

# Table Of Contents

<a href="#">OVERVIEW OF NINTH GRADE ACADEMY</a> .....	2
<a href="#">SCHEDULING PROCESS</a> .....	2
<a href="#">QUALIFYING FOR HONORS ENGLISH</a> .....	3
<a href="#">BOARD POLICIES REGARDING COURSE SELECTIONS</a> .....	3
<a href="#">GRADE POINT AVERAGES (GPA)</a> .....	4
<a href="#">COURSE WEIGHTS</a> .....	4
<a href="#">SCHEDULE CHANGE PROCEDURE</a> .....	5
<a href="#">DIPLOMA/GRADUATION REQUIREMENTS</a> .....	6

## 2018-2019 COURSE DESCRIPTIONS

### Required

• <a href="#">ENGLISH</a> .....	7
• <a href="#">MATHEMATICS</a> .....	7
• <a href="#">SCIENCE</a> .....	9

### Elective

• <a href="#">BUSINESS, MARKETING AND INFORMATION TECHNOLOGY</a> .....	22
• <a href="#">ENGINEERING AND TECHNOLOGY EDUCATION</a> .....	27
• <a href="#">ENGLISH ELECTIVE</a> .....	24
• <a href="#">FAMILY AND CONSUMER SCIENCES</a> .....	10
• <a href="#">HEALTH AND PHYSICAL EDUCATION</a> .....	29
• <a href="#">PERFORMING ARTS</a> .....	15
• <a href="#">SCIENCE ELECTIVE</a> .....	24
• <a href="#">SOCIAL STUDIES</a> .....	29
• <a href="#">SEMINAR</a> .....	10
• <a href="#">VISUAL ARTS</a> .....	12
• <a href="#">WORLD LANGUAGES</a> .....	25

# NINTH GRADE ACADEMY PROGRAM

(A complete 2018-2019 Course Description Guide is available [http://homestead.sacs.k12.in.us/UserFiles/Servers/Server\\_76223/File/Guidance/1819%20CDG%20121417.pdf](http://homestead.sacs.k12.in.us/UserFiles/Servers/Server_76223/File/Guidance/1819%20CDG%20121417.pdf))

## Overview of the Ninth Grade Academy Program

- Students will be part of the Ninth Grade Academy Smaller Learning Community.
- Many of the core subject courses for ninth grade English, math, and science will be in the Ninth Grade Academy.
- Ninth grade students will eat lunch in our Homestead High School Cafeteria.
- A majority of students' elective courses will take place in the 10-12 end of Homestead.

## Overview of the Scheduling Process

The philosophy of Southwest Allen County Schools is to offer challenging courses for all students. We encourage students to set high standards and to challenge themselves to reach their potential. For this reason, the eighth grade teachers recommend the most appropriate courses to enable students to maintain a high level of academic excellence while being challenged at an appropriate level. These recommendations are based on the knowledge of the course requirements, rigor, and the familiarity of the learning styles of the students.

If the recommendation is questioned, teachers will explain the rationale with students or parents. If after discussing the recommendation with the teacher, and the student and parent believe another course is preferred, they may request a different course, unless the testing is a requirement for placement in the course.

Teachers will make recommendations to each student designating the most appropriate level based upon the following criteria:

- Current level of enrollment
- Past academic performance
- Placement or qualifying tests (when required)
- Individual Educational Plan (IEP, if applicable)

### Course Recommendation Procedures

- **Eighth grade teachers will recommend the appropriate course selection in Math, Science, and World Languages.** Refer to the comments in each department in the course description section.
- **Students and their parents are asked to select the elective courses to complete the schedule,** based on the information provided by the counselors and the information in this course guide.

In the weeks following, eighth grade students will register for their class choices. A Ninth Grade Counselor will be available for consultation.

### Course Availability

Each year a new high school master schedule is developed based on the requests of students in grades 9-12. All courses require a sufficient number of student registrations to be offered in a given year. If there is insufficient interest in a particular course, it may not be offered. Courses may be offered, but not be available to ninth grade students due to high levels of requests in grades 10-12. Space and teacher availability may limit the number of sections of a course in any given year. Students in higher grades receive priority for enrollment. This occurs most often in the elective areas. Academic or required courses are usually not affected. In some cases prospective freshmen will be asked to make an alternate elective selection. These requests usually occur before the end of the present academic school year.

### Enrollment in Courses Requiring Audition or Testing

A student may list any course for which he/she is auditioning on the course selection sheet. This would include courses such as: Advanced Choirs, Jazz Ensemble, Advanced Dance, and Dance Performance. A student who is requesting Honors English 9 should list the college prep English E101/E102 and his/her schedule will be adjusted accordingly once the student

has completed the appropriate Honors exam.

### **Qualifying for Honors English**

Students who wish to qualify for 9<sup>th</sup> grade Honors English 9 should have a strong academic record in grade 8 English (B+ or higher), achievement indicative of student talent and diligence. They must meet the following qualification criteria:

- Pass+ designation on the E/LA ISTEP+ test at the end of grade 7 or grade 8
- **OR**
- NWEA Language Usage Test RIT score of 234 or higher **and** a NWEA Reading Test RIT score of 237 or higher
- **OR**
- Passing score on High School Honors English Department Exam that is given in the Spring Semester

Only students who have achieved the above criteria will be allowed to select the honors courses during the course selection process. Students who do not meet the automatic qualifiers may appeal for placement into Honors English.

### **Personal Financial Responsibility Instruction Requirement**

Personal Financial Responsibility Instruction is required by Indiana Code 20-30-5-19. All students must participate in financial literacy education at least once by the end of 12<sup>th</sup> grade. Classes offered to students at Homestead to meet this requirement are as follows:

- FC103 – Adult Roles and Responsibilities
- B243 – Personal Financial Responsibility
- B113 - Preparing for College and Careers

Class of 2017 beyond will be afforded an opportunity to test out of the courses which determine Personal Financial Responsibility. Students will have access to a My Big Campus tutorial and will be encouraged to study with their parents to prepare for this exam. The test-out option is completely optional. Students who do not pass or do not wish to sit for the exam must take one of the three courses listed above to earn credit.

## **Board Policies Regarding Course Selections**

### **Board Policy 5160A High School Courses Taken in Middle School**

Middle school students coming to Homestead High School from SACS middle school feeders may take high school level courses before formally enrolling at Homestead. Students who complete both semesters of a course will receive high school credit and grades that will be calculated into the high school grade point average. Requests to remove high school credits and grades for courses taken in middle school must be submitted to the Registrar no later than March of the student's freshman year. Exceptions may be considered.

### **Board Policy 4055 Retaking High School Courses**

The rationale for repeating a class is limited to improving the student's understanding and achievement and/or improving the student's ability to meet post-secondary goals. The transcript will show all grades, with grades transcribed from both the original class and the second (retaken) course with the higher of the two grades included in the GPA. Students may retake a high school course if any of the following conditions are present:

- A student may be recommended by his/her guidance counselor to repeat a passed course for better understanding when the student is not adequately prepared for the next related course in the series (i.e. Algebra before Geometry)

To improve a grade of any kind

- The student desires to repeat a course to meet the eligibility requirements of the Academics Honors Diploma (AHD). The requirements are: A student must have a grade of not lower than a C- in any course qualifying for the AHD (excepting the course to be repeated), and an overall GPA of an 8.0 (B).

When students meet the criteria and request to repeat a course in the next possible semester, the student, the student's parents or guardians, and the counselor will make the decision. If the criteria are not met or there is a lapse of time before the student asks to repeat a course, the final decision to repeat a course will be made by the school principal. There is no time limit as to when the student must request permission to repeat the class.

### **Board Policy 5160B High School Courses Taken in Middle School from Outside SACS**

Middle school students matriculating from schools outside SACS must provide evidence of successful completion of high school course work and provide such evidence upon registering for classes at Homestead High School. High school level course work taken while in middle school must be completed at fully accredited schools. When a student has transcribed proof of passing Algebra while in middle school but have NOT passed the ECA, high school credit will not be accepted at Homestead High School. Any high school level courses taken while in middle school must be equivalent to their high school counterpart and be taught by a highly qualified teacher. NOTE: As a rule homeschool credits are not accepted.

### **Board Policy 5160C High School Courses Taken Online While in Middle School**

Middle school students taking a course online for high school credit must provide evidence of having passed online course from accredited online course providers.

### **Board Policy 5160D High School Online Courses**

In order to meet individual student needs, SACS desires to provide flexibility in the completion of prescribed courses in accordance with the law as well as IDOE and local policies. This flexibility is designed to provide students every opportunity to complete their high school education and gain admission to higher learning and training. Students may therefore enroll in and receive credit for online courses under the conditions, but only under the conditions, established in written guidelines published by the Superintendent or his designee. The guidelines may approve of online courses for purposes of remediation or acceleration, to take advantage of courses not offered by SACS, as provided for in an IEP or Section 504 Plan, and for other good cause as determined by Superintendent or his designee.

## **Grade Point Averages**

The semester grades for each course are computed into the calculation of the student's grade point average (GPA). No courses may be taken Pass/Fail, and all subjects and all grades are included. The letter grade is converted to a 4.333-point scale. Although a grade average is computed for each individual semester, the GPA is an accumulative grade average. The total grade points are divided by the total credits earned and/or attempted to determine the GPA.

## **Course Weights**

Homestead High School has a system of course weighting to recognize and reward academic work in selected honors courses, courses that follow a national curriculum, or are given college credit by an accredited university. The list of courses which receive weights are outlined below:

**AP** +1.0pt

**Dual Credit** +0.5pt

**Honors** +0.5pt

**3rd year and Beyond PLTW** +0.5pt

All course weighting is based on a 4.33 GPA scale (see below). Students must earn a **C- or higher** to receive the course weight. Transcripts will show both a weighted and un-weighted GPA. Student grades are to be transcribed with the grade given in the course, not with the course weight added.

	Unweighted	.5	1.0		Unweighted	.5	1.0
<b>A+</b>	4.33	4.83	5.33	<b>C+</b>	2.33	2.83	3.33
<b>A</b>	4.00	4.50	5.00	<b>C</b>	2.00	2.50	3.00
<b>A-</b>	3.67	4.17	4.67	<b>C-</b>	1.67	2.17	2.67
<b>B+</b>	3.33	3.83	4.33	<b>D+</b>	1.33		
<b>B</b>	3.00	3.50	4.00	<b>D</b>	1.00		
<b>B-</b>	2.67	3.17	3.67	<b>D-</b>	0.67		

## Schedule Change Procedure

### Change Requests

Any request to change or drop a class, depending upon space available, **must be done prior to 2:45pm on June 6th, 2018**. A high school counselor is on duty part time during the summer. Call the Guidance Office at (260)431-2204 to request assistance.

Students and parents are advised that all requests for schedule changes for 2018-2019 must be made by 2:45 pm on June 6th, 2018. Requests for schedule changes made before this deadline, will be honored if space is still available in the course. After June 6th, 2018, changes in a student's schedule may be made only for the following reasons:

- The school's need to balance class sizes
- Errors made by the school in developing the schedule
- Failure of a course required for graduation
- Request to add a course required for college (with documentation from the college)
- Failure of a course required for entrance into post-secondary education
- A student has failed with a teacher previously in a course, and he/she is assigned to the same teacher for exactly the same course (if different teacher is available)
- A program (Anthis, Co-op, Internship, or Higher Education) change
- Adding a class to continue the sequence of a year-long course
- Failure of a prerequisite class, i.e., anything that would prevent a student from going on to a requisite course as published in this book
- Requests to change levels should be addressed before the current school year ends to include teacher recommendations and input.
- A request to change the level of an academic course during the summer may be difficult. In some cases these requests may be deferred to the first month of school to obtain high school teacher input.
- Adding a seventh course to replace study hall (must be requested by end of the previous semester)
- **After the school year begins**, a student with seven credited classes **MAY** request to drop one course and add a study hall. This will be honored; however, a NEW class cannot be added – only a study hall. Students may drop a class for a study hall until the last day of the 1<sup>st</sup> or 3<sup>rd</sup> grading period if space is available.
- **Advanced leveling**-students will have the ability to level up or down with the same course. Examples: AP US History <--> US History or Honors Biology <--> Biology. Advanced leveling must be completed by the 20th academic day of the semester. (*Advanced leveling is not guaranteed and will depend on class size and availability*).
- **Leveling (World Language and Math)**-students will have the ability to level back to previous completed course within the student's math/world language sequence. Leveling must be completed prior to the end of the first grading period. (*Leveling is not guaranteed and will depend on class size and availability*).

### Graduation Qualifying Exam

All students in the class of 2021 and beyond will be asked to take a new GQE/ILEARN test to determine graduation qualification. At the time of publication the details concerning this exam had not yet been determined by Indiana Department of Education.

## HOMESTEAD HIGH SCHOOL DIPLOMA REQUIREMENTS CLASS OF 2016+

DIPLOMA TYPE	CORE 40	CORE 40 WITH ACADEMIC HONORS	CORE 40 WITH TECHNICAL HONORS
<b>English</b>	8 Credits	8 Credits (not Eng.11 and 12)	8 Credits
<b>Math</b>	2 Credits Algebra I 2 Credits Geometry 2 Credits Algebra II (students must take quantitative reasoning or math every year and 6 math credits while in high school)	2 Credits Algebra I 2 Credits Geometry 2 Credits Algebra II 2 Credits AMA w/ Trig (students must take quantitative reasoning or math every year and 6 math credits while in high school)	2 Credits Algebra I 2 Credits Geometry 2 Credits Algebra II (students must take quantitative reasoning or math every year and 6 math credits while in high school)
<b>Science</b>	2 Credits Biology 2 Credits Chemistry, Physics, or ICP 2 Additional Science Credits	2 Credits Biology 2 Credits Chemistry, Physics or ICP 2 Additional Science Credits	2 Credits Biology 2 Credits Chemistry, Physics, or ICP 2 Additional Science Credits
<b>Social Studies</b>	2 Credits World History 2 Credits US History 1 Credit Government 1 Credit Economics	2 Credits World History 2 Credits US History 1 Credit Government 1 Credit Economics	2 Credits World History 2 Credits US History 1 Credit Government 1 Credit Economics
<b>PE</b>	2 Credits	2 Credits	2 Credits
<b>Health</b>	1 Credit	1 Credit	1 Credit
<b>World Languages</b>	Recommended	6 Credits in one language or 4 Credits each in two languages	Recommended
<b>Fine Arts</b>		2 Credits	
<b>Career-Technical</b>			Related sequence of 6 credits in a college and career pathway
<b>Additional Requirements</b>		<p><b>Complete 1 of the following:</b></p> <ul style="list-style-type: none"> <li>✓ AP courses (4 credits) and corresponding exams.</li> <li>✓ Dual Credits Courses (6 college credits) from the <b>Priority Course List</b></li> <li>✓ AP Courses (2 credits) and corresponding exams and Dual Credit Courses (3 college credits) from the <b>Priority Course List</b></li> <li>✓ 1250 SAT (Minimum of 560 on Math and 590 on Evidence Based Reading and Writing)</li> <li>✓ 26 Composite on the ACT and complete the written section</li> </ul>	<p><b>Complete one of the following:</b></p> <ol style="list-style-type: none"> <li>1.State approved, industry recognized certification or credential, OR</li> <li>2. Pathway dual credits from the approved dual credit list resulting in 6 transcribed college credits</li> </ol> <p><b>AND must complete one of the following:</b></p> <ol style="list-style-type: none"> <li>A. Any one of the additional requirements for the Academic Honors Diploma</li> <li>B. Earn the following scores or higher on WorkKeys; Reading for Information (Level 6), Applied Math (Level 6) Locating Information (Level 5)</li> <li>C. Score at least 80 (Writing), 90 (Reading), 75 (Math) on Accuplacer</li> <li>D. Score at least 66(Algebra), 70(Writing) 80 (Reading) on Compass.</li> </ol>
	Meet personal financial responsibility requirement	Meet personal financial responsibility requirement	Meet personal financial responsibility requirement
<b>Directed Electives</b>	5 Credits World Languages, Fine Arts or Career-Technical	5 Credits World Languages, Fine Arts or Career-Technical (May be satisfied by categories above)	5 Credits World Languages, Fine Arts or Career-Technical (May be satisfied by categories above)
<b>Electives</b>	6 credits Career Academic Sequence Recommended	6 credits Career Academic Sequence Recommended	6 credits Career Academic Sequence Recommended
<b>GPA Requirements</b>		No required grade lower than C-. Minimum GPA = 2.667	No required grade lower than C-. Minimum GPA = 2.667
<b>Total</b>	<b>40 Credits</b>	<b>47 Credits</b>	<b>47 Credits</b>

\*\*EVERY ATTEMPT IS MADE TO MONITOR EACH STUDENT'S CREDIT AND GRADUATION STATUS. HOWEVER, IT IS ULTIMATELY THE PARENTS' AND STUDENT'S RESPONSIBILITY TO ENSURE GRADUATION REQUIREMENTS ARE MET.\*\*

This section of the *Course Description Guide for Ninth Grade* contains brief descriptions of the courses in which a ninth grader may enroll. A complete listing of courses may be found in the *Course Description Guide 2018-19*.

**Please note: Middle school teachers will recommend appropriate levels for students in ninth grade Math, Science, and World Language courses.**

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### **ENGLISH DEPARTMENT-Required**

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The state of Indiana requires that all students successfully complete eight semesters of English to meet graduation requirements. Homestead High School desires all students to take two semesters of literature and two semester of writing during their junior and senior year.

**Summer reading is a required component for all English courses. Specific requirements for each grade level/course are accessible via the Homestead High School web page.**

The English Department strongly recommends that students maintains an A average in the prerequisite regular course or a B average in the prerequisite honors course to consider moving into an honors course at the next level.

### **EE081/082-Language Arts Lab (1010)**

- Grade 9, 10, 11 and 12
- Prerequisite: Placement Only
- Two Credits/Two Semesters
- **Counts as Elective Credit towards ALL diplomas**

Language Arts Lab is a supplemental course that provides students with individualized or small group instruction designed to build skills in order to support success in completing language arts course work aligned with Indiana College and Career Readiness Standards for English/Language Arts in Grades 9-12.

### **E101/102-English 9 (1002)**

- Grade 9
- Two Credits/Two Semesters

English 9, an integrated English course based on Indiana's College and Career Readiness Standards in Grade 9, is a study of language, literature, composition, and oral communication with a focus on exploring a wide variety of genres and their elements. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 9 in classic and contemporary literature balanced with nonfiction.

Students write compositions that meet state standards with correct usage and language mechanics in a variety of writing styles, including narrative, informative, and argumentative. Students participate in grade-appropriate oral presentations and discussions and use technology in different degrees to proactively refine the writing and reading process.

### **E101H/102H-Honors English 9 (1002)**

+0.5

- Grade 9
- Prerequisite: Approved Standardized Test Scores or Department Exam
- Two Credits/Two Semesters

This course provides students with a rigorous Pre-AP pace in literature and writing that aligns with future requirements for AP English Literature and Composition, which is offered junior year, and AP English Language and Composition, which is offered senior year. Students explore universal themes and connections through advanced-level literature and demonstrate understanding through analytical writing. Reading selections include a variety of classic and contemporary works from fiction, nonfiction, drama and poetry. Students advance writing skills through a number of analytical and argumentative writings. A student taking Honors English 9 must have the ability and/or desire: to be self-motivated learners, to grasp new concepts at a rigorous pace, to manage time and complete work in a timely manner, to read difficult texts critically, to engage actively in classroom discussions, and to reason using higher order skills.

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### **MATHEMATICS DEPARTMENT-Required**

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Homestead High School students must earn 6 math credits while enrolled at the high school. Students are required to take at least one math or one quantitative reasoning course each school year. The Homestead High School mathematics curriculum has been updated to meet the Indiana Academic College and Career Standards. In general, there are few changes in the content of the courses. The Mathematical Process Standards will be more evident as we change the approach to some concepts. The courses will continue to emphasize conceptual understanding, multiple representations and connections, mathematical modeling, and mathematical problem solving. The use of technology as a tool and mental estimation and computation are included throughout all of the courses. The integration of ideas from algebra and geometry is particularly strong, with graphical representation playing an important connecting role. The curriculum strives to teach all core mathematical topics to all students at an appropriate level. Consult the specific requirements of Core 40 and Academic Honors diplomas.

Students wishing to enroll for the first time in an Honors course must have a teacher initiated recommendation. To be recommended and apply for honors, a student should maintain an A average in the prerequisite regular course or a B average in a prerequisite honors course to consider moving into an Honors course at the next level.

Prerequisite skills are essential to success in any math course. Therefore, the Math Department strongly recommends that any student who receives a D+ or below retake the course before moving on to the next level. Summer school is the best option for students who need to repeat a course.

### **M101/102-Algebra I (2520)**

- Grades 9, 10, 11, and 12
- Two Credits/Two Semesters
- A student must pass semester 1 to continue to semester 2 of this course
- A TI XIIS calculator is required
- **Qualifies as a Quantitative Reasoning course for all diplomas**

Algebra I formalizes and extends the mathematics learned in the middle grades. Five critical areas comprise Algebra I: Real numbers and expressions; Functions; Linear Equations and Inequalities; Quadratic and Exponential Equations; Systems of Equations and Inequalities; and Data Analysis and Statistics. These critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions.

As it is the foundation to success in all high school mathematics courses, it is important for students to master the material before attempting the next course.

### **ME071/072-Algebra I Lab (2516)**

- Grades 9
- Prerequisite: Placement Only
- Two Credits/Two Semesters
- **Counts as elective credit towards all diplomas**

Algebra I Lab is designed as a support course for Algebra I. As such, a student taking Algebra I Lab must also be enrolled in Algebra I during the same academic year. Algebra I Lab is a mathematics support course for Algebra I. The course provides students with additional time to build the foundations

necessary for high school math courses, while concurrently having access to rigorous, grade-level appropriate courses. The five critical areas of Algebra Enrichment align with the critical areas of Algebra I: Relationships between Quantities and Reasoning with Equations; Linear and Exponential Relationships; Descriptive Statistics; Expressions and Equations; and Quadratic Functions and Modeling. However, whereas Algebra I contains exclusively grade-level content, Algebra Enrichment combines standards from high school courses with foundational standards from the middle grades.

### **M201/202-Geometry (2532)**

- Grades 9, 10, 11 and 12
- Prerequisite: Algebra I
- Two Credits/Two Semesters
- A student must pass semester 1 to continue to semester 2 of this course
- A TI XIIS calculator is required

Geometry provides students with experiences that deepen the understanding of shapes and their properties. This course stresses the use of deductive and inductive reasoning as well as investigative strategies in drawing conclusions and problem solving. This course 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. These critical areas comprise the Geometry course: Logic and Proofs; Congruency and Similarity; Measurement; Analytic Geometry; Circles; Polygons; and Polyhedra.

### **M301H/302H-Honors Algebra II (2522)**

+0.5

- Grades 9, 10, 11 and 12
- Prerequisite: Middle School Geometry or Geometry with teacher recommendation and completed application.
- Two Credits/Two Semesters
- A student must pass semester 1 to continue to semester 2 of this course
- TI –83 PLUS graphing calculator required
- **Qualifies as a Quantitative Reasoning course for all diplomas**

This rigorous course quickly applies and extends many of the topics introduced in Algebra I and Geometry. Students apply new methods of solving equations and inequalities in order to study real-world problems. Technology is used as a tool to further analyze real-

world situations and to study the functions and graphs presented in this course. Therefore, each student is required to own a graphing calculator. Students study polynomial, trigonometric, exponential, logarithmic, and other special functions. Additional topics of this course include irrational numbers, complex numbers, the normal curve, mathematical reasoning and problem solving. The class devotes some of its time to the development of more challenging problems and applications with more depth than would be included in a regular Algebra II course. Algebra II is made up of five strands: Complex Numbers and Expressions; Functions; Systems of Equations, Quadratic Equations and Functions; Exponential & Logarithmic Equations and Functions; Polynomials, Rational, and Other Equations and Functions; and Data Analysis, Statistics, and Probability.

**Honors Pre-calculus/Trigonometry**  
**(2564/2566)**



- Grades 9, 10, 11 and 12
- Prerequisite: Honors Algebra II or Algebra II and Geometry with recommendation
- **Dual Credit Option – Ivy Tech (MATH 136 and Math 137 upon completion of both semesters)**
  - **Ivy Tech Fee: FREE**
  - **No Guarantee of Transferability**
- Two Credits/Two Semesters
- A student must pass semester 1 to continue to semester 2 of this course
- TI –83 PLUS graphing calculator required
- **Qualifies as a Quantitative Reasoning course for all diplomas**

This is a rigorous course that 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 use of activities, application, and in depth investigations are more challenging than our regular Pre-Calculus/Trigonometry course. The course provides students with the skills and understandings that are necessary 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. Trigonometry provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Trigonometry provides the foundation for common periodic functions that are encountered in many disciplines, including music, engineering, medicine, and finance (and nearly all other STEM disciplines). Trigonometry consists of seven strands: Conics, Unit Circle, Geometry, Periodic Functions, Identities, Polar Coordinates and Vectors. Students will also advance their understanding of imaginary numbers through an investigation of complex numbers and polar coordinates. A strong understanding of complex and imaginary numbers is a necessity for fields such as engineering and computer programming.

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**SCIENCE DEPARTMENT-Required**

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Homestead High School requires students to earn six credits in science for a Core 40 Diploma, Academic Honors Diploma, and Technical Honors Diploma. This must include two credits in Biology, two credits in physics, chemistry, or integrated chemistry and physics, and two credits in any other Core 40 science course.

**Students are limited to two Advanced Science Courses: Zoology, Microbiology, Genetics, or Astronomy**

**S111/112-Biology I (3024)**

- Grade 9
- Two Credits/Two Semesters

Biology I is a study of basic cell chemistry, cellular structure and function, ecology, genetics, and evolution using class activities and laboratory investigation. Scientific process skills, data and graph analysis, modeling processes, technical writing, and content literacy skills are developed throughout the course. Students will also gain an understanding of current areas of research and the impact of social issues within the field of biology.

**S111H/112H-Honors Biology I (3024)**



- Grade 9
- Prerequisite: Teacher Recommendation
- Two Credits/Two Semesters

Honors Biology is a foundation course for AP Biology geared toward highly motivated, mature students with an interest in a career related to biology, or an intense interest in the field. Honors Biology I is a study of biochemistry, cellular structure and function, ecology, genetics, and evolution using class activities and laboratory investigation. Scientific process skills, data and graph analysis, modeling processes, technical writing, and content literacy skills are developed throughout the course. Students will also gain an understanding of current areas of research and the impact of social issues within the field of biology. Laboratory work entailing rigorous, technically written reports and data analysis is emphasized in this course. In addition, the state standards are covered in greater depth at a faster pace. Successful Honors Biology students read above grade level, are very responsible students, and have well developed writing skills.

### **S191/192 Physics First (3084)**

- Grade 9
- Prerequisite: Placement Only
- Two Credits/Two Semesters
- **Quantitative Reasoning Course**

Physics First is a basic physics course for freshmen only in lieu of Biology I, which would then be taken in the sophomore year. Students will study a broad subset of the introductory physics curriculum with an emphasis on topics which can be experienced kinesthetically (hands-on, active learning). The curriculum will include things such as the study of motion, forces, energy, and circuits, and will reinforce the concepts students will be learning in Algebra I. Students will use an inquiry-based science approach to learning physics while probing the workings of the world in which we live. Specifically, students will collect data and construct graphical and mathematical models to describe observable phenomena. Physics First is designed to be interactive and relies heavily on classroom discussion and Socratic dialogue to cover content discussions.

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## **SEMINAR**

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### **ST011/ST012 Seminar**

The seminar course is designed to allow each student time during the school day to do many of the learning activities that would often require students to stay after school. This includes, using the IMC (library), completing course work

and lab assignments, retaking or making up tests, attending study sessions for tests, and tutoring. For some students, academic enrichment will take place during seminar.

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## **FAMILY AND CONSUMER SCIENCES**

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The Family and Consumer Sciences courses empower students to manage the challenges of living and working at home, in the community, in the workplace, and in a diverse and global society. The relationship between work and family is a unique focus of the program. Courses apply to a variety of post high school careers including teaching, childcare, dietetics, hospitality and food service, health services, housing and design, social services, food science, clothing construction and fashion design, and as entrepreneurs. These courses emphasize a project-based approach in the classroom. These activities may be compiled into a student portfolio at the end of each course.

**Courses in this section count as Directed Elective or Elective for ALL diplomas.**

**\*A combination of three of these courses may be substituted to fulfill the required health education credit: Adult Roles and Responsibilities, Child Development, Nutrition & Wellness, and Prep for College and Career. See State Rule 141 IAC 6-7-6.**

### **FC103-\*Adult Roles and Responsibilities (5330)**

- Grades 9, 10, 11 and 12
- One Credit/One Semester
- Fulfills personal finance requirement

This course builds financial knowledge that will prepare students to take the next steps toward adulthood in today's ever-changing society. The focus is on becoming independent, contributing, and responsible participants in family, community, and career settings.

This course builds knowledge, skills, attitudes, and behaviors that students will need as they complete high school and prepares to take the next steps towards adulthood in today's society. The course includes the study of interpersonal standards, lifespan roles and responsibilities, individual and family resource management, and financial responsibility and resources.

### **FC116-\*Child Development (5362)**

- Grades 9, 10, 11 and 12
- One Credit/One Semester

Child Development is an introductory course that is especially relevant for students interested in careers that draw on knowledge of children, child development, and nurturing of children. This course addresses issues of child development from conception/prenatal through age 3. It includes the study of prenatal development and birth; growth and development of children; child care giving and nurturing; and support systems for parents and caregivers. Topics include: consideration of the roles, responsibilities, and challenges of parenthood, child abuse, human sexuality, adolescent pregnancy; parental development preparation for birth; the birth process, meeting the needs of infants and children, caring for children with special needs, and career opportunities. Students will have the option to take home a computerized baby for the weekend. This simulation is not a requirement for the course, but used as an enrichment for students wanting a real-life experience.

### **FC119-Advanced Child Development (5360)**

- Grades 9, 10, 11 and 12
- Recommended Prerequisite: Child Development
- One Credit/One Semester

Advanced Child Development is a sequential course that addresses development of children from ages 4 through 8. This class is a project-based class and will offer students a variety of resources for future endeavors. Students will create a portfolio and observe young children. Topics include: (1) Positive parenting and nurturing across ages and stages; (2) Practices that promote long-term well-being of children and their families; (3) Developmentally appropriate guidance and intervention strategies with individuals and groups of children; (4) Accessing, evaluating, and utilizing information, including brain/learning research and other research results; (5) Meeting needs of children with a variety of disadvantaging conditions; (6) Basic sign language. Service learning, introductory laboratory experiences with children in a preschool setting will be applied to this course.

### **FC106-Introduction to Fashion and Textiles I (5380)**

- Grades 9, 10, 11 and 12
- One Credit/One Semester
- Counts as Fine Arts credit for the Academic Honors Diploma

Introduction to Fashion and Textiles is an introductory course for those students interested in academic enrichment or a career in the fashion, textile, and apparel industry. This course addresses knowledge and skills related to design, production, acquisition, and distribution in the fashion, textile, and apparel arena. The course includes the study of personal, academic, and career success; careers in the fashion, textile, and apparel industry; factors influencing the merchandising and selection of fashion, textile, and apparel goods and their properties, design and production; and consumer skills. A project-based approach integrates instruction and laboratory experiences including application of the elements and principles of design; selection, production, alteration, repair, and maintenance of apparel and textile production; production research, development and testing; an application of technical tools and equipment utilized in the industry. Visual arts concepts will be addressed. This course provides the foundation for continuing and post-secondary education in fashion, textile, and apparel-related careers.

### **FC126-Introduction to Fashion and Textiles II (5380)**

- Grades 9, 10, 11 and 12
- Prerequisite: Introduction to Fashion and Textile I
- One Credit/One Semester

This course continues the skills from the Introduction to Fashion and Textile I. Students will expand knowledge and skills in the use of various fibers, fabrics, and related career projects. Emphasis is on progressive skill development through individual projects. Students will be continuing with their sample binder from the prerequisite course.

### **FC133-\*Nutrition and Wellness: Food I (5342)**

- Grades 9, 10, 11 and 12
- One Credit/One Semester

Nutrition and Wellness enables students to realize the components and lifelong benefits of sound nutrition and wellness practice and empower them to apply these principles in their everyday lives. Laboratory experiences which emphasize both nutrition and

wellness practices are necessary components of this course.

The study of food revolves around the U.S. Dietary Guidelines and MyPlate. Areas of study include basic nutrition, kitchen equipment and skills, safety and sanitation, and an in-depth look at all food groups. Lab experiences include knife skills, quick breads, fruit and vegetable, meat, and desserts to name a few. Students can also look forward to cooking at home assignments where they will share learned skills with family. After completing this course, one can expect to be more prepared to live on his/her own.

### **FC233-Advanced Nutrition and Wellness: Baking (5340)**

- Grades 9, 10, 11 and 12
- Prerequisite: Nutrition and Wellness I
- One Credit/One Semester

Advanced Nutrition and Wellness: Baking offers the advanced foods student an opportunity to concentrate on baking skills and the careers associated with this culinary area. Students will study ingredients, their functions, participate in labs that emphasize experimentation and recipe modifications. Learn to evaluate products made in class by improving sensory evaluation skills. **Essentials for success in this class are:** (1) Recommended grade of C or above in Nutrition and Wellness: Foods I; (2) Good writing skills; (3) Good math skills; (4) Good self-managements skills.

### **FC136-Advanced Nutrition and Wellness: World Cultures and Cuisine (5340)**

- Grades 9, 10, 11 and 12
- Prerequisite: Nutrition and Wellness I
- One Credit/One Semester

Advanced Nutrition and Wellness: World Cultures and Cuisine is a sequential course that addresses more complex concepts in nutrition and foods, with emphasis on contemporary economic, social, psychological, cultural, and global issues.

This advanced foods class exposes students to international cuisine and fosters an appreciation for cultural differences. Learn about diverse cultures by examining food customs, ceremonial foods, and geographical influences. European, Asian, and Middle Eastern cuisine is explored, as well as regional foods in the United States. Students will have lab experiences to reinforce the learning and enable students to taste a variety of ethnic recipes. **Essentials for success in this class are:** (1) Recommended grade of C or above in Nutrition and 12

Wellness: Foods I; (2) Good writing skills; (3) Good math skills; (4) Good self-managements skills.

### **FC146-Introduction to Housing and Interior Design (5350)**

- Grades 9, 10, 11 and 12
- One Credit/One Semester
- Counts as Fine Arts credit for the Academic Honors Diploma

Housing and Interior Design addresses selecting and planning living environments to meet the needs and wants of individuals and families throughout the family life cycle, considering a broad range of economic, social, cultural, technological, environmental, maintenance, and aesthetic factors. This is a project-based class. Students will get a real-life project to design. Past projects have included; offices in the freshman academy, TV/Radio room, and the new reading room by the seminar. Topics include: (1) Evaluation of housing styles, locations, and ownership options; (2) Contemporary housing issues, including homelessness; (3) Environmental and energy issues; housing to meet special needs; (4) Elements and principles of design; (5) Creating functional, safe, and aesthetic spaces; (6) Exploration of housing-related careers.

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## **VISUAL ARTS**

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The visual Arts Department is an elective department with a wide variety of 2-D, 3-D, and technology courses. Whether students just enjoy the visual arts or may be considering further exploration and pursuit of the arts as a career option, students will find courses appropriate for their interest level. A key factor to success in this department is for students to take fundamental courses early in their high school program in order to be eligible for advanced courses later. The department offers a broad range of opportunities for personal artistic enrichment and growth. Towards that end, each course offers students the opportunity to reflect upon his/her own work and the work of others as well as strengthening problem solving, writing, criticism, and presentation skills. **Two (2) fine arts credits are required for the Academic Honors Diploma.**

**Courses in this section account for Directed Electives or Electives for ALL diplomas.**

NOTE: Courses with the (L) designation are considered lab courses. Courses have specific grade

levels to which they may be offered. Due to the high volume of requests for certain classes, they may not be available to all grade levels.

***Visual Art Department strongly recommends that students achieve a minimum of a C- average in the prerequisite course to consider moving into an advance level course.***

### **VA103-Introduction to Two Dimensional Art (4000)**

- Grades 9, 10, 11 and 12
- One Credit/One Semester

A study of the elements and principles of design and their application in two-dimension artwork, Intro to 2-D, primarily a drawing course, is one of the foundation courses building the necessary skills and knowledge to make more advanced art courses successful. Areas of study will include rendering and shading with a variety of media and techniques, various artists and subject matter, composition and color theory. While the main focus is art production, students will also participate in reading, writing, and discussions about various aspects of art. Students taking this course engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production.

### **VA113-Introduction to Three Dimensional Art (4002)**

- Grades 9, 10, 11 and 12
- One Credit/One Semester

A study of the elements and principles of design and their application in three-dimension artwork, Intro to 3-D is one of the foundation courses building the necessary skills and knowledge to make more advanced art courses successful. Students will solve compositional problems utilizing various three-dimensional media, such as plaster, clay, etc. While the main focus is art production, students will also participate in reading, writing, and discussions about various aspects of art. Students taking this course engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production.

### **VA103A-Advanced Two Dimensional Art (4004)**

- Grades 9, 10, 11 and 12
- Prerequisite: Intro to Two Dimensional Art
- One Credit/One Semester

In this course, students will explore a range of two-dimensional creative options building on the knowledge and skills learned in Introduction to Two-

Dimensional Art, including some new media, subject matter, and further exploration of color and media application. The emphasis is on realistic rendering and composition. While the main focus is art production, students will also participate in reading, writing, and discussions about various aspects of art. Students taking this course engage in sequential learning experiences of Introduction to Two Dimensional Art that encompass art history, art criticism, aesthetics, and production.

### **VA113A-Advanced Three Dimensional Art (4006)**

- Grades 9, 10, 11 and 12
- Prerequisite: Intro to Three Dimensional Art
- One Credit/One Semester
- **Course may be repeated for credit**

In this course, students will explore a range of three-dimensional creative options building on the knowledge and skills learned in Introduction to Three-Dimensional Art, including some new media, artists, and styles will be introduced. While the main focus is art production, students will also participate in reading, writing, and discussions about various aspects of art. Students taking this course engage in sequential learning experiences of Introduction to Three Dimensional Art that encompass art history, art criticism, aesthetics, and production.

### **VA123-Fiber Arts (4046)**

- Grades 9, 10, 11 and 12
- One Credit/One Semester

Fiber Arts students will create works of art utilizing a variety of fibrous media, such as basketry, yarn, and hemp in various loom and off-loom processes such as weaving, dyeing, and coiling. While the main focus is art production, students will also participate in reading, writing, and discussions about various aspects of art. Students in this course engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production as they relate to the study of fiber arts.

### **VA123A-Advanced Fiber Arts (4046)**

- Grades 9, 10, 11 and 12
- Prerequisite: Fiber Arts
- One Credit/One Semester
- **Course may be repeated for credit**

Advanced Fiber Arts students will create works of art utilizing a variety of fibrous media such as silk, basketry, yarn, embroidery floss, and processes such as weaving, dyeing, and stitchery. Building on previously learned skills, Advanced Fiber

Arts students will learn and utilize more difficult production methods and more intricate compositional applications. While the main focus is art production, students will also participate in reading, writing, and discussions about various aspects of art. Students in this course engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production as they relate to the study of fiber arts.

**VA343(DC)-Art History (4024)**



- Grades 9, 10, 11 and 12
- Grades (Dual Credit): 11 and 12
- **Dual Credit Option: PUFW (FINA H101)**
  - PUFW Tuition: \$315.30 (2017 Fee)
  - No Guarantee of Transferability
- One Credit/One Semester

This course offers an introduction to the visual arts, and will discuss the process by which a work of art comes into being, the role of art and the artist in society, and the relationship between viewer and the work of art. Students will develop his or her ability to look slowly and closely and to articulate what he or she sees through acquisition of knowledge, skills, and terminology with which to discuss works of art. Through an overview of multi-cultural art history, students will search for meaning and significance in the study of cultural and historical foundations of world art. Major art movements such as the Renaissance, Greek/Roman, and art of the 20th/21st century etc. will be studied with special attention given to artists and influences of each period. The focus of Art History is more oriented to the academic study of art, including reading, writing, in-class and online discussions, viewing documentaries about art, with minor art production projects, and other curricular related activities.

**VA253-Photography (4062)**

- Grades 9, 10, 11 and 12
- **Required: Must have a 35mm manual or semi-auto adjustable camera**
- One Credit/One Semester
- **Course Fee: \$75.00 (2016 Fee)**

Photography students will create works of art using 35mm film cameras for on and off-site photo shoots, hands-on film processing, darkroom image printing and creative print manipulation. Photo shoots will encompass a variety of topics including basic composition, portraiture, and photo-journalism. Students will learn a variety of creative darkroom printing techniques including straight, flipped, layered, textured and montage. Hand-coloring and

print manipulation will further individualize each student's photo artwork. Computer enhancement using Photoshop will be introduced. While the main focus is art production, students will also participate in reading, writing and discussions about various aspects of art. A sketch/journal will be maintained throughout the course. Students taking Photography engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production as they relate to photography.

**VA253A-Advanced Photography: Darkroom (4062)**

- Grades 9, 10, 11 and 12
- Prerequisite: Photography
- **Required: Must have a 35mm manual or semi-auto adjustable camera**
- One Credit/One Semester
- Course may be repeated for credit
- **Course Fee: \$75.00 (2017 Fee)**

Advanced Photography students will build upon skills learned in the introductory class. The emphasis will be on mastery of technique and individual creative design. They will further their photography skills by producing individual art photo portfolios using both traditional and experimental photo shoot and darkroom print techniques. A unique blend of darkroom prints for enhancement and Photoshop manipulation. These students will also research and experience their choice of historical and modern photographers' ideas and methods. Studio maintenance and developmental responsibilities are also a part of this course. Students taking Advanced Photography engage in sequential learning experience that encompass art history, art criticism, aesthetics, and production as they relate to photography.

**VA256-Advanced Photography: Digital (4062)**

- Grades 9, 10, 11 and 12
- Prerequisite:
  - Photography OR
  - Digital Design OR
  - Computer Illustration and Graphics
- One Credit/One Semester
- Course may be repeated for credit
- **Course Fee: \$75.00 (2017 Fee)**

Building upon previously acquired knowledge and skills concerning photo themes, composition and lighting, Digital Photography introduces the integration of digital cameras with computer readers, scanners, and Adobe Photoshop software allowing students to develop unique digitally printed images. In this course, students create works of art using both

traditional and experimental computer/digital photo techniques. They will also have the opportunity to study digital photographers' ideas and methods. Advanced digital students will work on developing a photo portfolio. While the main focus is art production, students will also participate in reading, writing and discussions about various aspects of art. Digital photo students engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production as they relate to digital photography. **It is required that the students have their own digital camera with removable memory card or USB cord and instruction manual.**

**VA269(DC)-Digital Design (Visual Communication (4086)**



- Grades 9, 10, 11 and 12
- **Dual Credit Option: Ivy Tech (VISC 102)**
  - **Ivy Tech Tuition: FREE**
  - **No Guarantee of Transferability**
- One Credit/One Semester

Students will build upon their artistic skills by incorporating the computer as a tool for illustration as well as design. Students will work with and explore computer programs such as Adobe Photoshop and Adobe Illustrator. While the main focus is art production, students will also participate in reading, writing and discussions about various aspects of art. Students in this course engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production as they relate to computer digital design. Students may be required to work outside the class on studio work, reading/writing prompts, and other curriculum related activities.

**VA266(DC)-Digital Design II (4082)**



- Grades 9, 10, 11 and 12
- Prerequisite: Visual Communication
- **Dual Credit Option: Ivy Tech (VISC 115)**
  - **Ivy Tech Fee: FREE**
  - **No Guarantee of Transferability**
  - **Prerequisite: Ivy Tech (VISC 102)**
- One Credit/One Semester

Utilizing knowledge and skills from Graphic Design, students will study and apply more advanced techniques featured by various computer programs such as Adobe Photo Shop, Adobe Illustrator, and InDesign in order to create more complex and sophisticated digital artwork. While the main focus is art production, students will also participate in

reading, writing and discussions about various aspects of art. Students in this course engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production as they relate to computer digital design. Students may be required to work outside the class on studio work, reading/writing prompts, and other curriculum related activities.

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**PERFORMING ARTS**

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The Performing Arts Department of Homestead High School has a wide range of course offerings. These courses provide a class setting that imparts knowledge and works toward culminating performances based on course study. State and National Standards for Performing Arts courses are achieved through the intense study within each course. Students hone talents for performance and critical and analytical skills that will be used throughout their entire life. The performing arts options include: several dance courses, several drama courses, several choir courses and several instrumental music courses. The traditions and excellence of all of the performing groups of Homestead High School are held to the highest standards. For many of the Performing Arts courses, there are additional time requirements beyond the regular school hours. Auditions are required for select courses

**Courses in this section count as Directed Elective or Elective for ALL diplomas.**

**PT103-Theatre Arts (L) (4242)**

- Grades 9, 10, 11 and 12
- One Credit/One Semester

This course is an introduction to drama and the world of the theatre. It is open to any student, regardless of experience. Instruction in this course enables students to: (1)improvise and write plays or scenes; (2) imaginatively express thoughts, feelings, moods, and characters; and (3) apply techniques involving voice, gesture, facial expression, and body movement to reproduce the subtleties of language and voice inflection in conveying emotion and meaning. Students are introduced to warm-up activities for body and voice, including pantomime activities. Students develop skills enabling them to speak clearly and expressively with; (1) appropriate

articulation, (2) pronunciation, (3) volume, (4) stress, (5) rate, (6) pitch, (7) inflection, and (8) intonation. Using knowledge gained through the study of technical theatre and scripts, students focus on solving the problems faced by actors, directors, and technicians. They also refine their abilities to collaborate on performances, and they learn to constructively evaluate their own and others' efforts. In-class performing as well as participation in regular Homestead productions (both on stage and backstage) will be encouraged.

**PT203(DC)-Advanced Theatre Arts (4240)**

- Grades 9, 10, 11 and 12
- Prerequisite: Theatre Arts
- **Dual Credit Option: PUFW (THTR 201)**
  - PUFW Fee: \$315.30 (2017 Fee)
  - No Guarantee of Transferability
- One Credit/One Semester

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w/ DC



This class is step two in an actor's training at Homestead High School. Instruction in this course builds upon the skills developed in the Theatre Arts course. Activities enable students to: (1) explore the historical tradition and the repertoire of the theatre; (2) improvise dialogue that produces characterizations in a variety of settings and forms; (3) identify the physical, social, and psychological dimensions and qualities of characters in texts of plays; (4) create consistent characters from a variety of theatrical works, either in class or in informal productions, demonstrating effective management of emotions as an individual and as a character; (5) construct personal meanings from a variety of performances, including the self-evaluation of personal work, which leads to further development of various skills and abilities; (6) write scripts for theatre, film, or television, in both traditional and new forms; (7) demonstrate analytical skills by explaining roles, reading, observing and discussing plays from various periods and, discussing their relationship to cultural values and historical contexts; (8) understand the interrelationships among the functions of playwrights, directors, actors, designers, producers, and technicians; (9) refine interpersonal and collaborative skills by identifying and resolving conflicts effectively; and (10) explore the historical traditions and the repertoire of the theatre

This course also allows students to expand upon their ability to make artistic decisions and evaluations by discussing and critiquing live performances.

Examination of career opportunities includes instruction in the auditioning and interviewing processes.

**PT303-Advanced Theatre Arts: Strictly Scenes (4240)**

- Grades 9, 10, 11 and 12
- Prerequisites: Advanced Theatre Arts and Teacher approval
- One Credit/One Semester
- May be repeated for credit

Strictly Scenes is a class for the serious stage performer. Comic, serious, melodramatic, romantic, Greek, Shakespearean, and modern scenes will be studied, rehearsed, and presented. Memorization (quick study) is required. Acting skills will be polished through performance. Students will work on and produce a complete acting portfolio by the end of semester. Students will organize and perform a "Night of Scenes" for the public

**PT113-Technical Theatre (L) (4244)**

- Grades 9, 10, 11 and 12
- One Credit/One Semester

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

**PI153-Applied Music: Guitar (4200)**

- Grades 9, 10, 11 and 12
- One Credit/One Semester

This class is for the beginning guitar student and will deal with the elementary level of chord development, strumming, style, and finger picking techniques. The

class will include basic music theory and song development in addition to guitar technique (each student must provide his/her own instrument).

### **PV101/102-Beginning Chorus: Concert Choir (4182)**

- Grades 9, 10, 11 and 12
- Two Credits/Two Semesters

All students are invited to participate in this choir. Students taking Concert Choir develop musicianship and specific performance skills. Activities in the 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 number of public performances will 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. The major concerts include music from the Renaissance, Baroque, Classic, Romantic, and Contemporary periods. Different styles of music including jazz, pop, Broadway and rock are also performed. Music history, theory, and sight-singing are an integral part of the program. Participation in rehearsals and performances is a requirement.

### **PV201/202-Intermediate Chorus: Elite Show Choir (4186)**

- Grades 9, 10, 11 and 12
- Prerequisite: Audition (Female Only)
- Two Credits/Two Semesters
- This course may be repeated for credit

The Elite Show Choir provides students with opportunities to develop musicianship and specific performance skills through ensemble and solo singing. Activities create the development of quality

repertoire in the diverse styles of choral literature that is appropriate in difficulty and range for the students. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. 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.

Performances will 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. This is a performance-oriented choir featuring jazz, pop, Broadway, and rock music choreographed to create a musical show to be presented at school, community and contest events. Music from the Renaissance, Baroque, Classical, Romantic, and Contemporary periods will also be studied and performed. Music history, theory and sight-singing are an integral part of the program.

The student is expected to participate in all rehearsals and performances including extra-curricular events. This class is an exciting opportunity for singers to be involved in an extensive performance experience in all styles of music. Some expense for costuming and props will be necessary for this class.

### **PV301/302-Advanced Chorus: Class Royale (4188)**

- Grades 9, 10, 11 and 12
- Prerequisite: Audition
- Two Credits/Two Semesters
- This course may be repeated for credit

Students taking Class Royale develop musicianship and specific performance skills through ensemble and solo singing. 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. 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 is a performance-oriented choir featuring jazz, pop, Broadway and rock music choreographed to create a musical show that is presented in school, community, and contest events. Music from the Renaissance, Baroque, Classical, romantic, and Contemporary periods will also be studied and performed. The student is expected to participate in all rehearsals and performances including extra-curricular events. This class is an exciting opportunity for singers to be involved in an extensive performance in all styles of music. Some expense for costuming and props will be necessary for this class.

**PI101/102-Beginning Concert Band (L)**  
**Beginning Concert Band (Summer School) (L)**  
**(4160)**

- Grades 9, 10, 11 and 12
- Two Credits/Two Semesters
- This course may be repeated for credit

Students taking this course are provided with a balanced comprehensive study of music through the concert band, which develops skills in the psychomotor, cognitive, and affective domains. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Ensemble and solo activities are designed to develop elements of musicianship including, but not limited to: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music, and (7) studying historically significant styles of music. 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 out of the school day will be scheduled for dress rehearsals and performances. A limited number of public performances will serve as a culmination of daily rehearsals and musical goals. Students are required to participate in performance opportunities, outside of the school day, that support and extend learning in the classroom.

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. Band members are divided into symphonic and concert band during the second semester. Placement is determined through auditions. Students will be encouraged to participate in solo and ensemble work and other extra-curricular opportunities. Attendance at extra rehearsals, pep band, concerts, contests, and other performances are required.

**Advanced Band: Percussion (4160)**

- Grades 9, 10, 11 and 12
- Prerequisite: Audition
- One Credit/One Semester (Spring)
- This course may be repeated for credit

The percussion class is a division of the Homestead Band. Percussion class students will work on all marching and concert instrument technique and fundamentals. All students in this class are required to be members of the marching band and are required to attend all marching band rehearsals and performances. All students in this class are required to be in basketball pep band and concert band as well. Attendance at extra rehearsals, pep band, concerts, contests and other performances are required. This class will focus on a balance comprehensive study of music through percussion. Instruction is designed to have students connect, examine, imagine, define, try, extend, refine, and integrate percussion into music as a whole. Ensemble and solo activities will develop elements of musicianship including, but not limited to; rudiments, scales, rhythm, pitch, technique, tone, tempo, musicianship, music reading, analyzing, history and more.

### **PI121/122-Jazz Ensemble (L) (4164)**

- Grades 9, 10, 11 and 12
- Prerequisite: Audition
- Two Credits/Two Semesters
- This course may be repeated for credit

This course is open to instrumental students who wish to explore the jazz idiom. 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) performing, (4) listening, and (5) 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 dress rehearsals and performances. In addition, a limited number of public performances will 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.

### **PI201/202-Advanced Jazz Ensemble (L) (4164)**

- Grades 9, 10, 11 and 12
- Prerequisite: Audition and Teacher Placement
- Two Credits/Two Semesters
- This course may be repeated for credit

This course is open to instrumental students who wish to explore the jazz idiom. 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) performing, (4) listening, and (5) 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 dress rehearsals and performances. In addition, a limited number of public performances will 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.

### **PI131/132-Dance Performance: Auxiliary (L) (4146)**

- Grades 9, 10, 11 and 12
- Prerequisite: Audition
- Two Credits/Two Semesters
- This course may be repeated for credit

Auxiliary groups in the band division are comprised of girls organized to perform in the areas of dance, rifle, and flag. All members of these organizations are also members of the Marching Band, and are expected to attend all Marching Band rehearsals and performances.

Sequential and systematic learning experiences are provided in the specific genre offered. Activities utilize a wide variety of materials and experiences and are designed to develop techniques appropriate within the genre, including individual and group instruction in performance repertoire and skills. Students develop the ability to express their thoughts, perceptions, feelings, and images through movement. 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. Learning activities and experiences develop the students' ability to: (1) understand the body's physical potential, technical functions, and capabilities; (2) understand and assimilate the basic elements of technique within the genre offered; (3) demonstrate an understanding of the varied styles within the genre; (3) develop listening, comprehension, and memorization skills; (4) use simple to complex and compound dance patterns within the genre; (5) identify and use, both orally and in writing, appropriate terminology related to style and technique; and (6) understand musical phrasing, rhythmic structures, and meters,

Students are able to describe, analyze, interpret, and judge live and recorded dance performances of professional dancers and companies in the genre. Auxiliary groups perform often throughout the year, including many home football and basketball games. Auditions for all auxiliary groups are held in the spring

for the following school year.

### **PI111/112-Beginning Orchestra (L) (4166)**

- Grades 9, 10, 11 and 12
- Two Credits/Two Semesters
- This course may be repeated for credit

Beginning Orchestra students are provided with a balanced comprehensive study of music through the orchestra, string, and/or full orchestra, 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. Opportunities are provided for students to experience live performances by professionals during and outside of the school day. Time outside of the school day may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of activities, outside of the school day, that support and extend learning in the classroom.

All members of the class are required to participate in all rehearsals, concerts, contests and performances. Students will participate in the pit orchestra for the spring musical. They are also encouraged to participate in the ISSMA Solo and Ensemble Contest and to study privately on their primary instrument.

### **PI141-Music Theory and Composition I (L) (4208)**

- Grades 9, 10, 11 and 12
- **Prerequisite: Ability to Read Sheet Music**
- One Credit/One Semester

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.

### **PI142-Music Theory and Composition II (L) (4208)**

- Grades 9, 10, 11 and 12
- Prerequisite: Music Theory and Composition I
- One Credit/One Semester

This course is a continuation and more in-depth study of theory skills and techniques. More emphasis will be placed on ear-training and compositional skills. Students will study harmonic progressions and melodic development and receive "hands on" training in writing for voices and instruments.

### **PD101/102-Dance Performance: Modern I (L) (4146)**

- Grades 9, 10, 11 and 12
- Two Credits/Two Semesters
- This course may be repeated for credit

Learning activities in dance performance are sequential and systematic and allow students to express themselves. Activities utilize a wide variety of materials and experiences and are designed to develop techniques appropriate within the genre, including individual and group instruction in performance repertoire and skills. Students develop the ability to express their thoughts, perceptions, feelings, and images through movement. 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. Learning activities and experiences develop the students' ability to: (1) understand the body's physical potential, technical functions, and capabilities; (2) understand and assimilate the basic elements of technique within the genre; (3) demonstrate an understanding of the varied styles within the genre; (4) develop listening, comprehension, and memorization skills; (5) use simple to complex and compound dance patterns within the genre; (6) identify and use, both orally and in writing, appropriate terminology related to style and technique; and (7) understand musical phrasing, rhythmic structures, and meters.

Students are able to describe, analyze, interpret, and judge live and recorded dance performances of professional dancers and companies in the genre. A further objective is for the students to be a part of a stage show in the spring, which will exhibit skills learned. Practices, performances, and service activities outside of the normal school hours will also be a requirement. Some expense for costuming and dance shoes will be necessary for this class.

### **PD201/202-Dance Performance: Modern II (4146)**

- Grades 9, 10, 11 and 12
- Prerequisite: Audition
- Two Credits/Two Semesters
- This course may be repeated for credit

This course is for the intermediate dancer who is interested in the performance aspect of dancing. The students will be provided with many performance opportunities. These opportunities include high school boys' and girls' basketball games, in state and possibly out of state competitions, and various local performances. Time outside of the normal school hours dedicated to rehearsals, performances, service activities, and production of the Spring Show will also be required. There will be required payments for costuming and dance shoes.

The class also 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. Learning activities and experiences continue to develop the students' ability to: (1) understand the body's physical potential, technical functions, and capabilities; (2) understand and assimilate the basic elements of technique within the genre; (3) demonstrate an understanding of the varied styles within the genre; (4) develop listening, comprehension, and memorization skills; (5) use simple to complex and compound dance patterns within the genre; (6) identify and use, both orally and in writing, appropriate terminology related to style and technique; (7) understand musical phrasing, rhythmic structures, and meters; and (8) identify key choreographers and dancers within the genre.

Students continue to describe, analyze, interpret, and judge live and recorded dance performances of professional dancers and companies in the genre.

### **PD301/302-Dance Performance: Modern III (4146)**

- Grades 9, 10, 11 and 12
- Prerequisite: Audition
- Two Credits/Two Semesters
- This course may be repeated for credit

This course is for the serious dancer who is interested in the performance aspect of dancing. It will help prepare advanced dancers for a career in dance after high school. The course will focus on technique needed to dance in college dance program, on a college dance team, or with a pre-professional/professional dance company. The students will be provided with many performance opportunities. These opportunities include high school boys' and girls' basketball games, in state and out of state competitions, and various local performances. Time outside of the normal school hours dedicated to rehearsals, performances, service activities, and production of the Spring Show will also be required. Some expense for costuming and shoes will be required.

The class also 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. Learning activities and experiences continue to develop the students' ability to: (1) understand the body's physical potential, technical functions, and capabilities; (2) understand and assimilate the basic elements of technique within the genre; (3) demonstrate an understanding of the varied styles within the genre; (4) develop listening, comprehension, and memorization skills; (5) use simple to complex and compound dance patterns within the genre; (6) identify and use, both orally and in writing, appropriate terminology related to style and technique; (7) understand musical phrasing, rhythmic structures, and meters; and (8) identify key choreographers and dancers within the genre.

Students continue to describe, analyze, interpret, and judge live and recorded dance performances of professional dancers and companies in the genre.

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## BUSINESS, MARKETING AND INFORMATION TECHNOLOGY DEPARTMENT

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The Business, Marketing, and Informational Technology department is comprehensive and designed to meet the personal, college and career needs of Homestead High School students. The following courses provide students with the basic skills and business/economic information to adapt to an ever-changing society. Our purpose is to prepare students for employment in Business and Marketing occupations and for post-secondary studies in Business.

Students of business are encouraged to enhance their learning opportunities through involvement in our professional organization- DECA.

DECA is a co-curricular organization for students with an interest in the areas of marketing, management, and entrepreneurship. Participation in this organization helps students develop skills and competence in marketing, builds self-esteem, and gives students multiple leadership opportunities. All DECA members have the opportunity to participate at the district level. Members can then earn the opportunity through competition and/or leadership to attend the state and national level conferences. Any current or former business student is eligible to join DECA. Dual Credit-Homestead High School and Ivy Tech Community College have a partnership whereby students take determined business courses at Homestead High School and receive dual credit for the class at Ivy Tech. This is done upon qualification and certification of courses and teachers by Ivy Tech. Students will be notified of this opportunity in the appropriate courses during the semester. **There is no guarantee of transferability with dual credit courses.**

**Courses in this section count as Directed Elective or Elective for ALL diplomas.**

### **B113-Preparing for College and Careers (5394)**

- Grade 9,10, 11 and 12
- One Semester/One Credit
- Counts as one of the three Family and Consumer Sciences courses students can take to waive Health requirement
- **Meets the financial responsibility requirement**

Preparing for College and Careers addresses the knowledge, skills, and behaviors all students need to be prepared for success in college, career and life. The Career Highway! Travel the road of life through exploring your interests, values, and goals. The focus of the course is the impact of today's choices on tomorrow's possibilities. Topics to be addressed include twenty-first century life and career skills, higher order thinking, communication,

leadership, and management processes; explorations of personal aptitudes, interests, values, and goals; examining multiple life roles and responsibilities as individuals and family members; planning and building employability skills; transferring school skills to life and work; and managing personal resources and finances.

### **B103-Introduction to Business (4518)**

- Grades 9, 10, 11 and 12
- One Credit/One Semester

Interested in Business? Not sure which area? Explore marketing, management, entrepreneurship, and the challenges of operating a business in the twenty-first century in this introductory class. This course introduces and develops business vocabulary and provides an overview of business and the role business plays in economic, social, and political environments. This course allows students to work as individuals, in pairs and in small groups to learn from each other and gain an understanding of teamwork and collaboration within the business environment.

### **B243-Personal Financial Responsibility (4540)**

- Grades 9, 10, 11 and 12
- One Credit/One Semester
- **Meets the financial responsibility requirement**
- **Quantitative Reasoning course**

Let's take a ride on Reading Railroad, don't forget to pass go and collect 200 dollars! Students will navigate through financial life skills related to banking, buying, selling, trading, debt management, credit options, insurance evaluation and planning for retirement. This course helps students understand wants versus needs, setting short term and long term goals, basics of banking, check writing, and bill paying, budgeting and record keeping, credit cards and other types of debt, and managing risk.

### **B331/332-Introduction to Accounting (4524)**

- Offered grades 9, 10, 11 and 12
- Prerequisite: Algebra I
- Recommended Prerequisite:  
Introduction to Business or Information,  
Communications and Technology
- Two Credits/Two Semesters
- **Quantitative Reasoning course**
- **Course Fee: \$118.50 (2017 Fee-Full Year)**

Accounting is the language of business! Accounting I is a business course that introduces the language of business using Generally Accepted Accounting Principles (GAAP) and procedures for proprietorships, partnerships and corporations using double-entry accounting. If a student has an interest in a career in

business, then a basic understanding of accounting is a must. 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. Students will have the opportunity to put these skills in action through simulations for a sole proprietorship and a corporation as well as Accounting Monopoly.

**B211(DC)-Principles of Marketing (5914)**

+0.5  
w/ DC



- Grades 9, 10, 11 and 12
- **Dual Credit Option – Ivy Tech (MKTG 101)**
  - Ivy Tech Tuition: FREE
  - No Guarantee of Transferability
- One Credit/One Semester
- **Priority Dual Credit**

Do you enjoy watching Commercials? Have you been intrigued by a good sales presentation? Think you might enjoy a career in either sales or promotion? Then this course is for you. This course provides a general overview of the marketing functions including purchasing, sales, and promotion. Marketing and employment skills learned in this course will improve your successful transition to either college or the world of work. Leadership development will be provided through DECA activities and competitive events.

**B212(DC)-Principles of Marketing II (5914)**

+0.5  
w/ DC



- Grades 9, 10, 11 and 12
- Prerequisite: Principle of Marketing I
- **Dual Credit Option – Ivy Tech (MKTG 230)**
  - Ivy Tech Tuition: FREE
  - No Guarantee of Transferability
  - Prerequisite- Ivy Tech (MKTG 101)
- One Credit/One Semester
- **Priority Dual Credit**

2nd semester principles of marketing will include several exciting projects like creating your own tennis shoe, using social media as part of a marketing plan, and creating a fashion merchandising campaign. Leadership development will be provided through DECA activities. The study of consumer behavior will be emphasized as well.

**B273-Introduction to Entrepreneurship (5967)**

- Grades 9, 10, 11 and 12
- One Credit/One Semester

Have you ever wanted to own your own business? This course is designed to enable students to acquire the knowledge and skills needed to effectively organize, develop, create and manage their own business. Topics addressed include the assessment of entrepreneurial skills, the importance of business ethics, human relations and interpersonal skills, and the role of entrepreneurs in a free enterprise system. Students will understand and develop the components of a written business plan.

**B153(DC)-Digital Applications and Responsibility (4528)**

+0.5  
w/ DC



- Offered grades 9, 10, 11, 12
- **Dual Credit Option – Ivy Tech (CINS 101)**
  - Ivy Tech Tuition: FREE
  - No Guarantee of Transferability
  - [Required Text Information](#)
- One Credit/One Semester
- **Priority Dual Credit**

Information Communications and Technology introduces students to the Microsoft Office Suite. Technology is used to build students decision-making and problem-solving skills. Information Communications and Technology helps students develop efficient and practical computer skills beyond the basics. Students will use Microsoft Office to create documents and presentations, applicable to home, school and the world of work. Students will use cameras, microphones, and scanners to enhance their products. Students practice presentation skills as well as their production skills. Student will use Word, Excel, Power Point, and Access. These applications will also apply to future job and college tasks.

**B111/112 Introduction to Computer Science (4803)**

- Offered grades 9, 10, 11, 12
- Two Credits/Two Semesters

Designed to be the first computer science course for students who have never programmed before, Introduction to Computer Science is an optional starting point for the PLTW Computer Science Program. Students work in teams to create apps for mobile devices using MIT App Inventor. They explore the impact of computing in society and build skills in digital citizenship and cybersecurity. Beyond learning the fundamentals of programming, students build computational-thinking skills by applying computer science to collaboration tools, modeling and

simulation, and data analysis. In addition, students transfer the understanding of programming gained in App Inventor to text-based programming in Python and apply their knowledge to create algorithms for games of chance and strategy.

### **BM101/102-Radio and Television I (5986)**

- Grades 9, 10, 11 and 12
- Two Credits/Two Semesters

In this course, students survey the history of radio and television and broadcast technology, current trends in broadcast communication, and basic principles of audio/video production, program types, techniques of the sound studio, and program production. This course also provides a study of sights, sounds, opinions, and information presented by our mass media society. Students will develop an awareness and purpose in all media, but primarily in radio and television. Students will learn to critically evaluate media and informational sources. Students will receive intensive instruction in radio and television broadcasting skills, audio/video production, disc jockeying/anchoring, broadcast news, digital audio, FCC rules and regulations, and digital automation. Students will use computers for electronic new gathering and digital editing. Students will also be trained in WCYT's state-of-the-art studios, as well as the television studio. In addition students will assist in the day-to-day operation of the high school radio station and possibly Homestead's weekly news show, HHS in Depth. This course serves as a prerequisite for enrollment in all Advanced Radio and TV courses. **Students in the Radio/TV program must achieve a minimum of a C average in the prerequisite course to consider moving into an advance level course.**

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## **ENGLISH ELECTIVES**

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### **EE071/072-Developmental Reading (1120)**

- Grades 9, 10, 11 and 12
- Prerequisite: Reading Lexile Placement Test
- Two Credits/Two Semesters
- **Counts as Elective Credit towards ALL diplomas and may be repeated**

Developmental Reading is a supplementary course that provides students with individualized instruction designed to support success in completing language arts course work aligned with Indiana College and Career Readiness Standards for English/Language Arts in grades 9-12. This course is for students who need additional support in vocabulary development and reading comprehension.

### **EJ101-Journalism I (1080)**

- Grades 9, 10, 11 and 12
- One Credit/One Semester
- **Counts as Elective Credit towards ALL diplomas**

A student must complete Journalism I and Journalism II prior to enrolling in the advanced publication courses. This course will concentrate on developing skills necessary for the production of the newspaper, magazine, and yearbook, such as advertising, news writing, feature writing, sports writing, editorial and opinion writing, design and photography, including instruction on how to gather, write, and edit news. In the process, students become more observant and aware of the roles of mass media in society. The course also gives students a basis for discriminating reading, listening, viewing, and using media to their advantage.

### **EJ102-Journalism II (1080)**

- Grades 9, 10, 11 and 12
- Prerequisite: Journalism I
- One Credit/One Semester
- **Counts as Elective Credit towards ALL diplomas**

This course takes material presented during Journalism I and expands on it by allowing students to create articles, photography, artwork, advertising, and design for the various student publications. Students will choose one of the areas of student publications and specialize in that area while working with the advisor and editors of the student publication to produce material that adheres to the properties of effective and ethical journalism.

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## **SCIENCE ELECTIVE**

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### **S131/132-Principles of the Biomedical Science-PLTW I (5218)**

- Grades 9, 10, 11 and 12
- Prerequisite: Biology I or concurrent enrollment
- Two Credits/Two Semesters
- **College Credit Option available after PLTW IV for IUPUI students only**

This course provides an introduction to the biomedical sciences through exciting hands-on projects and problems. Students investigate concepts of biology and medicine as they explore health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They will determine the factors that led to the death of a fictional woman as they sequentially piece together evidence found in her medical history and her autopsy

report. Students will investigate lifestyle choices and medical treatments that might have prolonged the woman's life and demonstrate how the development of disease is related to changes in human body systems. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes and allow students to design experiments to solve problems. Key biological concepts including maintenance of homeostasis in the body, metabolism, inheritance of traits, and defense against disease are embedded in the curriculum. This course is designed to provide an overview of all the courses in the biomedical science program and lay the scientific foundation for subsequent courses. **All students are required to take the PLTW I End of Course Assessment (ECA).** Upon completion of PLTW I-IV, qualifying students will receive BIOT 107 credits through Ivy Tech.

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## WORLD and CLASSICAL LANGUAGES DEPARTMENT

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The World and Classical Languages Department is an elective department. Students may wish to take a language for a variety of reasons: personal fulfillment in learning the language and culture of another country; to improve English-language skills; or to fulfill a requirement for a particular college. Students who wish to pursue a language program in college or those who wish to “test out” of language requirements at the college level should take four or five years of the same language. The Academic Honors diploma requires that a student take three (3) years of one language or two (2) years of two different languages. Core 40 does not require world language study, but it is recommended for students planning to enroll in a four-year college program. Learning another language is a cumulative and comprehensive process, and students must master certain skills to ensure future success. Prerequisite skills are essential to success in any World Language course. **Therefore, the World and Classical Languages Department recommends that any student who receives a D+ or below retake the course before moving on to the next level. Students must pass each semester in order to advance to the next semester.**

Please Note: Unless stated otherwise by an individual teacher, the Department of World Languages strictly forbids students to use translation programs of any

kind for their assignments. If the teacher suspects that such a program has been used, the student will have the opportunity to redo the assignment that was plagiarized. The score for the second opportunity, however, will be reduced. This opportunity will only be offered following the first offense during your World Languages studies at Homestead. Repeat violations will result in no credit per the student handbook's language on plagiarism.

### **Courses in this section count as Directed Elective or Elective for ALL Diplomas.**

#### **WLF101/102-French I (2020)**

- Grades 9, 10, 11 and 12
- Two Credits/Two Semesters

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, to 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 cultures; recognize basic routine practices of the target cultures; and recognize situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding French language and cultures outside of the classroom.

#### **WLF201/202-French II (2022)**

- Grades 9, 10, 11 and 12
- Prerequisite: French I
- Two Credits/Two Semesters

French II builds upon effective strategies for French language learning by encouraging the use of the language and cultural understanding for self-directed purposes. 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 and using appropriate formats. 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 present prepared material on a variety of topics, as well as read aloud to practice appropriate pronunciation and intonation. Additionally, students will describe the practices, products and perspectives of French-speaking cultures. This course further emphasizes making connections across content areas and the application of understanding French language and cultures outside of the classroom.

### **WLG101/102-German I (2040)**

- Grades 9, 10, 11 and 12
- Two Credits/Two Semesters

German I introduces students to effective strategies for beginning German language learning, and to various aspects of German-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 German-speaking cultures; recognize basic routine practices of the target cultures; and recognize situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding German language and cultures outside of the classroom.

### **WLS101/102-Spanish I (2120)**

- Grades 9, 10, 11 and 12
- Two Credits/Two Semesters

In Spanish I, students will learn to communicate with basic statements in the present tense. This course 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, 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 Spanish-speaking culture. Students will also develop an understanding of the people who speak Spanish. This course further emphasizes making connections across content areas and the application of understanding Spanish language and culture outside of the classroom.

### **WLS201/202-Spanish II (2122)**

- Grades 9, 10, 11 and 12
- Prerequisite: Spanish I
- Two Credits/Two Semesters

In Spanish II, students will learn to communicate with basic statements in the present and past tenses and respond to questions appropriately in the present and past tenses. This course builds upon effective strategies for Spanish language learning by encouraging the use of the language and cultural understanding for self-directed purposes. 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 detail and independence and using appropriate formats. 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 present prepared material on a variety of topics, as well as read aloud to practice appropriate pronunciation and intonation. Additionally, students will describe the practices, products and perspectives of Spanish-speaking culture. Students will also further develop an understanding of the people who speak Spanish. This course further emphasizes making connections across content areas and the application of understanding Spanish language and culture outside of the classroom

### **WLL101/102-Latin I (2080)**

- Grades 9, 10, 11 and 12
- Two Credits/Two Semesters

The Latin I course introduces the Latin language and the culture of the ancient Romans to middle and high school students. Sharing the personal life of a Roman family takes the student back to the language, customs and values of the Roman Empire of the first century A.D. This ancient setting provides the environment to hear, speak, read and write classical Latin. Students will recognize the value and meaning of language in general, as well as the interrelation between their own language and Latin. Learning is supported by technology, projects, games and group activities. As a result of this course, students gain a cultural and linguistic understanding of the ancient Romans. They recognize the Latin tradition in our language and literature, art and architecture, and classical mythology. They also increase their English vocabulary by recognizing the Latin root words that are the basis for 60% of the English language. The student must take an active role in the learning process and will be required to participate in all classroom activities, which will involve pronunciation, simple communication, small group work, and homework.

### **WLL201/202-Latin II (2082)**

- Grades 9, 10, 11 and 12
- Prerequisite: Latin I
- Two Credits/Two Semesters

After a complete review of Latin I, students will continue to participate in the lives of a Roman family in order to hear, speak, read and write classical Latin. Reading skills become a major focus as the course continues. Technology, projects, games and group activities continue to support individual learning and cultural enrichment. The interrelation of the student's own language and Latin will be a stronger component of this course as students develop more precise reading skills based on more complex readings. The elements of vocabulary and grammar introduced in Latin I will be expanded accordingly. The activities and values of Roman society are interwoven in the Latin text. Students will gain a cultural and linguistic foundation from Latin that will be evident in their English skills and support their transition to advanced levels of Latin. Students will also have a sound basis on which to build other languages. The student must take an active role in the learning process and will be required to participate in all classroom activities,

which will involve pronunciation, communication, small group work, and homework.

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## **ENGINEERING AND TECHNOLOGY EDUCATION**

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Engineering and Technology Education is a body of knowledge and an area of study focusing on human endeavors in creating and using tools, techniques, resources, and systems to manage the man-made and natural environments. Students with technological knowledge understand how the human-built world is designed and created and how people can use it to extend their potential. The Engineering and Technology Education curriculum is designed to help students understand and to participate in the technological society surrounding them. Engineering and Technology Education in Indiana is described as: an action-based program for all students to learn how to develop, produce, use, and assess the impacts of products and services that extend the human potential to improve and control the natural and human-made environment.

In addition, Homestead High School participates in the Project Lead the Way program. Project Lead the Way (PLTW) is a not-for-profit organization that promotes pre-engineering courses for high school students. PLTW forms partnerships with public schools, higher education institutions and the private sector to increase the quantity and quality of engineers and engineering technologists graduating from our educational system.

### **Courses in this section account for Directed Electives or Electives for ALL diplomas.**

#### **T131/132DC-Introduction to Engineering Design - PLTW I (4812)**

- Grades 9, 10, 11 and 12
- **Dual Credit Option: Ivy Tech (DESN 101)**
  - **Ivy Tech Tuition: Free**
  - **No Guarantee of Transferability**
- **Two Credits/Two Semesters**
- **Priority Dual Credit**

Introduction to Engineering Design is an introductory course that 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, are state of the art and are currently being used by engineers throughout the United States.

### **T131/132DCW-Introduction to Engineering Design – Women in Engineering – PLTW I (4812)**

- Grades 9, 10, 11 and 12
- **Dual Credit Option: Ivy Tech (DESN 101)**
  - **Ivy Tech Tuition: Free**
  - **No Guarantee of Transferability**
- **Two Credits/Two Semesters**
- **Priority Dual Credit**

The Women in Engineering section of Introduction to Engineering Design is focused on young women interested in all different fields of engineering. The course will offer opportunities to connect with local female professionals, college students, professors and others to help prepare girls who are interested in engineering and want to know what the experience will entail.

This introductory course 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, are state of the art and are currently being used by engineers throughout the United States.

### **T106-Transportation Systems (4786)**

- Grades 9, 10, 11, and 12
- One Credit/One Semester

Transportation is one of the basic human productive activities and is essential for the development of society. Commerce is based on fast, efficient movement of goods and people. In this course, students will explore systems and techniques used to apply technology to move people and cargo in vehicles, and by other means, on land and in water, air, and space. Activities should allow students to understand a variety of transportation systems and investigate the processes and energy resources used to move people and products from one location to another.

### **T206-Introduction to Transportation (4798)**

- Grades 9, 10, 11, and 12
- Prerequisite: Transportation Systems
- One Credit/One Semester
- May be repeated for credit (max. 2 credits)

Transportation is that part of society that deals with the moving of people and goods from one location to another. It is a designed and managed system that begins with a human need or want and uses inputs, processes, and outputs to meet those needs or wants. Because of the various impacts that transportation systems have on the individual, society, and the environment, these systems require some type of continual assessment or feedback to control the system. This course deals with the following six basic elements in the transportation process involved in moving people and cargo on land and in air, water, and space: receiving/storing; routing; loading; transporting; unloading; and, storing and delivering.

### **T123-Introduction to Manufacturing (4784)**

- Grades 9, 10, 11, and 12
- One Credit/One Semester
- May be repeated for credit (max. 2 credits)

Introduction to Manufacturing provides students with an introduction to manufacturing technology and its relationship to society, individuals, and the environment. An understanding of manufacturing provides a base for technological literacy and competence. The course focuses on two major technologies in manufacturing: materials processing and management technology. Students will explore techniques used to apply technology in obtaining resources and in changing them into industrial materials and finished products.

### **T121/122-Introduction to Advanced Manufacturing and Logistics (4796)**

- Grades 9, 10, 11, and 12
- **Dual Credit Required: Ivy Tech (MPRO 100 & 106)**
  - **Ivy Tech Tuition: Free**
  - **No Guarantee of Transferability**
- **Two Credits/Two Semesters**
- **Priority Dual Credit**

This course is a specialized course that explores the technological processes used to obtain resources and change them into industrial materials and finished industrial and consumer products. Activities should provide an understanding of the characteristics and properties of industrial material and the processing of materials into consumer goods. The students will

investigate the properties of four solid engineering materials: metallics, polymers; ceramics; and composites. After gaining a working knowledge of these materials, students will study six major types of material processes; casting and molding; forming; separating; conditioning; finishing; and assembling. In this course, each of these processes is a major body of content. It is through the study of common principles, supported by related laboratory and problem solving activities, that understanding is developed and reinforced.

### **T103-Construction Systems (4782)**

- Grades 9, 10, 11, and 12
- One Credit/One Semester

Construction technology involves using resources efficiently to produce a structure on a site. Students will explore the application of tools, materials, and energy in designing, producing, using, and assessing constructed works. This course provides students with an overview of the practices used to construct structures from approved plans. Emphasis is placed on construction processes and materials used to produce residential, commercial, industrial, and civil structures.

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## **SOCIAL STUDIES**

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Homestead High School students must complete successfully six (6) credits in social studies. The courses are two semesters (1 year) of World History, two semesters (1 year) of United States History, one semester of United States Government, and one additional semester of social studies. The Core 40, Academic Honors and Technical Honors diplomas require a semester of economics. Social studies courses are valuable to all students in providing a better understanding of people and the world around them. Students planning to attend college and study in the areas of humanities, social sciences, or pre-law should take advanced placement (AP) social studies courses.

### **SS201/202-World History and Civilization (1548)**

- Grades 9 and 10
- Two Credits/Two Semesters

World History is a two-semester course that provides for a study of selected world cultures, past and present. The content of this course provides a basis for students to compare and analyze patterns of culture, emphasizing both the diversity and commonality of human experience and behavior. This course

emphasizes the connections among civilizations from earliest times to the present. This course may be designed to focus on: (1) prehistory; (2) early world civilizations; (3) the classical civilizations; (4) the middle ages, (5) the development of modern societies.

### **SS201AP/202AP-AP World History (1576)**

- Grades 9, 10, 11 and 12
- Prerequisite for 9th: Qualify for Honors English or Department Exam
- Recommended concurrent enrollment for 9<sup>th</sup>: Honors English 9
- Recommended concurrent enrollment for 10<sup>th</sup>: Honors English 10
- Two Credits/Two Semesters

In AP World History students investigate significant events, individuals, developments, and processes from 8000 B.C.E. to the present. Students will develop and utilize the skills, practices and methods used by historians: analyzing primary and secondary sources, developing historical arguments, and develop and utilize the historical reasoning skills of contextualization, comparison, causation, and change and continuity. AP World History provides five themes students explore throughout the course in order to make connections among historical developments in different times and places: interactions between humans and environments; development and interaction of cultures, state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures. Students will engage in extensive writing, reading, and discussion. The course conforms to the AP World History course description established by the College Board. **It is strongly recommended that students take the AP World History exam in May**

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## **HEALTH & PHYSICAL EDUCATION**

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The State of Indiana requires that high school students must successfully complete **two credits of physical education and one credit of health**. Students may then elect to enroll in advance physical education and advanced health after completing the prerequisites. The physical development of the individual and the foundation provided for making informed decisions that will empower students to achieve and maintain a healthy lifestyle are valuable considerations in electing health and physical education courses.

NOTE: *Physical Education courses are coeducational unless activity involves bodily contact or groups are based on an objective standard of individual performance developed and applied without regard to gender.*

### **HPE103-Health and Wellness Education (3506)**

- Grades 9, 10, 11, and 12
- One Credit/One Semester
- Fulfills Health requirement

This course includes comprehensive health education as expressed in the Indiana Health Education Proficiency Guide: Growth and Development; Mental and Emotional Health; Community and Environmental Health; Nutrition; Family Life Education; Consumer Health; Personal Health; Alcohol; Tobacco and Other Drugs; Intentional and Unintentional Injury; and Health Promotion and Disease Prevention.

Students explore the effect of health behaviors on an individual's quality of life. The course assists students in understanding that health is a lifetime commitment by analyzing individual risk factors and health decisions that promote health and prevent disease.

NOTE: *Additional courses to fulfill (substitute for) health education credit are found in Family and Consumer Sciences.*

### **HPE203-Advanced Health Education (3500)**

- Grades 10, 11 and 12
- Prerequisite: Health and Wellness Education
- One Credit/One Semester

Current Health Issues focuses on specific health issues and/or emerging trends in health and wellness, but not limited to: personal health and wellness; non-communicable and communicable diseases; nutrition; CPR; first aid and safety; human development and family health; health care and/or medical treatments; mental and emotional health; national and international health issues; and careers in the medical field. This course provides students with the knowledge and skills of health and wellness core concepts, analyzing influences, accessing information, health-enhancing behaviors and health and wellness advocacy skills. This is a -valuable preparatory course for student interested in the medical or health field.

### **HPE113-Physical Education I (3542)**

- Grades 9, 10, 11, and 12
- One Credit/One Semester
- Fulfills PEI requirement for ALL diplomas

Physical Education I continues the emphasis on health-related fitness and developing the skills and habits necessary for a lifetime of activity.

This program includes skill development and the application of rules and strategies of complex difficulty in at least three of the following different movement forms: Health-related fitness activities (cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition), aerobic exercise, team sports, individual and dual sports, gymnastics, outdoor pursuits, self-defense, dance, and recreational games.

Ongoing assessment includes both written and performance-based skill evaluations. Classes are coeducational unless the activity involves bodily contact or groupings are based on an objective standard of individual performance developed and applied without regard to gender. Adapted physical education will be offered, as needed, in the least restrictive environment and must be based on individual assessment. Each student must rent a lock to secure his/her personal belongings and use the Physical Education Department towel service for showers.

### **HPE003-Physical Education II-Waiver (3544)**

- Grades 9 and 10 (**Class of 2019 and beyond only**)
- Prerequisite: Physical Education I
- One Credit/One Semester
- Fulfills PEII requirement

Students may earn PEII course credit by participating in and completing an **entire** season or seasons in one of the following activities: Homestead High School IHSAA sports, marching band, color guard or winter guard, dance teams (junior varsity or varsity), cheerleading (9th grade, junior varsity or varsity cheerleaders must complete two consecutive seasons in one year), and show choir (Elite or Class Royale). Students will be required to take a midterm and final exam to earn credit. Applications are available in the guidance office. Interested student should apply during the semester they plan to earn the credit. Students are required to have PEI credit or be concurrently enrolled to apply for the PEII Waiver. See complete rules and guidelines on the application form located on Homestead's physical education page and guidance page.

### **HPE 213-Physical Education II (3544)**

- Grades 9, 10, 11, and 12
- Prerequisite: Physical Education I
- One Credit/One Semester
- Fulfills PEII requirement

Physical Education II emphasizes a personal commitment to lifetime activity and fitness for enjoyment, challenge, self-expression, and social interaction. This course provides students with opportunities to achieve and maintain a health-enhancing level of physical fitness and increase their knowledge of fitness concepts. It includes at least three different movement forms without repeating those offered in Physical Education I. Movement forms may include: Health-related fitness activities (cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition), aerobic exercise, team sports, individual and dual sports, gymnastics, outdoor pursuits, self-defense, dance, and recreational games.

Ongoing assessment includes both written and performance-based skill evaluations. Classes are coeducational unless the activity involves bodily contact or groupings are based on an objective standard of individual performance developed and applied without regard to gender. Adapted physical education will be offered, as needed, in the least restrictive environment and must be based on individual assessment. Each student must rent a lock to secure his/her personal belongings and use the Physical Education Department towel service for showers.

**\*NOTE: A maximum of six credits can be earned in elective PE (Elect PE) courses provided that there is no course or skill level duplication.**

### **HPE303M-Elective Physical Education: Weight Training (Male) (3560)**

- Grades: 9, 10, 11, and 12
- Prerequisite: Physical Education II
- One Credit/One Semester\*

This course is designed for students with limited strength training experience and various fitness levels. Students will learn proper weight training techniques and fundamentals, including Olympic lifts and apply them in a full body workout. Students will train to improve their speed, agility, and explosive power. The class is designed for students who want to improve their strength, fitness, and athleticism. Students will

be challenged but allowed to progress at their own pace and intensity. Dress, towel and lock requirements must be met and students must dress for class every day.

### **HPE306M-Elective Physical Education: Advanced Weight/Strength (Male) (3560)**

- Grades: 10, 11, and 12
- Prerequisite: Elective PE: Weight Training
- One Credit/One Semester\*

This course is designed for the motivated male student who is serious about improving in the areas of strength development, explosive power, speed, agility and injury prevention. Students will be involved in a strenuous training program involving weight training, plyometric, and speed development drills. Dress, towel and lock requirements must be met and students must dress for class every day.

### **HPE303F-Elective Physical Education: Weight Training (Female) (3560)**

- Grades: 9, 10, 11, and 12
- Prerequisite: Physical Education I and II
- One Credit/One Semester\*

This course is designed for the motivated female student who is serious about improving in the areas of strength development, explosive power, speed, agility and injury prevention. Students will be involved in a strenuous training program involving weight training, plyometric, and speed development drills. Dress, towel and lock requirements must be met and students must dress for class every day.

### **HPE313-Elective Physical Education: SCUBA Diving (3560)**

- Grades: 9, 10, 11, and 12
- Prerequisite: Physical Education I, II, PADI dive physical and the ability to swim 200 yards.
- One Credit/One Semester\*
- **Course Fee: \$220.00 (2017 Fee-includes manuals and applications)**
- **Students will participate in dives outside of school hours and days to complete certification requirements.**

This course provides the novice with the knowledge and skills necessary to participate in open water SCUBA diving activities. Upon successful completion of the course requirements, the student will receive a Professional Association Dive Instructor (PADI) open water diver certification. Course fee is for SCUBA cylinder, buoyancy compensator device, regulator, fins, mask, snorkel, weight belt, weights and PADI certification. The fee covers all manuals,

application fees, certification cards, equipment rental and breathing gas. There may be additional quarry fee depending on where open water certification is completed. There will be two dates required on a weekend or after school to finish open water portion of this class.

### **HPE333-Elective Physical Education: Modern Fitness (3560)**

- Grades: 9, 10, 11, and 12
- Prerequisite: Physical Education I and II
- One Credit/One Semester\*

Students in this course will participate in the most current physical fitness activities. This course includes physical participation, setting personal fitness goals, and learning preventive health measures that students can develop into healthy lifestyle behaviors. Fitness activities include, but are not limited to: aerobics, step aerobics, flexibility training, exercise videos, Wii fitness, Pilates, TaeBo, Zumba, speed walking and core strengthening. Dress, towel and lock requirements must be met and students dress for class every day.

### **HPE343-Elective Physical Education: Team and Lifetime Sports (3560)**

- Grades: 9, 10, 11, and 12
- Prerequisite: Physical Education I and II
- One Credit/One Semester\*

This co-ed course builds on skills and knowledge from Physical Education I and II with emphasis on lifetime sports that include team sports and net games. Activities include, but are not limited to, basketball, flag football, softball, soccer/speedaway, team handball, ultimate Frisbee, volleyball, tennis, and badminton,. The class will focus on strategies and skills of each game, and include game play for each sport. Teachers or students may also create alternative ways to participate in the same activities. Standard dress and lock requirements must be met and student must dress for class every day.