

WHITEHALL-YEARLING HIGH SCHOOL

School Counseling Department

COURSE OF STUDY



2019 - 2020 PLANNING GUIDE

Whitehall-Yearling High School Course Description Book



2019-2020

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Introduction

This course description booklet is provided to students and parents to assist in developing an appropriate course of study. It contains all the courses offered at Whitehall-Yearling High School. Students should work with their parents, teachers, and school counselors as they select courses for next school year and develop plans for graduation and beyond.

The courses offered this year at Whitehall-Yearling High School are reflected on the student's course registration sheet. Students are required to take specific courses to meet high school graduation requirements. There are multiple course options that meet the graduation requirements, so it is important to plan your high school course selections carefully. School counselors will assist students and parents during the scheduling process.

There are several factors students and parents need to consider when selecting courses.

1. **Course Changes:** Students and parents need to know, after course registration this spring, there will be limited opportunities to change courses for next year. The school uses registration information to determine course offerings, teaching assignments, and schedules. Changes in student schedules impact this planning. Once the registration process is completed, schedule changes will not be honored in most cases. It is vital that students choose carefully for next year.
2. **Course Offerings and Availability:** The courses listed in this booklet may be offered next year providing there is adequate student enrollment and staff available to teach the course. Certain classes may be removed from course selection after students initially register. In these cases, students may select another course. In some cases, a student may have a course conflict and will have to choose between two or more courses.

The process for course selection and registration is a vital part of developing a student's four-year plan for graduation and beyond. Please take the time to gather information by talking to teachers and counselors prior to selecting courses. Parents may schedule an appointment with the school counselor by calling the high school.

Infinite Campus

During this spring semester, we will be transitioning our student information system to Infinite Campus. Infinite Campus is the name of the system which will replace Progress Book and the parent portal. Infinite Campus has an enhanced parent portal that will be available to every parent/guardian of a student enrolled in Whitehall City School District. Through the Parent Portal, a student's information, such as class schedules, coursework, attendance and academic reports can be accessed via the internet.

We will keep you updated throughout the transition about when the new system will go live and how to access your child's information. Instructions for creating your parent account, will be coming soon.

Naviance

Naviance Family Connection is a comprehensive website that you can use to help in making plans about courses, college, and careers. Naviance Family Connection allows you to:

- Get involved in the planning and advising process – Build a resume, complete online surveys, and manage timelines and deadlines for making decisions about college and careers.
- Research Colleges – Compare GPA, standardized test scores, and other statistics to actual historical data from our school for students who have applied and been admitted in the past.
- Research Careers – Research hundreds of careers and career clusters, and take career assessments like the “Do What You Are” test.
- Create Plans for the Future – Build course plans, create goals and to-dos, and complete tasks assigned to you by the school to better prepare yourself for your future college and career goals.

Naviance Family Connection allows the school to share information with you about upcoming meetings and events, local scholarship opportunities, and other resources for college and career information. Naviance can also be used by students and parents to communicate with the school’s counselors.

In order for you and your student to utilize Naviance Family Connection, you must first make sure you have successfully created an account and logged into your school email. If you need any help locating your login information for Naviance, please contact the school counselors’ office.

For more information about Naviance Family Connection, please go to the following webpage and click “Naviance”:<http://www.whitehallcityschools.org/counselingwyhs.aspx>

Naviance – Plan & Learn

Student and Family Engagement

Allow students to build personalized learning goals and success plans
Build course plans to meet graduation requirements and reach goals
Guide students through the college application process
Communicate with students and families through email and surveys
Provide expert guidance on college and career decisions

Success Planning

Build personalized action plans for each student
Create short-term tasks and set long-term goals
Ensure student success with SMART goal setting templates
Document student progress with online journaling tool
Report on student progress toward goals

Career Planning

Assess individual skills and area of interest
Map strengths to potential career options
Explore career paths
Connect classroom work to career goals

College Planning

Find college programs that match students’ career aspirations
Compare admissions rates for your student at different colleges
Build targeted list of college and universities that meet students’ interests
Track and analyze results across your entire student populations

Graduation and State Testing Requirements

Graduation

Course	Credit
<u>English</u>	4
<u>Math</u> – <i>Must include Algebra II</i>	4
<u>Science</u> – <i>Must include one physical, one biological and one advanced science course</i>	3
<u>Social Studies</u> – <i>Must include Modern World History, American History, American Government and a social studies elective</i>	3
<u>Fine Arts</u> – <i>**2 semesters must be completed between grades 7-12, even if it was not take for high school credit in grades 7 and 8.</i>	**
<u>Physical Education</u> – <i>Students who complete two full seasons of interscholastic athletics, marching band, or cheerleading have the option of waiving the P.E. requirement. All P.E. exemption forms must be completed by the end of Junior year or P.E. will be scheduled for the following year.</i>	½
<u>Health</u>	½
<u>Elective credit</u>	5

Additional information to note:

- Students who use a P.E. waiver must complete an additional half-credit course in its place
- Although world language is not required for graduation most colleges and universities require a minimum of 2 credits in one language as a requirement for admission.
- Students are encouraged to work closely with their school counselor related to course recommendations for admission and success in college.
- Any additional credits earned in physical education beyond the ½ credit required by the State will not count towards graduation requirements.
- Financial Literacy requirements are included in the American Government and AP U.S. Government and Politics courses.

State Testing Requirements for Graduation

In addition to earning 20 course credits, students graduating from the Whitehall City School District must meet the state testing requirements outlined by The Ohio Department of Education.

Students graduating in 2018 or beyond will need to complete 20 credits in required courses and earn minimum of 18 points toward graduation on seven (7) end-of-course exams. These exams will replace the Ohio Graduation Tests.

1. End-of-Course Exams:

The State of Ohio requires all students who graduate from high school in Ohio (2018 - beyond) earn a minimum of 18 points toward graduation on seven (7) end-of-course exams. The courses in which students take an end- of-course exam will be:

- English I and II,
- Algebra I or Integrated Math I,
- Geometry or Integrated Math II,
- Physical Science or Biology,
- American History or American Government.

Students can earn from 1-5 points for each exam, based on their performance.

- 5 – Advanced
- 4 – Accelerated
- 3 – Proficient
- 2 – Basic
- 1 – Limited

Students will need a minimum of 18 total points to graduate under this option, with the minimum number needed in each area:

- English – 4 points
- Mathematics – 4 points
- Science and Social Studies – 6 points

2. Remediation Free Score:

Another way for students to meet the requirements for a diploma is by earning “remediation-free” scores in English language arts and mathematics on a nationally recognized college admission exam. The State of Ohio will pay one time for all 11th grade students in the classes of 2018 and beyond to take the exam free of charge.

3. Industry Credential and Workforce Score:

Students also can qualify for graduation under the credential pathway by earning an approved industry- recognized credential or group of credentials in a single career field and achieve a workforce readiness score on the WorkKeys assessment. The State of Ohio will pay one time for those who take the WorkKeys assessment.

We strongly advise parents to work closely with school counselors in choosing courses consistent with the student’s career goals. Parents are responsible for approving the schedule of courses selected by the students and must sign the appropriate forms. Course changes must have parent approval.

*For the Class of 2020 **only**:*

4. Alternative Pathway:

If you do not meet any of the above three pathways, Ohio law provides you with two additional options to earn a high school diploma.

Students entering grade 9 between July 1, 2016, and June 30, 2017, are eligible to utilize the modified graduation options below. Students must take and pass courses that constitute the curriculum requirements and take all seven end-of-course exams. If the student receives a score of “1” or “2” on any math or English language arts test, the student must retake the test at least once. Additionally, you must meet at least two of the below requirements:

- Earn a GPA of 2.5 on a 4.0 scale in all courses completed during the 11th and 12th grades (must complete at least four full-year – or equivalent – courses in each year);
- Complete a capstone project during 12th grade that meets criteria defined by Ohio Department of Education guidance and evaluation processes (guidance available by May 31, 2019);
- During 12th grade, complete a work or community service experience totaling 120 hours, as defined by the Ohio Department of Education and Governor’s Office for Workforce Transformation (guidance available by May 31, 2019);

- Earn three or more College Credit Plus credits at any time during high school;
- Earn credit for an Advanced Placement (AP) or International Baccalaureate (IB) course and earn an AP exam score of 3 or higher or IB exam score of 4 or higher at any time during high school;
- Earn a WorkKeys exam score of 3 on each of the three test sections;
- Earn a State Board-approved industry-recognized credential or credentials that equal at least three points;
- Meet OhioMeansJobs Readiness Seal requirements

Diploma with Honors

Diploma with Honors Criteria		
Students need to fulfill all but one of the applicable criteria for the Diploma with Honors		
Subject	Academic Diploma w/Honors	Career-Technical Diploma w/ Honors
English	4 units	4 units
Math	4 units including Algebra I, Geometry, Algebra II (or equivalent), one other higher level course or 4-year sequence of courses that contain equivalent content	4 units including Algebra I, Geometry, Algebra II (or equivalent), one other higher level course or 4-year sequence of courses that contain equivalent content
Science	4 units including 2 units of advanced science*	4 units including 2 units of advanced science*
Social Studies	4 units	4 units
World Languages	3 units. No less than 2 units of each language studied	N/A
Fine Arts	1 unit	N/A
Electives	N/A	4 units of Career-Technical minimum**
Grade Point Average (unweighted)	3.5 on a 4.0 scale	3.5 on a 4.0 scale
ACT/SAT score (excluding scores from the writing sections)***	27 ACT / 1210 SAT	27 ACT / 1210 SAT
Additional Assessment	N/A	Earn an industry-recognized credential or achieve proficiency benchmark for appropriate Ohio Career-Technical competency Assessment or equivalent

Completion of any advanced standing program, which includes Advanced Placement, College Credit Plus, and may include Credit Flexibility can be counted toward the unit requirements of an Honors Diploma.

Diplomas with Honors requirements pre-suppose the completion of all high school diploma requirements in Ohio Revised Code including:

- Unit Physical Education***
- Unit in American History
- Unit Health
- Unit in Government

* *Advanced science refers to courses that are inquiry-based with laboratory experiences and align with the 11/12th grade standards (or above) or with an AP science course, or with an entry-level college course (clearly preparing students for a college freshman-level science class, such as anatomy, botany, or astronomy).*

** *Program must lead to an industry recognized credential, apprenticeship, or be part of an articulated career pathway which can lead to post- secondary credit.*

*** *Writing sections of either standardized test should not be included in the calculation of this score.*

**** *SB 311 allows school districts to adopt a policy exempting students who participate in athletics, marching band, or cheerleading for two full seasons from the physical education requirement or students who participate in JROTC for two full school years.*

The Ohio Department of Education has approved the addition of three more Diploma with Honors options. For the most up-to-date information, go to <http://education.ohio.gov/Topics/Ohio-Graduation-Requirements/Graduation-Requirements-2014-2017/Criteria-for-Diploma-with-Honors>

Graduation Education Awards

President's Award of Educational Excellence

The purpose of this award is to recognize academic success in the classroom.

- Grade Point Average: Students are to earn a grade point average of 90 on a 100 point scale, (an A on a letter scale or a 3.5 on a 4.0 scale). When computing grade point averages at the respective award level, only the years at that level are to be included through the fall semester of the exiting grade. *Note: Elementary schools are not to include K-3 in their computations.*
- In addition, schools are to include one or more of the following criteria to determine their selected students:
 - State Tests and Nationally-normed Achievement Tests,
 - High achievement in reading or math on state tests or nationally-normed tests, and
 - As an option, the school may consider college admissions examinations for seniors, for example the SAT or ACT.

— OR —

- Recommendations from a Teacher plus One Other Staff Member:
 1. One recommendation is to reflect outstanding achievement such as English, mathematics, science, history, geography, art, foreign language, and any other courses that reflect a school's core curriculum. This judgment is to be supported by tangible evidence that is comprised of either results on teacher-made tests, portfolio assessment, or special projects.
 2. The second recommendation from a school staff member may address, for example: involvement in community service or co-curricular activities including tutoring other students and/or demonstration of creativity and achievement in the visual and performing arts. The school principal has final authority to determine which students receive this award.

President's Award for Educational Achievement

The purpose of this award is to recognize students who show outstanding educational growth, improvement, commitment or intellectual development in their academic subjects but do not meet the criteria for the President's Award for Educational Excellence. This award should not be compared to the President's Award for Educational Excellence or be seen as a second tier

award, for it recognizes a very different type of academic achievement. It is meant to encourage and reward students who work hard and give their best effort in school, often in the face of special obstacles to their learning.

This award is given at the principal's discretion based on the criteria developed at the school. The criteria should reflect the purpose of the award and must be applied fairly to all students. The following are examples of criteria for which the President's Award for Educational Achievement may be presented:

- Show tremendous growth but did not meet all the criteria for the President's Award for Educational Excellence.
- Demonstrate unusual commitment to learning in academics despite various obstacles.
- Maintain a school record that would have met the school's selection criteria for the President's Award for Educational Excellence but illness, personal crisis, or special needs prevented the student from maintaining such high standards despite hard work.
- Achieve high scores or show outstanding growth, improvement, commitment or intellectual development in particular subjects, such as English, Math, Science, etc.
- Demonstrate achievement in the arts such as music or theater.

Weighted Grades

Whitehall-Yearling High School utilizes a weighted grading system. The intent of weighted grades is to provide an incentive for those students who elect to take more rigorous academic courses. At the same time, the system of weighting is applied in a manner that does not penalize students who pursue interests and aptitudes in specialized courses such as art, music, technology, business and other curricular areas.

Grades in weighted courses listed below have been assigned a value, which will be added on to the grade point average after the regular four point GPA scale has been computed. Since weighted grades are intended to recognize excellence in the academic areas, no grade of D will be weighted in any course, and C grades will be weighted only in Advanced Placement and College Credit Plus classes. All students enrolled in AP classes are expected to take the AP exam.

Advanced Placement Opportunities

Whitehall-Yearling High School offers Advanced Placement courses in a variety of content areas. Advanced Placement courses are intended to give students college-preparatory experiences in a rigorous curriculum. Students enrolled in AP courses take the AP exam in May. Each college has its own policy regarding accepting AP course work for credit. Parents and students can check with colleges to understand how the course work is used for additional credit. The College Board also has this information on their website (www.collegeboard.org). Although colleges have different policies regarding accepting AP course work for credit, participating in AP courses and exams can strengthen a student's college application. Students who do participate in AP coursework in high school are more successful in college than students who do not, regardless of their performance on the AP exam.

We encourage our students to consider participating in our AP courses. As parents and students review this option we suggest the following:

- Consider the overall rigor of the student's course work. Will he/she be able to manage all of the requirements? What effect will other activities (sports, theater, music, working, etc.) have on their ability to manage their time and get assignments completed?
- Does the AP course work he/she is considering interest them enough to keep them motivated to study independently and at a deeper level of comprehension?
- What previous coursework has the student participated in that demonstrates potential success in a related AP course?
- What recommendation did the student get from his/her teacher regarding AP course work?

Students who participate in multiple AP courses over their high school career may be designated AP Scholars by the College Board depending on their performance on the exams. The following is the College Board criteria for AP Scholar designation.

AP Scholar: Granted to students who receive scores of 3 or higher on three or more AP exams.

AP Scholar with Honor: Granted to students who receive an average score of at least 3.25 on all AP exams taken, and grades of 3 or higher on four or more of these exams.

AP Scholar with Distinction: Granted to students who receive an average score of 3.5 on all AP exams taken, and grades of 3 or higher on five or more of these exams.

National AP Scholar: Granted to students in the United States who receive an average score of at least 4 on all AP exams taken, and grades of 4 or higher on eight or more of these exams.

AP Test Participation Requirement: Students who take AP courses are expected to take the corresponding AP exam. The student pays for the cost of the exam. Students who do not take the corresponding AP exam will not receive the weight for the course. They will receive a non-weighted credit in that course instead.

Withdraw from an AP Course: Students who withdraw from an Advanced Placement course are subject to the same withdraw policies as any general education course.

Advanced Placement Tests of the College Board (AP)*

The AP tests provide the opportunity for students to earn college credit by examination. Three - hour curricular- based exams are administered in various subject areas each May. Scores are reported on a scale from 1-5, with scores of 4-5 usually granting 3-5 hours of credit. Each college establishes its own policy regarding the awarding of credit and appropriate student placement as a result of each examination.

**Students enrolled in AP courses are expected to take the AP examination. Refer to fee waiver opportunities through College Board and ODE.*

College Credit Plus

College Credit Plus is Ohio’s dual credit program, replacing Post-Secondary Enrollment Option (PSEO) Program language.

What is it?	Eligible students can take a course and earn high school and college credit that appears on both their high school and college transcripts. Teachers who teach a College Credit Plus course in a high school must receive professional development and be an adjunct professor at a college or university. All courses offered through College Credit Plus – even courses offered in the high school – must be the same course that the college offers. The course must apply to a degree or professional certificate. College Credit Plus replaces the Post-Secondary Education Option, also known as PSEO, and redefines “alternative dual enrollment* programs as advanced standing programs.
Why?	Ohio needs more students who graduate college and career ready. College Credit Plus increases access for students who have not taken full advantage of the opportunity to earn college credits while in high school.
Where?	The student is enrolled in both high school and college and can attend the class in any setting arranged by the college.
Who?	Ohio public school districts and Ohio public colleges and universities must participate in College Credit Plus. Nonpublic high schools and colleges or universities may choose to participate. To be eligible, students must meet the admission standards of the participating college or university to which they apply for enrollment.
How does a student get started?	All participating public and private high schools, colleges and universities must promote College Credit Plus opportunities on their websites. Additionally they will hold an annual informational event for students and parents.
Cost?	There is no cost for the student to participate in College Credit Plus when the student is enrolled in a public college or university. The high school and college or university share the cost for the course. Students choosing to enroll in a participating private college or university might incur costs.
Need more information?	https://www.ohiohighered.org/content/college_credit_plus_info_students_families#overview

Dual Enrollment

What is “Dual Enrollment”?

- Dual Enrollment classes are a part of the college credit plus program
- Classes provide students the opportunity to be enrolled in a college-level class taught by a high school teacher in a high school setting.
- Upon successful completion of the course, the student will receive both high school graduation credit and transcript college credit from the partnering college/university.
- Under the CCP law, the college credits earned is guaranteed to transfer to all colleges and universities in the state of Ohio. Many private and out-of-state colleges will also accept CCP credits, though it is highly recommended to verify with the private and out-of-state colleges what credits will be accepted.

As a high school student, what must I do to enroll in a college credit plus class?

- The student must be enrolled in the high school class approved as a college credit plus course.
- The student must apply for admission to the partnering college/university.
- Some colleges/universities may require: Prerequisite classes, minimum ACT or college placement scores

What are the benefits of taking a college credit plus course?

- Students have the opportunity to experience the rigor of a college-level course.
- Students who are not sure about college can attempt college-level work to see if college is for them.
- College-level credit could reduce the student's college tuition costs.
- Students may avoid some of the duplication between upper level high school courses and entry level college courses.
- Academic rigor increases academic challenge to the high school experience.

What should a student expect from the college credit plus experience?

- The student will be taking a college-level course.
- The curriculum, syllabus, instruction techniques, and assessment of the course reflect those of the collegiate course.
- The pacing of a semester college course is more challenging than taking a year-long high school course.

Can I drop the course if I am not doing well?

- Colleges have deadlines for when a course can be dropped, as do the high schools.
- Dropping a course could result in a "W" on your college transcript.
- Completely dropping the course could compromise the student's high school graduation credits.
- Students should discuss this issue with their counselor prior to enrolling in a college credit plus course.

What is transcript credit?

- Upon successful completion of the course, the student will receive high school credit that will count toward high school graduation, as well as, a transcript from the partnering college/university that shows the college course(s) taken, the grade(s) earned and the college credit(s) earned.

Will all colleges/universities accept this credit?

- If the course is approved by the Ohio Board of Regents, it will transfer to any public college/university in Ohio. The counselor can tell the student whether the course is an approved course.
- Private and out-of-state public colleges/universities may or may not accept the credit. This is a decision which each individual college/university will make. However, many college credit courses have been accepted in the past at out-of-state or private institutions.

Credit Flexibility

General Information

Whitehall City School District recognizes that an excellent educational program is one that provides unique opportunities for students to customize their learning. The intent of the Credit

Flexibility Policy is to allow educators, students, parents and others to work together to provide experiences for students to learn in an independent setting, as well as to study or work with recognized experts in specific fields. Independent study, distance learning, educational travel, mentoring, and study abroad programs are representative of experiences provided for within the Credit Flexibility Policy.

Frequently Asked Questions

Q. What advantages does the Credit Flexibility Policy offer to a student?

- *The decision to pursue a Credit Flexibility Plan should be carefully measured in terms of a student's overall four-year high school plan and post- graduation goals. The following are some general reasons why a student might benefit from pursuing credit through the Credit Flexibility Policy:*
- *To make room in his/her schedule for additional academic coursework that he/she wants to take in high school.*
- *To participate in an educational experience or coursework not offered through the High School Program of Studies.*
- *As an option for credit recovery.*

Q. Are there any limits to the number of credits a student can earn through the Credit Flexibility Policy?

A student may elect to complete credit requirements for any course offered in the Whitehall-Yearling High School Program of Studies or may design an educational program for a course not offered by the school district. Credits may be earned through a variety of educational experiences including, for example, independent study, shadowing/mentoring, travel abroad, or an on-line course.

Q. When can a student submit a Credit Flexibility Plan?

A student may submit a Credit Flexibility Plan to his/her school counselor at three different times during the school year- the second day of school, the first Monday in December, or the first Monday in May.

Q. How is Credit Flexibility graded?

Credit Flexibility Plan is graded just like any other course. The Building Review Panel is responsible for determining the grade and credit earned which will be included on a student's transcript.

Q. How is credit equivalency determined? How much time do I need to spend on the Credit Flexibility experience to earn one high school credit?

Traditionally, the amount of credit a student earned for a course depended on the hours of classroom instruction (Carnegie Unit). In contrast, the amount of credit assigned to a student's Credit Flexibility Plan is presented in the plan and reviewed by the school's Building Review Panel. In general, the plan and evaluation materials must demonstrate that the activities will provide the student adequate mastery of the curriculum standards.

College Admissions Planning

College admission planning begins in middle school. The process begins when students select a course of study consistent with college aspirations and develop study habits necessary for college preparation. Planning gains added focus in high school as students strive to meet college entrance requirements and as the actual college application and selection for admission occur. Assistance in college admission planning is systematically provided by the school counselor.

In the middle school and the high school, college and career planning is supported through Naviance Family Connections. This exciting online planning tool should be used by students and their families. For more information about this tool, please contact the school counselor.

I Know I Can

I Know I Can (IKIC) was founded in 1988 as a result of the foresight, dedication, and generosity of community and civic leaders who believed that no child should be denied a college education simply because they could not afford it.

I Know I Can is the only college access program in Columbus and one of the largest and most successful in the nation. Since its beginning, I Know I Can has made higher education a reality for tens of thousands of Columbus City Schools students, now expanding to Whitehall City Schools and South-Western City School district students, who dreamed of a college education and worked hard to get it.

Our mission is to inspire, enable and support students in pursuing and completing a college education.

Our Contact Information is:

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Whitehall-Yearling High School
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College Success Coach
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College Campus Visitation

Students are encouraged to visit colleges as an integral part of their college planning. Such visits should be arranged at least 3 to 4 weeks in advance of the planned visit to schedule a campus tour and, if necessary, a specific time for an interview. Students are required to complete the Planned Absence form in order for a college visit to be approved as an excused absence. College campus visits are approved as a field trip. Classroom teachers must be consulted in order to avoid conflicts with tests, quizzes and other classroom activities. Students have the ability to work with their counselors to schedule college campus visits through Naviance.

ASVAB Testing

The ASVAB Career Exploration test is given at least once during each school year and is offered at no cost to high school students. The ASVAB includes eight individual tests covering verbal and math skills, mechanical knowledge, electronics, and several other areas. It also produces three Career Exploration Scores for Verbal Skills, Math Skills, and Science and Technical Skills. These three scores serve as one of several pieces of information about your child that can aid in the exploration of a wide variety of career options. ASVAB participants are not under any obligation to the Military as a result of taking the ASVAB. But a junior or senior can use their scores from the ASVAB to enlist in the Military after graduation. The scores are good for two years. Many students take the ASVAB for career exploration and have no interest in military occupations.

Accuplacer and ALEKS Placement Tests (for CSCC College Credit Plus)

Placement testing helps determine if you are college ready and identify what credit and/or non-credit courses you are eligible to schedule your first semester. Our goal is to ensure that your courses are at the right level for you – not too easy and unchallenging and not so difficult that you would feel overwhelmed.

Accuplacer

The administrators and counselors at your school use your ACCUPLACER test results to help place you in the CCP classes that match your skill level. ACCUPLACER tests help identify your knowledge, strength, and needs in reading, writing, and science. Along with information about your academic background, goals, and interests, your ACCUPLACER results help you choose courses that match your skill level and give you the best opportunities for success.

Reading Placement Test

This test is required prior to registering for your first College Credit Plus class.

- Test is untimed but generally takes students about an hour to complete.
- You will answer 20 multiple choice questions.
- Two types of questions: comprehension and sentence relationships.
- Test must be taken at an official, proctored test site. See your school counselor for information.
- College-ready reading placement score: 250 or above

Writing Placement Test

This test is required prior to registering for your first College Credit Plus class.

- Test is untimed but generally takes students about an hour to complete.
- You will read a short passage that ends with a writing prompt.
- Your answer must be a 300–600 word essay that expresses your opinion with supporting reasons, explanations and examples.
- Test must be taken at an official, proctored test site. See your school counselor for information.
- Test is untimed but generally takes students about an hour to complete.
- You will read a short passage that ends with a writing prompt.
- Your answer must be a 300-600 word essay that expresses your opinion with supporting reasons, explanations and examples.
- Test must be taken at an official, proctored test site. See your school counselor for information.
- College-ready English/writing placement score: 5 or above

Science Placement Test

Generally, College Credit Plus students will be exempt from this test. (Required only if you are taking college biology, chemistry or physics and you have not successfully completed the identified prerequisite high school science courses.)

The Test is untimed but generally takes students about an hour to complete.

You will answer 25 multiple choice questions.

You will not need specific science-content knowledge to answer the questions on the test correctly.

Each question on the test is preceded by a passage which contains scientific information that will help you answer the question correctly. Read these passages carefully before attempting to answer the questions.

Score required to qualify for College credit Plus science courses: 30 or above.

ALEKS

(Required only for students taking math, statistics, or a course with a math prerequisite like economics, chemistry, or physics.)

The Test is untimed but generally takes students about two hours to complete.

You will be asked to solve basic math problems.

An on-screen calculator will be provided for questions that permit calculator use; no other calculators are permitted in the test.

Test must be taken at an official, proctored test site. See your school counselor for information.

Score required to qualify for mathematics or statistics College Credit Plus, or courses with a math or stat prerequisite: **30 or above**

The Accuplacer and ALEKS Placement Tests are not required if you have met one or more of the following:

A student's ACT scores met minimum score ranges and are no more than 2 years old.

A minimum score ranges:

- English 18 or higher
- Math 22 or higher
- Reading 22 or higher

Transfer students who have successfully completed college-level English and/or math courses from an accredited institution where English is the official language (learned in the United States) should obtain official copies of transcripts and forward them to Records and Registration. Students should take a copy of their transcripts to the Academic Advisor to determine if they are exempt from one or more parts of the Accuplacer and ALEKS Placement Test.

For more information about the Accuplacer and ALEKS Placement Test, contact your school counselor and/or visit Columbus State Community College's website at <http://www.csc.edu/admissions/placement-testing/>

National College Entrance Assessments

Careful planning for college entrance examinations is essential to successful college admission. Care must be taken to determine the appropriate examinations to be taken. Attention must be given to the many possible conflicts that may occur on national testing

dates. Students are strongly encouraged to take the ACT and/or SAT for the first time during the spring of the junior year and again during the fall of the senior year. Students planning to apply for college admission under one of the several early notification plans should plan to take any required SAT II-Subject Tests before the end of the junior year. The ACT and SAT may also be taken that spring or delayed until the fall of the senior year. The responsibility for registering and taking all appropriate entrance examinations rests with the student. Students can register for the ACT at www.actstudent.org and the SAT at www.collegeboard.org.

ACT: The American College Testing Program*

The ACT is administered on six national testing dates annually (September through June) at established testing centers in Central Ohio. The ACT consists of four curricular-based tests: English; mathematics; reading; and science reasoning and an optional writing section. Scores for each test and an ACT composite score are reported on a scale of 1-36, with scores in the 18-21 range considered average.

ACT College and Career Readiness Benchmarks

English 18 Reading 22 Mathematics 22 Science 23

* Pursuant to recent legislation, which started with the Class of 2018, the ACT will be given to every high school junior.

PSAT/NMSQT: Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test

Juniors will still take the PSAT/NMSQT. The PSAT/NMSQT, a two-hour exam, is administered in October of the junior year for the purposes of providing a predictive indicator for performance on the SAT and identifying National Merit Scholarship qualifiers. Juniors should register for the PSAT/NMSQT at the start of the school year by visiting their website. Verbal and math scores are reported on a scale from 20-80, and an NMSQT Selection Index is generated for National Merit qualifying purposes.

SAT: Scholastic Aptitude Test

The SAT is a three-hour exam consisting of two sections: (1) reading and writing, and (2) mathematical sections. The test is administered on seven national testing dates (October through June) at established test centers in central Ohio. Reading and writing, and math scores are reported on a scale from 200-800. The SAT Benchmark score of 1550 (critical reading, mathematics, and writing sections combined) indicates a 65 percent likelihood of achieving a B- average or higher during the first year of college.

SAT II: Subject Area Tests

Many highly selective colleges require applicants to take as many as three of the 18 one-hour SAT II Subject Tests for admission or placement purposes. The curricular-based exams are administered on five of the six national testing dates on which the SAT is administered at established testing centers in central Ohio. Students may take from one to three Subject Tests on a single testing date, but they cannot take them on the same date they are taking the SAT. Subject Tests, if required, should be taken as soon after the completion of the related course as possible.

Standard Study Program

Freshman students are recommended to carry a minimum of six (6) credit-bearing courses. It is required for all students to take courses equating to a minimum of five (5) Carnegie Units. Athletes should always check with the athletic director to ensure their course load meets OHSA eligibility requirements.

Schedule Change Policies

Schedule change requests for course drops made after 10 school days of the first grading period when the class begins must be made using the *Petition to Drop a Course Form* available in the school counselor's office. The student must state a specific reason for the request and the course teacher, the counselor, and a parent must sign the petition before the counselor gives it to the principal. The principal has a choice of three actions in response to the petition: (1) deny the request and have the student remain in the course, (2) allow the requested drop with a "W" for "withdraw" to show on transcript, or (3) allow the requested drop with the condition that the course be entered into the student's permanent grade record with a final designation of "WF" to show withdraw with an "F".

Repeating a Subject

When a student repeats a failed subject for credit, the grade he/she earns upon repeating the subject will become a part of his record together with the original "F." The repeated subject will count toward the minimum course load a student must carry.

Credit Requirements for Class Placement

10th Grade 5 credits

11th Grade 10 credits

12th Grade 15 credits

NCAA

Students who are interested in meeting National Collegiate Athletic Association eligibility and core course requirements should visit the NCAA Website at www.eligibilitycenter.org. Any student-athlete wanting to play Division I or II sports in college must register with the eligibility center during junior year and meet academic requirements. Division I requires a 2.3 core GPA. Division II requires a 2.2 core GPA. Online classes DO NOT count toward NCAA eligibility.

ART

Number	Course Name	Credit	Page	Grade
3252	Drawing	½		9, 10, 11, 12
3262	Drawing 2	½		9, 10, 11, 12
3253	Painting 1	½		9, 10, 11, 12
3263	Painting 2	½		9, 10, 11, 12
3254	Ceramics 1	½		9, 10, 11, 12
3264	Ceramics 2	½		9, 10, 11, 12
3255	3 D Studies	½		9, 10, 11, 12
3256	Computer Graphics	½		9, 10, 11, 12
3258	Portfolio	1		11, 12
3259	Portfolio II: Senior Independent Study	1		12

3252 Drawing, Grades 9, 10, 11, 12

This studio course provides an introduction to the basic concepts of two-dimensional design. Various techniques and media are used in a variety of problem-solving projects leading toward an awareness of the principles of visual organization. Selected artists, art history, criticism, aesthetics, and studio processes will be used. Evaluations are aligned to the Ohio Visual Art Standards and can include rubrics, checklists, critiques, self and peer reviews, reading and writing in the content area, and vocabulary testing. Semester course; ½ credit.

3262 Drawing 2, Grades 9, 10, 11, 12

This advanced studio course allows students to develop greater command of technical skills that were introduced in the previous drawing course. Advanced projects and vocabulary are emphasized with more thematic depth and complexity, and a wider range of creative responses in their work. The major emphasis will be to explore different ideas, styles and themes as a means to foster more personal and independent creative

expression in personal work. Each student will develop a set of personal and artistic goals, working to achieve these goals to develop an understanding of career pathways open to artists. Studio time will be dedicated to the development of the student's own visual interests and creating a series of personal works. Class time coincides with Drawing 1. **Prerequisite: Drawing 1.** Semester course; ½ credit.

3253 Painting 1, Grades 9, 10, 11, 12

This studio course covers techniques in acrylic and mixed media. Painting from still-life, landscape, and life models from observation will be geared towards realism; at the same time, various other painting styles could be explored. Color theory, linear perspective, compositional structure, figure/ground relationships, visual perception, spatial concepts, and critical thinking skills will all be emphasized extensively. We will study and research major painting styles and movements in historical context. Semester course; ½ credit.

3263 Painting 2, Grades 9, 10, 11, 12

This advanced studio course allows students to develop greater command of technical skills that were introduced in the previous painting course. Advanced projects and vocabulary are emphasized with more thematic depth and complexity, and a wider range of creative responses in their work. The major emphasis will be to explore different ideas, styles and themes as a means to foster more personal and independent creative expression in personal work. Each student will develop a set of personal and artistic goals, working to achieve these goals to develop an understanding of career pathways open to artists. Studio time will be dedicated to the development of the student's own visual interests and creating a series of personal works. Class time coincides with Painting 1. **Prerequisite: Painting 1.** Semester course; ½ credit.

3254 Ceramics 1, Grades 9, 10, 11, 12

This course will teach the fundamental methods of forming clay into a 3-dimensional art form. The basic techniques for hand building (pinch pot, slab construction, and coil construction) will be demonstrated. Emphasis will be placed on craftsmanship, creativity, and application of the elements and principles of design. Definitions of materials, ceramic studio and ceramic processes will be presented and sketching will be utilized for ideas, research and planning. Basic wheel throwing will be taught and available for interested students. Students need not have experience with clay work to take this course. Semester course; ½ credit.

3264 Ceramics 2, Grades 9, 10, 11, 12

This intermediate studio course allows students to build on the skills learned in Ceramics1. Students will develop greater command of clay technical skills. The major emphasis will be to explore different ideas, styles and themes as a means to foster more personal and independent creative expression in personal work. Studio time will be dedicated to the development of the student's own ceramic interests and creating a series of works. Class time may coincide with Ceramics 1. **Prerequisite: Ceramics1.** Semester course; ½ credit.

3255 3D Studies, Grades 9, 10, 11, 12

This course utilizes sculpture to create art that exists in three dimensions. Various artists, art styles and studio processes will be explored and expressed through a variety of media. The sculptural processes of assemblage, reduction carving and modeling will be used to create artwork based on a theme or concept. The ability to generate original solutions to design problems will also require basic drawing skills, creative thinking and artistic exploration. Weekly sketchbook assignments that require drawing, reflection and research are part of the curriculum. Semester course; ½ credit.

3258 Portfolio, Grades 11, 12

This rigorous art course is for highly motivated art students interested in developing an admissions portfolio for college application requirements. The final portfolio requires 24 high quality artworks that are created over the course of Junior and Senior year. Self-motivation and independent work is necessary for success in this course. Sketchbook techniques and writing skills will also be utilized for research and reflection. Course involves colleges/university visits, guest recruiters, completion of college applications and participation in regional, state and national exhibitions. Permission of instructor required. Full year; 1 credit.

3259 Portfolio II: Senior Independent Study, Grade 12

Second year of independent art study for students who are in the process of developing their admissions portfolio for college application and scholarship. Students must have successfully completed the requirements for Portfolio I during their junior year. Students opting for Portfolio II must be prepared to submit to the instructor a proposal for advanced individual study concentrating on studio production. Self-evaluation and instructor evaluation will be ongoing in preparation for submission of the portfolio for college admissions officers. Class time coincides with Portfolio 1. Permission of instructor required. Full year; 1 credit.

3256 Computer Graphics, Grades 9, 10, 11, 12

Computer Graphics is a course designed for those students who have a strong interest in computer generated art, digital photography, and graphic design. The purpose of this course is to learn how to create art and original graphics using computer software and technological equipment. Students will use digital software programs to create original artwork and alter photographs. Art elements are principals as well as layout and design will be emphasized. ½ Credit per semester, 1 semester class.

(Previously known as 3256 - Virtual Studio: Exploring Art with the Computer)

Business

Number	Course Name	Credit	Page	Grade
	Business Foundations - (CTE) Step 1 of the Business Pathway	½		7, 8
9604	Business Fundamentals Step 2 of the Business Pathway	H.S. - ½	19	8, 9, 10, 11, 12
9610	College and Career Readiness CSCC: COLS1101 Step 3 of the Business Pathway	H.S. - ½ CCP - 1	20	8, 9, 10, 11, 12
9601	Principles of Business CSCC: BMGT 1101 Step 4 of the Business Pathway	H.S. - ½ CCP - 1	20	9, 10, 11, 12
9602	Interpersonal Skills CSCC: BMGT 1102	H.S. - ½ CCP - 1	19	9, 10, 11, 12
9606	Computer Concepts & Applications CSCC: CSCI 1101	H.S. - ½ CCP - 1	20	9, 10, 11, 12
9607	Customer Service & Sales CSCC: MKTG 1230	1	20	10, 11, 12
9608	Retailing CSCC: MKTG 1105	H.S. - 1 CCP - 1	20	10, 11, 12
9609	Legal Environment of Business	1	21	11, 12
9603	Entrepreneurship	1	21	12
9611	21st Century Skills	½	21	9, 10, 11, 12
3655	Broadcast and Video Production	1	21	9, 10, 11, 12

9601 Principles of Business, Grades 11, 12

(Step 4) This course provides an overview of the various functions and activities of business enterprises. Marketing, human resources, accounting and finance, and operations are examined. Additionally, the topics of globalization and economics are covered. Students will learn important business terms and definitions. Semester course; ½ credit; 1 credit if taken as CCP.

College Credit Plus: BMGT 1101 = 3 college credits

College Credit Plus Prerequisite: Placement into ENGL 1090

9602 Interpersonal Skills, Grades 10, 11, 12

This course introduces the student to management themes and the five primary skill sets required to be a successful manager. This course provides opportunities for students to begin to learn, develop, and apply managerial skills through personal assessments and the study of temperament and personality type. It also offers an introduction to various skill concepts and behavior models. Semester course; ½ credit; 1 credit if taken as CCP.

College Credit Plus: BMGT 1102 = 2 college credits

College Credit Plus Prerequisite: Placement into English 0190

9603 Entrepreneurship, Grades 12

This course introduces the fundamental considerations in starting a new small business venture. Additionally the course focuses on selected critical aspects of a feasibility study and business plan. Areas include market research and analysis, identifying sources of revenue, location analysis, pricing, and determining the feasibility of an opportunity. Full year; 1 credit; 1 ½ if taken as CCP credit; possible Career-Technology credit.

College Credit Plus: BMGT 2231 = 3 college credits

College Credit Plus Prerequisite: English 1100

9604 Business Fundamentals, Grades 9, 10, 11, 12

This course introduces students to the specializations offered in Business and Administrative Services. Students will obtain fundamental knowledge and skills in general management, human resource management, operations management, business informatics, and office management. They will acquire knowledge of business operations, business relationships, resource management, process management, and financial principles. Students will use technological tools and applications to develop business insights. Semester course; 1.

9606 Computer Concepts & Applications, Grades 10, 11, 12

This course is designed to provide students with a working knowledge of computer concepts and the essential skills necessary for work and communication in today's society. Topics include social networking, computer security, safety, ethics, privacy, operating systems and utility programs, communications and networks, input, output, system units, storage, word processing, spreadsheets, databases and presentation software. Semester course; ½ credit; 1 credit if taken as CCP.

College Credit Plus: CSCI 1101 = 3 college credits

College Credit Plus Prerequisite: Placement into ENGL 1100

9607 Customer Service & Sales, Grades 10, 11, 12

This course provides an introduction to the sales process and the key role that sales activities play in any consumer or commercial business endeavor. The course deals with the basic components of selling including understanding customer psychology and building customer relationships. This course also emphasizes the important issues facing customer service providers and customer service managers in business. Special emphasis is placed on the mastery of specific skills and analyzing customer attitudes and behaviors to determine the tasks required to deliver excellent customer service. Full year; 1 credit; 1 ½ credit if taken as CCP; possible CTE credit.

College Credit Plus: MKTG 1230 = 3 college credits

9608 Retailing, Grades 10, 11, 12

This course provides the student with an overview of current and evolving retailing trends and practices. Merchandising, sales promotion, finance, store operations and control are addressed. Special emphasis is given to the growing importance of international

retailing, ecommerce and multichannel retailing. In addition, the course examines the impact of innovative technologies and methods used by retailers to improve store operating efficiencies and improve customers' shopping experiences. Full year; 1 credit; 1 ½ CCP credit; possible Career-Technology credit.
College Credit Plus: MKTG 1105 = 3 college credits
College Credit Plus Prerequisite: NONE

9609 Legal Environment of Business, Grades 11, 12

This course presents an overview of the American legal system with an introduction to the legal concepts and principles that form its foundation. The course will examine the judicial system and methods of dispute resolution, while focusing on business crimes and torts, including product liability, ethics, contract formation and enforcement, consumer protection, employment law, environmental regulations, business organizations, particularly sole proprietorship, partnerships, and corporations. Students will be able to understand the legal ramifications of their business decisions. Full year; 1 credit; possible CTE credit.

9610 College and Career Readiness, Grades 9, 10, 11, 12

This course covers subject matter that will prepare students for success in the 21st Century whether it be college or career. Students will develop the skills and resources necessary to be successful in personal, academic and career-related pursuits. The course expands upon the orientation to college resources, policies, and processes. Semester course; ½ credit; 1 credit if taken as CCP.

College Credit Plus: COLS 1101 = .67 college credit

College Credit Plus Prerequisite: Placement above two or more developmental courses

9611 21ST Century Skills, Grades 9, 10, 11, 12

In this fundamental course, students learn basic skills needed to gain entry to and thrive in a rapidly changing workplace environment. A survey of interpersonal communication, conflict resolution, teamwork, problem solving, ethics, professional development, and leadership is included. Semester Course; 1/2 credit, 1 credit if taken as CCP. College Credit Plus: BMGT 1008 = 3 college credits.

College Credit Plus Prerequisite = None

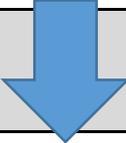
3655 Broadcast and Video Production, Grades 9, 10, 11, 12

Broadcast and Video Production is designed for students with an interest in video technology and communications. The yearlong class will provide students an opportunity to develop skills in preproduction, production, post-production, media history, and career exploration in a classroom and media lab setting. Emphasis will be placed on the communication skills of reading, writing, listening, and speaking as they apply to video production. Students will learn the basics of broadcast communication through authentic, on-set experiences, current practice, and application. It will also promote interscholastic projects between students and other departments within the school and the school district. **Prerequisite: Teacher Recommendation.** Full Year Course; 1 credit.

BUSINESS PATHWAYS

Suggested BUSINESS Course Sequence (Pathway) Chart:

Please note prerequisites for any course in the descriptions above

Foundations of Business – Grades 7, 8*			Business Fundamentals – Grades 7, 8*		
9610	College and Career Readiness (CSCC: COLS1101)* - Grades 8 - 12				
9606	Computer Concepts and Applications (CSCC: CSC11101)*				
1125c	Composition 1 (CSCC: ENG1100)*				
<p><i>*Course applies to all 3 Tracks in Business Pathways</i></p> <p><i>At this point, it is recommended students choose a focused Pathway, however all Business courses can be taken in any order</i></p>					
Courses aligned with BUSINESS MGMT. DEGREE		Courses aligned with an ENTREPRENEURSHIP MAJOR		Courses aligned with a MARKETING DEGREE	
9601	Principles of Business (CSCC: BMGT 1101)	9601	Principles of Business (CSCC: BMGT 1101)		
9602	Interpersonal Skills (CSCC: BMGT 1102)	9602	Interpersonal Skills (CSCC: BMGT 1102)		
		9607	Customer Service And Sales** (CSCC: MKTG 1230)	9607	Customer Service And Sales** (CSCC: MKTG 1230)
9603	Entrepreneurship** (CSCC: BMGT 2231)	9603	Entrepreneurship** (CSCC: BMGT 2231)		
9611	21st Century Skills** (CSCC: BMGT 1008)				
BUSINESS MGMT. DEGREE				Retailing (CSCC: MKTG 1105)	
<p><i>At this point in this pathway, student will have completed 1 college semester for an Associate's Degree</i></p>					

***Denotes Technical elective course in related pathway*

English Language Arts

Course Number	Course Name	Credit	Page	Grade
1190	Integrated English Language Arts 1	1		9
1195	Integrated English Language Arts 1 - Honors	1		8, 9
1100	Integrated English Language Arts 2	1		9, 10
1105	Integrated English Language Arts 2 - Honors	1		9, 10
1110	Integrated English Language Arts 3	1		10, 11
1120	Integrated English Language Arts 4	1		11, 12
1120c	ENG: Technical Writing	½		10, 11, 12
1125c	CSCC English 1100	1		9, 10, 11, 12
1135c	CSCC English 2367	1		9, 10, 11, 12
1152	ENGL: Yearbook	1		10, 11, 12
1154	ENGL: Drama	½		9, 10, 11, 12
1158	ENGL: Public Speaking	½		9, 10, 11, 12
1161	ENGL: Film Analysis	½		10, 11, 12
1162	ENGL: Greek Mythology	½		10, 11, 12
1163	ENGL: Literature of Minority Movement: Latina/Latino	½		10, 11, 12
1164	ENGL: Literature of Minority Movement: LGBTQ-A	½		10, 11, 12

1190 **Integrated English Language Arts 1, Grade 9**

Integrated Language Arts instruction addresses the content and skills of State Standards for English Language Arts. Students read a variety of texts, that may include novels, plays, short stories, and informational texts. Students will utilize the

writing process, write for different purposes and audiences, research self-selected or assigned topics, use an appropriate format to communicate findings and continue to use effective communication techniques. Full year; 1 credit.

1195 Integrated English Language Arts 1 - Honors, Grade 8, 9

This honors course addresses the content and skills of State Standards for English Language Arts. Students read a variety of texts, that may include novels, plays, short stories, and informational texts. Students will utilize the writing process, write for different purposes and audiences, research self-selected or assigned topics, use an appropriate format to communicate findings and continue to use effective communication techniques. Enrollment into this course is determined through a recommendation of the student's current English teacher. **Prerequisite: iReady, Map, and Accuplacer score, or teacher recommendation.** Full year; 1 credit.

1100 Integrated English Language Arts 2, Grades 10

Integrated Language Arts instruction addresses the content and skills of State Standards for English Language Arts. Students read a variety of texts, that may include novels, plays, short stories, and informational texts. Students will utilize the writing process, write for different purposes and audiences, research self-selected or assigned topics, use an appropriate form to communicate findings and continue to use effective communication techniques. Full year; 1 credit.

1105 Integrated English Language Arts 2 - Honors, Grades 9, 10

This honors course addresses the content and skills of State Standards for English language arts. Students read a variety of texts, that may include novels, plays, short stories, and informational text. Students will utilize the writing process, write for different purposes and audiences, research self-selected or assigned topics, use an appropriate form to communicate findings and continue to use effective communication techniques. Enrollment into this course is determined through a recommendation of the student's current English teacher. **Prerequisite: End of Course score of 3 or higher in English 1 or Teacher Recommendation.** Full year; 1 credit.

1110 Integrated English Language Arts 3, Grade 10, 11

Integrated Language Arts instruction addresses the content and skills of State Standards for English Language Arts. Students read a variety of texts, that may include novels, plays, short stories, and informational text. Students will utilize the writing process, write for different purposes and audiences, research self-selected or assigned topics, use an appropriate form to communicate findings and continue to use effective communication techniques. Full year; 1 credit.

1120 Integrated English Language Arts 4, Grade 11, 12

Integrated Language Arts instruction addresses the content and skills of State Standards for English Language Arts. Students read a variety of texts, that may include novels, plays, short stories, and informational text. Students will utilize the writing process, write for different purposes and audiences, research self-selected or assigned topics, use an appropriate form to communicate findings and continue to use effective communication techniques. Full year; 1 credit.

1120c ENG: Technical Writing, Grades 10, 11, 12

This course emphasizes the editing phase of the writing process, providing students a variety of strategies for refining and editing their own writing. Instruction will be centered around the writing benchmarks of the English Language Arts Academic Content Standards. Semester course; ½ credit.

COLUMBUS STATE

COMMUNITY COLLEGE

1125c Columbus State English 1100 - College Credit Plus/Dual Enrollment Courses

English 1100 is a beginning composition course which develops processes for critically reading, writing, and responding to a variety of texts in order to compose clear, concise, expository essays. The course facilitates an awareness of purpose, audience, content, structure and style, while also introducing research and documentation methods. Course reading and writing assignments may be thematically organized.

Dual Enrollment: 1 credit if taken as CCP.

College Credit Plus: ENGL 1100 = 3 college credits

College Credit Plus Prerequisite: Placement into ENGL 1100

1135c Columbus State English 2367 - College Credit Plus/Dual Enrollment Courses

ENGL 2367 is an intermediate composition course that extends and refines skills in expository and argumentative writing, critical reading, and critical thinking. This course also refines skills in researching a topic, documenting sources, and working collaboratively. Course reading and writing assignments are organized around the diversity of those who comprise the identities. Dual Enrollment: 1 English credit if taken as CCP.

College Credit Plus: ENGL 2367 = 3 college credits

College Credit Plus Prerequisite: Completion of ENGL 1100

1152 Yearbook, Grades 10, 11, 12

Working on the yearbook is both challenging and a rewarding experience. Students will work as part of a team, meeting deadlines throughout the year, sometimes even in the summer. Consequently, a yearbook staff member must be responsible and self-motivated. This course is designed to enable students to plan, design, and produce a successful yearbook. This course will include coverage and content, common layout and design applications, copy preparation procedures, theme development, and advertising and marketing techniques. This course may be taken more than once.

This course can be taken as an English credit for 11th and 12th graders ONLY.

Prerequisite: Application and/or recommendation of the teacher. Full year; 1 credit.

1154 Drama, Grades 9, 10, 11, 12

This course is concerned with a wide range of studies and activities including analysis of dramatic literature, playwriting, and performance. This course addresses the content and skills of the Ohio State Standards for English Language Arts. Students will be expected to perform in short plays, improvisation and monologues for small audiences in the classroom. This course may be taken more than once. ***This course can be taken as an English credit for 11th and 12th graders ONLY.*** Semester course; ½ credit

1158 Public Speaking Grades 9, 10, 11, 12

The curriculum in this course is designed to improve a student's communication skills in developing messages that are clear, coherent, reasoned, ethical, and fluent. Course work will include analysis of published speeches, development of individual speeches based on a given prompt, public speaking and interpersonal communication, and co-curricular activities in debate designed to provide opportunities for students to acquire

practical verbal and written communication skills. Students will utilize the writing process, as well as write for different purposes and audiences to effectively and logically communicate their ideas. ***This course can be taken as an English credit for 11th and 12th graders ONLY.*** Prerequisite: Previously or currently enrolled in English 1. Semester course; ½ credit.

1161 Film Analysis, Grades 10, 11, 12

Film Analysis is a semester long course in which students will view, discuss, analyze, and critique multiple clips and movies in order to write for various reasons. Students will view current films as well as classic films from the past to foster class discussions and analysis of themes such as friendship, coming of age, survival, independence, and identity. As a class we will progress from taking part in multiple low-stakes writing opportunities (notes, free writes, brainstorming, etc) to creating crafted well-written essays. This course addresses the content and skills of the Ohio State Standards for English Language Arts. Students will analyze the films/clips, evaluate various perspectives and reasoning through discussions, write arguments to support claims, utilize the writing process, write for varied purposes and audiences, use an appropriate form to communicate their writing and continue to use effective communication techniques. Prerequisite: English 1 and 2 (or equivalent). ***This course can be taken as an English credit for 11th and 12th graders ONLY.*** Semester: 1/2 credit

1162 Greek Mythology, Grades 10, 11, 12

Greek Mythology instruction addresses the content and skills of State Standards for English Language Arts. Students read a variety of texts that may include novels, plays, and assignments from approved textbook, and additional texts. Students will focus on reading and connecting them to literature throughout the ages. Students will also concentrate on vocabulary acquisition and applying Greek suffixes, prefixes, and roots to everyday and higher level vocabulary. Students will utilize the writing process, write for different purposes and audiences, use an appropriate form to communicate their writing and continue to use effective communication techniques. ***This course can be taken as an English credit for 11th and 12th graders ONLY.*** Prerequisite: English 1 and 2 (or equivalent). Semester: 1/2 credit.

1163 Literature of Minority Movements, Latino/Latina, Grades 10, 11, 12

Literature of Minority Movement focuses on the major pieces of fiction and non-fiction from a specific social movement. Students read a variety of texts that may include novels, plays, short stories, essays, and selected informational pieces. This course addresses the content and skills of the Ohio State Standards for English Language Arts. Students will analyze the various social/political aspects of the movement of study, utilize the writing process, write for different purposes and audiences, use an appropriate form to communicate their writing and continue to use effective communication techniques. Course offerings will include topics from social/political movements of the following groups: Women, African/African-Americans, Hispanic/Latinos, LGBT people, Native Americans, Asian/Asian-Americans to name a few. ***This course can be taken as an English credit for 11th and 12th graders ONLY.*** Prerequisite: English 1 and 2 (or equivalent). Semester: 1/2 credit. This course may be taken more than once with teacher approval.

1164 Literature of Minority Movements, LGBTQ-A, Grades 10, 11, 12

Literature of Minority Movements focuses on the major pieces of fiction and non-fiction from a specific social movement. In this section, students follow the progression of the LGBTQ-A movement by reading a variety of texts that may include novels, plays, short stories, essays and select informational pieces. This course addresses the content and skill of the Ohio State Standards for English Language Arts. Students will analyze

the various social/political aspects of the LGBTQ-A movement, utilize the writing process, write for different purposes and audiences, use an appropriate form to communicate their writing and continue to use effective communication techniques. ***This course can be taken as an English credit for 11th and 12th graders ONLY.***
Prerequisite: English 1 and English 2 (or equivalent). Semester: ½ credit.

English Language Learners

Course Number	Course Name	Credit	Page	Grade
1170	ELL Reading	1		9, 10, 11, 12
1171	ELL ELA 1	1		9, 10, 11, 12
1172	ELL ELA 2	1		9, 10, 11, 12
1173	ELL ELA 3	1		9, 10, 11, 12
1175	ELL Advanced	1		9, 10, 11, 12
1176	ELL Intermediate	1		9, 10, 11, 12
1179	ELL Beginner	1		9, 10, 11, 12

1170 **ELL Reading, Grades 9, 10, 11, 12**

This course is designed for students who scored as Pre-functional or Beginner and is taken in conjunction with the ELL ELA 1 and ELL Intervention ELA courses. ELLs in this range need additional reading exposure and strategies to be successful in their other courses. Content-specific vocabulary and strategies are studied in this course as well as grammar, mechanics, and usage, as well as reading, writing, speaking, and listening skills. This course should be taken with a corresponding ELL Beginner or ELL ELA course. Full year; 1 credit.

1171 **ELL ELA 1, Grades 9, 10, 11, 12**

This course is designed for students who are pre-functional (Level 1 on OELPA or OELPS) or Beginner (Level 2 on OELPA or OELPS), but who scored a 1 in either Reading or Comprehension) It is structured to help in the acquisition of the English language for ELLs in the pre-production or silent period. New students learning a second language often just listen, and some may not speak much at all for weeks or months. This course will focus on introducing basic Tier 1 and Tier 2 English vocabulary, developing beginning reading and writing strategies, and using simple learned phrases and simple sentences. As Pre-functional (Level 1) students' progress to beginners (Level 2), they will typically develop a vocabulary of about 1,000 words and develop the ability to speak in one or two word phrases, memorized chunks and simple sentences. This course should be offered with a corresponding reading course (ELL Reading). The EOC ELA 3 test for this course is required for students who are enrolled the full term of the course or via teacher selection. Full year; 1 credit.

1172 ELL ELA 2, Grades 9, 10, 11, 12

This course is for students who are Beginner (Level 2 on the OELPA or OELPS) or Intermediate (Level 3 on the OELPA or OELPS), but who scored a Level 2 or 3 in the Reading or Comprehension domains). This course is designed to continue the acquisition for the English language for ELLs. In addition to expanding Tier 1 and Tier 2 vocabulary, ELLs will also work with more content-specific Tier 3 vocabulary. ELLs in the high Beginner (Level 2) to low Intermediate (Level 3) range will typically develop a vocabulary of about 3,000 words, use simple sentences, ask simple questions, read easy stories, and write simple sentences. Once students score in the solid Intermediate range (Level 3) they typically have a 6,000 word vocabulary, use more complex sentences, and ask questions. Increased attention is paid to grade-level reading and writing strategies in this course. It emphasizes various phases of the writing process, providing students with a variety of strategies for refining and editing their own writing. This course should be taken with a corresponding ELL reading class. The EOC ELA 3 test for this course is required for students who are enrolled the full term of the course or via teacher selection. Full year; 1 credit.

1173 ELL ELA 3, Grades 9, 10, 11, 12

This course is for students who are at an Intermediate Level or higher in the Reading or Comprehension domains, and Advanced (Level 4 students who scored at a Level 3 or low Level 4 in the Reading or Comprehension domains.) This course is designed to work with the ELL who is close to demonstrating proficiency in their acquisition of the English language. While research indicates that it may take 5-7 years to achieve this level, these ELLs are typically able to cope in content classrooms, but will still need help with content-specific Tier 3 vocabulary, idioms, and grade-level appropriate reading and writing strategies, particularly in content-specific situations found in math, science, social studies and any of their other high school level content classes. This course should be taken with a corresponding ELL reading class. The EOC ELA 3 test for this course is required for students who are enrolled the full term of the course or via teacher selection. Full year; 1 credit.

1175 ELL Advanced, Grades 9, 10, 11, 12

This course is for students who are advanced (combination of 3's, 4's and 5's on the OELPA or OELPS). This course is designed to work with the ELL who is close to demonstrating proficiency in their acquisition of the English language. While research indicates that it may take 5-7 years to achieve this level, these ELLs are typically able to cope in content classrooms, but will still need help with content-specific Tier 3 vocabulary, idioms, and grade-level appropriate reading and writing strategies, particularly in content-specific situations found in math, science, social studies and any of their other high school level content classes. The writing process, and grade level reading strategies are strongly emphasized. There is no EOC assessment for this course. Full year; 1 credit.

1176 ELL Intermediate, Grades 9, 10, 11, 12

This course is designed for students who scored as an Intermediate or higher (Level 3 or higher on the OELPA or LAS). ELLs who are in this range typically have a 6,000 word vocabulary, use more complex sentences, and ask questions. Increased attention is paid to grade-level reading and writing strategies in this course. Students learn grammar, mechanics, and usage, as well as reading, writing, speaking, and listening skills. Full year; 1 credit.

1177 ELL Intervention ELA, Grades 9, 10, 11, 12

This course is designed to help ELLs who are pre-functional (Level 1 on OELPA or OELPS) through emerging (Level 2 on OELPA or OELPS) English language learners by supporting them in mainstream ELA classes or to prepare to test for an EOC Assessment. This course aligns with content provided to the students in the mainstream ELA classes in order to facilitate a smooth transition from ESL ELA to mainstream ELA classes. Support will be provided for students in this class to help them achieve a passing score on the ELA EOC exams. Comprehensible input will be offered for materials the students use in their ELA courses. Pacing in this course is geared around the student's needs. This course should be offered with a corresponding ELA class. Students will take the EOC that aligns with the mainstream ELA 1, 2, or 3 class. Full year; 1 credit.

Family and Consumer Science

Number	Course Name	Credit	Page	Grade
3751	Food for Life	½		9, 10, 11, 12
3753	Child Development	½		11, 12
3755	International Foods	½		9, 10, 11, 12

3751 Foods for Life, Grades 9, 10, 11, 12

In this course, students will gain knowledge of nutrients, food choices, and preparation methods to promote a healthy lifestyle. Students will apply cooking methods, ingredient selection and nutritional information in the context of selected food dishes. Throughout the course, basic food safety and sanitation techniques will be emphasized. Opportunity to earn ServSafe industry credential may be available.

3753 Child Development, Grades 11, 12

Students will study the principles of child growth, development and behavior. An emphasis will be placed on the cognitive development of a child and sensory and motor skills. Additional topics will include parental readiness, the reproductive system, contraceptive options, pre-natal development, theories of development, and parenting styles. Required project is to experience a weekend of 'parenting' with an infant simulator OR conduct a parenting research project. Semester course; ½ credit.

3755 International Foods, Grades 9, 10, 11, 12

Students will compare cuisines, ingredients and preferred cooking methods of various cultures. The influence of traditions and regional and cultural perspectives on food choices and culinary practices will be emphasized. Students will examine the issues and conditions that affect the availability and quality of food in the global market, and apply advanced cooking techniques, including the use of specialty equipment in the preparation of food dishes. Opportunity to earn ServSafe industry credential may be available. Semester course; ½ credit.

Global Language - Spanish

Course Number	Course Name	Credit	Page	Grade
3120	Heritage Learners	1		9, 10, 11, 12
3121	Spanish 1	1		9, 10, 11, 12
3122	Spanish 2	1		9, 10, 11, 12
3123	Spanish 3	1		9, 10, 11, 12
3124	Spanish 4	1		9, 10, 11, 12
3125	Spanish 5	1		9, 10, 11, 12

3120 Heritage Learner, Grade 9, 10, 11, 12

This course is for heritage learners who are already proficient in Spanish. This course is focused on community outreach and social awareness, in addition to improving Spanish language skills. The class is conducted in Spanish and may be repeated. **Prerequisite: Credit for Spanish 1, and 2 (FLEX accepted)/ Placement testing and teacher recommendation.** Full year; 1 credit.

3121 Spanish 1, Grades 8, 9, 10, 11, 12

This course is the first year of a global language sequence. Initial emphasis is on language acquisition through listening and reading, followed by opportunities to develop speaking and writing skills. **Prerequisite: A minimum C average in Language Arts.** Full year; 1 credit.

3122 Spanish 2, Grades 9, 10, 11, 12

This course is the second year of a global language sequence. It begins with a brief review of basic skills acquired in the first year. Students are immersed in experiences that develop their listening, speaking, reading and writing skills to an advanced novice level. Introduction to Latin American culture and geography. **Prerequisite: A minimum C- average in Spanish 1.** Full year; 1 credit.

3123 Spanish 3, Grades 9, 10, 11, 12

This course is the third year of a global language sequence. Students continue their language acquisition through a variety of communicative activities and experiences that advance their listening, speaking, reading and writing skills to an intermediate level. **Prerequisite: A minimum C- average in Spanish 2.** Full year; 1 credit.

3124 Spanish 4, Grades 11, 12

The course is the fourth year of a global language sequence. Intensive review of Spanish grammar, vocabulary, listening, speaking, reading, and writing; introduction to Spanish literature; emphasis on communicative skills. Students are expected to have

at least an intermediate level of fluency. The class is conducted in Spanish. **Prerequisite: A minimum C- average in Spanish 3.** Full year; 1 credit.

3125 Spanish 5, Grade 12

This course is the fifth year of a global language sequence. In addition to an intensive review of relevant language skills, students are provided opportunities to develop beyond an intermediate level of communicative proficiency, and prepare for college level course work. The class is conducted in Spanish. **Prerequisite: A minimum C-average in Spanish 4.** Full year; 1 credit.

Health/Physical Education

Course Number	Course Name	Credit	Page	Grade
3000	Health	½		9, 10, 11, 12
3001	Lifetime Sports	¼		9, 10, 11, 12
3004	Nutrition and Fitness	¼		9, 10, 11, 12
3005	Strength and Conditioning	¼		9, 10, 11, 12
3009	Emergency Care	½		9, 10, 11, 12

3000 Health, Grade 9, 10, 11, 12

A course designed to help students realize that all of their decisions affect their physical, mental, emotional and social wellbeing and that their behaviors today affect the quality of their health in later years. Semester course; ½ credit.

3001 Lifetime Sports, Grade 9, 10, 11, 12

This course is designed to provide a transition from the middle school to the high school. Students are introduced to a wellness component that places an emphasis on improving personal fitness levels and continued development of skills and knowledge of team sports. Appropriate attire is necessary as per the instructor. Semester course; ¼ credit.

3002 Nutrition & Fitness, Grades 9, 10, 11, 12

This course is designed to increase students' interest in physical activity throughout their lifetime. In addition to lifetime sports, students will continue to develop and improve their own personal fitness levels. Major emphasis is placed on personal fitness routines that include but are not limited to weightlifting and aerobics, and other various group instruction activities. Students will be responsible for tracking their progress through the implementation data folders and the use of journals. Appropriate attire is necessary as per the instructor. Students are required to take PE II Lifetime & Fitness or Wellness. Semester course; ¼ credit.

3005 Strength and Conditioning, Grades 10, 11, 12

The physical education option provides an opportunity for students who have already completed their Physical Education prerequisites to continue improving their physical fitness. Appropriate attire is necessary as per the instructor. Semester course; ¼ credit.

3009 Emergency Care, Grades 10, 11, 12

Emergency care will provide learning experiences concerned with developing students' awareness and understanding of hazards of everyday living, and the knowledge, habits, attitudes, and skills which will enable them to function at an optimum level in

the prevention and care of injury situations. Students will have the opportunity to be certified in CPR. Semester Course; 1/2 credit.

* Credit flexibility and physical education exemption is an opportunity to earn high school credit based on demonstration of subject area mastery. The student may choose an educational option or may demonstrate subject area mastery by testing out of a course. Any student who meets the conditions established by the Whitehall City School District is eligible to earn credits using credit flexibility. See a Guidance Counselor for further details.

Mathematics

Course Number	Course Name	Credit	Page	Grade
1290	Algebra 1	1		9
	Algebra 1 – Sheltered	1		9, 10, 11, 12
1295	Algebra 1 – Honors	1		8, 9
1200	Geometry	1		9, 10
	Geometry - Sheltered	1		9, 10, 11, 12
1205	Geometry - Honors	1		9, 10
1211	Algebra 2	1		9, 10, 11, 12
1215	Algebra 2 - Honors	1		9, 10, 11, 12
1224	Pre-Calculus	1		10, 11, 12
1225	Pre-Calculus - Honors	1		10, 11, 12
1226	A.P. Calculus	1		10, 11, 12
1228	Probability and Statistics	1		10, 11, 12
1220	Applied Math	1		10, 11, 12
1230	CSCC 1099 – Bridge to College Math	1		11, 12
1235	CSCC 1148 – College Algebra	1		11, 12

1290 Algebra 1, Grade 9

This course focuses on a comprehensive study of algebra skills. Topics include Data Analysis, Solving one variable equations, systems of equations, Linear and exponential functions, polynomials, and Quadratics and other non-linear functions. Full year; 1 credit.

Sheltered Algebra 1, Grade 9, 10, 11, 12

This course is designed to help ELLs who are working through the acquisition of the English Language in an Algebra 1 course. Newcomer students learning a second language often just listen, and some may not speak much at all for weeks or months. As Pre-functional (Level 1) students' progress to Beginner (Level 2), they will typically develop a vocabulary of about 1,000 words and develop the ability to speak in one or two word phrases, memorized chunks and simple sentences. Intermediate ELLs will develop a vocabulary of about 3,000 to 5,000 words, use simple sentences, ask simple questions, read easy stories, and write simple sentences. This will allow for the introduction of Tier #3 vocabulary specific to high school level mathematics courses, as well as opportunities to focus on Second Language Acquisition (SLA) strategies that are vital for making mathematics concepts comprehensible for ELLs. This course focuses on a comprehensive study of algebra skills. Topics include Data Analysis, Solving one variable equations, systems of equations, Linear and exponential functions, polynomials, and Quadratics and other non-linear functions. The EOC Assessment for this course is Algebra I. **Prerequisite: Teacher recommendation.** Full year; 1 credit.

1295 Algebra 1 - Honors, Grades 8, 9

This course focuses on a comprehensive study of algebra skills. It is designed for accelerated students who demonstrate exceptional mathematical skills and includes enrichment beyond the standard Algebra 1 curriculum. Topics include Data Analysis, Solving one variable equations, systems of equations, Linear and exponential functions, polynomials, and Quadratics and other non-linear functions. **Prerequisite: iReady and MAP score and/or teacher recommendation.** Full year; 1 credit.

1200 Geometry, Grades 9, 10

This course focuses on plane geometry and introductory work with three dimensional figures. Topics include the study of lines, angles, geometric figures and their measurements, trigonometry, and transformations. It emphasizes logical reasoning and proof. **Prerequisite: Credit for Algebra 1.** Full year; 1 credit.

Sheltered Geometry, Grade 10, 11

This course is designed to help ELLs who are working through the acquisition of the English Language in a Geometry course. Newcomer students learning a second language often just listen, and some may not speak much at all for weeks or months. As Pre-functional (Level 1) students' progress to Beginner (Level 2), they will typically develop a vocabulary of about 1,000 words and develop the ability to speak in one or two word phrases, memorized chunks and simple sentences. Intermediate ELLs will develop a vocabulary of about 3,000 to 5,000 words, use simple sentences, ask simple questions, read easy stories, and write simple sentences. This will allow for the introduction of Tier #3 vocabulary specific to high school level mathematics courses, as well as opportunities to focus on Second Language Acquisition (SLA) strategies that are vital for making mathematics concepts comprehensible for ELLs. This course focuses on plane geometry and introductory work with three dimensional figures. Topics include the study of lines, angles, geometric figures and their measurements, trigonometry, and transformations. It emphasizes logical reasoning and proof. The EOC Assessment for this course is Geometry. **Prerequisite: Teacher recommendation.** Full year; 1 credit.

1205 Geometry - Honors, Grades 9, 10

This course focuses on plane geometry and introductory work with three dimensional figures. It is designed for accelerated students who demonstrate exceptional mathematical skills and includes enrichment beyond the standard Geometry curriculum. Topics include the study of lines, angles, geometric figures and their measurements, trigonometry, and transformations. It emphasizes logical reasoning and proof. **Prerequisite: End of Course Exam score of 3 or higher in Algebra 1; or C or better in Algebra I and Teacher recommendation.** Full year; 1 credit.

1211 Algebra 2, Grades 9, 10, 11, 12

This course is an advanced study of algebra topics intended for the college bound student. Topics include the study of polynomial, rational, radical relationships, trigonometric functions, modeling with functions, and making inferences and conclusions from data. **Prerequisite: Credit for Algebra 1.** Full year; 1 credit.

1215 Algebra 2 - Honors, Grades 9, 10, 11, 12

This course focuses on the advanced study of algebra. It is designed for accelerated students who demonstrate exceptional mathematical skills and includes enrichment beyond the Algebra II curriculum. Topics include the study polynomial, rational, and radical relationships, trig. metric functions, modeling with functions, and making inferences and conclusions from data. **Prerequisite: End of Course Exam score of 3 or higher in Algebra 1; or C or better in Algebra I and Geometry and Teacher recommendation.** Full year; 1 credit.

1224 PreCalculus, Grades 10, 11, 12

This course is preparation for Calculus. Topics include non-linear functions, matrices, conic sections, vectors, complex numbers, probability, and a thorough study of trigonometry, including analytic trigonometry. Students are required to purchase or assume financial responsibility for a Texas Instruments graphing calculator. **Prerequisite: C or better in Algebra II and Teacher recommendation.** Full year; 1 credit.

1225 PreCalculus - Honors, Grades 10, 11, 12

This course is preparation for Calculus. Topics include non-linear functions, matrices, conic sections, vectors, complex numbers, probability, and a thorough study of trigonometry, including analytic trigonometry. Students are required to purchase or assume financial responsibility for a Texas Instruments graphing calculator. **Prerequisite: C or better in Algebra II and Teacher recommendation.** Full year; 1 credit.

1226 AP Calculus, Grades 11, 12

Calculus is a college level course in introductory calculus. This course is intended for students who have a thorough knowledge of college preparatory mathematics, including algebra, geometry, trigonometry, and pre-calculus. Topics include limits, derivatives and integrals of elementary functions. Students are required to purchase or assume financial responsibility for a Texas Instruments graphing calculator. **Prerequisite: C or better in Pre-calculus and teacher recommendation.** Full year; 1 credit.

1228 Probability and Statistics, Grades 11 and 12

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to three broad conceptual themes: Exploring Data, Sampling and Experimentation, and

Anticipating Patterns. Students are required to purchase or assume financial responsibility for a Texas Instruments graphing calculator. **Prerequisite: Completion of Algebra 2.** Full year; 1 credit.

1220 Applied Math, Grades 11, 12

This course prepares students to investigate contemporary issues mathematically and to apply mathematics learned in earlier courses to answer questions that are relevant to their civic and personal lives. Topics include percent, functions and their graphs, probability and statistics, data analysis, trigonometric functions, and graphs in three dimensions. Student projects will be incorporated throughout the course. Students are required to purchase or assume financial responsibility for a Texas Instruments graphing calculator. **Prerequisite: Credit for Algebra I, Geometry, and Algebra II.** Full year; 1 credit.

COLUMBUS STATE

COMMUNITY COLLEGE

1230 CSCC Math 1099 – Bridge to College Math, Grades 11, 12

The topics in this developmental college course will be delivered in a modularized format using technology, allowing students to begin at the appropriate level based on course placement and allowing them to move through as many modules, and courses, as they can within the time limits of the course. This modularized, mastery approach will pre-test, provide a prescriptive study plan, and post-test students from one module to the next. Emphasis will be placed on individualized pace with a greater time period of active learning. At the end of the course, based on proficiency of the series of modules associated with one or more courses, students will earn WYHS Math credit and gain permission to enter subsequent CSCC Math courses in their plan of study. This course is recommended for students who have an appropriate placement score and have passed High School Algebra II. Semester class; 1 credit

1235 CSCC Math 1148 College Algebra - College Credit Plus/Dual Enrollment Course

This course is a continuation of the study of functions. The concept of transformations is used to graph and analyze functions including quadratic, higher degree polynomial, power, piecewise, rational, exponential, and logarithmic functions. The function concept is applied to solving equations, inequalities, and applications regarding these types of functions. Factor and remainder theorems and roots of polynomial functions are included. The concept of functions is extended to include composition of functions and inverse functions. Systems of linear and non-linear equations are solved using algebraic and graphical methods. Trigonometric functions of right angles are defined and used in problem solving. **Prerequisite: Placement follows CSCC requirements (appropriate placement score, completion of Math 1099, and/or appropriate ACT Math score).** **Not open to students with credit for MATH 1149 and above.** Semester class; 1 credit.

College Credit Plus: MATH 1148 = 4 college credits

Music

Course Number	Course Name	Credit	Page	Grade
3210	Band	1		9, 10, 11, 12
3212	Jazz Band	1		9, 10, 11, 12
3221	Handbells	1		9, 10, 11, 12
3223	Women's Choir	1		9, 10, 11, 12
3222	Women's Nova Choir	1		9, 10, 11, 12
3224	Bella Voce	1		10, 11, 12
3225	Yearling Singers	1		10, 11, 12
3226	Men's Choir	1		9, 10, 11, 12

3210 Band, Grades 9, 10, 11, 12

A large group ensemble experience that stresses development of musical and performance skills. A wide span of musical experiences from marching band and contemporary music to parades and concerts is covered. Different styles of music are studied and performed, extracurricular hours are required. **Prerequisite: Permission of director.** Fees vary. Full year; 1 credit.

3212 Jazz Band, Grades 9, 10, 11, 12

This band studies and performs various styles and concepts of music such as jazz, blues, and Dixieland, while teaching students musical skills such as improvisation, solo playing, and small ensemble playing necessary in performing group. **Prerequisite: Audition.** Full year; 1 credit.

3221 Handbells, Grades 9, 10, 11, 12

Open to students of all experience levels. Students will develop musical skills through ensemble performance including note reading, rhythm reading, and ringing technique. Includes performances outside the school day. Full year; 1 credit.

3222 Women's Nova Choir, Grades 9, 10, 11, 12

This intermediate level Women's Chorus will continue the development of concepts begun in Concert Choir. Students will work on vocal production and music reading skills. Mandatory performances outside the school day will include concerts, community appearances and OMEA Large Group contests. Open to female students in grades 10, 11, 12; Students are accepted through audition. **Prerequisite: Concert Choir.** Full year; 1 credit.

3223 Women's Concert Chorus, Grades 9, 10, 11, 12

Students involved in Women's Chorus will enjoy a year-long opportunity to perform a wide range of choral literature as an ensemble in class and public performances. The

purpose of the choir is to promote proper use of the singing voice, to develop blend and balance required for the ensemble, and to develop skills in sight-reading, music theory and interpretation. Mandatory performance outside the school day are required. Open to female students in grades 9, 10, 11, 12. There is no audition necessary for this class. Full year; 1 credit.

3224 Bella Voce, Grades 10, 11, 12

This premiere women's ensemble works at an accelerated pace and advanced level to set the gold standard for women's choirs at WYHS. Bella Voce singers will work to hone their music literacy skills and vocal production to be strong leaders and examples to the other women involved in the choir program. Mandatory performances outside the school day will include concerts, community appearances and OMEA Large Group contests. Open to female students in grades 10, 11, 12; Students are accepted through audition. **Prerequisite: Concert Choir.** Full year; 1 credit.

3225 Yearling Singers, Grades 10, 11, 12

Yearling Singers is an advanced mixed choir. The choir will focus on a more in-depth study of vocal literature and singing skills and work for high standards. We will also study various styles of choral literature and historical periods. Each member will be responsible to attend each rehearsal, performance, or OMEA competition that is scheduled by the director. **Prerequisite: Open through audition only and students who have had at least one year of high school choir experience.** Full year; 1 credit.

3226 Men's Concert Chorus, Grades 9, 10, 11, 12

Students involved in Men's Chorus will enjoy a year-long opportunity to perform a wide range of choral literature as an ensemble in class and public performances. The purpose of the choir is to promote proper use of the singing voice, to develop blend and balance required for the ensemble, and to develop skills in sight-reading, music theory and interpretation. Performances and rehearsals outside of the school day are required. Open to all men in grades 9, 10, 11, 12. There is no audition necessary for this class. Full year; 1 credit.

Science

Course Number	Course Name	Credit	Page	Grade
1490	Physical Science	1		9, 10, 11, 12
	Physical Science - Sheltered	1		9, 10, 11, 12
1495	Physical Science - Honors	1		10, 11, 12
1400	Biology	1		10, 11, 12
	Biology - Sheltered	1		10, 11, 12
1405	Biology - Honors	1		10, 11, 12
1410	Environmental Science	1		10, 11, 12
	Environmental Science - Sheltered	1		10, 11, 12
1411	Advanced Biology	1		10, 11, 12
1420	Chemistry	1		10, 11, 12
1450	Forensics	½		10, 11, 12
1451	Anatomy and Physiology	1		10, 11, 12

1490 **Physical Science, Grade 9**

This lab-based course will provide students with an introduction to physics and chemistry. Included are topics such as structure and properties of matter, chemical reactions, and the conservation of matter. In addition, it includes understanding the nature, transfer, and conservation of energy, forces and motion, the nature of waves, and interactions of matter and energy. Students will explore historical perspectives, scientific approaches, and emerging scientific issues associated with the physical sciences. Full year; 1 credit.

Sheltered Physical Science, Grade 9, 10, 11, 12

This lab-based course is designed to help ELLs who are working through the acquisition of the English Language in a Physical Science course. Newcomer students learning a second language often just listen, and some may not speak much at all for weeks or months. As Pre-functional (Level 1) students' progress to Beginner (Level 2), they will typically develop a vocabulary of about 1,000 words and develop the ability to speak in one or two word phrases, memorized chunks and simple sentences. Intermediate ELLs will develop a vocabulary of about 3,000 to 5,000 words, use simple sentences, ask simple questions, read easy stories, and write simple sentences. This will allow for the introduction of Tier #3 vocabulary specific to high school level science courses, as well as opportunities to focus on Second Language Acquisition (SLA)

strategies that are vital for making science concepts comprehensible for ELLs. This lab-based course will provide students with an introduction to physics and chemistry. Included are topics such as structure and properties of matter, chemical reactions, and the conservation of matter. In addition, it includes understanding the nature, transfer, and conservation of energy, forces and motion, the nature of waves, and interactions of matter and energy. Students will explore historical perspectives, scientific approaches, and emerging scientific issues associated with the physical sciences. **Prerequisite: Teacher recommendation.** Full year; 1 credit

1495 Physical Science - Honors, Grade 9

This advanced lab-centered course includes the same topics listed in the standard level description, but they are studied much more extensively. Emphasis is placed on creative thinking and problem solving. There is an increased amount of laboratory work, more interpreting/ graphing results, and a greater need for math skills.

Prerequisite: Teacher recommendation. Full year; 1 credit.

1400 Biology, Grade 10

This lab-based course investigates the composition, diversity, complexity and interconnectedness of life on Earth. Fundamental concepts of heredity and evolution provide a framework through inquiry-based instruction to explore the living world, the physical environment and the interactions within and between them. Students engage in investigations to understand and explain the behavior of living things in a variety of scenarios that incorporate scientific reasoning, analysis, communication skills and real-world applications. **Prerequisite: Successful completion of Physical Science.** Full year; 1 credit.

Sheltered Biology, Grade 9, 10, 11, 12

This lab-based course is designed to help ELLs who are working through the acquisition of the English Language in a Biology course. Newcomer students learning a second language often just listen, and some may not speak much at all for weeks or months. As Pre-functional (Level 1) students' progress to Beginner (Level 2), they will typically develop a vocabulary of about 1,000 words and develop the ability to speak in one or two word phrases, memorized chunks and simple sentences. Intermediate ELLs will develop a vocabulary of about 3,000 to 5,000 words, use simple sentences, ask simple questions, read easy stories, and write simple sentences. This will allow for the introduction of Tier #3 vocabulary specific to high school level science courses, as well as opportunities to focus on Second Language Acquisition (SLA) strategies that are vital for making science concepts comprehensible for ELLs. This course investigates the composition, diversity, complexity and interconnectedness of life on Earth. Fundamental concepts of heredity and evolution provide a framework through inquiry-based instruction to explore the living world, the physical environment and the interactions within and between them. Students engage in investigations to understand and explain the behavior of living things in a variety of scenarios that incorporate scientific reasoning, analysis, communication skills and real-world applications. The EOC Assessment for this course is Biology. **Prerequisite: Teacher recommendation.** Full year; 1 credit.

1405 Biology - Honors, Grade 10

This advanced lab-centered course includes the same topics listed in the standard level description, but they are studied much more extensively. Emphasis is placed on creative thinking and problem solving. There is an increased amount of laboratory work, more interpreting/ graphing results, and a greater need for math skills.

Prerequisite: Successful completion of Physical Science and teacher recommendation. Full year; 1 credit.

1410 Environmental Science, Grades 11, 12

This lab-based course is designed to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems - both natural and human-made, to evaluate the relative risks associated with these problems, to examine alternative solutions for resolving and/or preventing them, and to overall become aware of their ecological footprint. The goal of this course is to examine global problems and find regional solutions to them. **Prerequisite: Successful completion of Physical Science and Biology.** Full year; 1 credit.

Sheltered Environmental Science, Grade 9, 10, 11, 12

This lab-based course is designed to help ELLs who are working through the acquisition of the English Language in an Environmental Science course. Newcomer students learning a second language often just listen, and some may not speak much at all for weeks or months. As Pre-functional (Level 1) students' progress to Beginner (Level 2), they will typically develop a vocabulary of about 1,000 words and develop the ability to speak in one or two word phrases, memorized chunks and simple sentences. Intermediate ELLs will develop a vocabulary of about 3,000 to 5,000 words, use simple sentences, ask simple questions, read easy stories, and write simple sentences. This will allow for the introduction of Tier #3 vocabulary specific to high school level science courses, as well as opportunities to focus on Second Language Acquisition (SLA) strategies that are vital for making science concepts comprehensible for ELLs. This course investigates the composition, diversity, complexity and interconnectedness of life on Earth. Fundamental concepts of heredity and evolution provide a framework through inquiry-based instruction to explore the living world, the physical environment and the interactions within and between them. Students engage in investigations to understand and explain the behavior of living things in a variety of scenarios that incorporate scientific reasoning, analysis, communication skills and real-world applications. **Prerequisite: Teacher recommendation.** Full year; 1 credit.

1411 Advanced Biology, Grades 11, 12

This lab-based course is for students who are in their third or fourth year of high school science studies. The course is based in general on content recommended for an Advanced Placement Biological course. This course provides the rigorous preparation a student would need to enter a non-remedial post-secondary biological sciences course. **Prerequisite: Successful completion of Physical Science and Biology and teacher recommendation.** Full year; 1 credit.

1420 Chemistry, Grades 11, 12

This lab-based course is intended to help students realize the important role that chemistry plays in their personal and professional lives. Topics to be studied include chemistry laboratory skills, the classification and structure of matter, ratio and proportion of chemical reactions, physical chemistry, acid-base chemistry, kinetics, thermodynamics, electrochemistry, and organic chemistry. Critical thinking, inquiry, and science ethics are stressed in this class. The ability to perform experimental analysis of all topics is a practical and crucial part of assessing student performance in this course. **Prerequisite: Completion of Physical Science and Biology. Recommended enrollment in Algebra 2 or higher.** Full year; 1 credit.

1450 Forensics, Grades 11, 12

This lab-based course is a one-semester investigative science and technology course. This course focuses on the analysis of evidence through observation, collection, analysis, and evaluation. Some topics covered are fingerprint analysis, hair and fiber comparison, the decomposition process, skeletal remains, toxicology, document validity, serology and crime scene analysis. Forensics is a demanding, fast-paced course covering a new topic of evidence nearly every week. Students must be willing to constantly use critical thinking skills, the scientific method, technology integration, and the application of knowledge and skills learned to solve practical questions and problems. Case studies and crime scenarios help students understand the implications and complicated issues that are emerging as the science of forensics continues to develop. This course will emphasize inquiry and problem solving in the laboratory. **Prerequisite: Successful completion of Physical Science and Biology.** Semester course; ½ credit.

1451 Anatomy and Physiology, Grades 11, 12

Human anatomy and physiology curriculum is extensively performance and laboratory based. It integrates the study of the structures and functions of the human body, focusing on distinct anatomical and physiological systems (respiratory, nervous, etc.), in addition to the essential requirements for life. Areas of study include organization of the body; protection, support and movement; providing internal coordination and regulation; processing and transporting; and reproduction, growth and development. Chemistry and Biology should be integrated throughout anatomy and not necessarily taught as a stand-alone unit. Whenever possible, careers related to medicine, research, health-care and modern medical technology should be emphasized throughout the curriculum. Case studies concerning diseases, disorders and ailments (i.e. real-life applications) should be emphasized. **Prerequisite: Teacher recommendation with a B or better in Biology or Advanced Biology.** Full year; 1 credit.

Social Studies

Course Number	Course Name	Credit	Page	Grade
1390	World Studies	1		9, 10, 11, 12
	World Studies - Sheltered	1		9, 10, 11, 12
1395	World Studies - Honors	1		9, 10, 11, 12
1300	U.S. History	1		10, 11, 12
	U.S. History - Sheltered	1		9, 10, 11, 12
1305	U.S. History - Honors	1		10, 11, 12
1310	U.S. Government and Economics	1		10, 11, 12
	U.S. Government and Economics - Sheltered	1		10, 11, 12
1315	A.P. U.S. History	1		10, 11, 12
1325	A.P. Government and Economics	1		10, 11, 12
1350	Model United Nations	½		9, 10, 11, 12
1351	Sociology	½		10, 11, 12
1352	Psychology	½		10, 11, 12
1353	Minority Studies	½		9, 10, 11, 12
1355	Legal Rams	1		10, 11, 12
1356	World Cultural Geography	½		9, 10, 11, 12

1390 **World Studies, Grade 9**

This course is a survey of world history from 1750 to the present, including the major topics of the Enlightenment, Industrial Revolution, Imperialism, World War I, World War II and the Cold War era. The major emphasis of this course will be on understanding modern culture and history of the world. As the students study the history of the world, they will consider the geographic, cultural, economic and governmental changes that have occurred. This course incorporates each of the seven standards. Full year; 1 credit.

World Studies - Sheltered, Grade 9, 10, 11, 12

This course is designed to help ELLs who are working through the acquisition of the English Language in a World Studies course. Newcomer students learning a second

language often just listen, and some may not speak much at all for weeks or months. As Pre-functional (Level 1) students' progress to Beginner (Level 2), they will typically develop a vocabulary of about 1,000 words and develop the ability to speak in one or two word phrases, memorized chunks and simple sentences. Intermediate ELLs will develop a vocabulary of about 3,000 to 5,000 words, use simple sentences, ask simple questions, read easy stories, and write simple sentences. This will allow for the introduction of Tier #3 vocabulary specific to high school level social studies courses, as well as opportunities to focus on Second Language Acquisition (SLA) strategies that are vital for making social studies concepts comprehensible for ELLs. Students continue the chronological study of the world with emphasis foreign affairs. This study incorporates each of the seven standards. **Prerequisite: Teacher recommendation.** Full year; 1 credit.

1395 World Studies - Honors, Grade 9

This advanced course includes the same topics listed in the standard level description, but they are studied much more extensively. Emphasis is placed on creative thinking and problem solving. There is an increased amount of classwork and homework. It covers subject matter more intensely and this course moves quicker than the standard course. **Prerequisite: Teacher recommendation.** Full year; 1 credit.

1300 United States History, Grade 10

Tenth-grade students continue the chronological study of the history of the United States with emphasis on both domestic and foreign affairs. This study incorporates each of the seven standards. As students study historic eras, they consider the geographic, cultural, economic and governmental changes that have occurred. Students develop a deeper understanding of their role as citizens and continue to expand their command of social studies skills and methods. Full year, 1 credit.

US History - Sheltered, Grade 9, 10, 11, 12

This course is designed to help ELLs who are working through the acquisition of the English Language in an US History course. Newcomer students learning a second language often just listen, and some may not speak much at all for weeks or months. As Pre-functional (Level 1) students' progress to Beginner (Level 2), they will typically develop a vocabulary of about 1,000 words and develop the ability to speak in one or two word phrases, memorized chunks and simple sentences. Intermediate ELLs will develop a vocabulary of about 3,000 to 5,000 words, use simple sentences, ask simple questions, read easy stories, and write simple sentences. This will allow for the introduction of Tier #3 vocabulary specific to high school level social studies courses, as well as opportunities to focus on Second Language Acquisition (SLA) strategies that are vital for making social studies concepts comprehensible for ELLs. Students continue the chronological study of the history of the United States with emphasis on both domestic and foreign affairs. This study incorporates each of the seven standards. As students study historic eras, they consider the geographic, cultural, economic and governmental changes that have occurred. Students develop a deeper understanding of their role as citizens and continue to expand their command of social studies skills and methods. The EOC Assessment for this course is US History. **Prerequisite: Teacher recommendation.** Full year; 1 credit.

1305 U.S. History – Honors, Grade 10

Tenth-grade students continue the chronological study of the history of the United States with emphasis on both domestic and foreign affairs. This study incorporates each of the seven standards. As students study historic eras, they consider the geographic, cultural, economic and governmental changes that have occurred. Students develop a deeper understanding of their role as citizens and continue to expand their command of social

studies skills and methods. Focus will be on more in-depth discussion and writing assignments. For the student who is college bound. **Prerequisite: Teacher recommendation and C or better in previous history course.** Full year; 1 credit.

1310 U.S. Government and Economics, Grade 11

A survey of the government of the United States and of economic principles and practices relative to both the private and public sectors. Students will study the historical roots of the U.S. political system and the evolution of modern U.S. government. Also included will be an examination of both obligated (paying taxes, registering for selective service), and voluntary (voting, community outreach) civic responsibilities. Full year; 1 credit.

U.S. Government and Economics - Sheltered, Grade 9, 10, 11

This course is designed to help ELLs who are working through the acquisition of the English Language in a Government course. Newcomer students learning a second language often just listen, and some may not speak much at all for weeks or months. As Pre-functional (Level 1) students' progress to Beginner (Level 2), they will typically develop a vocabulary of about 1,000 words and develop the ability to speak in one or two word phrases, memorized chunks and simple sentences. Intermediate ELLs will develop a vocabulary of about 3,000 to 5,000 words, use simple sentences, ask simple questions, read easy stories, and write simple sentences. This will allow for the introduction of Tier #3 vocabulary specific to high school level social studies courses, as well as opportunities to focus on Second Language Acquisition (SLA) strategies that are vital for making social studies concepts comprehensible for ELLs. This course is a survey of the government of the United States and of economic principles and practices relative to both the private and public sectors. Students will study the historical roots of the U.S. political system and the evolution of modern U.S. government. Also included will be an examination of both obligated (paying taxes, registering for selective service), and voluntary (voting, community outreach) civic responsibilities. The EOC Assessment for this course is Government. **Prerequisite: Teacher recommendation.** Full year; 1 credit.

1315 Advanced Placement U.S. History, Grade 10, 11, 12

AP U.S. History is a college level course in United States History. This course is intended for students who have a thorough knowledge of college preparatory social studies, and English writing skills. Fee required for the AP program. Students enrolled in AP History are required to take the AP U.S. History exam in May. **Prerequisite: B or better in Honors U.S. History and teacher recommendation.** Full year; 1 elective credit.

1325 Advanced Placement Government and Politics, Grade 10, 11, 12

AP Government is a college level course in the workings of the United States Government and Politics. This course is intended for students who have a thorough knowledge of college preparatory social studies, and English writing skills. Fee required for the AP program. Students enrolled in AP Government and Politics are required to take the AP Government and Politics exam in May. **Prerequisite: B or better in Honors U.S. History and teacher recommendation.** Full year; 1 elective credit.

1350 Model United Nations*, Grades 9, 10, 11, 12

This course requires independent research and group work to prepare for an annual three day global education simulation experience that allows students to learn about the complete operations of the United Nations. Through the process of role-playing, students become delegates of a selected nation in order to write, present and debate issues affecting the nations and peoples of the world. Additionally, students present

culturally based talent, participate in global education contests and debate current issues from the agenda of the United Nations. Fall semester; ½ elective credit.

* This course is an elective course and does not apply a social studies credit.

1351 Sociology, Grades 11, 12

This course is the study of large group human behavior. Particular attention will be paid to the make-up of various cultures, with a focus on the culture of the United States. Major topics to be covered are deviance, social movements and collective behavior. Course will follow a rigorous academic schedule. Semester course; ½ credit.

1352 Psychology, Grades 11, 12

This course is a study of individual behavior. Particular attention will be paid to human growth and development. Major topics to be covered are human development, personality formation, abnormal behavior and methods of treatment. Course will follow a rigorous academic schedule. Semester course; ½ credit.

1353 Minority Studies, Grades 9, 10, 11, 12

This course is for students who have an interest in a multicultural approach to American life. It is designed to make students more aware of their own and others' dignity and self-worth, to develop an understanding of the common problems facing minorities, to appreciate the cultural contributions made by minorities, and to recognize how the problems of minorities affect the quality of life in the U.S., taught through a sociological approach. Special emphasis shall be given a topic study of the struggles of and the contributions made by Blacks, Hispanics, Asian-Americans, the aged, the handicapped, and religious, ethnic, and women's groups in shaping their destinies and the destiny of America. This elective course shall not replace any of the required Social Studies courses. Semester course; ½ credit

1355 Legal Rams, Grades 10, 11, 12

If you ever wondered what it would be like to be an attorney or to actually try a case in court, then Legal Rams is the course for you! Legal Rams will focus on civil and criminal trial procedure, which will provide students with a hands-on realization of how society resolves disputes. Students who choose to participate in Legal Rams will not only learn details of the judicial and legal system, but will develop essential lifelong skills, such as critical analysis of problems, strategic thinking and extemporaneous argument. By participating in several mock trials throughout the year, students will engage a cooperative learning environment which will prepare students to develop their organizational and presentation skills. Students will take field trips to Franklin County Jail, Whitehall Mayors Court and Franklin County Municipal Court to witness court officials and attorneys work actual cases. Over the course of the year, guest speakers, such as attorneys, police officers and judges, will be invited to class to share their experience and expertise. The Legal Rams experience will not only expose students to the multi-faceted aspects of the legal system, it will prepare students for possible future involvement in the legal profession. **Prerequisite: Teacher recommendation.** Full year; 1 credit.

1356 World Cultural Geography, Grades 9, 10, 11, 12

This course builds on students' understanding of geography and spatial thinking. Contemporary issues are explored through the lens of geography. In addition to understanding where physical and cultural features are located and why those features are located as they are, students examine the implications of these spatial arrangements. This elective course shall not replace any of the required Social Studies courses. Semester course; ½ credit.

Service Learning

Course Number	Course Name	Credit	Page	Grade
9691	Work Study 1	½		9, 10, 11, 12
9692	Work Study 2	1		9, 10, 11, 12
9693	Peer Collaboration	½		10, 11, 12

9691 Work Study I, Grades 11, 12

This class is intended for juniors and seniors (grade 10 with permission from instructor) with employment outside of school. Students meet with the work-study coordinator weekly. Employers fill out monthly evaluations. Students must work at least 90 hours during the semester. This course may be taken more than once. Semester course; ½ credit.

9692 Work Study II, Grade 12

This class is designed for seniors with employment outside of school. Students meet with work-study coordinator weekly. Employers fill out evaluations. Students must work all semester and work a minimum of 180 hours. This course may be taken more than once. Semester course; 1 credit.

9693 Peer Collaboration, Grade 12

Students will learn about disabilities, diversity and acceptance. The peer collaborator will support students with disabilities in their classes and assist them to succeed by helping them to complete class assignments and participate in class. Students will be required to participate in a training session, keep a daily attendance log, and complete a reflection paper, due at conclusion of class. **Prerequisite: Application and approval by instructor.** Semester course; ½ credit.