may not include Germanic (i.e., Anglo-Saxon) origins. It also provides a study of the meanings of English words. As it enables students to increase their vocabularies, this course helps prepare students to perform well on the SAT.

`

This course is a college-bound elective and may not be taken for required English credit. This course will qualify as elective or directed elective credit for graduation requirements.

ETYMOLOGY/ADVANCED & SAT and ACT Prep 1130

Grades 10-12 – 1 credit course
Prerequisite – "B-" or above average in English courses or English teacher recommendation. In this course students will study Latin word roots, prefixes, and suffixes. As in Etymology, this course is primarily a self-study program. Students may elect to take this course after they have completed Etymology with a grade of B- or higher or as their first etymology class.
This course is a college-bound elective and may not be taken for required English credit. This course will qualify as elective or directed elective credit for graduation requirements.

SPEECH 1140 (1076)

Grades 10-12 – 1 credit course
Prerequisite – "B-" or above average in English courses or English teacher recommendation.
Speech provides the study of and practice in the basic principles and techniques of effective oral communication. This course includes instruction in adapting speech to different audiences and purposes. Students have opportunities to make different types of oral presentations including: (1) viewpoint, (2) informative, (3) persuasive, and (4) impromptu as well as interviewing, group discussion, debate, and speech criticism. Students are given opportunities to express subject matter literary genre related to course content and speaking assignments. This course emphasizes research using technology and careful organization and preparation. Students also practice and develop critical listening skills.
This course is a college-bound elective and may not be taken for required English credit. This course will qualify as elective or directed elective credit for graduation requirements.

STUDENT PUBLICATIONS/YEARBOOK PRODUCTION I 1161 (1086)

Grades 9-11 – 1 credit course
Prerequisites – "C" or better in English courses; completed application; interview; and *Heritage* instructor permission
This college-bound or general studies elective is for students who are interested in the areas of writing, art, photography, and design. The single goal of this class is to produce a quality yearbook for the student, faculty, and community of Hamilton Heights. Students will learn techniques for layout design, copy writing, photography, advertising sales, and promotional campaigns. Those enrolled in this course are required to meet deadlines, sell advertising, help with distribution and sales campaigns, and learn all facets of yearbook production. All instruction will be computer-based. All students will learn basic desktop publishing. Extra-curricular time is necessary to complete assignments to meet deadlines.
This course will qualify as elective, directed elective credit, or towards the Computer Technology requirement for graduation.

STUDENT PUBLICATIONS/YEARBOOK PRODUCTION II 1162 (1086)

Grades 10-12 – 1 credit course
Prerequisites – "C" or better in English courses; completed application; *Heritage* instructor permission
Requirement – Student must have already taken Student Publications/Yearbook Production I.
This college-bound or general studies elective is for students who are interested in the areas of writing, art, photography, and design. The single goal of this class is to produce a quality yearbook for the student, faculty, and community of Hamilton Heights. Students will learn techniques for layout design, copy writing, photography, advertising sales, and promotional campaigns. Those enrolled in this course are required to meet deadlines, sell advertising, help with distribution and sales campaigns, and learn all facets of yearbook production. All instruction will be computer-based. All students will learn basic desktop publishing. Extra-curricular time is necessary to complete assignments to meet deadlines. In addition, students in this section are relied on to design the yearbook ladder and spread designs.
This course will qualify as elective, directed elective credit, or towards the Computer Technology requirement for graduation.

`

CREATIVE WRITING 1190 (1092)

Grades 11-12 – 1 credit course

Prerequisites – English 9, English 10, or teacher recommendation

Creative Writing, a course based on Indiana's Academic Standards for English/Language Arts and the Common Core State Standards for English/Language Arts, is a study and application of the rhetorical (effective) writing strategies for prose and poetry. Using the writing process, students demonstrate a command of vocabulary, the nuances of language and vocabulary, English language conventions, an awareness of the audience, the purposes for writing, and the style of their own writing. Creative Writing Project: Students complete a project, such as a short story, a narrative or epic poem, a persuasive speech or letter, a book review, a script or short play, or other creative compositions, which demonstrates knowledge, application, and writing progress in the Creative Writing course content.

This course is an English elective and may not be taken for required English credit. The course will qualify as an elective or directed elective for graduation requirements.

FINE ARTS COURSES

INTRODUCTION TO TWO-DIMENSIONAL ART 2010 (4000)

Grades 9-12 – 1 credit course

Prerequisites – none

Students taking Introduction to Two-Dimensional Art engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. In the area of:

- art history, students search for meaning, significance, and direction in two-dimensional works of art and artifacts through in-depth historical study and analysis of artwork from a variety of cultures and time periods;
- art criticism, students search for meaning, significance, and direction in two-dimensional works of art by: (1) critically examining current works and artistic trends, (2) exploring the role of the art critic in society, and (3) exploring art criticism as a method of identifying strengths and limitations in student artwork;
- aesthetics, students search for meaning, significance, and direction in two-dimensional works of art and artifacts by: (1) attempting to respond to their personal questions about the nature of art, (2) reflecting on their own changing definitions of art, and (3) assessing their ideas and definitions in relation to the art community in general; and
- production, students search for meaning, significance, and direction in their own work by producing works of art in a variety of two-dimensional media. At this level, students produce works for their portfolios that demonstrate a sincere desire to explore a variety of ideas and problems.

Additionally, students: (1) create works of art, (2) reflect upon the outcomes of those experiences, (3) explore historical connections, (4) write about the process, (5) make presentations about their progress at regular intervals, (6) work individually and in groups, (7) find direct correlation to other disciplines, and (8) explore career options in visual art. Students also identify ways to utilize and support art museums, galleries, studios, and community resources.

This course will qualify as elective, directed elective credit or towards the Fine Arts requirement for the Academic Honors diploma.

ADVANCED TWO-DIMENSIONAL ART 2020 (4004)

Grades 9-12 – 1 credit course

Prerequisite – Introduction to Two-Dimensional Art

Students in Advanced Two-Dimensional Art build on the sequential learning experiences of Introduction to Two Dimensional Art that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. In the area of:

- art history, students search for meaning, significance, and direction in two-dimensional works of art and artifacts through an in-depth historical study and analysis of artwork from a variety of cultures and time periods;
- art criticism, students search for meaning, significance, and direction in two-dimensional works of art by: (1) critically examining current works and artistic trends, (2) exploring the role of the art critic in society, and (3) exploring art criticism as a method of identifying strengths and limitations in student artwork;
- aesthetics, students search for meaning, significance, and direction in two-dimensional works of art and artifacts by: (1) attempting to respond to their personal questions about the nature of art, (2) reflecting on their own changing definitions of art, and (3) assessing their own ideas and definitions in relation to the art community in general

`

- production, students search for meaning, significance, and direction in their own work by producing works of art in a variety of two dimensional media. Students at this level produce works for their portfolios that demonstrate a sincere desire to explore a variety of ideas and problems.

Additionally, students: (1) create works of art, (2) reflect upon the outcomes of those experiences, (3) explore historical connections, (4) write about the process, (5) make presentations about their progress at regular intervals, (6) work individually and in groups, (7) find a direct correlation to other disciplines, and (8) explore career options in visual art. Students also utilize art museums, galleries, studios, and community resources in their studies.
This course will qualify as elective, directed elective credit or towards the Fine Arts requirement for the Academic Honors diploma.

INTRODUCTION TO THREE-DIMENSIONAL ART 2030 (4002)

Grades 9-12 – one credit course
Prerequisite – none

Students taking Introduction to Three-Dimensional Art engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. In the area of:

- art history, students search for meaning, significance, and direction in three-dimensional works of art and artifacts through an in-depth historical study and analysis of artwork from a variety of cultures and time periods;
- art criticism, students search for meaning, significance, and direction in three-dimensional works of art by: (1) critically examining current works and artistic trends, (2) exploring the role of the art critic in society, and (3) exploring art criticism as a method of identifying strengths and limitations in student artwork;
- aesthetics, students search for meaning, significance, and direction in three-dimensional works of art and artifacts by: (1) attempting to respond to their personal questions about the nature of art, (2) reflecting on their own changing definitions of art, and (3) assessing their ideas and definitions in relation to the art community in general; and
- production, students search for meaning, significance, and direction in their own work by producing works of art in a variety of three-dimensional media. Students at this level produce works for their portfolios that demonstrate a sincere desire to explore a variety of ideas and problems.

Within this context students: (1) create works of art, (2) reflect upon the outcomes of those experiences, (3) explore historical connections, (4) write about the process, (5) make presentations about their progress at regular intervals, (6) work individually and in groups, (7) find a direct correlation to other disciplines, and (8) explore career options in visual art. Students also utilize art museums, galleries, studios, and/or community resources in their studies.
This course will qualify as elective, directed elective credit or towards the Fine Arts requirement for the Academic Honors diploma.

CERAMICS 2040 (4040)

Grades 10-12 – 1 credit course, 1 or 2 semesters with instructor permission
Prerequisite – Introduction to Two-Dimensional Art or Introduction to Three-Dimensional Art

Students in Ceramics engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. In the area of:

- art history, students search for meaning, significance, and direction in their work through an in-depth analysis of historical and contemporary ceramics from a variety of cultural groups identifying relationships between context, form, and function;
- art criticism, students search for meaning, significance and direction in their work by critically examining the relationships between context, form, function, and meaning in their own work and in historical and contemporary ceramic works;
- aesthetics, students search for meaning, significance, and direction in their work by: (1) formulating evaluations of historic and contemporary ceramic works, (2) responding to personal questions about the nature of art, (3) reflecting on their changing definitions of art, and (4) assessing their ideas in relation to the art community; and
- production, students search for meaning, significance and direction in their work by choosing and evaluating subject matter, symbols, and ideas that communicate intended meaning in their artwork. They also use organizational principles and functions to solve specific visual problems, and they apply media, techniques, and processes with sufficient skill to communicate intended meaning.

Students create works of art in clay utilizing the processes of hand building, molds, wheel throwing, slip and glaze techniques, and the firing processes. Additionally, students: (1) reflect upon the outcome of these experiences, (2) explore cultural and historical connections, (3) write about the process, (4) make presentations about their progress at regular intervals, (5) work individually and in groups, (6) find direct correlations to other disciplines, and (7) explore career options related to ceramics. Art museums, galleries, studios, and community resources are utilized.

`

This course will qualify as elective, directed elective credit or towards the Fine Arts requirement for the Academic Honors diploma.

DRAWING 2050 (4060)

Grades 10-12 – 1 credit course, 1 or 2 semesters with instructor permission
Prerequisite – Advanced Two-Dimensional Art

Students in Drawing engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. In the area of:

- art history, students search for meaning, significance, and direction in their work through an in-depth analysis of historical and contemporary drawings from a variety of cultural groups identifying relationships between context, form, and function;
- art criticism, students search for meaning, significance, and direction in their work by critically examining the relationships between context, form, function, and meaning in their own work and in historical and contemporary drawings;
- aesthetics, students search for meaning, significance, and direction in their work by: (1) formulating evaluations of historic and contemporary drawings, (2) responding to personal questions about the nature of art, (3) reflecting on their changing definitions of art, and (4) assessing their ideas in relation to the art community; and
- production, students search for meaning, significance, and direction in their work by choosing and evaluating subject matter, symbols, and ideas that communicate intended meaning in their artwork. In addition, students: (1) use organizational principles and functions to solve specific visual problems, (2) apply media, techniques, and processes with sufficient skill to communicate intended meaning, and (3) use a variety of media such as pencil, chalk, pastels, charcoal, and pen and ink. Students at this level produce works for their portfolios which demonstrate a sincere desire to explore a variety of ideas and problems.

Students create drawings utilizing processes such as sketching, rendering, contour, gesture, and perspective drawing. Additionally, students: (1) reflect upon the outcome of these experiences, (2) explore historical connections, (3) write about the process, (4) make presentations about their progress at regular intervals, (5) work individually and in groups, (6) find a direct correlation to other disciplines, and (7) explore career options related to drawing. Art museums, galleries, studios and community resources are utilized.

This course will qualify as elective, directed elective credit or towards the Fine Arts requirement for the Academic Honors diploma.

PAINTING 2060 (4064)

Grades 10-12 – 1 credit course, 1 or 2 semesters with instructor permission
Prerequisite – Advanced Two-Dimensional Art

Students taking the class in Painting engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production that lead to the creation of portfolio quality works. In the area of:

- art history, students search for meaning, significance, and direction in their work through an in-depth analysis of historical and contemporary paintings from a variety of cultural groups, identifying relationships between context, form, and function;
- art criticism, students search for meaning, significance, and direction in their work by critically examining the relationships between context, form, function, and meaning in their own work and in historical and contemporary paintings;
- aesthetics, students search for meaning, significance, and direction in their work by formulating, evaluations of historic and contemporary paintings, responding to personal questions about the nature of art, reflecting on their changing definitions of art, and assessing their ideas in relation to the art community; and
- production, students search for meaning, significance, and direction in their work by choosing and evaluating subject matter, symbols, and ideas that communicate intended meaning in their artwork. In addition students: (1) use organizational principles and functions to solve specific visual problems, (2) apply media, techniques, and processes with sufficient skill to communicate intended meaning, and (3) use a variety of materials such as mixed media, watercolor, oil, and acrylics as well as techniques such as stippling, gouache, wash, and impasto. Students at this level produce works for their portfolios which demonstrate a sincere desire to explore a variety of ideas and problems.

Within this context, students: (1) create abstract and realistic paintings, (2) reflect upon the outcome of these experiences, (3) explore historical connections, (4) write about the process, (5) make presentations about their progress at regular intervals, (6) work individually and in groups, (7) find direct correlations to other disciplines, and (8) explore career options related to painting. Art museums, galleries, studios and/or community resources are utilized.

`

This course will qualify as elective, directed elective credit or towards the Fine Arts requirement for the Academic Honors diploma.

DIGITAL DESIGN 2110 (4082)

Grades 10-12 – 1 credit course
Prerequisite – Introduction to Two-Dimensional Art or Introduction to Three-Dimensional Art
Students in Digital Design engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. In the area of:

- art history, students search for meaning, significance, and direction in their work through an in-depth analysis of the cultural context of computer graphics, identifying relationships between context, form, and function;
- art criticism, students search for meaning, significance, and direction in their work by critically examining the relationships between context, form, function, and meaning in their own work and in current computer generated imagery;
- aesthetics, students search for meaning, significance, and direction in their work by: (1) formulating evaluations of computer generated imagery, (2) responding to personal questions about the nature of art, (3) reflecting on their changing definitions of art, and (4) assessing their ideas in relation to the art community; and
- production, students search for meaning, significance and direction in their work by: (1) choosing and evaluating subject matter, symbols, and ideas that communicate intended meaning in their artwork, (2) using organizational principles and functions to solve specific visual problems, (3) applying media, techniques, and processes with sufficient skill to communicate intended meaning, and (4) developing experience in desktop publishing, multimedia communication, computer animation, and Web page design. Students at this level produce works for their portfolios which demonstrate a sincere desire to explore a variety of ideas and problems.

Students create computer graphics incorporating desktop publishing, multi-media, digitized imagery, computer animation, and Web page design. Additionally, students: (1) reflect upon the outcome of these experiences, (2) explore historical connections, (3) write about the process, (4) make presentations about their progress at regular intervals, (5) work individually and in groups, (6) find direct correlations to other disciplines, and (7) explore career options related to computer-generated imagery. Art museums, galleries, studios and community resources are utilized.
This course will qualify as elective, directed elective credit or towards the Computer Technology or Fine Arts requirement for the Academic Honors diploma.

ADVANCED DIGITAL DESIGN 2120

Grade 10-12 – 1 credit course
Prerequisite – Digital Design
This course offers the opportunity for students to advance the knowledge of skills and techniques related to computer-generated art.
This course will qualify as elective, directed elective credit or towards the Computer Technology or Fine Arts requirement for the Academic Honors diploma.

BEGINNING CONCERT BAND 2701 & 2702 (4160)

Grade 9 – 2 credit course, Two (2) semesters required
Prerequisite – experience
All Band students in grade 9 must sign up for Beginning Concert Band class. Students taking this course are provided with a balanced comprehensive study of music through the concert band and marching band, which develops skills in the psychomotor, cognitive, and affective domains. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Ensemble and solo activities are designed to develop elements of musicianship including, but not limited to: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music, and (7) studying historically significant styles of literature. Experiences include, but are not limited to, improvising, conducting, playing by ear, and sight-reading. Students are given opportunities to develop the ability to understand and convey the composer's intent in order to connect the performer with the audience.

Students also have the opportunity to experience live performances by professionals during and outside of the school day. Time outside of the school day may be scheduled for extra 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 including, but not limited to concerts, performing for certain athletic events, parades, and local and state contests. From the main body of the band, smaller groups including but not limited to jazz band, solo/ensemble contest groups, and a volunteer pep band

`
for girls' basketball games, will be developed. Every band student has the opportunity to travel on a major trip with the entire band every two years. Admission is by audition or special permission of the director in accordance with the policies of the Music Department. Members are required to purchase certain uniform and instrument accessories for rehearsals and performances throughout the year.
Counts as a directed elective or elective for the General, Core 40 and/or fine arts credit for Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

INTERMEDIATE CONCERT BAND 2711 & 2712 (4168)

Grade 10 – 2 credit course, Two (2) semesters required
Prerequisite – Beginning Concert Band
All Band students in grade 10 must sign up for Intermediate Concert Band class. Students taking this course are provided with a balanced comprehensive study of music through the concert band and marching band, which develops skills in the psychomotor, cognitive, and affective domains. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Ensemble and solo activities are designed to develop elements of musicianship including, but not limited to: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music, and (7) studying historically significant styles of literature.

Experiences include, but are not limited to, improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Students also have opportunities to experience live performances by professionals during and outside of the school day. Time outside of the school day may be scheduled for extra 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 including, but not limited to concerts, performing for certain athletic events, parades, and local and state contests. From the main body of the band, smaller groups including but not limited to jazz band, solo/ensemble contest groups, and a volunteer pep band for girls' basketball games, will be developed. Every band student has the opportunity to travel on a major trip with the entire band every two years. Admission is by audition or special permission of the director in accordance with the policies of the Music Department. Members are required to purchase certain uniform and instrument accessories for rehearsals and performances throughout the year.

In addition, students perform, with expression and technical accuracy, a large and varied repertoire of concert band literature that is developmentally appropriate. Evaluation of music and music performances is included.
Counts as a directed elective or elective for the General, Core 40 and/or fine arts credit for Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

ADVANCED CONCERT BAND 2721 & 2722 (4170)

Grades 11-12 – 2 credit course, Two (2) semesters required
Prerequisites – Beginning Concert Band and Intermediate Concert Band
All Band students in grades 11 and 12 must sign up for Advanced Concert Band class. Advanced Concert Band provides students with a balanced comprehensive study of music through the concert band and marching band, which develop skills in the psychomotor, cognitive, and affective domains. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Ensemble and solo activities are designed to develop elements of musicianship including, but not limited to: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music, and (7) studying historically significant styles of literature.

Experiences include, but are not limited to, improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Students also have the opportunity to experience live performances by professionals during and outside of the school day. Time outside of the school day may be scheduled for extra 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 including, but not limited to concerts, performing for certain athletic events, parades, and local and state contests. From the main body of the band, smaller groups including but not limited to jazz band, solo/ensemble contest groups, and a volunteer pep band for girls' basketball games, will be developed. Every band student has the opportunity to travel on a major trip with the entire band every two years. Admission is by audition or special permission of the director in accordance with the policies of the Music Department. Members are required to purchase certain uniform and instrument accessories for rehearsals and performances throughout the year.

Band repertoire must be of the highest caliber. Mastery of advanced wind band technique must be evident. Areas of

`

refinement consist of advanced techniques including, but not limited to: (1) intonation, (2) balance and blend, (3) breathing, (4) tone production, (5) tone quality, (6) technique, (7) rhythm, (8) sight-reading, and (9) critical listening skills. Evaluation of music and music performances is included.
Counts as a directed elective or elective for the General, Core 40 and/or fine arts credit for Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

DANCE PERFORMANCE: BALLET, MODERN, JAZZ, OR ETHNIC-FOLK 2731 & 2732 (4146)

Grades 9-12 – 2 credit course, Two (2) semesters required
Prerequisites – audition only
Learning activities in performance are sequential and systematic and allow students to express themselves. A wide variety of materials and experiences are used in order to provide students with the knowledge, skills, and appreciation of the multi-styled and multi-cultural dance expressions. Activities are designed to develop students' ability to:

- translate ideas, images, emotions, perceptions, and personal experiences into movement;
- improvise, using immediate and spontaneous responses;
- experiment and apply concrete and abstract concepts;
- produce a concept and design using a selection of style, content, and accompaniment;
- understand musical phrasing, rhythmic structures, meters, and musical application within choreography;
- use actual or created performing space to design and develop a dance form;
- research production and technical skills required for an actual performance;
- make interpretive decisions;
- create and include accompaniment rehearsals, costume and props, and set and lighting design;
- understand the body's physical potential, technical functions, and capabilities;
- understand and assimilate the basic elements of technique within the genre offered;
- develop listening, comprehension, and memorization skills;
- demonstrate an understanding of the varied styles within the genre.

Choreographic activities provide students opportunities to participate in roles as a soloist, a choreographer or leader, and in a subject role. Students also explore a wide variety of choreographic philosophies as well as administrative and media skills necessary for the promotion and documentation of works to be performed. Students experience and learn to use appropriate terminology to describe, analyze, interpret, and critique dance compositions by professional individuals or companies. Students develop the ability to express their thoughts, perceptions, feelings, and images through movement. The performance class provides opportunities for students to experience degrees of physical prowess, technique, flexibility, and the study of dance performance as an artistic discipline and as a form of artistic communication. They also become aware of the vocational opportunities in dance.

Auditions will be held in the fall to select students for Dance Performance class. From this class a group will be formed which will be considered the auxiliary unit of the band (also known as Amber Guard.) Time outside of the school day may be scheduled for extra 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 including, but not limited to, performances at extra-curricular functions, various parades, and local and state contests. These select students are required to attend summer rehearsals to help prepare for the coming season and to purchase certain uniform and equipment accessories for performances and rehearsals. Every student selected for the auxiliary unit of the band (Amber Guard) will have the opportunity to travel on a major trip with the entire Band every two years.
Counts as a directed elective or elective for the General, Core 40 and/or fine arts credit for Core 40 with Academic Honors and Core 40 with Technical Honors diplomas. A non-licensed dance instructor may be contracted with a licensed Fine Arts teacher serving as the teacher of record.

APPLIED MUSIC/INSTRUMENTAL 2750 (4200)

Grades 9-12 – 1 credit course, 1 or 2 semesters
Prerequisites – Enrolled in Beginning, Intermediate, or Advanced Concert Band
Students in Applied Music are provided the opportunity to receive private instruction and/or small group instruction to further develop performance skills. Repertoire would include but not be limited to: marching music, concert music, solo/ensemble music, pep band music, jazz band music, honor band music, audition music, instrument-specific etudes, and instrument-specific technical exercises. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. A variety of music methods and repertoire is utilized to refine students' abilities in listening, analyzing, interpreting, and performing.

`

Assessments will be individualized and focused on individual goals and improvement. Once a specific level of performance has been reached, interested students will have the opportunity to develop music theory and music composition skills.
Students also have the ability to learn a secondary instrument with instructor permission. If the student does not own the secondary instrument, then choices will be limited to available school-owned instruments. A method book will be used before advancing to more difficult music.
Counts as a directed elective or elective for the General, Core 40 and/or fine arts credit for Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

JAZZ ENSEMBLE 2520 (4164)

Grades 9-12 – 1 credit course, 1 or 2 semesters
Prerequisites – Enrolled in band and director permission
Students taking this course develop musicianship and specific performance skills through group and individual settings for the study and performance of the varied styles of instrumental jazz. The instruction includes the study of the history, formative, and stylistic elements of jazz. Students develop their creative skills through: (1) improvisation, (2) composition, (3) arranging, (4) performing, (5) listening, and (6) analyzing. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas.

Students are provided with opportunities to experience live performances by professionals during and outside of the school day. A limited amount of time outside of the school day may be scheduled for extra rehearsals and performances. In addition, 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 the learning in the classroom. Student participants must also be receiving instruction in another band class offering, at the discretion of the director.
Counts as a directed elective or elective for the General, Core 40 and/or fine arts credit for Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

MUSIC THEORY AND COMPOSITION 2510 (4208)

Grades 9-12 – 1 credit course, 1 or 2 semesters
Prerequisites – enrolled in Band or Chorus
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.
Counts as a directed elective or elective for the General, Core 40 and/or fine arts credit for Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

PIANO AND ELECTRONIC KEYBOARD 2210C (4204)

Grades 9-12 – 1 credit course, 1 or 2 semesters
Prerequisites – none
High school students taking this course are offered keyboard classes, including piano and electronic keyboard, in order to develop music proficiency and musicianship. Instruction is designed so that students are enabled 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) create and perform simple accompaniments; (3) listen to, analyze, sight-read, and study the literature performed; (4) study the elements of music as exemplified in a variety of styles; (4) make interpretive decisions; (5) perform in a class recital. Students must furnish their own earphones.
Counts as a directed elective or elective for the General, Core 40 and/or fine arts credit for Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

`

THEATRE ARTS I & II (L) 2611 & 2612 (4242)

Grades 9 – 12
Credits: 1-semester course for 1 credit. The nature of this course allows for two successive semesters (Theatre Arts I and Theatre Arts II) of instruction at this level, provided that defined standards are utilized.
Prerequisites – none
Theatre Arts is based on the Indiana Academic Standards for Theatre. Students enrolled in Theatre Arts read and analyze plays, create scripts and theatre pieces, conceive scenic designs, and develop acting skills. These activities incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students 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.
• Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma 118 Indiana Department of Education 2014-2015 High School State Approved Course Titles & Descriptions December 2013 Edition
Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

BEGINNING CHORUS 2560 (4182)

Grades 9 – 2 credit course, 2 semesters
Prerequisites – none
Students taking Beginning Chorus develop musicianship and specific performance skills through ensemble and solo singing. The chorus may be composed of: (1) male chorus, (2) female chorus, (3) mixed chorus, or any combination thereof. Activities in this class create the development of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Chorus classes provide instruction in creating, performing, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Students have the opportunity to experience live performances by professionals during and outside of the school day. A limited amount of time, outside of the school day, may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and music goals.
Choral repertoire should be developmentally appropriate. Additional emphasis is placed on sight-reading, critical listening skills, and vocal technique.
This course will qualify as elective, directed elective credit or towards the Fine Arts requirement for the Academic Honors diploma.

INTERMEDIATE CHORUS 2520 (4186)

Grades 10-12 – 2 credit course, 2 semesters
Prerequisites – none
Intermediate Chorus provides students with opportunities to develop musicianship and specific performance skills through ensemble and solo singing. The chorus may be composed of: (1) male chorus, (2) female chorus, (3) mixed chorus, or any combination thereof. Activities create the development of quality repertoire in the diverse styles of choral literature which is appropriate in difficulty and range for the students. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Chorus classes provide instruction in creating, performing, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Students also have the opportunity to experience live performances by professionals during and outside of the school day. A limited amount of time, outside of the school day, may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and music goals. Choral repertoire should be developmentally appropriate. Additional emphasis is placed on sight-reading, critical listening skills, and vocal technique.
This course will qualify as elective, directed credit or towards the Fine Arts requirement for the Academic Honors diploma.

ADVANCED CHORUS 2581 & 2582 (4188)

Grades 9-12 – 2 credit course, Two (2) semesters required
Prerequisites – by audition only
Students taking Advanced Chorus develop musicianship and specific performance skills through ensemble and solo singing. The chorus may be composed of: (1) male chorus, (2) female chorus, (3) mixed chorus or any combination thereof. Activities create the development of a quality repertoire in the diverse styles of choral literature appropriate in

`
difficulty and range for the students. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Chorus classes provide instruction in creating, performing, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Students have the opportunity to experience live performances by professionals during and outside of the school day. A limited amount of time, outside of the school day, may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and music goals. Students must participate in performance opportunities, outside of the school day, that support and extend the learning in the classroom, including but not limited to local and state contests. Students are required to audition for this class. The purchase of a performance outfit is required.

The choral repertoire must be of the highest caliber. Mastery of basic choral technique must be evident. Areas of refinement include a cappella singing, sight-reading, and critical listening skills.
This course will qualify as elective, directed elective credit or towards the Fine Arts requirement for the Academic Honors diploma.

APPLIED MUSIC (summer school offering)

Grades 9-12 – 1 credit course
This class is required of all percussion students and is optional for woodwind and brass students. Applied Music offers high school students the opportunity to receive small group or private instruction designed to develop performance skills. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. A variety of music methods and repertoire is utilized to refine students' abilities in listening, analyzing, interpreting, and performing.
Counts as a directed elective or elective for the General, Core 40 and/or fine arts credit for Core 40 with cademic Honors and Core 40 with Technical Honors diplomas.

FOREIGN LANGUAGE COURSES

The study of Spanish and French at HHHS gives students the opportunity to use foreign language for personal communication, as an auxiliary professional or business skill, and as a tool that allows them to explore and understand the world around them. Many colleges recognize the importance of the knowledge of a second language; therefore, it is recommended that college bound students take 2 years of foreign language study. An additional third year of study is required for an Academic Honors Diploma. Students may choose to broaden their horizons by taking 2 years of both Spanish and French in order to complete the requirement for an Academic Honors Diploma. Transfer students from junior high programs will be tested to determine appropriate placement.

IT IS RECOMMENDED THAT STUDENTS MAINTAIN A “C” OR BETTER AVERAGE IN FOREIGN LANGUAGE CLASSES. ANY STUDENT WHO RECEIVES A FAILING SEMESTER FINAL GRADE MUST REPEAT AND RECEIVE A PASSING GRADE OF THAT LEVEL OF FOREIGN LANGUAGE IN ORDER TO CONTINUE IN THE SEQUENCE OF COURSES

FRENCH I 3011 & 3012 (2020)

Grades 9-12 – 2 credit course
Prerequisites – none
French I introduces students to effective strategies for beginning French language learning, and to various aspects of French-speaking culture. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics, and write short passages with guidance. This course also emphasizes the development of reading and listening comprehension skills, such as reading isolated words and phrases in a situational context and comprehending brief written or oral directions. Additionally, students will examine the practices, products and perspectives of French-speaking culture; recognize basic routine practices of the target culture. This course further emphasizes making connections across content areas and the application of understanding French language and culture. Students discuss the many reasons for learning languages and have opportunities to develop an understanding of the people who speak them. Students apply effective strategies for language learning and show willingness to experience various aspects of the cultures. Students who successfully complete the course will be able to do the following in the target language:

`

- Respond to oral directions and commands needed for routine daily interaction in the classroom and in public places.
- Make routine requests in the classroom and in public places.
- Use forms of address appropriately in courtesy expressions.
- Speak and write about daily routines and events.
- Ask and answer simple questions and participate in brief guided conversations related to their needs and interests.
- Read isolated words and phrases in a situational context, such as menus, signs, and schedules.
- Comprehend brief written directions and information.
- Read short narrative topics and answer questions that demonstrate comprehension of those topics.
- Watch culturally authentic multi-media presentations and complete activities that demonstrate comprehension of these topics.
- Communicate basic information to others in writing, such as where they live, what they like to do, what their school day is like, and so on.
- Respond in writing to requests for information.
- Write basic descriptions of people, places, and things.

In addition, students will:

- Demonstrate nonverbal communication used in the target culture, such as gestures and body language.
- Be aware of current events in the target cultures.
- Know the major holidays and geographical features of the French-speaking countries being studied.
- Demonstrate appropriate greeting and leave taking behaviors, ways of making introductions, courtesy behaviors and etiquette in a variety of social situations. *Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma.*

FRENCH II 3021 & 3022 (2022)

Grades 10-12 – 2 credit course
Prerequisites – French I

French II builds upon effective strategies for French language learning by encouraging the use of the language and cultural understanding. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics, and write cohesive passages with greater independence.. This course also emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and comprehending longer written or oral directions. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will describe the practices, products and perspectives of French-speaking culture; report on basic family and social practices of the target culture; and describe contributions from the target culture. This course further emphasizes making connections across content areas and the application of understanding French language and culture. Students participate in classroom and extracurricular activities related to the language studied. They participate in conversations dealing with daily activities and personal interests. Students who successfully complete the course will be able to do the following in the target language:

- Ask questions regarding routine activities.
- Participate in conversations on a variety of topics.
- Relate a simple narrative that asks permission, responds to an offer of help, or expresses preferences pertaining to everyday life.
- Read simple texts on familiar topics and demonstrate understanding of those texts by asking and answering questions based on them.
- Read aloud with appropriate intonation and pronunciation.
- Write in response to given situations, such as postcards, personal notes, phone messages, and directions, demonstrating cultural and grammatical knowledge.
- Write grammatically correct letters using appropriate format and style.

Additionally, students will:

- Identify major geographical features, historical events, and political structures of France and Canada.
- Become familiar with different aspects of French culture, including the visual arts, architecture, literature and music, using the foreign language where appropriate.
- Be able to extend and respond to hospitality as a host or a guest.
- Show awareness of time expectations, such as arriving for appointments and social engagements.

`

Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma.

FRENCH III 3031 & 3032 (2024)

Grades 11-12 – 2 credit course
Prerequisites – French II

French III builds upon effective strategies for French language learning by facilitating the use of the language and cultural understanding. This course encourages interpersonal communication through speaking and writing, providing opportunities to initiate conversations; exchange detailed information in oral and written form; and write cohesive information with greater detail. This course also emphasizes the continued development of reading and listening comprehension skills, such as using cognates, synonyms and antonyms to derive meaning from written and oral information, as well as comprehending directions. Students will present student-created material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will continue to develop understanding of French-speaking culture through recognition of the interrelations among the practices, products and perspectives of the target culture; discussion of significant events in the target culture; and investigation of elements that shape cultural identity in the target culture. This course further emphasizes making connections across content areas as well the application of understanding French language and culture. Students compare social behaviors and values of French-speaking people in order to understand and appreciate other cultures. Students are willing to initiate and participate in discussions concerning these cultures. In addition, students will be able to:

- Respond to factual and interpretive questions and interact in a variety of social situations, such as expressing regrets, condolences, and complaints, and using more than one rote memory formula phrases.
- Read for comprehension from a variety of authentic materials, such as advertisements in newspapers and magazines, cartoons, personal correspondence, poetry, plays, and short stories.
- Complete authentic forms and documents and take notes that require familiar vocabulary and structures.
- Write paraphrases, summaries, and brief compositions.
- Describe different aspects of the culture, using the foreign language where appropriate, including: (1) major historical events, (2) political structures, (3) value systems, (4) visual art, (5) architecture, (6) literature, and (7) music.

Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma.

FRENCH IV 3041 & 3042 (2026)

Grade 12 – 2 credit course
Prerequisites – French III

French IV provides the continued development of language skills and cultural understanding. The skill sets that apply to the exchange of written and oral information are expanded through emphasis on practicing speaking and listening strategies that facilitate communication, such as guessing meaning in familiar and unfamiliar contexts, and using elements of word formation to expand vocabulary and derive meaning. Additionally, students will continue to develop understanding of French-speaking culture through explaining factors that influence the practices, products, and perspectives of the target culture; reflecting on cultural practices of the target culture; and comparing systems of the target culture and the student's own culture. This course further emphasizes making connections. The use and influence of the French language and culture in the community is explored through the identification and evaluation of resources intended for native French speakers.

Level IV foreign language enables students to participate in classroom and extra-curricular activities related to the language studied, such as taking leadership roles in language clubs. Students are willing to participate in conversations with native and non-native speakers, either in their community or in their school. This also enables students to:

- Respond to factual and interpretive questions, interact in complex social situations, and express opinions and make judgments.
- Give presentations on cultural topics including: (1) traditions, (2) historical and contemporary events, and (3) major historical and artistic figures.
- Paraphrase or restate what someone else has said.
- Read for comprehension from a variety of longer authentic materials, such as newspapers and magazine articles, novels, and essays, as well as make judgments about what is read.
- Write well-organized grammatically correct compositions on a given topic.
- Begin using the language in creative writing.

`

Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma.

SPANISH I 3511 & 3512 (2120)

Grades 9-12 – 2 credit course
Prerequisites – none
Spanish I introduces students to effective strategies for beginning Spanish language learning, and to various aspects of Spanish-speaking culture. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participating in brief guided conversations on familiar topics, and write short passages with guidance. This course also emphasizes the development of reading and listening comprehension skills, such as reading isolated words and phrases in a situational context and comprehending brief written or oral directions. Additionally, students will examine the practices, products and perspectives of Spanish-speaking culture and recognize basic routine practices of the target culture. This course further emphasizes making connections across content areas and the application of understanding Spanish language and culture. Students discuss the many reasons for learning languages and have opportunities to develop an understanding of the people who speak them. Students apply effective strategies for language learning and show willingness to experience various aspects of the cultures. Students who successfully complete the course will be able to do the following in the target language:

- Respond to oral directions and commands needed for routine daily interaction in the classroom and in public places.
- Make routine requests in the classroom and in public places.
- Use forms of address appropriately in courtesy expressions.
- Speak and write about daily routines and events.
- Ask and answer simple questions and participate in brief guided conversations related to their needs and interests.
- Read isolated words and phrases in a situational context, such as menus, signs, and schedules.
- Comprehend brief written directions and information.
- Read short narrative topics and answer questions that demonstrate comprehension of those topics.
- Watch culturally authentic multi-media presentations and complete activities that demonstrate comprehension of these topics.
- Communicate basic information to others in writing, such as where they live, what they like to do, what their school day is like, and so on.
- Respond in writing to requests for information.
- Write basic descriptions of people, places, and things.

In addition, students will:

- Demonstrate nonverbal communication used in the target culture, such as gestures and body language.
- Be aware of current events in the target cultures.
- Know the major holidays and geographical features of the Spanish-speaking countries being studied.
- Demonstrate appropriate greeting and leave taking behaviors, ways of making introductions, courtesy behaviors and etiquette in a variety of social situations.

Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma.

WORKPLACE SPANISH 3515 & 3516 (2136)

Grades 10, 11, 12
Prerequisites: Spanish I
Credits: 2 semester course, 1 credit per semester *Workplace Spanish* is a course designed to fuse students' desired future career path with the use of the Spanish language in a variety of scenarios. This course will incorporate and emphasize the three principal modes of communication, as defined by the American Council on the Teaching of Foreign Language, which include the interpretive, the interpersonal, and the presentational, so that students can acquire relevant and practical skills in Spanish for future work-based environments in order to prepare them for interactions with fluent speakers of Spanish outside the classroom. Students will focus on culturally-appropriate interactions, both verbal and nonverbal, along with specific vocabulary that relates directly to students' chosen career path, ultimately connecting this course to a variety of content areas. A major focus of this course is on students' proficiency (both oral and written) and will use a high percentage of only Spanish in instruction and students' work production

`

Counts as a Directed Elective or Elective for all diplomas. This course counts as a general World Language credit as a Directed Elective or Elective, but will not count toward the Academic Honors Diploma as it is not part of a sequenced program.

SPANISH II 3521 & 3522 (2122)

Grades 10-12 – 2 credit course
Prerequisites – Spanish I

Spanish II builds upon effective strategies for meaning and comprehending longer written or oral directions. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate Spanish language learning by encouraging the use of the language and cultural understanding. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics, and write cohesive passages with greater independence. This course also emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess pronunciation and intonation**.** Additionally, students will continue to develop understanding of the Spanish-speaking culture through recognition of interrelations among the practices, products and perspectives of Spanish-speaking culture; report on basic family and social practices of the target culture; and describe contributions from the target culture. This course further emphasizes making connections across content areas as well as the application of understanding Spanish language and culture. Students participate in classroom and extracurricular activities related to the language studied. They participate in conversations dealing with daily activities and personal interests. Students who successfully complete the course will be able to do the following in the target language:

- Ask questions regarding routine activities.
- Participate in conversations on a variety of topics.
- Relate a simple narrative that asks permission, responds to an offer of help, or expresses preferences pertaining to everyday life.
- Read simple texts on familiar topics and demonstrate understanding of those texts by asking and answering questions based on them.
- Read aloud with appropriate intonation and pronunciation.
- Write in response to given situations, such as postcards, personal notes, phone messages, and directions, demonstrating cultural and grammatical knowledge.
- Write grammatically correct letters using appropriate format and style.

Additionally, students will

- Identify major geographical features, historical events, and political structures of Spain, Mexico and other Hispanic countries.
- Become familiar with different aspects of Hispanic culture, including the visual arts, architecture, literature and music, using the foreign language where appropriate.
- Be able to extend and respond to hospitality as a host or a guest.
- Show awareness of time expectations, such as arriving for appointments and social engagements.

Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma.

SPANISH II-H 3525 & 3526

Grades 10-12 – 2 credit course
Prerequisites – A in Spanish I and teacher recommendation

This class is for high-achieving students. This course will cover all material from Spanish 2; however, students produce the target language with a minimum of support and guidance. This class has more open-ended questions that offer students the opportunity to expand and elaborate upon their answers, and to use the target language at a more sophisticated level. The class promotes question types that follow the format of the *Spanish AP language test, further preparing students for success at the Advance Placement level. The focus will be on in-depth writing, reading, increased speaking opportunities, textbook usage with increased vocabulary and grammar, and integrated skills.
Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma.

`

SPANISH III 3531 & 3532 (2124)

Grades 11-12 – 2 credit course
Prerequisites – Spanish II
Spanish III builds upon effective strategies for Spanish language learning by facilitating the use of the language and cultural understanding. This course encourages interpersonal communication through speaking and writing, providing opportunities to initiate conversations, exchange detailed information in oral and written form; and writing cohesive information with greater detail. This course also emphasizes the continued development of reading and listening comprehension skills, such as using cognates, synonyms and antonyms to derive meaning from written and oral information, as well as comprehending directions. Students will present student-created material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will continue to develop understanding of French-speaking culture through recognition of the interrelations among the practices, products and perspectives of the target culture; discussion of significant events in the target culture; and investigation of elements that shape cultural identity in the target culture. This course further emphasizes making connections across content areas as well as the application of understanding Spanish language and culture. Students compare social behaviors and values of Spanish-speaking people in order to understand and appreciate other cultures. Students are willing to initiate and participate in discussions concerning these cultures. In addition, students will be able to:

- Respond to factual and interpretive questions and interact in a variety of social situations, such as expressing regrets, condolences, and complaints, and using more than one rote memory formula phrases.
- Read for comprehension from a variety of authentic materials, such as advertisements in newspapers and magazines, cartoons, personal correspondence, poetry, plays, and short stories.
- Complete authentic forms and documents and take notes that require familiar vocabulary and structures.
- Write paraphrases, summaries, and brief compositions.
- Describe different aspects of the culture, using the foreign language where appropriate, including: (1) major historical events, (2) political structures, (3) value systems, (4) visual art, (5) architecture, (6) literature, and (7) music.
- *Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma.*

SPANISH III-H / SPAN 101-SPAN 102 IVY TECH 3535 & 3536

Grades 11-12 – For the 1st year student get 8 credits at the end of the year.
Prerequisites – A in Spanish II / teacher recommendation AND attainment of minimum scores (as set by Ivy Tech) on the PSAT, SAT, ACT, Or Accuplacer (a skills placement test)
This class is for high-achieving students. This is a college level class and students must understand the rigors of such a course and commit to that level of rigor. This course will cover all material from Spanish III; however, students produce the target language with a minimum of support and guidance. This class has more open-ended questions that offer students the opportunity to expand and elaborate upon their answers, and to use the target language at a more sophisticated level. The class promotes question types that follow the format of the *Spanish AP language test, further preparing students for success at the Advance Placement level. The focus will be on in-depth writing, reading, increased speaking opportunities, textbook usage with increased vocabulary and grammar, and integrated skills.
Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma. **Final grade is weighted +1 if "B-" or above.**

SPANISH IV 3541 & 3542 (2126)

Grade 12 – 2 credit course
Prerequisites – Spanish III
Spanish IV provides a context for the integration of the continued development of language skills and cultural understanding with other content areas and the community beyond the classroom . The skill sets that apply to the exchange of written and oral information are expanded through emphasis on practicing speaking and listening strategies that facilitate communication, such as guessing meaning in familiar and unfamiliar contexts, and using elements of word formation to expand vocabulary and derive meaning. Additionally, students will continue to develop understanding of Spanish-speaking culture through explaining factors that influence the practices, products, and perspectives of the target culture; reflecting on cultural practices of the target culture; and comparing systems of the target culture and the student's own culture. This course further emphasizes making connections across content areas through the design of activities and materials that integrate the target language & culture with concepts and skills from other content areas. The use and influence of the Spanish language and culture in the community is explored through the identification and evaluation of resources intended for native Spanish speakers. Level IV foreign language enables students to participate in classroom

`
and extra-curricular activities related to the language studied, such as taking leadership roles in language clubs. Students are willing to participate in conversations with native and non-native speakers, either in their community or in their school. This also enables students to:

- Respond to factual and interpretive questions, interact in complex social situations, express opinions and make judgments.
- Give presentations on cultural topics including: (1) traditions, (2) historical and contemporary events, and (3) major historical and artistic figures.
- Paraphrase or restate what someone else has said.
- Read for comprehension from a variety of longer authentic materials, such as newspapers and magazine articles, novels, and essays, as well as make judgments about what is read.
- Write well-organized grammatically correct compositions on a given topic.
- Begin using the language in creative writing.

Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma.

SPANISH LANGUAGE /SPAN 201-SPAN 202 IVY TECH 3563 & 3564

Grade 12 – For the 2nd year students get 6 credits at the end of the year, totaling 14 if they take both years.
Prerequisites – Successfully complete Spanish III-H OR attainment of minimum scores (as set by Ivy Tech) on the PSAT, SAT, ACT, Or Accuplacer (a skills placement test)
AND take and pass the Ivy Tech Spanish Placement test with a score of 50. (Students must arrange with counselors to take this on Ivy Tech's Indianapolis Campus)
Spanish Language, Advanced Placement enables students to participate in enhanced, rigorous classroom activities related to the language studied. Students will concentrate on expository writing, expository speaking, and advanced grammar concepts in preparation for the AP exam. Students need to have a high degree of self-motivation and be able to work independent of teacher supervision. This course requires the reading of Spanish language materials outside of class on a regular basis and the commitment to the exclusive use of Spanish. **This course is designed to be comparable to an advanced level college course. Students taking such a course, emphasizing the use of Spanish for active communication, have the following objectives:

- Comprehend formal and informal spoken Spanish
- Acquire vocabulary and structures to allow the easy, accurate reading of newspaper and magazine articles, as well as of modern literature in Spanish
- Compose expository passages
- Express ideas orally with accuracy and fluency.
- *Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma.* Final grade is weighted +1 if "B-" or above.

`

TECHNOLOGY / PRE-ENGINEERING PATHWAYS

Purdue, Duke, and Oklahoma State are just a few of several colleges and universities that have an agreement with PLTW for high school students to receive college credit after the completion of PLTW classes. Each institution will need to be looked at on an individual basis as each school has their own requirements for the Dual Credit possibility. Below is an example for Purdue University's PLTW Dual Credit.

PURDUE:
In order to receive credit, the following criteria must be met:

- High School must be PLTW certified.
- Student must complete the course with an 85% average.
- Student must complete the course portfolio.
- Student must score at least 70% on the PLTW college examination.
- Instructor must be a licensed technology education teacher (AERO, CEA, CIM, IED, POE).
- Instructor must submit test score to the Department of Industrial Technology.
- Student must enroll in a Department of Building Construction Management or Industrial Technology major.

Credit will be posted to the student's transcript during their first semester at Purdue University. Contact the departmental office for additional information.

For other institutions and their requirements please check the following webpage:
http://archive.pltw.org/Engineering/Professional-Development/Affiliates/Purdue-University.cfm

IVY TECH transcripted college credit for IED, POE, ADMF-Advanced Manufacturing and CEA. This is a transcripted credit, so it will follow you regardless of your college choice.

- Everyone will complete an IVY TECH enrollment form during their class.
- You will receive an IVY TECH student ID number.
- High School must be PLTW certified.
- Student must complete the course with a 69.5% (C-) average or higher.
- Student must complete the course portfolio.
- Instructor must be a licensed technology education teacher (CEA, POE or IED).
- Instructor must be MSSC certified for the ADMF courses.

`

Advanced Manufacturing Pathway

	Grade	English/ Language Arts	Math	Science	Health/PE Social Studies	CTE/Career Preparation Courses for this Pathway		Other Elective Courses for this Pathway	
SECONDARY	9	English 9	Algebra I	Biology	Health & Wellness/ Physical Ed	*Intro to Engineering Design (IED) or Principles of Engineering (POE) - (I High School Options);	*Intro to Engineering Design (IED) or Principles of Engineering (POE) - (Local High School Options)	Digital Citizenship, Personal Financial Responsibility	World Language
	10	English 10	Geometry	Chemistry	Geography/History of the World or World History/Civilization	Advanced Mftg I – ADMF 101		Preparing for College & Careers	World Language
						1st Sem – Safety Module Assess	2nd Sem – Quality Module Assess		
	11	English 11	Algebra II	3rd Core 40 Science	US History	Advanced Mftg II – ADMF 102 Offered at High School or Area Career Center			World Language
						1st Sem – Mftg Process Module Assess	2nd Sem – Maintenance Module Assess		
	12	English 12	Math or Quantitative Reasoning		Government Economics	THIRD YEAR OPTIONS High School, Area Career Center, Ivy Tech (AART, ELEC, Mech, QUAL, PROC) or (WELD, MTTC)			Fine Arts
						Core Dual Credit High School Courses CTE, ITCC	Work Based Learning – (All Options w/18 yrs of age & CPT credential		

State specified Pathway Assessment: Dual credit assessment from Ivy Tech, Vincennes University or MSSC assessment (All 4 exams)

Industry Recognized Certification: MSSC Certified Production Technician

* Each of these courses are a year-long so you cannot start one and switch to the other at semester.

Dual Credit Crosswalk

School of Technology	Ivy Tech Community College		Indiana Department of Education	
	Course #	Course Title	DOE Number	DOE approved Course Title
Advanced	*ADMF 101	Key Principles of Advanced Manufacturing	5608	Adv Manufacturing I
Advanced	*ADMF 102	Technology in Advanced Manufacturing	5606	Adv Manufacturing II
Internship	INDT 280	Work Based Learning, Adv Man & Eng	5975	Work Based Learning
Other Dual Credit Options with Ivy Tech Community College Included in YCC Grant - ITEP				
Industrial	INDT	Basic Electricity	5684	Electronics &
Other course options can be discussed				

`

Construction Technology Pathway

	Grade	English / Language Arts	Math	Science	Health/PE Social Studies	CTE/Career Preparation Courses for this Pathway		Other Elective Courses for this Pathway	
SECONDARY	9	English 9	Algebra I	Biology	Health & Wellness/ Physical Ed	Computers in Design	Computers in Design	Digital Citizenship, Personal Financial Responsibility	World Language
	10	English 10	Geometry	Chemistry	Geography/History of the World or World History/Civilization	Construction Systems/ Processes	Construction Systems/ Processes	Preparing for College & Careers	World Language
	11	English 11	Algebra II	3rd Core 40 Science	US History	Introduction to Construction 101			World Language
						Construction Systems/ Processes	Construction Systems/ Processes		
	12	English 12	Math or Quantitative Reasoning		Government Economics	Introduction to Construction 101		Introduction to Construction 101	Fine Arts
						Construction Systems/ Processes	Construction Systems/ Processes		
State specified Pathway Assessment: Dual credit assessment from Ivy Tech, Vincennes University or Home Builders Institute (HBI) Principles of Construction or Carpentry Basic									
Industry Recognized Certification: Home Builders Institute (HBI) Principles of Construction or Carpentry Basic									

Dual Credit Crosswalk

School of Technology	Ivy Tech Community College		Indiana Department of Education	
	Course #	Course Title	DOE Number	DOE approved Course Title
Construction Technology	101	Introduction to Construction 101	4782	Construction Systems

`

Engineering Pathway

	Grade	English/ Language Arts	Math	Science	Health/PE Social Studies	CTE/Career Preparation Courses for this Pathway		Other Elective Courses for this Pathway	
SECONDARY	9	English 9	Algebra I	Biology	Health & Wellness/ Physical Ed	Computers in Design & Production or any other engineering/tech-nology elective course	Communication Systems or any other engineering/tech-nology elective course	Digital Citizenship, Personal Financial Responsibility	World Language
	10	English 10	Geometry	Chemistry	Geography/History of the World or World History/Civilization	*PLTW Introduction to Engineering Design (IED) or PLTW Principles of Engineering (POE)	*PLTW Introduction to Engineering Design (IED) or PLTW Principles of Engineering (POE)	Preparing for College & Careers	World Language
	11	English 11	Algebra II	3rd Core 40 Science	US History	*PLTW Introduction to Engineering Design (IED) or PLTW Principles of Engineering (POE) or PLTW Civil Engineering and Architectural (CEA)	*PLTW Introduction to Engineering Design (IED) or PLTW Principles of Engineering (POE) or PLTW Civil Engineering and Architectural (CEA)		World Language
	12	English 12	Math or Quantitative Reasoning		Government Economics	*PLTW Civil Engineering and Architectural (CEA) or PLTW Introduction to Engineering Design (IED) or PLTW Principles of Engineering (POE)	*PLTW Civil Engineering and Architectural (CEA) or PLTW Introduction to Engineering Design (IED) or PLTW Principles of Engineering (POE)		Fine Arts
State specified Pathway Assessment: PLTW End of Course Assessments/Final Exams are a required component of every course in the PLTW Pre-engineering program									
Industry Recognized Certification:									

* Each of these courses are a year- long so you cannot start one and switch to another at semester. You may take any of these courses in any sequence with exception of CEA you must have IED first.

Dual Credit Crosswalk

School of Technology	Ivy Tech Community College		Indiana Department of Education	
	Course #	Course Title	DOE Number	DOE approved Course Title
Intro to Engineering Design	DESN 101	Introduction to Design Technology	4812	Intro to Engineering Design
Principles of Engineering	DESN 104	Mechanical Graphics	4814	Principles of Engineering
Civil Engineering & Architecture	DESN 105	Architectural Design I	4820	Civil Engineering & Architecture

`

TECHNOLOGY/ENGINEERING COURSES

COMMUNICATION SYSTEMS 6450 (4780)

Grades 9-12 – 1 credit course
Prerequisite – none
Communication Systems is a course that specializes in how people use modern communication systems to exchange information and ideas. These systems allow people to grow intellectually, express feelings, and better understand diverse cultures. This course explores the application of the tools, materials, and techniques used to design, produce, use, and assess systems of communication. Instructional strategies introduce students to the world of communication technology through a variety of means including: presentations,
discussions, and laboratory activities. Students will produce graphic and electronic media as they apply communication technologies. Most activities are
designed for small group work since communication takes place between two parties or machines.
This course will qualify as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.
Projects include but are not limited to: Catapults, Hand-cut silk screen prints, Multi-colored overlays, Process prints, T-shirt prints and designs, Basic electronic circuitry.

INTRODUCTION TO COMMUNICATIONS – VIDEO GAME DESIGN 6461 (4790)

Grades 10-12 – 1 credit course (1 or 2 semesters)
Prerequisite – Any other course taken in our department before you can take this course.
Intro To Communications is a course that specializes in using modern communication processes to exchange messages and information at greater volumes and improved speeds. . This course explores the art of creating and designing video games for use and their impacts and effects.
This course will qualify as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diploma

TRANSPORTATION SYSTEMS 6430 (4786)

Grades 9-12 – 1 credit course
Prerequisite – none
Transportation Systems is a broad course that explores the application of tools, materials, and energy in designing, producing, using and assessing transportation systems. Students will explore systems and techniques used to apply technology to move people and cargo in vehicles and by other means on land, in water, air, and space.
This course will qualify as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
Projects include but are not limited to: Car launching challenge, Hot air balloons, Remote controlled cars, Egg crash test cars, Roller coasters, Tractor pull cars, Sumo wrestling cars, Clothes pin transport problem solving, Mousetrap cars,CO2 cars, Boat hull designs, Crimp boats.

CONSTRUCTION SYSTEMS 6510 (4782)

Grades 9-12 – 1 credit course
Prerequisite – none
Construction Systems is a course that specializes in how people use modern construction systems and the management of resources to efficiently produce a structure on a site. Students will explore the application of tools, materials, and energy in designing, producing, using, and assessing the construction of structures. Classroom activities introduce students to the techniques used in applying construction technology to the production of residential, commercial, and industrial buildings in addition to civil structures. Students learn how architectural ideas are converted into projects and how projects are managed during a construction project in this course.
This course will qualify as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
Projects include but are not limited too: Perc testing, Surveying, Foundation model creation, Residential framing model, Construction math.

`

INTRODUCTION TO CONSTRUCTION 6520 (4792)

Grades 9-12 – 1 credit course
Prerequisite – Construction Systems
Introduction to Construction is a course that will offer hands-on activities and real world experiences related to the skills essential in residential, commercial and civil building construction. During the course students will be introduced to the history and traditions of construction trades. The student will also learn and apply knowledge of the care and safe use of hand and power tools as related to each trade. In addition, students are introduced to blueprint reading, applied math, basic tools and equipment, and safety. Students will demonstrate building construction techniques, including concrete and masonry, framing, electrical, plumbing, dry walling, HVAC, and painting as developed locally in accordance with available space and technologies. Students learn how architectural ideas are converted into projects and how projects are managed during a construction project in this course. Students study construction technology topics such as preparing a site, doing earthwork, setting footings and foundations, building the superstructure, enclosing the structure, installing systems, finishing the structure, and completing the site. Students also investigate topics related to the purchasing and maintenance of structures, special purpose facilities, green construction and construction careers.
This course will qualify as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
Projects include but are not limited to: Commercial Zoning, Commercial Foundations (pier, pile, floating), Commercial wall systems, Commercial roof (build samples), Truss and beam design, Commercial construction mat (concrete, cut and fill, load bearing capacity, etc.).

INTRODUCTION TO MANUFACTURING – DIGITAL PHOTOGRAPHY 6420 (4784)

Grades 10-12 – 1 credit course
Prerequisites – none
Manufacturing Systems is a broad course that explores the application of tools, materials, and energy in designing, producing, using and assessing manufactured products. Students will explore techniques used to apply technology in obtaining resources and in changing them into industrial materials and finished products.
This course will qualify as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.
Projects include but are not limited to: Rescue devices, Pin-hole cameras, 35mm black and white photography, Solarization, Package designs, Loading bulk film cassettes, 35mm SLR cameras, Photoshop, Color prints, Nature, Action, and Element prints.

COMPUTERS IN DESIGN AND PRODUCTIONS SYSTEMS 6470 (4800)

Grades 9-12 – 1 credit course (1 or 2 semesters)
Prerequisites – none
This course focuses on using computer systems in producing drawings and related documentation for products and structures and controlling automated production systems. The emphasis is placed on using modern computer applications rather than on developing job skills.
This course will qualify as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas and Computer Technology requirement for graduation.
Projects include but are not limited to: Playhouse, Katrina restoration house, Urban Park, Floral shop, 5 story multi-use building, Roundabout design, Outdoor amphitheater, Public restroom design, Train station, Screwdriver, APP creation.

ROBOTICS DESIGN AND INNOVATION 6490 (4728)

Grades 10-12 – 1 credit course
1 or 2 semesters with instructor permission
Prerequisites – None
Robotics Design and Innovation allows students to design, program, and test innovative technological designs related to robotic systems. Topics involve mechanics, pneumatics, control technologies, computer fundamentals, and programmable control technologies. Students design, build, and
optimize robots to perform a variety of pre-designated tasks. Individuals or small teams may choose to participate in organized robotic competitions or develop their own events during the course.
Through this course, students will investigate exciting career and collegiate programs of study.
This course will qualify as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas and towards the Computer Technology requirement for graduation.

`

Projects include but are not limited to: VEX PROJECTS CREATING ROBOTIC DEVICES.

INTRODUCTION TO ENGINEERING DESIGN (DESN 101 IVY TECH) 6551 & 6552 (4812 PLTW)

Grades 9-12 – 2 credit course
(DUAL CREDIT WITH IVY TECH DESN 101) 3 credit course
Prerequisites – completed Algebra I with at least a "B-"
Introduction to Engineering Design is an introductory course which develops student problem solving skills with emphasis placed on the development of three-dimensional solid models. Students will work from sketching simple geometric shapes to applying a solid modeling computer software package. They will learn a problem solving design process and how it is used in industry to manufacture a product. The Computer Aided Design System (CAD) will also be used to analyze and evaluate the product design. The techniques learned, and equipment used, is state of the art and are currently being used by engineers throughout the United States.
This course will qualify as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas and Computer Technology requirement for graduation.
Projects include but are not limited to: Introduction to Inventor, Cardboard chairs, Train designs, Cube puzzle designs, Various prototypes, Various sketching technique projects, Reverse engineering, Innovation project designs.

PRINCIPLES OF ENGINEERING (DESN 104 IVY TECH) 6561 & 6562 (4814 PLTW)

Grades 9-12 – 2 credit course
(DUAL CREDIT WITH IVY TECH DESN 104) 3 credit course
Prerequisites – completed Algebra I with at least a "B-"
This course helps students understand the field of engineering and engineering technology. Exploring various technology systems and manufacturing processes help students learn how engineers and technicians use math, science and technology in an engineering problem solving process to benefit people. The course also includes concerns about social and political consequences of technological change.
This course will qualify as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas and Computer Technology requirement for graduation.
Projects include but are not limited to: Simple machine project (Rub Goldberg), Mousetrap cars, Thermodynamics, Balsa wood bridges, Introduction to West Point Bridge builder, Dog bone material testing, Ballistic devices. Building, programming, wiring and controlling: Marble sorter machine, Conveyor belts, Drill press, Joy stick car, Optical encoder, Motion & light censored machines, etc.

CIVIL ENGINEERING AND ARCHITECTURE (DESN 105 IVY TEC H) 6571 & 6572 (4820 PLTW)

Grades 9-12 – 2 credit course
(DUAL CREDIT WITH IVY TECH DESN 105) 3 credit course
Prerequisites – Introduction to Engineering Design
This 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 state-of-the-art software to solve real world problems and communicate solutions to hands-on projects and activities.
This course will qualify as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas and Computer Technology requirement for graduation.
Projects include but are not limited to: Green storage shed, Habitat for Humanity structure, Keystone library retrofit, Commercial building design, Architectural models.

ADVANCED MANUFACTURING I (ADMF 101 IVY TECH) 6577 & 6578 (5608)

Grades 10-12 – 2 credit course
(DUAL CREDIT WITH IVY TECH 3 Credits and Industry Certifications)
Prerequisite – none
Advanced Manufacturing I introduces students to the technology, skills, and knowledge needed in today's modern, advanced manufacturing and logistics environments. Students will gain a working knowledge of safety, quality, and production processes through online course work and simulations, and will apply their new skills and knowledge in team-based classroom projects. Emphasis is placed on understanding manufacturing and logistics processes as a whole. In addition, students will gain a basic understanding of computer-numerical control devices, electrical skills, operations processes, inventory principles, and basic business principles. Students have the opportunity to develop the

`

characteristics employers seek, as well as skills that will help them in future endeavors, such as team building, effective communication, and problem-solving. Students will earn nationally-recognized industry certificates and college credit.
This course will qualify as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas and Computer Technology requirement for graduation.
Projects include but are not limited to: Several types of logistical and manufacturing devices. We are partnered with Chrysler and will have several trips to their plants in Kokomo and Tipton.

ADVANCED MANUFACTURING II (ADMF 102 IVY TECH) 6579 & 6580 (5606)

Grades 10-12 – 2 credit course
(DUAL CREDIT WITH IVY TECH 3 Credits and Industry Certifications)
Prerequisite – ADMF 101: Adv Manufacturing I
Advanced Manufacturing II prepares students for careers in Indiana's manufacturing industry. Through online instruction, virtual simulators, and classroom projects, students will build on the basic concepts and skills covered in Introduction to Advanced Manufacturing and Logistics. Advanced Manufacturing 1 offers an in-depth look at electronics, schematics, programmable controllers, and robotics. Key manufacturing processes and principles, such as quality, safety, continuous improvement, and lean manufacturing are also woven into the class. Students in the course will apply what they've learned and work directly with members of industry, tackling projects, learning how the business works, and building relationships. Along the way, students will have the opportunity to earn college credit and industry certificates.

WBL ADV MFG & ENG (Hire III) (INDT 280 IVY TECH) 6583 & 6584 (5975)

Grade: 12 – 1-3 credits per semester – 2 semester course – 6 credit max
DUAL CREDIT WITH IVY TECH 3 credits & Industry Certifications
Required Prerequisites: Preparing for College and Careers; a minimum of 4 credits of introductory and advanced courses related to a student's pathway and to the work site placement.
In the stand-alone WBL Capstone courses, students have the opportunity to apply the concepts, skills, and dispositions learned in previous coursework in their pathways in real world business and industry settings. Intensive applications are a required component of this course and may be either school based or work based or a combination of the two. Work Based Learning experiences need to be in a closely related industry setting. Instructors must have a standards-based training plan for each student participating in Work Based Learning experiences. When a course is offered for multiple hours per semester, the amount of project-based application or Work Based Learning needs to be increased proportionally.
Students are monitored in their experiences by the content-related CTE teacher or a CTE teacher needs to be the teacher for the comprehensive course.
Intensive applications are a required component of this course.

FUNDAMENTALS OF ENGINEERING 6575 & 6576

Grades 9-12 – 1 credit course
1 or 2 semesters with instructor permission
Prerequisites – Introduction to Engineering Design OR Principles of Engineering OR Civil Engineering and Architecture
Fundamentals of Engineering is a course that focuses on the process of applying engineering, technological, scientific and mathematical principles in the design, production, and operation of products, structures, and systems. An engineer is a highly educated and trained problem solver who engages in the functions of research, development, planning, design, production, and project management. Engineers often work as part of a team to plan, design, and supervise a product from concept to completion. This is a hands-on course designed to provide students interested in engineering careers to explore experiences related to specialized fields such as civil, mechanical, and materials engineering, etc. The topics of ethics and the impacts of engineering decisions are also addressed. Classroom activities are organized to allow students to work in teams and use modern technological processes, computers, CAD software, and production systems in developing and presenting solutions to engineering problems.
This course will qualify as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
Projects include but are not limited to: Collaborative learning creating rapid prototyping artifacts, they could include: Buildings, Mechanical parts, Industrial objects, Agricultural objects, Science artifacts, Astronomy artifacts, Landscape surfaces.

`

TECHNOLOGY SYSTEMS 6492 (4808)

Grades 10-12- 1 credit course
1 or 2 semesters with instructor permission
Prerequisite – none (But is subject to instructor permission)
Technology Systems is a course that focuses on the technologies used in the career pathways related to Architecture & Construction, Arts, A/V Technology & Communications, Manufacturing, Science, Technology, Engineering & Mathematics and the Transportation, Distribution, & Logistics career clusters. Instructional strategies include creative problem solving activities that address real-world problems and opportunities. Computer experiences are used to incorporate graphics, simulations, networking, and control systems. Students are also introduced to, and engaged in, investigating career opportunities within a career cluster of their choice. Systems thinking skills are used by students to study, diagram, and test a solution to a scenario related to their career interests.
This course is 1 or 2 semester course, 1 credit per semester. Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
Projects include but are not limited to: School website maintenance, school help desk ticket support, basic networking problem solving, basic computer installation of hardware and software, and other problem solving pertaining to technological devices.

MATHEMATICS COURSES

Suggested trackings ---

Grade	Core 40		Grade	Accelerated
9	Algebra I		9	Algebra I or Geometry
10	Geometry		10	Geometry, Algebra II, Pre-Calculus/Trigonometry
11	Algebra II		11	Algebra II, Pre-Calculus/Trigonometry, Pre-Calculus/Trigonometry B, AP Calculus AB, AP Statistics
			12	Pre-Calculus/Trigonometry, Pre-Calculus/Trigonometry B or Additional Electives: Calculus, Calculus AB Advanced Placement, Calculus BC Advanced Placement, AP Statistics

ALGEBRA I 4031 & 4032 (2520)

Grades 9-12 – 2 credit course
Prerequisite – none
Algebra I formalizes and extends the mathematics students learned in the middle grades. Algebra I is made up of 5 strands: Real Numbers and Expressions; Functions; Linear Equations, Inequalities, and Functions; Systems of Equations and Inequalities; Quadratic and Exponential Equations and Functions; and Data Analysis and Statistics. These critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.
This course will qualify as required Mathematics credit for all diplomas.

`

GEOMETRY 4041 & 4042 (2532)

Grades 9-12 – 2 credit course
Prerequisite – 2 credits earned in Algebra I
Geometry formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Five critical areas comprise the Geometry course: Logic and Proofs; Points, Lines, Angles, and Planes; Triangles; Quadrilaterals and Other Polygons; Circles; Transformations; and Three- dimensional Solids. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.
This course will qualify as required Mathematics credit for all diplomas.

ALGEBRA II 4071 & 4072 (2522)

Grades 9-12 – 2 credit course
Prerequisite – 2 credits earned in Geometry
Materials required: TI-84 Plus Graphing Calculator
Algebra II builds on work with linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Algebra II is made up of 5 strands: Complex Numbers and Expressions; Functions; Systems of Equations; Quadratic Equations and Functions; Exponential & Logarithmic Equations and Functions; Polynomial, Rational, and Other Equations and Functions; and Data Analysis, Statistics, and Probability. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.
This course will qualify as required Mathematics credit for all diplomas.

PRE-CALCULUS/TRIGONOMETRY 4081 & 4082 (2564)

Grades 10-12 – 2 credit course
Prerequisites – 2 credits earned in Algebra, Geometry, and Algebra II
Materials required: TI-84 Plus Graphing Calculator
Pre-Calculus extends the foundations of algebra and functions developed in previous courses to new functions, including exponential and logarithmic functions, and to higher-level sequences and series. The course provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Pre-Calculus is made up of five strands: Polar Coordinates and Complex Numbers; Functions; Quadratic, Polynomial, and Rational Equations and Functions; Exponential and Logarithmic Equations and Functions; and Parametric Equations. Students will also advance their understanding of imaginary numbers through an investigation of complex numbers and polar coordinates. The course is designed for students who expect math to be a major component of their future college and career experiences, and as such it is designed to provide students with strong foundations for calculus and other higher-level math courses. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.
This course will qualify as required Mathematics credit for all diplomas.

PRE-CALCULUS/TRIGONOMETRY B 4141 & 4142 (2564)

Grades 10-12 – 2 credit course
Prerequisites – 2 credits earned in Algebra, Geometry, and Algebra II
Materials required: TI-84 Plus Graphing Calculator
Pre-calculus/Trigonometry B will follow the Pre-calculus/Trigonometry curriculum at a more basic level.
This course will qualify as required Mathematics credit for all diplomas

`

CALCULUS 4088 & 4089 (2527)

Grade 11-12 – 2 credit course
Prerequisite – Pre-Calculus
Materials required: TI-84 Plus Graphing Calculator

Calculus expands a student's knowledge of topics like functions, graphs, limits, derivatives, and integrals. Additionally, students will review algebra and functions, modeling, trigonometry, etc. Calculus is made up of five strands: Limits and Continuity; Differentiation; Applications of Derivatives; Integrals; and Applications of Integrals. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

This course will qualify as required Mathematics credit for all diplomas

ADVANCED PLACEMENT CALCULUS AB

Grade 11-12 – 2 credit course
Prerequisite – Pre-Calculus
Materials required: TI-84 Plus Graphing Calculator

AP Calculus AB is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP Calculus AB is equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. This course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

This course will qualify as required Mathematics credit for all diplomas

ADVANCED PLACEMENT CALCULUS BC

Grade 12 – 2 credit course
Prerequisite –Calculus AB
Materials required: TI-84 Plus Graphing Calculator

AP Calculus BC is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP Calculus BC is roughly equivalent to both first and second semester college calculus courses and extends the content learned in AP Calculus AB to different types of equations and introduces the topic of sequences and series. This course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. The content of AP Calculus *BC* is designed to qualify the student for placement and credit in a course that is one course beyond that granted for AP Calculus AB.

This course will qualify as required Mathematics credit for all diplomas

ADVANCED PLACEMENT STATISTICS

Grade 12 – 2 credit course
Prerequisite – 2 credits earned in Algebra II with B- minimum
Materials required: TI-84 Plus Graphing Calculator

AP Statistics is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The *AP Statistics* course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the *AP Statistics* course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

`

This course will qualify as required Mathematics credit for all diplomas

PHYSICAL EDUCATION AND HEALTH COURSES

Physical Education Courses

- Two credit hours must be earned for graduation requirements
- One credit must be earned by completing PE 1 or PE 2
- The second credit may be earned by one of the following:
  1. Successful completion of an IHSAA sanctioned sport
  2. Successful completion of an elective PE course
  3. Successful completion of PE 1 and PE 2

** Pick up an application form from the guidance office if you plan on participating in an IHSAA sport and will be using that season as a PE credit

*** Applications for PE/athletic credit must be completed and returned prior to the first practice of that sport

- A maximum of 6 total credits can be earned in Elective PE courses.
- Students must fulfill their two credit hours required for graduation prior to their senior year.
- Prerequisite for all Elective PE courses is successful completion of PE1 or PE 2

HEALTH & WELLNESS EDUCATION 5030 (3506)

Grade 10 – 1 credit course
Prerequisite – none
The course is a general overview of the current health issues in our society. Topics taught are consistent with the State Health Proficiency Guide including: mental and emotional health; family and social health; growth and development; nutrition; personal health and physical activity; alcohol, tobacco, and other drugs; communicable and chronic diseases; consumer and community health; environmental health; and injury prevention and safety. Students will be certified in Community CPR and will receive a certification card from the American Heart Association when completed. The course will be supplemented by local healthcare service providers, including the Hamilton County Health Department.
This course will qualify as required Health Education credit for all diplomas.

SPORTS MEDICINE 5080

Grades 10-12 – 1 credit course
Prerequisite – none
The objectives of this course for students are:

1. Learn and identify the bones and muscles of the body
2. Learn the mechanics of muscle movement and kinesiology
3. Learn how the body becomes injured and the healing process begins
4. Explain, demonstrate, practice, and review injury prevention techniques, first aid, and injury rehabilitation programs
5. Demonstrate and practice sports taping techniques
6. Establish an awareness for those students planning to major in college in the following areas:
   - **A.** Physical Therapy
   - **B.** Occupational Therapy
   - **C.** Sports Medicine
   - **D.** Pre-med
   - **E.** Nursing
   - **F.** Coaching

`

G. Exercise Physiology

7. Establish an awareness for students pursuing a career in one of the following professions:

A. EMT/Paramedic
B. Nurse
C. Physical Therapist
D. Occupational Therapist
E. Athletic Trainer
F. Respiratory Therapist
G. Coach
H. Fitness Instructor
I. Strength Coach
J. Health & Fitness Director
K. Exercise Physiologist
L. Nutritionist

This course will qualify as elective or directed elective credit for graduation requirements. This does not count as a PE credit.

PHYSICAL EDUCATION I & II 5013 & 5014 (3542 & 3544)

Grades 9-10 – 1 credit course per semester
Prerequisite – none
The aim of Physical Education is the optimum physical, mental, and social development of the individual through vigorous, total-body activities, selected according to the future recreational, social, and lifetime participation values. Areas of study include volleyball, flag football, soccer, speedball, recreational games, softball, tennis, basketball, and aquatic activities. Strength training and conditioning elements are included throughout PE 1 and PE 2.
This course will qualify as required Physical Education credit for all diplomas.

ELECTIVE PE ADVANCED PHYSICAL CONDITIONING 5110

Grades 9-12 – 1 credit course, 1 or 2 semesters
Prerequisite – must pass required PE 1 or PE 2 with instructor permission
***The APC course is ONLY open to students who are involved with the Hamilton Heights athletic program.* Students in grade 9 must complete a pre-approval form prior to enrollment in the course.**
The objective of the course is to educate and train the body through various methods of exercise stimulus. Strength training will be the foundation of the course. Supporting areas of the class include: speed development, flexibility, plyometric, and power training. Levels of overload and intensity are cycled throughout the semester in a progressive manner to enable students to safely achieve at higher physical levels.
This course will qualify as 2nd required PE credit or as elective or directed elective credit for graduation requirements for all diplomas.

ELECTIVE PE AEROBIC FITNESS 5100

Grades 10-12 – 1 credit course, 1 or 2 semesters
Prerequisite – must pass required PE 1 or PE 2
The aim of Aerobic Fitness is to offer the student a variety of aerobic activities such as walking, cycling, weight training, and body toning in the fitness center. This course will include the use of bands, tubing, and light-weight dumbbell exercises. This course will also have a main walking component indoors as well as outdoors. Cardiovascular fitness will be emphasized as well as body toning.
This course will qualify as 2nd required PE credit or as elective or directed elective credit for graduation requirements for all diplomas.

ELECTIVE PE RECREATIONAL GAMES 5120

Grades 10-12 – 1 credit course, 1 or 2 semesters
Prerequisite – must pass required PE 1 or PE 2
Areas of study will be directed towards team sport games to include: kickball, volleyball, flag football, speedball, basketball, floor hockey, aerial football, whiffle ball, softball and tennis.
This course will qualify as 2nd required PE credit or as elective or directed elective credit for graduation requirements for all diplomas.

`

ELECTIVE PE AQUATICS & LIFEGUARD TRAINING 5160

Grades 10-12 – 1 credit course, 1 or 2 semesters
Prerequisite – must pass required PE 1 or PE 2
This course will cover the American Red Cross Lifeguard curriculum and provide an opportunity for certification. This certification is necessary to be employed as a lifeguard. Students must be 15 years of age on or before completion of the class, able to swim 300 yards continuously using only freestyle and breaststroke, retrieve a 10 lb. brick from a depth of ten feet, and must pass written and practical exams for certification. Fifty percent of the semester will be aquatics and include the following activities: fitness swimming, water volleyball, water polo, and other aquatic games.
This course will qualify as 2nd required PE credit or as elective or directed elective credit for graduation requirements for all diplomas.

SCIENCE COURSES

Suggested tracks ---

GRADE	CORE 40		GRADE	ACCELERATED
9	Biology I		9	Biology
10	Chemistry I or Integrated Chemistry Physics		10	Chemistry I or Chemistry C101/C121
11	Anatomy & Physiology Biology II, AP Biology AP Chemistry or Physics Earth Space Science		11	Biology II or Physics I AP Chemistry or AP Biology Earth Space Science
			12	Physics I AP Chemistry or AP Biology Earth Space Science
			Additional Electives Biology II (Botany/Zoology) Anatomy & Physiology Earth Space Science	

BIOLOGY I 7021 & 7022 (3024)

Grades 9-10 – 2 credit course
Prerequisite – none
Biology I is a course based on the following core topics: cellular chemistry, structure and reproduction; matter cycles and energy transfer; interdependence of organisms; molecular basis of heredity; genetics and evolution. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.
This course will qualify as required Science credit for all diplomas.

BIOLOGY II (BOTANY/ZOOLOGY) 7221 & 7222 (3026)

Grades 11-12 – 2 credit course
Prerequisites – "C" or better in Chemistry I or "B" or better in Integrated Chemistry-Physics
Biology II is an advanced laboratory, field, and literature investigations-based course. Students enrolled in Biology II examine in greater depth the structures, functions, and processes of living organisms. Students also analyze and describe the relationship of Earth's living organisms to each other and to the environment in which they live. In this course, students refine their
scientific inquiry skills as they collaboratively and independently apply their knowledge of the unifying themes of biology to biological questions and problems related to personal and community issues in the life sciences.
This course will qualify as elective, directed elective credit or towards the Core 40 Science requirement for all diplomas.

`

ANATOMY & PHYSIOLOGY 7051 & 7052 (5276)

Grades 10-12 – 2 credit course
Prerequisites – "C" or better in Biology I
Anatomy & Physiology is a course in which students investigate and apply concepts associated with human anatomy and physiology. Concepts covered include the process of homeostasis and the essentials of human function at the level of genes, cells, tissues, and organ systems. Students will understand the structure, organization, and function of the various components of the healthy human body in order to apply this knowledge in all health-related fields.
The course should include ample laboratory experiences that illustrate the application of the standards to the appropriate cells, tissues, organs, and organ systems. Dissection is both appropriate and necessary. Students should be able to use basic laboratory equipment such as microscopes, balances, and pipettes.
This course will qualify as elective, directed elective credit or towards the Core 40 Science requirement for all diplomas.

INTEGRATED CHEMISTRY-PHYSICS 7031 & 7032 (3108)

Grades 10-12 – 2 credit course
Prerequisite – none
Integrated Chemistry-Physics is a course focused on the following core topics: motion and energy of macroscopic objects; chemical, electrical, mechanical and nuclear energy; properties of matter; transport of energy; magnetism; energy production and its relationship to the environment and economy. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.
This course will qualify as required Science credit for all diplomas.

CHEMISTRY I 7061 & 7062 (3064)

Grades 10-12 – 2 credit course
Prerequisites – "B" or better in Algebra I or "B" average in Integrated Chemistry-Physics
Chemistry 1 is a course based on the following core topics: properties and states of matter, atomic structure, bonding, chemical reactions, solution chemistry, behavior of gases, and organic chemistry. Students enrolled in Chemistry 1compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. Instruction is focused on students gaining scientific knowledge through observation and experimentation. The results of such experimentation are communicated by accepted procedures.
This course will qualify as required Science credit for all diplomas.

ADVANCED PLACEMENT CHEMISTRY 3060F & 3060S (3060)

Grades 11-12 – 2 credit course, 1 credit per semester
Prerequisites – "B" average in Chemistry or in ADV SCIENCE CC / CHEM C101/C121 Ind Univ
Recommended Prerequisites – Algebra II and Pre-Calculus/Trigonometry
Chemistry, Advanced Placement is a course based on the content established by the College Board.
The course is not intended to be used as a dual credit course. The content includes: (1) structure of matter: atomic theory and structure, chemical bonding, molecular models, nuclear chemistry; (2) states of matter: gases, liquids and solids, solutions; and (3) reactions: reaction types, stoichiometry, equilibrium, kinetics and thermodynamics. A comprehensive description of this course can be found on the College Board AP Central web page for AP Chemistry at:
https://apcentral.collegeboard.org/pdf/ap-chemistry-course-overview.pdf?course=ap-chemistry
This course qualifies as required Science credit for all diplomas.
This course qualifies as a quantitative reasoning course.
Final grades are weighted +1 point if "B-" or above

EARTH AND SPACE SCIENCE 7201 & 7202 (3044 & 3046)

Grades 11-12 – 2 credit course
Prerequisites – Integrated Chemistry-Physics or Chemistry I
Earth and Space Science I is a course focused on the following core topics: study of the earth's layers; atmosphere and hydrosphere; structure and scale of the universe; the solar system and earth processes. Students analyze and describe earth's interconnected systems and examine how earth's materials, landforms, and continents are modified across geological time. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

`

This course will qualify as elective, directed elective credit or towards the Core 40 Science requirement for all diplomas.

ADV SCIENCE CC / CHEM C101/C121 Ind Univ* 3090F & 3090S (3090)

Grades 10-12 – 2 semester course – 1 credit per semester
Prerequisites – Completed 9th grade, 2.70 or better GPA on a 4.00 scale, "C" or better in Algebra I
This accelerated introductory chemistry course is not open to students with credit for Chemistry I.
Chemistry, College Credit (C101/C121 – Elementary Chemistry I and Elementary Chemistry Lab) is offered for dual credit by Hamilton Heights through an adjunct agreement with Indiana University. Topics include measurement, atomic and molecular structure, bonding, chemical reactions, stoichiometry, thermochemistry, gases, chemical kinetics, chemical equilibrium, solutions, acids and bases, electrochemistry, and nuclear chemistry. Laboratory work involves an introduction to the techniques and reasoning of experimental chemistry, with an emphasis on the study of physical and chemical properties of inorganic compounds. C101 (3 credit hours) and C121 (2 credit hours) are separate one semester courses at Indiana University, but this course is taught over an entire school year at Hamilton Heights.
Final grades are weighted +1 point if "B-" or above

PHYSICS I 7091 & 7092 (3084)

Grades 11-12 – 2 credit course
Prerequisites – Chemistry I or Algebra II
Physics I is a course focused on the following core topics: motion and forces; energy and momentum; temperature and thermal energy transfer; electricity and magnetism; vibrations and waves; light and optics. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.
This course will qualify as elective, directed elective credit or towards the Core 40 Science requirement for all diplomas.

HUMAN BODY SYSTEMS 5216 (5216)

Recommended for Grade 10
Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits
Prerequisites: Principles of the Biomedical Sciences
Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Exploring science in action, students build organs and tissues on a skeletal Maniken®; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases.
Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas. Also fulfills a Core 40 Science elective requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective or Directed Elective for any diploma
This course is aligned with postsecondary courses for Dual Credit

ADVANCED PLACEMENT BIOLOGY 7081 & 7082 (3020)

Grades 11-12 – 2 credit course
Prerequisites – "B" average in Biology I & Chemistry
Biology, Advanced Placement is a course based on the content established by the College Board. The major themes of the course include: The process of evolution drives the diversity and unity of life, Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis, Living systems store, retrieve, transmit and respond to information essential to life processes, Biological systems interact, and these systems and their interactions possess complex properties. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:
http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html
This course will qualify as elective, directed elective credit or towards the Core 40 Science requirement for all diplomas.
Final grades are weighted +1 point if "B-" or above

`

SOCIAL STUDIES COURSES

Students are required to earn 6 credits in Social Studies as follows:

Grades 9 & 10	2 Credits in Geography/History of the World
Grade 11	2 Credits in US History
Grade 12	1 Credit in US Government 1 Credit in Economics

GEOGRAPHY / HISTORY OF THE WORLD 8211 & 8212 (1570)

Recommended Grade Level- 9-10
2 semester course with 1 credit per semester
Prerequisite – none
Geography and History of the World is designed to enable students to use geographical skills and historical concepts to deepen their understanding of major global themes including the origin and spread of world religions; exploration; conquest, and imperialism; urbanization; and innovations and revolutions.
Geographical and historical skills include forming research questions, acquiring information by investigating a variety of primary and secondary sources, organizing information by creating graphic representations, analyzing information to determine and explain patterns and trends, and presenting and documenting findings orally and/or in writing. The historical geography concepts used to explore the global themes include change over time, origin, diffusion, physical systems, cultural landscapes, and spatial distribution and interaction. 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 the 21st Century.

- *Fulfills a Social Studies requirement for the General diploma*
- *Counts as an Elective for all diplomas*
- *Fulfills the Geography/History of the World/World History and Civilization requirement for the, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diploma.*

ADVANCED PLACEMENT WORLD HISTORY 8221 & 8222 (1576)

Recommended Grade Level: 9-10
2 semester course with 1 credit per semester
Prerequisite – Advanced reading, and writing skills.
AP World History is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP World History focuses on developing students' abilities to think conceptually about world history from approximately 8000 BCE to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance — focusing on the environment, cultures, state-building, economic systems, and social structures — provide areas of historical inquiry for investigation throughout the course. AP World History encompasses the history of the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania, with special focus on historical developments and processes that cross multiple regions. ***Final grade is weighted +1 point if "B-" or above.***
Fulfills a Social Studies requirement for all diplomas.

UNITED STATES HISTORY 8051 & 8052 (1542)

Recommended Grades: 11
2 semester course - 1 credit per semester
Prerequisite – none
United States History is a two-semester course that builds upon concepts developed in previous studies of U.S. History and emphasizes national development from the late nineteenth century into the twenty-first century. After reviewing fundamental themes in the early development of the nation, students are expected to identify and review significant

`
events, persons, and movements in the early development of the nation. The course then gives major emphasis to the interaction of key events, people, and political, economic, social, and cultural influences in national developments from the late nineteenth century through the present as they relate to life in Indiana and the United States. Students are expected to trace and analyze chronological periods and examine the significant themes and concepts in U.S. History. Students develop historical thinking and research skills and use primary and secondary sources to explore topical issues and to understand the cause for changes in the nation over time.
Fulfills the US History requirement for all diplomas.

ADVANCED PLACEMENT UNITED STATES HISTORY 8061 & 8062 (1562)

Grades 11 & 12 – 2 semester course with 1 credit per semester
Prerequisites – Advanced reading and writing skills.
AP United States History is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP United States History focuses on developing students' abilities to think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance — identity; peopling; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places. ***0***
Fulfills the US History requirement for all diplomas.

UNITED STATES GOVERNMENT 8080 (1540)

Grade 11 &12 – 1 credit course
Prerequisite – none
United States Government provides a framework for understanding the purposes, principles, and practices of constitutional representative democracy in the United States. Responsible and effective participation of citizens is stressed. Students understand the nature of citizenship, politics, and governments and understand the rights and responsibilities of citizens and how these are part of local, state, and national government. Students examine how the United States Constitution protects rights and provides the structure and functions of various levels of government. How the United States interacts with other nations and the government's role in world affairs will be included. Using primary and secondary resources, students will articulate, evaluate, and defend positions on political issues. As a result, they will be able to explain the role of individuals and groups in government, politics, and civic activities and the need for civic and political engagement of citizens in the United States.
Fulfills the Government requirement for all diplomas.

ADVANCED PLACEMENT UNITED STATES GOVERNMENT AND POLITICS 8090 (1560)

Grades 11 & 12
1 or 2 semester course with 1 credit per semester
Prerequisites – students should be able to read a college level textbook and write grammatically correct, complete sentences.
AP United States Government and Politics is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning assess causes and consequences of political events, and interpret data to develop evidence-based arguments. Topics include: (1) constitutional underpinnings, (2) political beliefs and behaviors, (3) political parties, interest groups, and mass media, (4) institutions of national government, (5) public policy, and (6) civil rights and civil liberties.
Final grade is weighted +1 point if "B-" or above.
Fulfills Goverment requirement for all diplomas

`

ETHNIC STUDIES 1516 (1516)

Grades 9-12
1 semester course with 1 credit per semester
Prerequisites: None
Ethnic Studies provides opportunities to broaden students' perspectives concerning lifestyles and cultural patterns of ethnic groups in the United States. This course will either focus on a particular ethnic group or groups, or use a comparative approach to the study of patterns of cultural development, immigration, and assimilation, as well as the contributions of specific ethnic or cultural groups. The course may also include analysis of the political impact of ethnic diversity in the United States.
Counts as an Elective for all diplomas.

INDIANA STUDIES 1518 (1518)

Grades 9-12
1 semester course with 1 credit per semester
Prerequisites: None
Indiana Studies is an integrated course that compares and contrasts state and national developments in the areas of politics, economics, history, and culture. The course uses Indiana history as a basis for understanding current policies, practices, and state legislative procedures. It also includes the study of state and national constitutions from a historical perspective and as a current foundation of government. Examination of individual leaders and their roles in a democratic society will be included and student will examine the participation of citizens in the political process. Selections from Indiana arts and literature may also be analyzed for insights into historical events and cultural expressions.
Counts as an Elective for all diplomas.

ECONOMICS 8070 (1514)

Grade 12 –1 semester course with 1 credit per semester
Prerequisites – none
Economics examines the allocation of resources and their uses for satisfying human needs and wants. The course analyzes economic reasoning and behaviors of consumers, producers, savers, investors, workers, voters, institutions, governments, and societies in making decisions. Students explain that because resources are limited, people must make choices and understand the role that supply, demand, prices, and profits play in a market economy. Key elements of the course include the study of scarcity and economic reasoning; supply and demand; market structures; the role of government; national economic performance; the role of financial institutions; economic stabilization; and trade.

- *Fulfills the Economics requirement for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors diplomas.*
- *Fulfills a Social Studies requirement for the General Diploma only*
- *Counts as an elective for all diplomas.*

ADVANCED PLACEMENT MACROECONOMICS 8073 (1564)

Grades 11 & 12
Prerequisites: Students should be able to read a college level textbook and write grammatically correct, complete sentences.
AP Macroeconomics is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP Macroeconomics is an introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination; it also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. Topics include: Basic Economic Concepts; Measurement of Economic Performance; National Income and Price Determination; Financial Sector; Stabilization Policies; and Economic Growth. ***Final grade is weighted +1 point if "B-" or above.***

- *Counts as an Elective for all diplomas.*
- *Fulfills a Social Studies requirement for the General Diploma.*

`

- *Fulfills the Economics requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas.*
- *Qualifies as a quantitative reasoning course.*

SOCIOLOGY 8040 (1534)

Grades 10-12 - 1 credit course
Prerequisites – none
Credits: 1 semester course with 1 credit per semester

Sociology allows students to study human social behavior from a group perspective. The sociological perspective is a method of studying recurring patterns in people's attitudes and actions and how these patterns vary across time, cultures, and in social settings and groups. Students describe the development of sociology as a social science and identify methods of research. Through research methods such as scientific inquiry students examine society, group behavior, and social structures. The influence of culture on group behavior is addressed through institutions such as the family, religion, education, economics, community organizations, government, and political and social groups. The impact of social groups and institutions on group and individual behavior and the changing nature of society will be examined. Influences on group behavior and social problems are included in the course. Students also analyze the role of individuals in the community and social problems in today's world.
Counts as an Elective for all diplomas

PSYCHOLOGY 8100 (1532)

Grades 10-12
Credits: 1 to 2 semester course, 1 credit per semester
Prerequisite – none

Psychology is the scientific study of mental processes and behavior. The course is divided into eight content areas. History & Scientific Method explores the history of psychology, the research methods used, and the ethical considerations that must be utilized. Biological Basis for Behavior focuses on the way the brain and nervous system function, including sensation, perception, motivation and emotion. Development looks at all the changes through one's life; physical, cognitive, as well as emotional, social and moral development. Cognition focuses on learning, memory, information processing, and language development. Personality and Assessment looks at the approaches used to explain one's personality and the assessment tools used. Abnormal Psychology explores psychological disorders and the various treatments used for them. Socio-Cultural Dimensions of Behavior covers topics such as conformity, obedience, perceptions, attitudes and influence of the group on the individual. Psychological Thinking explores how to think like a psychologist and expand critical thinking skills needed in the day-to-day life of a psychologist.
Counts as an Elective for all diplomas

`

EXTRACURRICULAR ACTIVITIES/CLUBS

Academic Competition Teams	Peer Ambassadors Communicating Knowledge (PACK)
Business Professionals of America	S.A.D.D.
French Club	Science Club
Husky Ambassadors	Spanish Club
Key Club	Speech Club (NFL)
Love Is…Club / FCA	Student Government
Mock Trial	Service With A Goal (SWAG)
National FFA	Yearbook
National Honor Society	

SPECIAL PROGRAMS COURSES

PASS/FAIL POLICY

The pass/fail option is available to junior and senior students under the following conditions: (1) it is an elective course and does not offer weight points; (2) the cumulative grade point average is 4.0 or higher and a grade of "A" would lower it; (3) students are enrolled in seven (7) credit earning courses, one of which may be taken pass/fail. Requests for pass/fail enrollment should be made through the guidance department. Students will earn credit by taking a course pass/fail, however, the course does not compute as an attempted credit or in the student's grade point average. Also, please note that should the student drop below the required courses permitted for a
pass/fail option, the pass/fail will be removed and the grade will be included in the student's grade point average. The student's transcript will reflect that the course was taken as pass/fail. A required course for the Academic Honors Diploma may not be taken pass/fail. **Students must declare pass/fail before the end of the first week of class and cannot change to a letter grade anytime during the course**.

AUDITING A CLASS

Students are allowed to retake a passed course. An improved grade in a retaken course would result in the transfer of credit to the new improved grade. The new improved grade will now be recalculated into the grade point average (GPA) and ranking. The original grade will be removed from the transcript.

SPECIAL EDUCATION

Special Education programs are in place to serve students with one or more of the following disabilities: Communication, Developmental, Emotional, Learning, Mild, Moderate, or Severe Mental Disabilities and Orthopedic Impairments. Speech and Hearing services are also available. Parent, teacher, or counselor may recommend testing. A school psychologist is responsible for the initial testing and evaluation to determine placement. Upon qualifying for the program, the student is placed in the appropriate educational setting.

`

FIATS/ LIFE SKILLS (Functional Independence and Transition Skills) Program

This program serves those students with the most significant cognitive, social and behavioral disabilities. The program emphasizes functional application and training in life skills and vocational preparation. The goal of this program is to introduce and guide students to reach their potential as they prepare for their post-secondary life. Students are taught in small groups or in one to one settings with the objective of meeting each student's individual goals informed by Indiana State Standards.

FAP (Functional Academic Program)

This program is an option for special education students who are not seeking an Indiana High School Diploma. FAP concentrates on practical work to meet competencies within the Life Skills curriculum which includes Daily Living Skills, Personal-Social Skills, and Occupational Skills. Students within the FAP program will have the opportunity to participate in a job internship program during their junior and senior years within the Hamilton Heights community.

VOCATIONAL SCHOOL

Grades 11-12 – 6 credit course
Prerequisites – Student must be progressing satisfactorily toward graduation and submit an application
The Career Centers provide vocational and technical training for students interested in preparing for a specific occupation. Students will apply in the spring of their sophomore or junior year. Every attempt will be made to place each applicant in both the vocational school and program of his/her choice. Students interested in applying for vocational school should see their counselor for additional information. *This course will qualify as elective and directed elective credit for all diplomas. Completion of a two-year program will meet the requirements for a Core 40 with Technical Honors Diploma if all other requirements are met for the diploma.*

EARLY GRADUATION

Students preparing to graduate in seven semesters and desiring to take Economics, Government or English 12 semester 2 outside of Hamilton Heights must take the course through an approved correspondence institution. English 12 semester 2 may be taken semester 2 junior year to meet the English 12 semester 2 requirement. English 12, semester 2 may also be taken through GradPoint, which is our online core course training program.

J. EVERETT LIGHT CAREER CENTER COURSES NORTH CENTRAL HIGH SCHOOL

Advanced Manufacturing Technology …. 2 years
Animation/Film Production ..... 2 years – Jr/Sr
Automotive Collision Repair Technology .. 2 years – Jr/Sr
Auto Maintenance/Detailing ..... 1 year – Jr/Sr
Automotive Service Technology..... 1 or 2 years – Jr/Sr
Cosmetology ..... 2 years – Jr/Sr
(Students enrolled in the Cosmetology program will be required to attend vocational summer school for Cosmetology between their junior and senior year. Purchase of a kit is required.)
Culinary Arts..... 1 or 2 years – Jr/Sr
Dental Assisting (Chair side/Lab)..... 1 or 2 years – Jr/Sr
Education Careers ..... 1 or 2 years – Jr/Sr
EMR First Responder ……..1 Semester – Jr/Sr
Emergency Medical Technician……1 year – Sr (or 17 by Nov. 1)
Graphic & Web Design ……1 or 2 years – Jr/Sr
Health Care Careers CNA Prep ……. 1 year – Jr/Sr
Health Care Career Exploration ……. 1 year – Jr/Sr
Law Enforcement..... 1 or 2 years – Jr/Sr
Media Arts Production ……... 1 or 2 years – Jr/Sr
Medical Assisting……1 year – Jr/Sr
Music/Sound Production..... 1 or 2 years – Jr/Sr
Veterinary Assisting ..... 1 or 2 years – Jr/Sr
Welding ..... 1 or 2 years – Jr/Sr
Work Based Learning ..... 1 or 2 years – Jr/Sr

JOHN HINDS CAREER CENTER COURSES ELWOOD HIGH SCHOOL, ELWOOD

Auto Service Technology ..... 2 years – Jr/Sr
Collision Repair Technology ..... 2 years – Jr/Sr
Computer & Information Technology ..... 2 years – Jr/Sr
Computer Integrated Manufacturing ..... 2 years – Jr/Sr
Construction Trades Technology.....2 years – Jr/Sr
Health Occupations I/II .....2 years – Jr/Sr
Metals Joining Technology .....2 years – Jr/Sr
Visual & Graphic Communications .....2 years – Jr/Sr
Fees will be charged at John Hinds

`

SUMMER SCHOOL OFFERINGS (INDIANA ONLINE ACADEMY)

Algebra I (Recovery ONLY)
Algebra I ECA & ISTEP Prep
Algebra II
American Sign Language
Art History
Biology I
Chemistry I
Chinese I & II
College Entrance Prep
Computer Science
Digital Applications
Earth & Space Science
Economics
English 9 (Recovery ONLY)
English 10 (Recovery ONLY)
English 11 (Recovery ONLY)
English 12 (Early Gr. ONLY)
English Comp
Ethnic Studies
Geog. & History of the World
Geometry
Health & Fitness
Indiana Studies
Info Communications & Tech
Integ Chem & Physics (ICP)
Music Appreciation
Music Theory
Personal Financial Resp
Physical Education I & II
Physics
Pre-Calculus/Trigonometry
Preparing for College & Careers
Probability & Statistics
Psychology
*SAE
Sociology
Spanish I, II & III
**Summer Band
US Government
US History
World History

Advanced Placement Offerings:

AP Art History	AP Biology	AP Calculus AB	AP Eng Lang & Comp	AP Eng Lit & Comp
AP Macro & Micro Econ	AP Psychology	AP US Government	AP US History	AP World History

*****Summer SAE is not offered through Indiana Online Academy, but is a course taken at HHHS with the Agricultural Business Educator. Sign-ups for summer SAE are handled through the Agricultural Department with the information to be available at a later date.

******Summer Band is not offered through Indiana Online Academy, but is a course taken at HHHS with the band director. Sign-ups for summer band are handled through the band department with information to be available at a later date.

Approval for permission to take course(s) thru Indiana Online Academy (IOA) will be based upon condition that the student has taken and failed the course(s) at HHHS or a previous high school they attended (for the Recovery ONLY courses). All other courses can be taken to get ahead in credits or to make room for other courses in the student's schedule. **NO SCHEDULE CHANGES WILL BE MADE UNTIL FINAL (PASSING) GRADES ARE OBTAINED FROM IOA.**

Summer School courses are offered through Indiana Online Academy. Students may sign up through their guidance counselor throughout the second semester. Courses begin the second week of June. There was no cost to students taking the IOA online summer courses. The final exam for these courses is taken at HHHS in late July.

GLOSSARY OF COLLEGE TERMS

ADVANCE COLLEGE PROJECT (ACP)
A cooperative program between Indiana University or Ball State University and participating high school. It gives high school seniors a chance to take college courses in their own high schools. Students may receive college credit by concurrently enrolling in Indiana University, Bloomington or Ball State University. Tuition fees must be paid to receive college credit.

ADVANCED PLACEMENT (AP)
Granting of credit and/or assignment to an advanced course on the basis of evidence that the student has mastered the equivalent of an introductory college course.

ADVANCED PLACEMENT PROGRAM (AP)
The opportunity for students to pursue college-level studies while still in secondary school. Students may earn credit, advanced placement, or both, for college.

`

ACT ASSESSMENT (ACT)
Tests which measure educational development in English, Mathematics, Social Studies, and Natural Science. Administered by the American College Testing Program and required or recommended by many colleges as part of the admissions process. Given at specific test centers throughout the year.

ADMISSIONS
Office that recruits students, reviews applications and determines the admissibility of potential student.

BURSAR
The bursar bills and collects tuition and other fees from students.

CAREER-ORIENTED PROGRAM
A group of courses which prepares students primarily for employment, often in a specific occupation. Such a program, which can last a few months or more than two years, may lead to a certificate, diploma, or associate degree.

COLLEGE TRANSFER COURSES
Courses intended for transfer of college credit to bachelor's degree programs to a college other than where the credit was earned.

COLLEGE WORK-STUDY PROGRAM
A government-supported financial aid program coordinated through Financial Aid offices. This allows an eligible student (based on need) to work part-time while attending class at least half-time, generally in college related jobs.

COOPERATIVE WORK-STUDY EDUCATION
A program in which the student alternates between full-time college study and full-time employment related to the area of study. Under this plan, the bachelor's degree often requires five years to complete.

CREDIT BY EXAMINATION
A program through which some colleges grant course credit based on results of ACT scores or SAT Achievement scores, The Act Proficiency Examination Program (PEP), the CEEB College-Level Examination Program (CLEP), the New York College Proficiency Examination Program, or another examination developed by the college.

DEFERRED ADMISSION
The practice of some colleges of allowing an accepted student to postpone enrollment for one year.

DUAL CREDIT
Students completing a single course to earn academic credits that are recognized by two or more institutions. **(At HHHS, we offer dual credit courses from Ivy Tech, Indiana University and Vincennes University)**

EARLY ADMISSIONS
Admitting students of superior ability into college courses and programs before they have completed the standard high school program.

EFC (EXPECTED FAMILY CONTRIBUTION)
The amount a student and the student's family are expected to pay toward the cost of college attendance. To determine the EFC, a federal contractor uses information supplied on the FAFSA and applies a federally mandated formula to calculate how much each family can contribute toward education expenses.

FAMILY FINANCIAL STATEMENT (FFS)
A form used by the American College Testing Program to collect information about the student's total family income, assets, and expenses. The ACT Program analyzes this information to assess the family's potential contribution toward college expenses.

FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA)

`

A form used by the federal government, most state and private aid programs to determine eligibility for financial aid. Filing of this form is required to be eligible to receive any financial aid.

FWS
The Federal Work-Study program helps pay a portion of a students wages as part of the student's financial-aid award.

FINANCIAL NEED
This is the difference between the cost of attendance at a college or university and the Expected Family Contribution.

GED
The General Educational Development diploma granted to students who pass a high-school equivalency test.

GRADE POINT AVERAGE (GPA)
An indicator of the student's overall scholastic performance. The GPA is computed by totaling the number of grade points earned in each course and then dividing the sum by the total number of credits attempted.

HONORS PROGRAM
Any program offering the opportunity for superior students to enrich their education experience through independent, advanced, or accelerated study.

INDEPENDENT STUDY
An arrangement which allows the student to earn college credit through individual study, usually planned with and supervised by a faculty advisor.

MAJOR
The subject of study in which the student chooses to specialize, a series of related courses, taken primarily in the junior and senior years.

OPEN ADMISSION
The policy of some colleges of admitting virtually all high school graduates, regardless of academic qualifications, such as high school grades and admissions test scores.

PROFILE
Required by some colleges in addition to the FAFSA to determine eligibility for financial aid. The CSS analyzes this information to assess the family's potential contribution toward college expenses.

PELL GRANT
Financial assistance, awarded by the federal government on the basis of need, designed to provide the "floor" of an aid package for post-secondary education. The grant may be used toward tuition, room and board, books, or other educational costs, and requires no repayment.

PERKINS LOANS
A federal financial-aid program providing low-interest loans for students demonstrating exceptional financial need.

PLUS LOANS
Federal loans that allow parents to borrow to help fund their children's undergraduate education.

REGISTRAR
Official keeper of a student's records, including classes taken, grades received and degrees awarded.

REGISTRATION
Signing up for classes.

RESERVE OFFICERS TRAINING CORPS (ROTC)
Air Force, Army, and Navy programs on certain campuses which combine military education with baccalaureate degree study, often with financial support for those students who commit themselves to future service in the Armed Forces.

`

ROLLING ADMISSION
The practice of some colleges of processing an application for admission as soon as all required forms and credentials are received.

SAR
Student Aid Report summarizes information included on the FAFSA and reports the Expected Family Contribution and eligibility for Pell Grants.

SCHOLASTIC ASSESSMENT TEST (SAT)
Test of verbal and mathematical abilities given by the College Entrance Examination Board (CEEB) at specified test centers throughout the year. Required or recommended by many colleges as part of the admission process, sometimes in combination with one or more of CEEB's achievement tests in fourteen subject areas.

STAFFORD LOANS
Federal student loans that offer low interest rates, generous deferment options and flexible repayment plans.

SSACI GRANT
A grant awarded to Indiana students who qualify for state student assistance and who prepare well for college. (See requirements on page 6)

TRANSCRIPT
Official record of high school or college courses and grades, generally required as part of the college application. A high school transcript would include PSAT, SAT, and ACT scores.