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Dear Students,

The 2018-2019 Course and Career Planning Handbook is your guide to preparing you for higher education and employment.

You have incredible opportunities to get the most out of your academic high school career. This document outlines the more than 160 courses available to you. In order to make informed decisions on which courses are best for you, please consult with your school counselors and teachers. These highly qualified staff members are an invaluable resource to assist you in making the proper course selections. Take advantage of their expertise and find the best possible classes to challenge you academically and prepare you for the worlds of work and higher education.

Those looking for rigorous coursework should consider enrolling in Advanced Placement and International Baccalaureate classes. These exciting classes are becoming more important to the college admissions process every year. These types of courses will not only set you apart in the application process but will prepare you for college-level classes and possibly help you to earn college credit while still in high school.

These course selections are important decisions and our staff is here to support you and help you to challenge yourself in order to ensure you are well prepared to compete and flourish in a global economy.

Best of luck in all of your high school endeavors.

Sincerely,

[Signature]

Todd F. Hoadley, Ph.D.
Superintendent
GRADUATION AND COURSE CRITERIA
Graduating Class of 2018 – 2021

Requirements for graduation from Dublin Coffman, Dublin Jerome, and Dublin Scioto High School meet the minimum standards as established by the State of Ohio and the Board of Education of the Dublin City Schools.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH (4.0 Credits)</td>
<td>English I (1.0) OR Honors English I (1.0)</td>
<td>English II (1.0) OR American Studies (1.0) OR Honors English II (1.0) OR AP American Studies (1.0)</td>
<td>English III (1.0) OR Honors English III (1.0) OR AP English Language (1.0) OR IB English A1 HL Yr.1 (1.0)</td>
<td>English IV (1.0) OR College Composition I (1.0) OR College Composition II (1.0) OR AP English Literature (1.0) OR AP English Language (1.0) OR IB English A1 HL Yr. 2 (1.0)</td>
</tr>
<tr>
<td>MATH (4.0 Credits)</td>
<td>Any mathematics course offered in the high school curriculum is calculated as a mathematics credit (i.e., Algebra I or its equivalent, Geometry, Algebra II, Pre-calculus, Math beyond Pre-calculus) Mathematics credits must include one unit of Algebra II or the equivalent of Algebra II or higher. (See High School Course and Career Planning Handbook for complete listing of math courses.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCIENCE (3.0 Credits)</td>
<td>Physical Science (1.0) OR Biology (1.0)</td>
<td>Biology (1.0) OR Chemistry (1.0)</td>
<td>Science credits must include one unit of physical sciences, one unit of life sciences and one unit of advanced study. (See High School Course and Career Planning Handbook for a complete listing of science courses.)</td>
<td></td>
</tr>
<tr>
<td>SOCIAL STUDIES (3.0 Credits)</td>
<td>Modern World History (1.0)</td>
<td>US History (1.0) OR American Studies (1.0) OR AP US History (1.0) OR AP American Studies (1.0)</td>
<td>American Government (0.5) AND ONE of the following: Global Politics (0.5) International Diplomacy (0.5) OR AP Government (1.0) OR IB History of the Americas HL Yr. 1&amp;2 (2.0) For additional credit any social studies course offered in the Social Studies Curriculum may be calculated as an elective credit. (See High School Course and Career Planning Handbook for a complete listing of social studies courses.)</td>
<td></td>
</tr>
<tr>
<td>VISUAL/PERFORMING ARTS (1.0 Credit)</td>
<td>All students must complete at least two (2) semesters of visual or performing arts. Students following a career-technical pathway (including Broadcast Video Production II, Dublin Business Academy, IT Academy, and Tolles students) will have this requirement waived.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>**PHYSICAL ED. (0.5 Credits)</td>
<td>Phys. Ed. (.25)</td>
<td>Phys. Ed. (.25)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HEALTH EDUCATION (0.5 Credits)</td>
<td>Health (0.5)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELECTIVES (5.0 Credits)</td>
<td>Elective units must include one or any combination of world language, fine arts, business, career-technical education, family and consumer sciences, technology, agricultural education or English language arts, mathematics, science or social studies courses not required.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FINANCIAL LITERACY</td>
<td>Class of 2018-2020: Financial Literacy instruction provided within the Social Studies Curriculum Class of 2021: Students must take the Personal Finance / Financial Literacy course during their Junior or Senior Year</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**21 CREDITS NEEDED FOR GRADUATION**

**STATE EXAMS**
Class of 2018 and beyond must meet the new graduation assessment criteria as defined on page 12.
Graduation and Course Criteria Notes:

1. **Student Responsibility**: Each student is personally responsible for periodically evaluating his/her past, present, and future program of studies to ensure all minimum standards are met prior to graduation. As well, each student is personally responsible for periodically checking to make sure an error has not been made in calculating grade point average. Additionally, athletes are required to monitor their academic program and progress to ensure eligibility.

2. **Graduation Requirement Deadline**: Any student in Grade 12 who has not passed one or more of the state-mandated exams must schedule an intervention opportunity. Students not academically eligible to participate in commencement with their class have until the day before the first day of the following school year to complete those graduation requirements.

3. **Tolles Career and Technical Center**: Students attending Tolles Career and Technical Center may continue to use economics to fulfill their social studies requirement.

4. **Visual/Performing Arts Wavier**: All students must complete at least two (2) semesters of visual or performing arts. Students following a career-technical pathway (including Broadcast Video Production II, Dublin Business Academy, IT Academy, and Tolles students) will have this requirement waived. It is important to keep in mind that although waived, students still need to earn 21 credits to meet graduation requirements.

5. **Physical Education Waiver Information**: Students who have participated in interscholastic athletics, marching band, or cheerleading for at least two (2) full seasons as defined in the District’s High School Course and Career Planning Handbook, while enrolled in grades 9 through 12, and as documented by the school counselor shall be excused from the high school physical education requirement. Students electing such an excuse shall complete one-half (1/2) unit of at least sixty (60) hours of instruction in another course of study which is designated by the Board as meeting the high school curriculum requirements. The Physical Education waiver application can be obtained from the Athletic Office or the Guidance Office.

6. **Courses with student enrollments less than 12 in any of our high schools may not be offered without the approval of the Deputy Superintendent.**

7. **Seal of Bi-literacy**: A Seal of Bi-literacy recognizes graduating seniors who can demonstrate high levels of proficiency in English and at least one other language. A student may earn the Seal of Bi-literacy by meeting all of the following criteria within 15 months of graduation:
   - Eligible to earn a high school diploma
   - Meet one of the English / Language Arts proficiency requirements
     - Earn a proficient level or higher on the Ohio ELA I and II end-of-course assessments
     - Earn a remediation-free score on the English and Reading sections of the ACT or SAT
     - Earn a proficient level or higher on the Ohio English Language Proficiency Assessment (OELPA)
   - Meet one of the Foreign Language proficiency requirements
     - Earn a score of 4 or higher on an Advanced Placement (AP) foreign language exam
     - Earn a score of 5 or higher on an International Baccalaureate (IB) foreign language exam

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GRADE PLACEMENT:

Students are classified by grade according to the number of credits they have accumulated. The minimum credits for grade classification are as follows:

Grade 9 - Successful completion of Grade 8
Grade 10 - 5.0 credits and one year of high school
Grade 11 - 10.0 credits and two years of high school
Grade 12 - 15.0 credits and three years of high school
Graduate - 21.0 credits, four years of high school, passage of state mandated exams

MINIMUM COLLEGE REQUIREMENTS

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 credits</td>
</tr>
<tr>
<td>Mathematics (Algebra I, Algebra II, and Geometry)</td>
<td>4 credits</td>
</tr>
<tr>
<td>Science</td>
<td>3 credits</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3 credits</td>
</tr>
<tr>
<td>World Language</td>
<td>2 credits</td>
</tr>
<tr>
<td>Visual / Performing Arts</td>
<td>1 credit</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performing Arts</th>
<th>Visual Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Capella Chamber Choir</td>
<td>Advanced Photography</td>
</tr>
<tr>
<td>Band Chorale</td>
<td>Art Foundations</td>
</tr>
<tr>
<td>Jazz Ensemble</td>
<td>Art Portfolio</td>
</tr>
<tr>
<td>Music Appreciation</td>
<td>Ceramics</td>
</tr>
<tr>
<td>Music History</td>
<td>Computer Graphics</td>
</tr>
<tr>
<td>Music Theory</td>
<td>Drawing</td>
</tr>
<tr>
<td></td>
<td>Graphic Design</td>
</tr>
<tr>
<td>Color Guard</td>
<td></td>
</tr>
</tbody>
</table>

IN ALL COURSES, CREDIT IS GRANTED AT THE END OF EACH SEMESTER FOR STUDENTS EARNING A PASSING GRADE.

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
<td>0.67</td>
</tr>
<tr>
<td>F</td>
<td>59-Below</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Honors Grading Scale

Honors courses receive an additional .5 value. Grades of D+ and lower in these courses do not receive the added point value.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>4.50</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>4.17</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.83</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>3.50</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>3.17</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>2.83</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
<td>2.50</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td>2.17</td>
</tr>
</tbody>
</table>

AP / IB / CC+ Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>5.00</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>4.67</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>4.33</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>4.00</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>3.67</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>3.33</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
<td>3.00</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td>2.67</td>
</tr>
</tbody>
</table>

Advanced Placement and International Baccalaureate courses receive an additional 1.00 value. Grades of D+ and lower in these courses do not receive the added point value.
Dublin City Schools Schedule Change Request 2018-19

**PLEASE READ CAREFULLY:** From the time a student returns the course request form (February) until the end of the school year (June), a student may request a schedule change. In these cases, this form is NOT needed. It is important to realize that our master schedule is based on the student requests made in February. In order to be fiscally responsible, the number of course sections within each subject area is based on these projections. These requests also dictate new teacher hires during the summer. Once classes are scheduled, it is difficult to make a schedule change because many classes will be at or near capacity. Students may not be enrolled in a class that is considered filled. Once a student has received his/her schedule in August, through the remainder of the school year, this form must be completed to propose a schedule change.

Name: _________________________________ Grade: ______ ID #: __________
Student Cell #: ________________________ Email: _____________________________
Drop: _______________ Add: ___________________________ Counselor: __________

**Please select the reason for your requested schedule change to be considered.**

<table>
<thead>
<tr>
<th>1. Senior needing to meet graduation requirements</th>
<th>5. <strong>A computer error</strong> – example: unbalanced schedule – 2 Study Halls or 2 Phys. Ed. classes the same semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Inappropriate course level as dictated by the prerequisite</td>
<td>6. Grade Replacement/Repeat Credit allows a student to repeat the class to improve his/her skills and earn a higher grade. Highest grade calculated in GPA; cannot earn credit twice for the same course.</td>
</tr>
<tr>
<td>3. Replacement of Summer School courses after successfully completed</td>
<td>7. <strong>Scheduling from/into AP, IB, Honors or Level Change</strong> See back of this form for details, grading policy, and timelines. <em>(PARENT &amp; TEACHER COMMUNICATION &amp; SIGNATURES REQUIRED – see below.)</em></td>
</tr>
<tr>
<td>4. Adjustments for Ed. Options: College Credit Plus, Tolles, PLATO, Mosaic, Zoo School, DTA, YPA, DBA, IEP, OGT Prep, SST, etc.</td>
<td>8. Dropping an elective or core class to add a study hall</td>
</tr>
</tbody>
</table>

**9. Other Changes:** If you do not meet any of the above allowable schedule change criteria, you may appeal to the administration by writing a persuasive letter of request.

- Provide, in paragraph form, insight into the reason(s) you originally requested the course, reason(s) why you want to take the new course, as well as an explanation of why you think an exception to the designated scheduling process should be made.
- Although the essay may meet the criteria, changes will be granted based upon seat availability.

**SIGNATURES REQUIRED**

Teacher Signature: _________________________________ (Required)
Parent Signature: __________________________________ (Required)
Student Signature**: __________________________________ (Required)

**By signing here, I understand that I must be enrolled in and passing FIVE core classes throughout the school year in order to meet athletic eligibility.**

IEP/504 Advocate Signature: __________________________________ (Required)

Elective schedule changes that necessitate a change in period will not be permitted.

**Schedule changes are not in effect until you receive a revised schedule.**
REGARDING LEVEL CHANGES:

- Once a student, teacher, and parent recognize that the level of difficulty is such that the student is not successful, a level change should occur immediately.

- Once a student, teacher, and parent recognize that the level of the current class is not challenging enough for the student, a level change should occur immediately.

- A student may transfer on or before the first interim of each semester. Any level change after these dates will transfer all previously earned grades, including weight.

- No level change is permitted after the first 9-week grading period of each semester.

DATES FOR ADDING AND DROPPING CLASSES

ADD: The last day to add a credit-bearing course is as follows:

1st Semester Deadline: August 21, 2018
2nd Semester Deadline: January 15, 2019

WITHDRAWAL: 1ST SEMESTER

Aug. 8, 2018 – Nov. 2, 2018 Notation of the course will be expunged from the transcript

Nov. 5, 2018 – Dec. 21, 2018 (WF) will be awarded on transcript. Calculated as a failure in the student’s GPA

WITHDRAWAL: 2ND SEMESTER

Jan. 8, 2019 – April 1, 2019 Notation of the course will be expunged from the transcript

April 3, 2019 – May 21, 2019 (WF) will be awarded on transcript. Calculated as a failure in the student’s GPA

WARNING: Dropping a course may endanger your grade placement or graduation status. Review the Course Planning Handbook for a listing of the minimum credits needed for grade classification.

WARNING: Dropping a course may endanger your athletic eligibility. During the nine-week grading period preceding athletic participation, the student must be passing five (5) equivalencies as defined by the Ohio High School Athletic Association. Parents and students are responsible for monitoring the necessary athletic eligibility requirements. If you have any questions, contact the athletic office or coach for clarification.
ACADEMIC DISTINCTIONS:

Valedictorian

All students who achieve a grade point average of 4.1 and above after the 7th semester will receive the distinction of valedictorian status at commencement.

Magna Cum Laude, Summa Cum Laude, Cum Laude

Students will be honored at commencement based on the following cumulative GPA scale:

- **Summa Cum Laude**: 4.00 GPA and above
- **Magna Cum Laude**: 3.75 to 3.999
- **Cum Laude**: 3.50 to 3.74

Students will be credentialed for this academic award after the 7th semester.

International Baccalaureate Diploma

The International Baccalaureate Organization (IBO) awards students the IB Diploma upon successful completion of the six (6) subjects studied and their culminating assessments and successful completion of the IB core (including Theory of Knowledge, Creativity Action Service, and Extended Essay).

EDUCATIONAL OPTIONS:

The Dublin Board of Education recognizes the need to provide alternate means by which students achieve goals of the district through various educational options. Such options may include, but not be limited to College Credit Plus, independent study, educational travel, mentorship programs, summer school, and early college entrance. Credit Flexibility paperwork may be necessary to enroll in such educational options.

Auditing Elective Classes

To audit a class, students need to seek permission from their parent and the teacher of the class and submit it to the high school principal. The principal will make the final decision for placement. The student must complete all assignments and take course exams and quizzes but will receive no grades and no credits. A student may elect to audit one course per year. An "X" on the student's transcript and grade card would denote that the class was audited. Students may petition to audit a class prior to the fifth (5) day of the class.

Early Graduation

The Dublin City Schools has a policy for students wishing to graduate early from high school. Students considering early graduation should discuss this option with their high school counselor prior to the 5th day of class for the early graduation year.

Grade Replacement

Students are permitted to retake any Dublin course as replacement credit to increase their knowledge base and grade; however, students cannot earn credit twice for the same course unless otherwise noted in the course description as repeatable. Both grades that a student earns in a replaced course remain on the transcript. The lower grade is not calculated in the student's GPA. Credit is removed from the lower grade. Credit Flexibility may not be used for credit recovery; however, it may be considered if there is an extenuating circumstance and administrative approval is given. Students should complete the grade replacement form available in the Guidance Office.
Credit Recovery

If a student has completed a course and not passed the course, the student may recover the credit through summer school credit recovery or by repeating the course during the school year. Credit Flexibility may not be used for credit recovery; however, it may be considered if there is an extenuating circumstance and administrative approval is given.

College Credit Plus

College Credit Plus is a program that gives high school students an opportunity to be enrolled in both high school and college coursework at the same time. College Credit Plus replaces Ohio’s Post-Secondary Enrollment Options program (PSEO) and all dual enrollment programs. Students must meet the admission requirements set forth by the university. Dublin City Schools will bear all tuition costs.

Students eligible for College Credit Plus must be academically ready for college level courses and be willing to follow the procedures outlined by the university while still in high school. Dublin City Schools has partnered with Columbus State Community College (CSCC) and The Ohio State University (OSU). College Credit Plus courses are offered on the campuses of CSCC and OSU and at our Dublin high school campuses depending upon enrollment and availability of instructors.

Per HB 487, College Credit Plus courses must receive the equivalent weight as any weighted course within a given content area. A student’s letter grade earned through a university will be issued on his/her Dublin City School’s transcript. The Dublin City School weight for that letter grade will be factored into the student’s GPA. Credits earned through College Credit Plus are transferable to many public and private institutions in Ohio and out of state. Two websites are available to help students fully understand what courses will transfer: www.transfer.org or www.ohiomeanssuccess.gov.

Further information about College Credit Plus will appear on our district and high school websites. Parents and students are encouraged to speak with their school counselor for more information.
Dublin City School District

Credit Flexibility
Options Overview and Timeline

As a result of Senate Bill 311, Credit Flexibility is an opportunity for students to create unique learning experiences. Credit Flexibility allows students to demonstrate their understanding and skills according to their individual learning styles and experiences. All high school students have the opportunity to submit an application for Credit Flexibility.

The two Credit Flexibility options are:
• Credit by Subject Area Competency through Assessments (Test Out)
• Credit by Educational Option

The requirements of Credit by Subject Area Competency through Assessment vary from course to course. Most courses will require at least two components to earn credit.

Credit Flexibility by Educational Option consists of a student developing his/her own proposal describing in great detail how they will demonstrate proficiency of the academic content standards/grade level indicators of the identified course.

<table>
<thead>
<tr>
<th>Applications</th>
<th>Test Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed Credit Flexibility applications may be submitted three times a year for either option. Application submission due dates are:</td>
<td>Dates for the credit by subject area competency through assessment option (test out) are scheduled twice a year and must be conducted, at the latest, by the end of the following weeks:</td>
</tr>
<tr>
<td>• First semester: The first day of school</td>
<td>• First full week of the school year</td>
</tr>
<tr>
<td>• Second semester: Last week of 1st quarter</td>
<td>• First semester exam week</td>
</tr>
<tr>
<td>• Summer courses: Last Friday of May</td>
<td>• Administration reserves the right to schedule the date and time for assessments.</td>
</tr>
</tbody>
</table>

Students will receive notification of the approval or denial of their Credit Flexibility application within five working days of the deadline. Students may resubmit a revised denied application within five working days upon which the application was returned to the student. Resubmitted applications will receive notification within 5 working days of resubmission. All students should schedule courses, as usual, until notification has been received.

8th grade students who wish to participate in either Credit Flexibility option may only do so upon transition to 9th grade, which officially occurs August 1. Or, if an 8th grade student is already enrolled in a high school level course in middle school, and wishes to participate in Credit Flexibility in the content area of the high school level course being taken, he or she should follow the high school Credit Flexibility deadlines listed above.

Students wishing to utilize an AP test score for credit must submit correct Credit Flex paper work prior to sitting for the exams.
GRADUATION REQUIREMENTS - STATE EXAMS

ASSESSMENT GRADUATION REQUIREMENTS

Per guidelines established by the Ohio Department of Education in accordance with HB 487 all students in the graduating classes of 2018 and beyond must take State of Ohio assessments in the following 7 courses:

- Algebra I (Algebra II may replace Algebra I for the class of 2020)
- Geometry
- English I
- English II
- Biology
- American History
- American Government

To earn a high school diploma, students must meet State Assessment Criteria in each of the 7 courses in one of the following ways:

- Earn 18 cumulative graduation points on the 7 State of Ohio assessments.
  - Students can earn from 1-5 points based on their performance. Students earning high school credit in any of these courses prior to July 1, 2014 will automatically earn graduation points for those courses to be determined by the Ohio Dept. of Education.
  - Students must earn at least:
    - 4 points between the Mathematics exams
    - 4 points between the English exams
    - 6 points between the Science and Social Studies exams
    - 4 additional points in any combination of the exams

- Earn a “college remediation-free” Reading or Mathematics score on either the ACT or SAT.
  - Students must earn at least:
    - 18 on the ACT English
    - 21 on the ACT Reading (22 on Reading if student entered high school after July 1, 2014)
    - 22 on the ACT Mathematics
    - 430 on the SAT Writing
    - 450 on the SAT Critical Reading
    - 520 on the SAT Mathematics

- Earn a score of “2” or higher on the following AP or IB exams. (Note: This option is not available to students taking these exams as a Senior who wish to graduate in May)
  - AP Biology / IB Biology
  - AP US History / IB History of the Americas
  - AP US Government

- Earn a passing grade in one of the following College Credit Plus courses.
  - CC+ Biology
  - CC+ US History
  - CC+ US Government

For students participating in Career Technical Education Pathways (i.e. – Tolles) the following criteria must be met:

- Earn a score of “13” or higher on the WorkKeys job skills assessment.
  - And then earn a score of “12” or higher on a State of Ohio Board of Education approved industry recognized credential or state issued license for practice in a career.
  - Points may be earned in one area or a combination of areas that align to one career field.

Students must participate in the district-wide administration of the SAT during the Spring of the student’s Junior year.

Note: The Ohio Department of Education continues to update and revise graduation requirements in accordance with HB487. All changes to these requirements will be communicated to students and their families as they become available.
OHIO HIGH SCHOOL ATHLETIC ASSOCIATION ELIGIBILITY

GRADES 9-12: To be eligible, a student must be currently enrolled in school and must have received passing grades in a minimum of five (5), one-credit courses or the equivalent and maintain a 2.0 grade point average in the immediately preceding grading period.

For eligibility purposes, summer school grades may not be used to substitute for failing grades received the final grading period of the regular school year or for lack of enough subjects taken the preceding grading period.

Knowing and following all OHSAA standards will enable students to protect their athletic eligibility. It is also important for students to know that they must meet all the standards in order to be eligible. For additional information refer to www.ohsaa.org.

Do not change a course schedule or drop a course without first consulting with a school counselor or athletic administrator to determine whether it will affect eligibility.

Eligibility for each grading period is determined by grades received the preceding grading period. Semester and yearly grades have no effect on eligibility. To be eligible as a ninth grader, a student must be currently enrolled in school and must have received passing grades in 75% of subjects in the immediately preceding grading period.

SEMESTERS OF ELIGIBILITY

When a student enrolls in grade 9 the first time, he/she has eight (8) semesters of athletic eligibility taken in order of attendance whether he/she participates or does not participate.

NCAA COLLEGE FRESHMAN ELIGIBILITY REQUIREMENTS

If students are planning to enroll in college and wish to participate in Division I or Division II sports, they must be certified by the NCAA Initial-Eligibility Center. There are several steps in this process. Students should initiate the process early in their sophomore year. For more detailed information and the application materials, contact the Guidance Office or refer to: https://web1.ncaa.org/eligibilitycenter/common/

TRANSFER OF GRADES AND CREDIT

Students from international schools will be awarded a grade of “S” or “U” for all courses appearing on the transcript. Credit will be awarded based on the hours of class completed. “S” or “U” grades do not calculate in the student’s GPA.

When a student transfers to a Dublin high school from another state public or chartered school, letter grades awarded by the previous school are recognized by Dublin City Schools according to the previous school’s grading scale. To determine cumulative grade point average (GPA) letter grades awarded by other state public or chartered schools are recalculated using the Dublin high school grading scale weight. When a student transfers into a Dublin high school with a weighted grade in a course that Dublin does not offer or with a course that Dublin does not offer as a weighted grade, the weight will not be calculated in the student’s Dublin GPA.

The intent of this policy is to honor the integrity of the institution issuing the grade and credit as well as ensuring that all Dublin high school students graduate with grades and credits that are aligned to the Dublin City Schools grading scale.
## Comparison of Diplomas with Honors Criteria

*Students need to fulfill all but one of the applicable criteria for the Diploma with Honors.*

<table>
<thead>
<tr>
<th>Subject</th>
<th>Academic Diploma with Honors</th>
<th>International Baccalaureate Diploma with Honors **</th>
<th>Career-Technical Diploma with Honors</th>
<th>STEM Diploma with Honors</th>
<th>Arts Diploma with Honors</th>
<th>Social Science and Civic Engagement Diploma with Honors</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 units</td>
<td>4 units, plus the two required IB essays</td>
<td>4 units</td>
<td>4 units</td>
<td>4 units</td>
<td>4 units</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4 units</td>
<td>4 units</td>
<td>4 units</td>
<td>5 units</td>
<td>4 units</td>
<td>4 units</td>
</tr>
<tr>
<td>Science</td>
<td>4 units, including two units of advanced science</td>
<td>4 units, including biology, chemistry and at least one advanced science</td>
<td>4 units, including two units of advanced science</td>
<td>5 units, including two units of advanced science</td>
<td>3 units, including one unit of advanced science</td>
<td>3 units, including one unit of advanced science</td>
</tr>
<tr>
<td>Social Studies</td>
<td>4 units</td>
<td>4 units</td>
<td>4 units</td>
<td>3 units</td>
<td>3 units</td>
<td>5 units</td>
</tr>
<tr>
<td>World Language</td>
<td>3 units or no less than 2 units each of two languages</td>
<td>4 units or no less than 2 units each of two languages</td>
<td>2 units in one language</td>
<td>3 units or no less than 2 units each of two languages</td>
<td>3 units or no less than 2 units each of two languages</td>
<td>3 units or no less than 2 units each of two languages</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1 unit</td>
<td>1 unit</td>
<td>N/A</td>
<td>1 unit</td>
<td>4 units</td>
<td>1 unit</td>
</tr>
<tr>
<td>Electives</td>
<td>N/A</td>
<td>N/A</td>
<td>4 units of Career-Technical courses</td>
<td>2 units with a focus in STEM</td>
<td>2 units with a focus in Fine Arts</td>
<td>3 units with a focus in Social Sciences and/or Civics</td>
</tr>
<tr>
<td>Grade Point Average</td>
<td>3.5 on a 4.0 unweighted scale</td>
<td>3.5 on a 4.0 unweighted scale</td>
<td>3.5 on a 4.0 unweighted scale</td>
<td>3.5 on a 4.0 unweighted scale</td>
<td>3.5 on a 4.0 unweighted scale</td>
<td>3.5 on a 4.0 unweighted scale</td>
</tr>
<tr>
<td>ACT / SAT Score [excluding writing]</td>
<td>27 ACT / 1280 SAT</td>
<td>27 ACT / 1280 SAT</td>
<td>27 ACT / 1280 SAT</td>
<td>27 ACT / 1280 SAT</td>
<td>27 ACT / 1280 SAT</td>
<td>27 ACT / 1280 SAT</td>
</tr>
<tr>
<td>Field Experience / Portfolio</td>
<td>N/A</td>
<td>Complete a field experience and document the experience in a portfolio of work related to the student’s area of focus.</td>
<td>Complete a field experience and document the experience in a portfolio of work related to the student’s area of focus.</td>
<td>Complete a field experience and document the experience in a portfolio of work related to the student’s area of focus.</td>
<td>Complete a field experience and document the experience in a portfolio of work related to the student’s area of focus.</td>
<td></td>
</tr>
<tr>
<td>Additional Assessment</td>
<td>N/A</td>
<td>N/A</td>
<td>Earn an industry-recognized credential or achieve proficiency benchmark for appropriate Ohio Career-Technical Competency Assessment or equivalent</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Diploma with Honors** requirements pre-suppose the completion of all high school diploma requirements in the Ohio Revised Code including:
½ unit Physical Education, ½ unit Health, ½ unit American History, and ½ unit in Government

**President’s Education Award for Educational Excellence**
The President’s Education Award for Educational Excellence is awarded to graduating seniors with a cumulative GPA of 3.5 and above on a 4.0 grading scale and a 26 ACT composite score or 1210 SAT combined critical reading and math score. Students will be credentialed for this award after the 7th semester.

** The International Baccalaureate track to the Honors Diploma requires full completion of all requirements for an IB Diploma Programme including the Theory of Knowledge Course in meta-cognition, the Extended Essay project and the 150 hour Creativity, Action and Service (Service-Learning) requirement. Note: The International Baccalaureate Certificate Program does not qualify for this track to the Diploma with Honors.

*** Math units must include Algebra I, Geometry, Algebra II or the equivalent and another higher level course or a four-year sequence of courses that contain equivalent content

**** 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).
**International Baccalaureate Programme**

**IB Fast Facts**
- There are schools in more than 143 countries that offer the IB Programme and its curriculum.
- The IB Programme has been in existence for more than 40 years.
- The IB Programme is well regarded by many universities around the world.
- Students who participate in the full IB Diploma Programme receive a well-rounded education through the IB courses and the other components of the programme.

**Some of the Benefits of the IB Programme**

**Global Awareness and Internationalism:** The IB Programme emphasizes global awareness and intercultural understanding.

**International Standards:** IB students and teachers use the same curriculum that is used in IB schools in more than 143 countries around the world.

**Preparation for College:** The IB Programme is known for its excellent college preparation and students are well prepared to meet the demands of college coursework. Diploma students are often given preferential

**Unique Assessments:** IB students not only have a culminating assessment at the end of the course, but also demonstrate their learning through assessments such as laboratory reports, portfolios, performances,

**Interdisciplinary Learning:** Students participating in the IB Diploma Programme have the benefit of interdisciplinary study in which there is integration of course material across the

**Research Skills and Inquiry:** The IB Programme and IB courses emphasize sophisticated research skills and engage students in inquiry-based learning.
International Baccalaureate Programme

Frequently Asked Questions

What are the benefits of participating in the IB Diploma Programme?

The primary purpose of the IB Programme is to provide students with an internationally recognized and well-rounded education that will prepare them for college and beyond. Through participation in the IB Diploma Programme, students learn to become thoughtful citizens, who are able to articulate their thoughts, and manage their time and responsibilities well. The IB Diploma Programme is also a well-respected programme by colleges and universities around the world.

What are higher level and standard level IB courses?

There are two levels of IB courses – higher level (HL) and standard level (SL). To earn an IB Diploma, students are required to take at least three courses (not more than four courses) at the higher level and the remainder of the courses at the standard level.

The higher-level courses have a required number of class hours, which corresponds to two school years in length. Higher-level courses have a prescribed curriculum, which includes learning information at an in-depth level. The standard level courses are required to be at least one school year in length, but many extend across two years. While students in standard level courses learn information at an in-depth level, the prescribed curriculum tends to cover less material than the higher level courses.

Can a student take IB courses without participating in the Diploma Programme?

While the full Diploma Programme is the foundation of the International Baccalaureate Programme, the International Baccalaureate Organization allows students to take individual IB courses without participating in the full Diploma Programme. Individual IB courses are known as certificate courses because students are able to earn a certificate in these courses.

Do students receive an IB score awarded by the International Baccalaureate Organization for their IB courses?

Students have prescribed IB assessments for each IB course and earn a score from the International Baccalaureate Organization based on their performance on these required IB assessments. Students earn a score from 1 – 7 in each IB course. To be awarded an International Baccalaureate Diploma students must earn a minimum cumulative score in their courses, and must have required scores in accordance with the scoring rules set by the International Baccalaureate Organization.
Unique Components of the IB Diploma Programme

Theory of Knowledge – 501 – Year 1 / 502 – Year 2

In contrast to other courses, which strive to teach students knowledge, this course focuses on the student as a knower, and asks him or her to step outside his or her perspective to consider knowledge issues. Students will analyze the different ways they can know things, such as through senses, language, reason and emotion. Empowered with an understanding of their point of view, students will learn to integrate different disciplines, comparing how scientists, linguists, ethicists and mathematicians approach knowledge. Through a variety of exercises, including Socratic discussion, journal entries, essays and oral presentations, students will demonstrate their critical thinking skills by examining the relationships of particular types of knowledge to other parts. Students will break out of their “comfort zones,” and will learn to think about the “lens” through which they view intellectual problems, helping them have a richer understanding of the unity and diversity of knowledge. This is a blended course; the Theory or Knowledge curriculum is taught through Theory of Knowledge seminar days, “Lunch bunch” discussion groups and there is an interactive, online component.

Grading: Weighted Grade: 11-12
Time Frame: Blended Credits: 0.5 credits each year

Creativity, Action, and Service (CAS) – 545 – Year 1 / 546 – Year 2

CAS takes seriously the importance of life outside the world of scholarship, providing a counterbalance to the academic self-absorption some students may feel within a demanding school curriculum. Participation in CAS encourages students to share their energies and special talents while developing awareness, concern and the ability to work cooperatively with others. The IBO’s goal of educating the whole person and fostering more caring and socially responsible attitudes comes alive in an immediate way when students reach beyond themselves and their books. A good CAS project should extend students, and it should help to cultivate a spirit of open-mindedness, lifelong learning, discovery and self-reliance. It should also develop new skills on many levels, and inspire a sense of responsibility toward all members of the community.

Grading: S/U Grade: 11-12
Credits: 0.0 credits each year
Time Frame: CAS activities are completed outside of school hours during the two years of the IB Diploma Programme.

Extended Essay

The extended essay encompasses independent, self-directed research culminating in a 4,000-word paper intended to prepare students for work at the college or university level. Students have the opportunity to engage in an in-depth study of a topic of interest chosen from any of the IB subjects with the support, advice, and guidance of an IB teacher supervisor. All students in the Diploma Programme are required to complete an extended essay as a part of the Theory of Knowledge class.

Grading: Grade: 11-12
Credits: 0.0 credits each year
Time Frame: The Extended Essay is completed over the two years of the IB Diploma Programme within the Theory of Knowledge course.
International Baccalaureate Programme

Dublin Coffman IB Course Offerings

Group 1: Language A1
- English (HL)

Group 2: Second Language
- Spanish B (SL&HL)
- French B (SL&HL)
- Spanish Ab Initio (SL)
- German B (SL & HL)

Group 3: Individuals and Societies
- HOTA (HL)*
- Business and Management (SL)**
- Psychology (SL)**

Group 4: Experimental Sciences
- Biology (HL)
- Physics (SL)
- Chemistry (HL)

Group 5: Mathematics
- Math (HL)
- Math (SL)
- Math Studies (SL)
- Further Math (HL)

Group 6: The Arts or Electives***
- Visual Arts (SL&HL)
- Music (SL&HL)
- Computer Science (SL&HL)**

* The course meets the senior government requirement. **The course is one-year in length.
*** An elective is a second course taken in groups 2, 3, 4, or 5.

HL = Higher Level Course; SL = Standard Level Course. IB Diploma students take a minimum of 3 HL courses, but not more than 4.
**Dublin Jerome IB Course Offerings**

**IB Worldwide Curriculum**

IB Diploma students take one course from each of the IB subjects groups and complete the unique components that are at the core of the program: TOK, Extended Essay and CAS.

---

**Group 1: Language A1**
- English (HL)

**Group 2: Second Language**
- Spanish B (SL&HL)
- French B (SL&HL)
- Spanish Ab Initio (SL)
- German B (SL & HL)

**Group 3: Individuals and Societies**
- HOTA (HL)*
- Business and Management (SL)**
- Psychology (SL)**
- Philosophy (HL)

**Group 4: Experimental Sciences**
- Biology (HL)
- Physics (SL)
- Chemistry (SL)
- Environmental Systems & Societies (SL)

**Group 5: Mathematics**
- Math (HL)
- Math (SL)
- Math Studies (SL)

**Group 6: The Arts or Electives***
- Visual Arts (SL&HL)
- Music (SL&HL)
- Theatre (SL&HL)

---

* The course meets the senior government requirement. **The course is one-year in length. ***An elective is a second course taken in groups 2, 3, 4, or 5.

HL = Higher Level Course; SL = Standard Level Course. IB Diploma students take a minimum of 3 HL courses, but not more than 4.
Dublin Scioto IB Course Offerings

**International Baccalaureate Programme**

**IB Worldwide Curriculum**

IB Diploma students take one course from each of the IB subjects groups and complete the unique components that are at the core of the program: TOK, Extended Essay and CAS.

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**Group 1: Language A1**
- English (HL)

**Group 2: Second Language**
- Spanish B (SL&HL)
- French B (SL&HL)
- French Ab Initio (SL)
- Spanish Ab Initio (SL)
- German B (SL & HL)

**Group 3: Individuals and Societies**
- HOTA (HL)*
- Business and Management (SL)**
- Psychology (SL)**

**Group 4: Experimental Sciences**
- Biology (HL)
- Chemistry (HL)
- Physics (SL)
- Environmental Systems & Societies (SL)

**Group 5: Mathematics**
- Math (HL)
- Math (SL)
- Math Studies (SL)

**Group 6: The Arts or Electives***
- Visual Arts (SL&HL)
- Theatre (SL&HL)

---

* The course meets the senior government requirement. **The course is one-year in length.*** An elective is a second course taken in groups 2, 3, 4, or 5.

---

HL = Higher Level Course; SL = Standard Level Course. IB Diploma students take a minimum of 3 HL courses, but not more than 4.
THE EMERALD CAMPUS
Programs Offered

The following programs and courses will be offered through the Dublin City Schools Emerald Campus for the 2018-19 school year:

Liberal Arts Core
- West Bridge Programs
  - The Bridge
- Post-Secondary Programs
  - Life Skills
  - PREP
  - PowerPlus
- Early College Pathways
  - Fall Semester
    - College Composition I
    - Introduction to Psychology
  - Spring Semester
    - College Composition II
    - Introduction to Sociology

Science and Technology Hub
- Engineering Academy
- IT Academy
- Cisco Academy

Health and Education Hub
- BioMedical Research Academy
- Dublin Teacher Academy
- Social Work Academy

Entrepreneurship Hub
- Dublin Business Academy
- Young Professionals Academy
# ACADEMIC PATHWAYS

**Dublin City School District**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number</th>
<th>Course Name</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-12</td>
<td>246</td>
<td>Columbus Zoo and Aquarium School Zoology I</td>
<td>3.00</td>
</tr>
<tr>
<td>12</td>
<td>248</td>
<td>Columbus Zoo and Aquarium School Zoology II</td>
<td>3.00</td>
</tr>
<tr>
<td>11-12</td>
<td>698</td>
<td>Mosaic</td>
<td>3.00</td>
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**CS800**

**FLIGHT HUB**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number</th>
<th>Course Name</th>
<th>Credit</th>
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<tbody>
<tr>
<td>11-12</td>
<td>402</td>
<td>Introduction to Programming</td>
<td>1.00</td>
</tr>
<tr>
<td>11-12</td>
<td>409</td>
<td>Database Fundamentals</td>
<td>1.00</td>
</tr>
<tr>
<td>11-12</td>
<td>403</td>
<td>Systems Analyst</td>
<td>1.00</td>
</tr>
<tr>
<td>11-12</td>
<td>410</td>
<td>Python Programming</td>
<td>1.00</td>
</tr>
<tr>
<td>12</td>
<td>405</td>
<td>Web Design</td>
<td>1.00</td>
</tr>
<tr>
<td>12</td>
<td>411</td>
<td>JavaScript Fundamentals</td>
<td>1.00</td>
</tr>
<tr>
<td>12</td>
<td>407</td>
<td>Capstone Course: IT Internship &amp; Research</td>
<td>1.00</td>
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**SCIENCE AND TECHNOLOGY HUB**

**Engineering Academy**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number</th>
<th>Course Name</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-12</td>
<td>312</td>
<td>Fundamentals of Engineering</td>
<td>1.00</td>
</tr>
<tr>
<td>11-12</td>
<td>302</td>
<td>Computers, Electronics, and Control Systems</td>
<td>1.00</td>
</tr>
<tr>
<td>11-12</td>
<td>303</td>
<td>Capstone Course: Engineering Research &amp; Internship II</td>
<td>1.00</td>
</tr>
</tbody>
</table>

**IT Academy**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number</th>
<th>Course Name</th>
<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>10-12</td>
<td>415</td>
<td>CCNA Introduction to Networking</td>
<td>0.50</td>
</tr>
<tr>
<td>10-12</td>
<td>416</td>
<td>CCNA Routing and Switching</td>
<td>0.50</td>
</tr>
<tr>
<td>10-12</td>
<td>417</td>
<td>NDG Linux Essentials</td>
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</table>

**HEALTH AND EDUCATION HUB**

**Biomedical Research Academy**

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<tr>
<th>Grade</th>
<th>Number</th>
<th>Course Name</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-12</td>
<td>252</td>
<td>Advanced Placement Biology</td>
<td>2.00</td>
</tr>
<tr>
<td>11-12</td>
<td>217</td>
<td>Body Systems</td>
<td>0.50</td>
</tr>
<tr>
<td>11-12</td>
<td>253</td>
<td>Medical Interventions (Offered 2019-20)</td>
<td>0.50</td>
</tr>
<tr>
<td>11-12</td>
<td>254</td>
<td>3D Art</td>
<td>0.50</td>
</tr>
<tr>
<td>11-12</td>
<td>F775</td>
<td>Advanced Research In Science</td>
<td>1.00</td>
</tr>
<tr>
<td>11-12</td>
<td>700</td>
<td>Dublin Teacher Academy*</td>
<td>3.00</td>
</tr>
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</table>

**Social Work Academy**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number</th>
<th>Course Name</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>OS141</td>
<td>Introduction to Social Work</td>
<td>1.00</td>
</tr>
<tr>
<td>12</td>
<td>OS142</td>
<td>Introduction to Social Welfare</td>
<td>1.00</td>
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**ARTS AND COMMUNICATIONS HUB**

**Broadcast Video Program**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number</th>
<th>Course Name</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-12</td>
<td>053</td>
<td>Broadcast Video I</td>
<td>1.00</td>
</tr>
<tr>
<td>10-12</td>
<td>054</td>
<td>Broadcast Video II</td>
<td>1.00</td>
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**ENTREPRENEURSHIP HUB**

**Dublin Business Academy**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number</th>
<th>Course Name</th>
<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>11-12</td>
<td>430</td>
<td>Professional Internship Program</td>
<td>1.50</td>
</tr>
<tr>
<td>11-12</td>
<td>702/703</td>
<td>Individualized Professional Studies</td>
<td>Arr</td>
</tr>
</tbody>
</table>

*Indicates program will be housed at the Emerald Campus
**COLUMBUS ZOO AND AQUARIUM SCHOOL ZOOLOGY I – 246**

Prerequisite: Biology, Application (available in Guidance Office), Readiness Exam, Skills in Language Arts/Writing, and Computers

Elective: Grade: 11-12

Graded: Conventionally Credit: 3.0 (1.0 Science – Zoology)

Time Frame: Year (1.0 Math – Statistics, Dual Credit – Univ. of Findlay)

(1.0 Elective – Research)

Zoo School is a research-focused program that incorporates zoology and statistics into an authentic research project. It is taught in a block-schedule on-site at the Columbus Zoo & Aquarium. Topics include a survey of animal phyla, animal behavior, animal classification, natural selection and evolution, genetics, ethnology. Students must supply their own transportation to the Zoo and are invited to attend Zoo School open houses for additional information. Zoo School I, like its counterpart Zoo School II, is taught at the Columbus Zoo and Aquarium. A special interest Capstone project is completed. Students must supply their own transportation to the Zoo.

**COLUMBUS ZOO AND AQUARIUM SCHOOL ZOOLOGY II – 248**

Prerequisite: Zoo School I, with B average in all subjects. Excellent Zoo School I Attendance, Completion and Presentation of Zoo I Thesis

Elective: Grade: 12

Graded: Conventionally Credit: 3.0 (1.0 Science – Zoology)

Time Frame: Year (1.0 Chemistry)

(1.0 Elective – Research)

Zoo School 2 is a continuation of the research skills developed in Zoo 1 with career options explored in several ways. It is taught in a block-schedule on-site at the Columbus Zoo & Aquarium. Topics include a survey of a comparative perspective of anatomy and physiology of reptiles, amphibians, birds and mammals as well as animal behavior. College credit in Chemistry is offered through the University of Findlay. A special interest Capstone project is completed. Students must supply their own transportation to the Zoo.

**MOSAIC – 698**

Prerequisite: Application

Graded: Conventionally Credit: 3.0

Time Frame: Year

Mosaic is a half-day, yearlong program with an arts and multicultural focus. The project-based curriculum integrates English, social studies, art appreciation, and cultural studies. Mosaic challenges students to become analytic thinkers, effective communicators, successful collaborators, and responsible citizens. Students build community with peers from schools across Franklin County and prepare for life in the global society by pursuing in-depth research projects, examining international connections in Central Ohio, engaging with the local arts community, and making major presentations in a variety of forums. *The American Government requirement for graduation is earned during year two of the Mosaic program.*
FLIGHT HUB – CS800

AVIATION MAINTENANCE PROGRAM
Prerequisite: Acceptance into Aviation Maintenance Program at Columbus State Community College
Graded: Varies Grade: 10-12
Time Frame: 3 Years Credit: 12.0 HS Credits and 70 College Semester Credit Hours

The Aviation Maintenance Pathway is approved by the Federal Aviation Administration (FAA Certificate #DL9T090R) and meets the requirements of FAA Regulation Part 147. Students successfully completing the appropriate technical studies are qualified to take the exams for the FAA Airframe and Powerplant Certificate rating.

Students interested in the Aviation Maintenance Pathway should meet with their school counselor to set the three-year high school academic plan that will meet both high school graduation and Associates Degree requirements. Completion of this pathway will lead to the completion of the first 2 semesters of the Associates Degree in Aviation Maintenance Technology through Columbus State Community College.

This program will be taught through CSCC at their Bolton Field Airport facility. Students will be responsible for their own transportation to Bolton Field.

AIRFRAME CERTIFICATE
Prerequisite: Acceptance into Aviation Maintenance Program at Columbus State Community College
Graded: Varies Grade: 11-12
Time Frame: 2 Years Credit: 3.0 HS Credits and 40 College Semester Credit Hours

The Airframe Certificate Pathway is approved by the Federal Aviation Administration (FAA Certificate #DL9T090R) and meets the requirements of FAA Regulation Part 147. Students successfully completing the appropriate technical studies are qualified to take the exams for the FAA Airframe Certificate rating.

Students interested in the Airframe Certificate Pathway should meet with their school counselor to set the two-year high school academic plan that will meet both high school graduation and Airframe Certificate requirements. Completion of this pathway will lead to the completion of the first 2 semesters of the Airframe Certificate in Aviation Maintenance Technology through Columbus State Community College.

This program will be taught through CSCC at their Bolton Field Airport facility. Students will be responsible for their own transportation to Bolton Field.

POWERPLANT CERTIFICATE
Prerequisite: Acceptance into Aviation Maintenance Program at Columbus State Community College
Graded: Varies Grade: 11-12
Time Frame: 2 Years Credit: 4.0 HS Credits and 37 College Semester Credit Hours

The Powerplant Certificate Pathway is approved by the Federal Aviation Administration (FAA Certificate #DL9T090R) and meets the requirements of FAA Regulation Part 147. Students successfully completing the appropriate technical studies are qualified to take the exams for the FAA Powerplant Certificate rating.

Students interested in the Powerplant Certificate Pathway should meet with their school counselor to set the two-year high school academic plan that will meet both high school graduation and Powerplant Certificate requirements. Completion of this pathway will lead to the completion of the first 2 semesters of the Powerplant Certificate in Aviation Maintenance Technology through Columbus State Community College.

This program will be taught through CSCC at the Bolton Field Airport facility. Students will be responsible for their own transportation to Bolton Field.
SCIENCE AND TECHNOLOGY HUB

ENGINEERING ACADEMY – 300

The Engineering Academy is open to students from all three high schools through an application process. Students who participate will travel to the Emerald Campus. 11th graders who complete year one of the Academy may be eligible to take Engineering 1181 and 1882 at Ohio State during their 12th grade year in a section with seats reserved for College Credit Plus students.

FUNDAMENTALS OF ENGINEERING – 301

Prerequisite: Algebra II or concurrently taking Pre-calculus
Graded: Weighted
Time Frame: Year

This survey course of engineering exposes students to major concepts in they’ll encounter in a postsecondary engineering course of study. Students employ engineering and scientific concepts in the solution of engineering design problems. The students will develop strong problem solving skills, from design through prototyping and testing. An emphasis will be placed on documenting and communicating solutions.

COMPUTERS, ELECTRONICS AND CONTROL SYSTEMS – 302

Prerequisite: Application
Graded: Weighted
Time Frame: Year

This course focuses on the fundamentals of electrical engineering and electronics. From circuit design to integrated circuits to programming microcontrollers, this course focuses on developing students’ skill in working with modern digital electronic systems. Students employ their skills in a series of projects, with a pair of larger projects tying concepts together. Students also develop their computer programming skills.

CAPSTONE COURSE: ENGINEERING RESEARCH & INTERSHIPS II – 303

Prerequisite: Application
Graded: Conventionally
Time Frame: Year

This course will include a large, year-long project that will tie together the concepts learned in the Engineering Academy. Students will develop a personal portfolio documenting their work. The course will also include work with a professional on researching or developing a solution for a real-world engineering problem. The course will develop students engineering, computer programming and presentation skills.

IT ACADEMY – 400

The IT Academy is open to students from all three high schools through an application process. Students who participate will travel to the Emerald Campus. This three year academy will offer six high school credits as well as 18 college credit hours through CSCC for CSCI 1275 - Systems Analysis, CSCI 1320 - Database Fundamentals, CSCI 1103 - Intro to Programming Logic, CSCI 1511 - Python Programming, CSCI 1145 - HTML and CSCI 2447 - JavaScript Fundamentals.
INTRODUCTION TO PROGRAMMING LOGIC – 402
Prerequisite: Application
Graded: Conventional Grade: 10-12
Time Frame: Semester (2 per./day) Credit: 1.00
In this course, students will learn the basics of building simple interactive applications. Students will learn the basic units of logic: sequence, selection, and loop. Students will apply algorithmic solutions to problem-domain scenarios. Students will gain experience in using commercial and open source languages, programs, and applications.

DATABASE FUNDAMENTALS – 409
Prerequisite: Application
Graded: Conventionally Grade: 10-12
Time Frame: Year Credit: 1.00
This course will serve as the foundational course to the Business Intelligence certificate. It introduces the student to the fundamental concepts and techniques of relational database management, database technology, structured query language, database design, database management, web database applications and big data. Students perform hands-on labs with commercial software and databases provided by real-world scenarios.

SYSTEMS ANALYSIS – 403
Prerequisite: Application
Graded: Conventionally Grade: 11-12
Time Frame: Year Credit: 1.00
Students will learn the theory and practice of software testing and develop an understanding of the analysis and design phases of software development. Students will effectively use appropriate programming languages and software patterns to improve software development. A variety of commercial and open source programs, applications, and tools will be used.

PYTHON PROGRAMMING – 410
Prerequisite: Application
Graded: Conventional Grade: 11-12
Time Frame: Semester (2 per./day) Credit: 1.00
Students learn the Python programming language constructs to write programs that integrate classes, class methods, and class instances, built upon basic structures such as input method handling, 2-D sprite manipulation and animation, collision detection, game physics and basic artificial intelligence.

WEB DESIGN – 405
Prerequisite: IT Academy Year 1
Graded: Conventionally Grade: 12
Time Frame: Year Credit: 1.00
Students will learn the dynamics of the Web environment while pursuing an in-depth study of both Hypertext Markup Language (HTML) and Cascading Style Sheets (CSS). Web based protocols such as FTP, TCP/IP, and HTTP will be addressed. Students will create a website with tag text elements, special characters, lines, graphics, hypertext links, and graphical tables. *This course allows students to obtain a 1.0 Visual Arts waiver upon successful completion of the IT Academy.
JAVA SCRIPT FUNDAMENTALS – 411

Prerequisite: Application
Graded: Weighted Grade: 12
Time Frame: Year Credit: 1.00

This course provides an in-depth study of scripting languages that add interactivity to websites. Scripting languages such as JavaScript and PHP work with Hypertext Markup Language (HTML) to extend its functionality. In recent years, several libraries have been created to reduce development time. Students will be introduced to the several scripting languages and use them to complete multiple, real-world tasks. Students will also learn how to work with several popular libraries and through multiple exercises.

CAPSTONE COURSE: IT INTERNSHIP AND RESEARCH – 407

Prerequisite: IT Academy Year 1
Graded: Weighted Grade: 12
Time Frame: Year Credit: 1.00

The capstone course provides opportunities for students to apply knowledge, attitudes and skills that were learned in Information Technology program in a more comprehensive and authentic way. Capstones often include project/problem based learning opportunities that occur both in and away from school. Under supervision of the school and through community partnerships, students may combine classroom learning with work experience. This course can be delivered through a variety of delivery methods including cooperative education or apprenticeship.

CISCO ACADEMY

CCNA INTRODUCTION TO NETWORKING – 415

Graded: Conventionally Grade: 10-12
Time Frame: Semester Credit: 0.5

Students will learn the fundamental concepts of networking, and then immediately apply this knowledge to the configuration of a router and switch. By the end of the course, students will have enough knowledge to set up a network environment that has multiple subnets over multiple virtual LANs (VLANs), use network address translation (NAT) to connect to the Internet, and hand out IP addresses automatically.

The CCNA Introduction to Networking Credential is open to students from all three high schools. Students who participate will travel to the Emerald Campus.

CCNA ROUTING AND SWITCHING – 416

Graded: Conventionally Grade: 10-12
Time Frame: Semester Credit: 0.5

As enterprises migrate toward controller based architectures, the role and skills required of a core network engineer are evolving and more vital than ever. To prepare for this network transition, the CCNA Routing and Switching certification will not only prepare students with the knowledge of foundational technologies, but ensure they stay relevant with skill sets needed for the adoption of next generation technologies.

The CCNA Routing and Switching Credential is open to students from all three high schools. Students who participate will travel to the Emerald Campus.
NDG LINUX ESSENTIALS – 417
Graded: Conventionally Grade: 10-12
Time Frame: Semester Credit: 0.5

NDG Linux Essentials is an introduction to Linux as an operating system, basic open source concepts and the basics of the Linux command line. Content developed by experts, a Linux virtual machine and step-by-step labs give students hands-on access to practice Linux command line concepts.

The NDG Linux Essentials Credential is open to students from all three high schools. Students who participate will travel to the Emerald Campus.

HEALTH AND EDUCATION HUB

BIOMEDICAL RESEARCH ACADEMY – 252
The Biomedical Research Academy is a half-day program that is open to students from all three high schools through an application process. Students who are participating will travel to the Emerald Campus. Students will receive 4.5 credits for the class work listed below. Students will use a problem-based approach to develop a strong foundation into the practices of biomedical professionals through guest speakers and field trips, and culminating with an authentic biomedical research investigation.

ADVANCED PLACEMENT BIOLOGY – 217
Highly Recommended: Biology and Chemistry
Graded: Weighted Grade: 11-12
Time Frame: Year Credit: 2.00 (1.00 weighted; 1.00 S/U)

Advanced Placement Biology parallels a college-level introductory biology course for science majors. It is a one-year course that includes laboratory work, college-level reading, essay writing, and class discussions. It is intended for the student who wishes to obtain a strong background in biology and who intends to take the Advanced Placement Biology examination at the end of the year for possible college credit. Topics of study include: molecular and cellular biology, biochemical concepts, evolution, organismal biology, and population biology. AP Biology is a double-period class.

BODY SYSTEMS – 253
Graded: Conventionally Grade: 11-12
Time Frame: Semester Credit: 0.50

Students examine the processes, structures, and interactions of the human body systems to learn how they work together to maintain homeostasis and good health. Using authentic case studies, students take the role of biomedical professionals and work together to solve medical issues. This problem-based approach includes designing experiments, investigating the structures and functions of body systems and using data collection tools to monitor body functions. Important concepts covered in the course are communication and coordination (nervous/sensory, endocrine, muscular systems), metabolism (digestive, respiratory, excretory, cardiovascular systems), protection (immune and lymphatic systems) and reproduction.
MEDICAL INTERVENTIONS – 254

Graded: Conventionally Grade: 11-12
Time Frame: Semester Credit: 0.50 (Offered 2019-20)

Students investigate various medical interventions that extend and improve quality of life including: gene therapy, pharmacology, surgery, prosthetics, rehabilitation, and supportive care. The course explores the design and development of various medical interventions, including vascular stents, cochlear implants, and prosthetic limbs. In addition, students review the history of organ transplants and gene therapy, and stay updated on cutting-edge developments via current scientific literature. Students will conduct a semester long, literature-based research paper on a disease or disorder of their choice.

3D ART – F775

Graded: Conventionally/Portfolio Grade: 11-12
Time Frame: Semester Credit: 0.50

Meeting two times a week for one period, and in coordination with the high school art teachers, students will prepare a variety of works related to human anatomy and physiology. Credit is earned by credit flex.

ADVANCED RESEARCH IN SCIENCE – 240

Highly Recommended: 2 years of science
Graded: Weighted Grade: 11-12
Time Frame: Year Credit: 1.00

This course will facilitate advanced learning of the philosophy of science, research methods, science writing and reporting, statistical analysis of results, lab and/or fieldwork methods, and ethical concerns. This is an individual research course in which students will develop and complete a science research project. The student needs to be self-motivated and the teacher will act to facilitate the research work of the student. Work outside the classroom will be necessary and the students will be required to submit and present their research findings to a scientific community. This course is designed to be a culmination of the student’s high school science experience.

DUBLIN TEACHER ACADEMY (DTA) – 700

The Dublin Teacher Academy (DTA) is a junior and senior year program offered for college bound students to provide an opportunity to get a head start on the path to a successful career in education. In addition to site visits and internships, students will attend seminar days at the Emerald Campus.

DUBLIN TEACHER ACADEMY – Year 1 (Juniors)

Prerequisite: 2.5 GPA and application
Graded: Conventionally Grade: 11
Time Frame: Year Credit: 3.00

Content to be covered will include Child and Adolescent Development, First Aide and CPR and Education Principles. Students will also experience guest speakers, site visits and complete action research projects during the Year 1 program. Upon successful completion of a professional educational portfolio, students will receive three high school credits plus a possible 2-4 semester hours of Career Technical Assurance Guide (CTAG) credit at any Ohio Public University for Education 101.

Juniors completing the DTA Year 1 Program will be eligible for the DTA Year 2 Program which will include additional coursework in 2019-20 school year along with internship experiences.
DUBLIN TEACHER ACADEMY – Year 2 (Seniors)

Prerequisite: 2.5 GPA and application
Graded: Conventionally Grade: 12
Time Frame: Year Credit: 3.00

Content to be covered will include Child and Adolescent Development, First Aide and CPR and Education Principles. Students will participate in internships guided by experienced teachers in the areas of early-childhood, middle-childhood, high school and special needs classrooms. Transportation is required for seniors to complete internship experiences. Upon successful completion of a professional educational portfolio, students will receive three high school credits plus a possible 2-4 semester hours of Career Technical Assurance Guide (CTAG) credit at any Ohio Public University for Education 101.

SOCIAL WORK ACADEMY

INTRODUCTION TO SOCIAL WORK – OS141

Prerequisite: Acceptance to the Ohio State University Academy and College Composition I, Intro to Psychology, Intro to Sociology
Graded: Weighted Grade: 11-12
Time Frame: Semester Credit: 1.00 HS Credits and 3 College Semester Credit Hours

This course provides students with an introductory understanding of the profession of social work. The course will examine the underlying assumptions, core values, fundamental goals, unique functions, and methods of social work in traditional social work settings. Social work’s response to major social problems such as poverty, mental health, substance abuse, crime and violence, aging, child welfare, and health care will be explored. The impacts of social stratification and stigmatization, as evidenced through racism, sexism, ageism, classism and heterosexism, contribute to the understanding of these social problems and are a critical part of this course.

This course will be offered at the Ohio State University in a section with seats reserved for Dublin City Schools College Credit Plus students. Students will be responsible for their own transportation to Ohio State University.

INTRODUCTION TO SOCIAL WELFARE – OS142

Prerequisite: Acceptance to the Ohio State University Academy and Introduction to Social Work
Graded: Weighted Grade: 11-12
Time Frame: Semester Credit: 1.00 HS Credits and 3 College Semester Credit Hours

This course provides an introduction to the history, structure, and function of the social welfare institution. Students will examine the nature and causes of social problems, explore the influence of societal values and beliefs on the social welfare system, consider issues of diversity and discrimination, and explore their own values and beliefs. Topics include aging, criminal justice, poverty and homelessness, mental illness, health care, and the welfare of families.

This course will be offered at the Ohio State University in a section with seats reserved for Dublin City Schools College Credit Plus students. Students will be responsible for their own transportation to Ohio State University.
**ARTS AND COMMUNICATIONS HUB**

**BROADCAST VIDEO PROGRAM**

**BROADCAST AND VIDEO PRODUCTION I – 053**
Prerequisite: None
Elective: Grade: 9-12
Graded: Conventionally Credit: 1.00 Time Frame: Year

Broadcast and Video Production I is designed for students with an interest in video technology and communications. The yearlong class will provide students an opportunity to develop skills in pre-production, 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 be challenged to review and analyze written, video, and other media productions. Evaluation will be based in part on student projects. Students will need to complete a 10-hour field experience outside the classroom. The program is offered at each of our three high school buildings.

**BROADCAST AND VIDEO PRODUCTION II – 054**
Prerequisite: Broadcast & Video Production I and Teacher Recommendation
Elective: Repeatable Grade: 10-12
Graded: Conventionally Credit: 2.00 (Art credit) Time Frame: Year

Broadcast and Video Production II is designed for students who have the desire to further develop their skills in video production and their understanding of advanced technology. Students produce and direct weekly programs for broadcast within the school. The year long, two-period course also focuses on career exploration, government rules and regulations regarding media, marketing, promotional strategies, and mass communications. Students will need to complete a 20-hour field experience outside the classroom. The program is offered at each of our three high school buildings.

**ENTREPRENEURSHIP HUB**

**DUBLIN BUSINESS ACADEMY (DBA) – 430**
Prerequisite: Application Elective: 2 periods
Graded: Conventionally Grade: 11-12
Time Frame: Year Credit: 2.00 (1.00 Entrepreneurship, 0.50 Business Management, 0.50 Applied Marketing)

The Dublin Business Academy (DBA) is open to students from all three high schools. Students who participate will travel to the Emerald Campus. This course provides students with an opportunity to get started on the path to a successful career in business. This unique and challenging non-traditional program is for students interested in business, graphic design, or entrepreneurship. DBA students will contribute and study all aspects of running a real world business. This includes: accounting, sales, graphic design, social media marketing, managing websites, creating financial documents, customer service, developing business models, and logistics. Students will gain 21st century skills during this experiential learning opportunity as they operate an existing full service screen-printing and design company. Experienced teachers along with community business members will guide students through the day-to-day operations of this business. DBA has partnerships with Ohio State University and Columbus State Community College. Students also have the opportunity to participate in paid internships after school, on weekends, or during the summer.
YOUNG PROFESSIONALS ACADEMY (YPA)

YPA students will provide their own transportation to their internship site. They are treated as professionals and expected to be mature in their actions and attire.

PROFESSIONAL INTERNSHIP PROGRAM – 702 (1st Semester) & 703 (2nd Semester)

Prerequisite: Application and interview process
Graded: Conventionally Grade: 11-12
Time Frame: Semester Credit: 1.50

The Young Professionals’ Academy assists students in developing the skills, knowledge, and expertise to succeed in work and life in the 21st century. Through lessons and two professional internship experiences, YPA students work to develop the critical thinking, communication, collaboration, creativity, and problem-solving skills required for success in college and careers. Students analyze and document personal interests, talents, skills, aptitudes, and values in order to select internships in two career fields of their choosing. Students get to experience the day-to-day operations of the career, gain exposure to its related lifestyle, learn about the educational requirements, and begin to build their professional network. Former YPA students attest to the value of the program to their college selection and acceptance, selection of college major, and success in securing future employment. Students exit the program armed with internship experience, a professional portfolio, and networking contacts aimed at College and Career Readiness.

INDIVIDUALIZED PROFESSIONAL STUDIES – 705

Prerequisite: YPA Course 702 or 703 and YPA Instructor permission Elective: Repeatable
Graded: S/U Grade: 11-12
Time Frame: Semester Credit: Arranged

The YPA Individualized Professional Studies provides students with additional investigation and experience in career fields of interest. Individual programs are designed in cooperation between the student and the YPA instructor. Students participate in planning, goal setting, and securing their own internship experience.
ACADEMIC PATHWAYS
Tolles Career and Technical Center

<table>
<thead>
<tr>
<th>Grade</th>
<th>Course Name</th>
<th>Credit</th>
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<tbody>
<tr>
<td>11-12</td>
<td>Outdoor Careers</td>
<td>Varies</td>
</tr>
<tr>
<td>11-12</td>
<td>Animal Management &amp; Services</td>
<td>Varies</td>
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<tr>
<td>11-12</td>
<td>Digital Media Production</td>
<td>Varies</td>
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<tr>
<td>11-12</td>
<td>Art Design &amp; Communication</td>
<td>Varies</td>
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<tr>
<td>11-12</td>
<td>Marketing &amp; Logistics</td>
<td>Varies</td>
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<tr>
<td>11-12</td>
<td>Construction Technologies</td>
<td>Varies</td>
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<tr>
<td>11-12</td>
<td>Pharmacy Technician</td>
<td>Varies</td>
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<tr>
<td>11-12</td>
<td>Pre-Nursing</td>
<td>Varies</td>
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<tr>
<td>11-12</td>
<td>Pre-Veterinary Technician</td>
<td>Varies</td>
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<tr>
<td>11-12</td>
<td>Exercise Science</td>
<td>Varies</td>
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<tr>
<td>11-12</td>
<td>Culinary Arts</td>
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<td>11-12</td>
<td>Criminal Justice</td>
<td>Varies</td>
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<tr>
<td>11-12</td>
<td>Firefighting &amp; EMS</td>
<td>Varies</td>
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<td>11-12</td>
<td>Engineering and Manufacturing Technologies</td>
<td>Varies</td>
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<td>11-12</td>
<td>Welding &amp; Fabrication</td>
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<td>11-12</td>
<td>Automotive Technologies</td>
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<td>11-12</td>
<td>Automotive Collision Repair</td>
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<tr>
<td>11-12</td>
<td>Power Sports &amp; Auto Services</td>
<td>Varies</td>
</tr>
</tbody>
</table>

Tolles is the career center associated with Dublin City Schools. It is located in Plain City, Ohio and offers a wealth of programs for students in several college and career areas. Students will have an opportunity to visit Tolles during their 10th grade year and are encouraged to speak to their school counselors for further information. Most of the programs offered at Tolles are for 11th and 12th grade students.

**AGRICULTURE & ENVIRONMENTAL**

**OUTDOOR CAREERS**
Prepare for careers in natural resources, environmental management, urban forestry, landscape and horticulture, turf management, water resource management, soil and water conservation, habitat reconstruction and many more.

**ANIMAL MANAGEMENT & SERVICES**
Prepare for careers in animal research, training, breeding, agriculture, grooming, pet store management.

**ARTS & COMMUNICATION**

**DIGITAL MEDIA PRODUCTION**
Prepare for careers in photography, broadcasting, production, camera and technical services, public relations, and corporate communications.

**ART DESIGN & COMMUNICATION**
Prepare for careers in graphic design, illustration, advertising, fine art, industrial design, character and environmental design, fashion or interior design.
BUSINESS

MARKETING & LOGISTICS
Prepare for careers in accounting, human resources, customer service management, marketing, logistics management, international business, purchasing and production management, warehouse operations, supply chain management, and more.

CONSTRUCTION

CONSTRUCTION TECHNOLOGIES
Prepare for careers in the areas of carpentry, HVAC, plumbing, electricity, contracting, and building maintenance.

HEALTH

PHARMACY TECHNICIAN
Prepare for a career as a pharmacist or pharmacy technician, or allow the program to serve as a foundation for any health care career, including medical school, nursing school or more.

PRE-NURSING
Prepare for careers as a nurse, nurse aide, or any healthcare position with additional training.

PRE-VETERINARY TECHNICIAN
Prepare for careers as a veterinarian, veterinary technician or assistant, or in laboratory diagnostics.

EXERCISE SCIENCE
Prepare for careers as an athletic trainer, fitness instructor, physical therapist, occupational therapist, respiratory therapist, coach, or exercise specialist.

HOSPITALITY

CULINARY ARTS
Prepare for careers in restaurant management, hospitality and tourism services, catering, or as an executive, sous, or pastry chef.

HUMAN SERVICES

COSMETOLOGY
Prepare for careers as a licensed cosmetologist, hair stylist, color or nail technician, salon manager or owner.

LAW & PUBLIC SAFETY

CRIMINAL JUSTICE
Prepare for careers in law enforcement, the military, or public safety.

FIREFIGHTING & EMS
Prepare for careers as a firefighter, emergency medical technician, paramedic, emergency dispatcher or other public safety fields.
MANUFACTURING & ENGINEERING

ENGINEERING AND MANUFACTURING TECHNOLOGY
Prepare for careers in engineering, robotics, as a mechanic, production manager, engineering technician, quality assurance inspector or in the high-demand areas of advanced manufacturing.

WELDING & FABRICATION
Prepare for careers in the high-demand area of welding and fabrication, including as a welder, fabricator, ironworker, engineer, or research and developer.

TRANSPORTATION

AUTOMOTIVE TECHNOLOGIES
Prepare for careers in auto repair, auto parts sales, auto technician, and service management.

AUTOMOTIVE COLLISION REPAIR
Prepare for careers in auto body repair, auto painting and detailing, auto framing, body shop management, and insurance adjusting.

POWER SPORTS & AUTO SERVICES
Prepare for careers as a technician working with outdoor power equipment, lawn and garden equipment, power sports (Motorcycle and ATV), and auto maintenance.
ACADEMIC SKILLS

Courses Offered

<table>
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<tr>
<th>Grade</th>
<th>Number</th>
<th>Course Name</th>
<th>Credit</th>
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<tbody>
<tr>
<td>9-12</td>
<td>9951/9952</td>
<td>Graduation Test Preparation</td>
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<tr>
<td>9-12</td>
<td>9691/9692</td>
<td>Academic Skills (ASC)</td>
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<tr>
<td>9-12</td>
<td>9695/9696</td>
<td>Intervention Skills (ISC)</td>
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<tr>
<td>9-12</td>
<td>734</td>
<td>Peer Collaboration</td>
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<tr>
<td>11-12</td>
<td>735</td>
<td>Celtic Advisory Program (CAP) Mentor</td>
<td>0.00</td>
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</tbody>
</table>

**GRADUATION TEST PREPARATION – 9951 / 9952**

Prerequisite: Have not passed one or more parts of the state-mandated graduation tests.
Elective: Repeatable Grade: Preference given to upperclassmen
Graded: S/U Credit: Credit may be awarded through Credit Flex if
Time Frame: Semester/Year requested

This course will provide students with the necessary skills to successfully pass the state-mandated graduation tests. These skills include content area skills, test-taking strategies, and ways to cope with the anxiety of high-stakes test situations. Content skills are consistent with the state performance objectives.

**ACADEMIC SKILLS – 9691 / 9692**

Prerequisite: None
Elective: Repeatable Grade: 9-12
Graded: S/U Credit: Credit may be awarded through Credit Flex if
Time Frame: Semester/Year requested

Academic Skills is a class that students may take to enable them to improve organizational skills, study habits, and academic performance. Students may be required to complete work specifically related to the skills listed above, as well as their own academic work.

**INTERVENTION SKILLS – 9695 / 9696**

Prerequisite: Approval of Student Success Team
Elective: Repeatable Grade: 9-12
Graded: S/U Credit: Credit may be awarded through Credit Flex if
Time Frame: Semester/Year requested

Intervention Skills is a small structured class that students may take, upon the recommendation of the Student Success Team, to improve their organizational skills, study habits, and academic performance. Students may be required to complete work specifically related to the skills listed above in addition to completing work for their academic classes.

* This course is only available at Dublin Jerome High School.
The following courses are available to students who wish to assist their classmates throughout the school day:

**PEER COLLABORATION COURSE – 734**

Prerequisite: Application
Elective: Grade: 9-12
Graded: S/U Credit: Credit may be awarded through Credit Flex if requested
Time Frame: Semester/Year

The Peer Collaboration elective course provides students with the opportunity to acquire and enhance their development of 21st Century Skills such as leadership, problem solving, critical thinking, communication, and collaboration. Peer Collaborators will support other students in various school environments with the primary role of assisting their peers in understanding content, helping them to complete assignments, providing a social partner and serving as a role model. Students will be required to participate in training sessions and to document participation in the program through journaling.

**CELTIC ADVISORY PROGRAM (CAP) MENTOR – 735**

Prerequisite: Application
Elective: Grade: 9-12
Graded: S/U Credit: Credit may be awarded through Credit Flex if requested
Time Frame: Semester/Year

CAP Mentors will foster a mentor/student relationship with freshman students and assist freshman students in the adjustment to high school by designing and implementing advisory lessons in time management, decision-making, study tips, and school traditions. CAP Mentors manage the Freshman Advisory with a small team, demonstrate leadership skills and uphold positive academic and personal integrity. CAP Mentors are expected to maintain excellence attendance and a positive attitude toward the CAP program and Dublin Jerome High School. In addition to attending Freshman Advisory every day, CAP members facilitate the "Celtic Kick-Off" week’s activities both in and out of the classroom. In addition, there are monthly lunch meetings and training days at the beginning of school and the day before school.

*This course is only available at Dublin Jerome High School.*
APPLIED SCIENCES
Courses Offered

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number</th>
<th>Course Name</th>
<th>Credit</th>
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<tbody>
<tr>
<td>9-12</td>
<td>593</td>
<td>Introduction to Engineering &amp; Industrial Design (Level 1)</td>
<td>1.00</td>
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<tr>
<td>10-12</td>
<td>611</td>
<td>Engineering and Industrial Design (Level 2)</td>
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<tr>
<td>10-12</td>
<td>614</td>
<td>Architectural Design and Modeling</td>
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<td>Product Design and Modeling</td>
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<td>620</td>
<td>Capstone Course: Engineering Research and Internship I</td>
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<td>9-12</td>
<td>676</td>
<td>Life Choices</td>
<td>1.25</td>
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<tr>
<td>9-12</td>
<td>681</td>
<td>Parenting and Child Development</td>
<td>0.50</td>
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<tr>
<td>11-12</td>
<td>682</td>
<td>On Your Own</td>
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<tr>
<td>10-12</td>
<td>683</td>
<td>Foods and Fitness</td>
<td>0.50</td>
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<td>684</td>
<td>Global Gourmet</td>
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<td>9-12</td>
<td>686</td>
<td>Interior Design and Housing</td>
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<td>9-12</td>
<td>691</td>
<td>Creative Arts and Entrepreneurship</td>
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<td>Age 16+</td>
<td>694</td>
<td>Career Based Intervention Program</td>
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<tr>
<td>Age 16+</td>
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<tr>
<td>Age 16+</td>
<td>696</td>
<td>Career Based Intervention Program</td>
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</table>

INTRODUCTION TO ENGINEERING AND INDUSTRIAL DESIGN (LEVEL 1) – 593

Prerequisite: None
Graded: Conventionally Grade: 9-12
Time Frame: Year Credit: 1.00

In this introduction course, students will learn about engineering and industrial design concepts and how they are used to solve real world design problems. Students will learn how to communicate their designs by learning to master industry standard 2D/3D virtual modeling software. By utilizing the Engineering Design Process, students will synthesize unique design iterations, document their work through an engineer’s notebook, and effectively communicate solutions to peers and members of the professional community.

ENGINEERING AND INDUSTRIAL DESIGN (LEVEL 2) – 611

Prerequisite: Introduction to Engineering and Industrial Design (Level 1)
Graded: Conventionally Grade: 10-12
Time Frame: Year Credit: 1.00

In this course, students will apply foundational engineering and industrial design concepts learned in the introductory course through creating actual solutions to real world hands-on design challenges. Using the Engineering Design process, students will investigate, research, design, test, develop, evaluate and communicate creative solutions for contemporary problems. Additionally, they will learn how to safely utilize tools and machines in the fabrication lab to transform their designs into actual models and working prototypes that can be tested and evaluated.
ARCHITECTURAL DESIGN AND MODELING – 614
Prerequisite: Introduction to Engineering and Industrial Design (Level 1)
Graded: Conventionally Grade: 10-12
Time Frame: Year Credit: 1.00
Students will study the basic architectural drawing techniques of building design. Students will examine and execute plans for basic construction and service systems. Three-dimensional modeling will allow students to assess the validity and appropriateness of their designs.

PRODUCT DESIGN AND MODELING – 618
Prerequisite: Introduction to Engineering and Industrial Design (Level 1)
Graded: Conventionally Grade: 10-12
Time Frame: Year Credit: 1.00
Students will study the basic concepts of product and package design. Students will learn how to identify and clarify a problem, make an in-depth response and then create and test their solutions. Human-factors, engineering and production techniques are integral to this course.

CAPSTONE COURSE: ENGINEERING RESEARCH AND INTERNSHIP – 620
Prerequisite: Intro. to Engineering and Industrial Design (Level 1) and at least one of the following courses: Engineering and Industrial Design (Level 2), Arch. Design and Modeling, or Product Design and Modeling
Graded: Weighted Grade: 11-12
Time Frame: Year Credit: 1.00
This course will include a large, yearlong project that will tie together the concepts learned in previous engineering courses. Students will develop a personal portfolio documenting their work. The course will also include work with a professional on researching or developing a solution for a real-world engineering problem. The course will develop students engineering, computer programming and presentation skills.

LIFE CHOICES – 676
Prerequisite: None
Graded: Conventionally Grade: 9-12
Time Frame: Year Credit: 1.25
Life Choices prepares students to successfully manage the transitions from adolescence to adulthood. Topics include skills to provide support for academic achievement, personal development, conflict management, career development, financial resource management and literacy, consumer skills, and nutrition and wellness.

PARENTING AND CHILD DEVELOPMENT – 681
Prerequisite: None
Graded: Conventionally Grade: 9-12
Time Frame: Semester Credit: 0.50
Parenting and Child Development prepares students for the role of parenting. Students will explore the roles of parenting and the development and behavior of newborns, toddlers, preschoolers, and school-age children. Other topics will include discipline methods, needs of special children, childcare options, and stimulating environments for children. Students may observe and work with young children in a preschool/elementary setting. The course is recommended for young men and women interested in providing a quality environment for children.
ON YOUR OWN – 682
Prerequisite: None
Graded: Conventionally Grade: 11-12
Time Frame: Semester Credit: 0.50

On Your Own prepares students to meet the challenges of becoming financially independent. Basic life skills are stressed including selecting a career, obtaining a job, financial literacy, renting and furnishing an apartment, clothing selection and care, and managing resources.

FOODS AND FITNESS – 683
Prerequisite: None
Graded: Conventionally Grade: 10-12
Time Frame: Semester Credit: 0.50

Foods and Fitness involves the study of making sound, healthy life-style choices when eating out, grocery shopping and preparing foods at home. Students will examine current research regarding a healthy, active life-style. Nutrition, healthy preparation of food, diets, dietary issues, and convenience foods will be emphasized.

GLOBAL GOURMET – 684
Prerequisite: None
Graded: Conventionally Grade: 10-12
Time Frame: Semester Credit: 0.50

Global Gourmet explores food, health, and cultures of other countries. Topics include the ingredients, diets, nutritional contributions, preparation techniques, and life-styles across the globe. World food issues related to safety, technology, and consumer choices will also be examined.

INTERIOR DESIGN AND HOUSING – 686
Prerequisite: None
Graded: Conventionally Grade: 9-12
Time Frame: Semester Credit: 0.50

Interior Design and Housing emphasizes designing a home and the decisions involved in renting and buying a house. The principles and elements of design will be applied through projects and activities. Topics include the use of color, furniture styles and arrangements, background materials, and the use of accessories. Historic housing, architectural styles, and construction concerns will also be examined.

CREATIVE ARTS AND ENTREPRENEURSHIP – 691
Prerequisite: None
Graded: Conventionally Grade: 9-12
Time Frame: Semester Credit: 0.50

Creative Arts and Entrepreneurship explores the use of technology in the establishment of a small business. Students will learn how to develop a business plan, set financial goals, use design software and technology, and operate a sewing and embroidery machine. A variety of marketable projects will be created.
CAREER BASED INTERVENTION PROGRAM – 694, 695, and 696

Prerequisite: None
Graded: Conventionally Grade: Minimum age of 16
Time Frame: Year Credit: 3.00

Career Based Intervention Program is a cooperative job-training course which requires one-and-a-half periods per day of classroom instruction. The students attend their regular classes and have release time to gain on-the-job training with community employers at a minimum of 540 hours per year. Students must furnish their own transportation to and from their job and school. Classroom instruction includes units of practical importance to students. Coffman High School is the host site for this program.
BUSINESS AND TECHNOLOGY
Courses Offered

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number</th>
<th>Course Name</th>
<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>9-12</td>
<td>384</td>
<td>Introduction to Computer Programming</td>
<td>0.50</td>
</tr>
<tr>
<td>9-12</td>
<td>385</td>
<td>Advanced Placement Computer Science Principles</td>
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<td>386</td>
<td>Advanced Placement Computer Science A</td>
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<td>9-10</td>
<td>408</td>
<td>Principles of Business</td>
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<tr>
<td>10-12</td>
<td>418</td>
<td>Accounting I</td>
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<td>420</td>
<td>Accounting II</td>
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<td>10-12</td>
<td>425</td>
<td>School Store Management</td>
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<td>10-12</td>
<td>426</td>
<td>Marketing and Advertising</td>
<td>0.50</td>
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<tr>
<td>10-12</td>
<td>440</td>
<td>Personal Finance / Financial Literacy</td>
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<tr>
<td>10-12</td>
<td>451</td>
<td>Personal Law</td>
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<tr>
<td>9-12</td>
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<td>College Computer Skills</td>
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<td>483</td>
<td>Advanced College Computer Skills</td>
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<td>10-12</td>
<td>485</td>
<td>Web Page Design</td>
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<td>IB Business and Management (Standard Level)</td>
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<tr>
<td>11-12</td>
<td>547</td>
<td>IB Computer Science (Standard Level)</td>
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<tr>
<td>11-12</td>
<td>548</td>
<td>IB Computer Science (Higher Level)</td>
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</tbody>
</table>

INTRODUCTION TO COMPUTER PROGRAMMING – 384

Prerequisite: Algebra I
Elective: Grade: 9-12
Graded: Conventionally Credit: 0.50
Time Frame: Semester Recommendation: C or above in Algebra I

Introduction to Computer Programming provides an introductory study of techniques in programming utilizing Java, C++ and other languages. Topics include structure of programming, input and output, data types and structures, logical operations and loops. Projects assigned will require application of computing resources in a variety of curriculum areas. The class is designed as a programming/lecture/laboratory class with emphasis on programming/debugging. Upon completion of this course the student will have a solid background in program methodology.

ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES – 385

Prerequisite: Algebra I
Elective: Grade: 9-12
Graded: Weighted Credit: 1.00
Time Frame: Year Recommendation: C or above in Algebra I

Advanced Placement Computer Science Principles will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. Students are encouraged to take the Advanced Placement test in May.
ADVANCED PLACEMENT COMPUTER SCIENCE A – 386
Prerequisite: Introduction to Computer Programming and Teacher Recommendation
Graded: Weighted Grade: 11-12
Time Frame: Year Credit: 1.00
Advanced Placement Computer Science A is designed for the skilled computing student. Competent mathematics and communication skills are assumed. Topics to be covered include programming design and methodology, data types and structures, file manipulations, procedures and functions, arrays, records, algorithms, applications and implications. The course is designed as primarily a programming / lecture / laboratory class with out-of-class time for project development. The primary language in the course is Java and students are encouraged to take the Advanced Placement test in May.

PRINCIPLES OF BUSINESS – 408
Prerequisite: None
Graded: Conventionally Grade: 9-10
Time Frame: Semester Credit: 0.50
Principles of Business is designed to introduce students to the various aspects of the business world. This course provides students with exposure to basic economics, the various forms of business ownership, small business management, and an introduction to banking, investing, and budgeting.

ACCOUNTING I – 418
Prerequisite: None
Graded: Conventionally Grade: 10-12
Time Frame: Semester Credit: 0.50
Students will use cutting edge technology to learn and develop a solid foundation of accounting principles related to operating a service business. Careers are plentiful and lucrative in this rewarding profession. Accounting is also required of all business majors in college.

ACCOUNTING II – 420
Prerequisite: Accounting I
Graded: Conventionally Grade: 10-12
Time Frame: Semester Credit: 0.50
This course allows for students to expand their accounting knowledge by gaining a broader understanding of business activities such as analyzing and preparing financial documents, administering payroll, and managing accounts related to a merchandising business.

SCHOOL STORE MANAGEMENT – 425
Prerequisite: Accounting I or II or other business elective preferred, but not required
Elective: Repeatable Grade: 10-12
Graded: Conventionally Credit: 0.50 per semester Time Frame: Semester
This course is a semester course and is designed to be a performance-based course. Students manage the school store and apply the economic principle of supply and demand. Students apply this principle in making decisions regarding product pricing, advertising, and work assignment delegation. It is recommended students take either Accounting I, Accounting II, or a semester of a business elective prior to submitting an application for this course. All students must submit an application and receive teacher approval to be considered for this class.
MARKETING AND ADVERTISING – 426
Prerequisite: None
Graded: Conventionally Grade: 10-12
Time Frame: Semester Credit: 0.50
This course is designed to give students an understanding of how businesses in our modern society market and advertise their goods and services to consumers. Topics covered include marketing research, product development, promotion, pricing, and distribution. Students will have the opportunity to apply the concepts learned to create marketing campaigns for real products, including creating commercials, and graphic / visual presentations.

PERSONAL FINANCE / FINANCIAL LITERACY – 440
Graded: Conventionally Grade: 11-12
Time Frame: Semester Credit: 0.50
This course explores the fundamentals of economics / financial literacy that guides individuals, corporations and various levels of government as they make decisions regarding the use of limited resources. More specifically, it examines the ability of individuals to use knowledge and skills to manage personal financial resources such as working, earning, financial responsibility, money management, saving, investing, credit, debt and risk management more effectively.

PERSONAL LAW – 451
Prerequisite: None
Graded: Conventionally Grade: 10-12
Time Frame: Semester Credit: 0.50
Personal Law is designed to provide students with the opportunity to explore various areas of law as they relate to juveniles and to individuals. The students will explore the following areas of our legal system: the Constitution, criminal and civil law, the court system, and juvenile law.

COLLEGE COMPUTER SKILLS – 482
Prerequisite: None - Recommended for all students.
Graded: Conventionally Grade: 9-12
Time Frame: Semester Credit: 0.50
College Computer Skills will provide students with the opportunity to learn, improve, and become proficient in the following areas of technology: touch typing skills, Microsoft Word, Excel spreadsheets, PowerPoint presentations, formatting documents (MLA reports, business letters, tables, charts, résumés) and computer graphics. This course teaches the basic computer skills necessary to be successful at the high school and college level. Upon completion, students will be able to identify, select, and apply appropriate technology tools and resources to produce creative works and to construct technology-enhanced documents.

ADVANCED COLLEGE COMPUTER SKILLS – 483
Prerequisite: Grade 11 or 12 Student OR College Computer Skills
Graded: Conventionally Grade: 9-12
Time Frame: Semester Credit: 0.50
This is an independent, self-guided learning course. The course incorporates numerous software programs including: Graphic Editing, Web Page Design, Excel Spreadsheets, Databases, Flash Animations, Presentation Software, Microsoft Word, Multimedia.
WEB PAGE DESIGN – 485
Elective: Repeatable Grade: 10-12
Graded: Conventionally Credit: 0.50
Time Frame: Semester

This web page design course will provide students with the opportunity to create quality documents in the areas of visual communications and web page design. Using web design software, students will integrate text, graphics, and animations to produce original web pages and other forms of visual communications.

IB BUSINESS MANAGEMENT (SL) – 503
Graded: Weighted Grade: 11-12
Time Frame: Year Credit: 1.00

The IB Business and Management course is designed to develop an understanding of business theory, as well as an ability to apply business principles, practices and skills. The application of tools and techniques of analysis facilitates an appreciation of complex business activities. The course considers the diverse range of business organizations and activities and the cultural and economic context in which business operates. Emphasis is placed on strategic decision-making and the day-to-day business functions of marketing, production, human resource management and finance.

IB COMPUTER SCIENCE (SL) – 547
IB COMPUTER SCIENCE (HL) – 548
Prerequisite: Introduction to Computer Programming
Graded: Weighted Grade: 11-12
Time Frame: Year Credit: 1.00

The IB Computer Science curriculum provides a rigorous framework for the exploration of problem solving using computers. Students are expected to master the JAVA programming language and appropriate object-oriented software design techniques equivalent to the first programming course offered at many colleges. Each student will develop a Program Dossier to demonstrate mastery of the basic computer science techniques. Students will sit for the IB Computer Science exam in the spring. This course will also prepare students for the AP Computer Science exam. Topics to be covered include programming design and methodology, data types and structures, procedures and functions, arrays, algorithms, and the societal implications of computer technology. Summer assignments may be required. Although IB Computer Science is part of the Group 5: Mathematics and Computer Science, students take this as their 6th IB subject.
# LANGUAGE ARTS

## COURSES OFFERED

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number</th>
<th>Course Name</th>
<th>Credit</th>
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<tbody>
<tr>
<td>9</td>
<td>013</td>
<td>English I</td>
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<tr>
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<td>Honors English I</td>
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<tr>
<td>10</td>
<td>166</td>
<td>American Studies - 1877 to Present</td>
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<td>167</td>
<td>AP American Studies</td>
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<td>English IV</td>
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<td>Introduction to Journalism for Print and Web</td>
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<td>Public Speaking</td>
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<td>Broadcast &amp; Video Production I</td>
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<td>Argumentation and Debate</td>
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<td>Individualized Reading Workshop</td>
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<td>9791/9792</td>
<td>ACT/SAT Preparation and Literacy Skills</td>
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<td>ELL Resource</td>
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<td>ELL Writing and Content Literacy Skills</td>
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<td>506</td>
<td>IB English A1 (Higher Level) – Year 2</td>
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</table>

**NOTE:** All students must earn four credits of English to fulfill graduation requirements. The required courses are sequential and cannot be taken concurrently. If a student fails one level, she/he must make up the credit before going on in the sequence. Seniors may enroll for two English courses concurrently with permission of his/her school counselor and principal. The Language Arts Department requires a style manual and encourages all students to review the plagiarism policy in their student handbook.

**ENGLISH I – 013**

**Prerequisite:** None

**Graded:** Conventionally  
**Grade:** 9  
**Time Frame:** Year  
**Credit:** 1.00

English I is the study of world literature and informational texts, writing, language, speaking and listening skills. Emphasis is placed on analysis, research, grammar, vocabulary, and discussion skills. English I is the foundation for all other courses in the ELA curriculum.
HONORS ENGLISH I – 015
Prerequisite:  None
Graded:  Weighted  Grade:  9
Time Frame:  Year  Credit:  1.00
Honors English I encompasses English I content and skills and is the enriched study of world literature and informational texts, writing, language, speaking and listening skills. Emphasis is placed on advanced analysis, research, grammar, vocabulary, and discussion skills. Honors English I is the foundation for all other courses in the ELA curriculum including AP/IB courses and is designed for self-motivated learners.

ENGLISH II – 021
Prerequisite:  English I
Graded:  Conventionally  Grade:  10
Time Frame:  Year  Credit:  1.00
English II focuses on composition skills, vocabulary development, research skills, nonfiction, and literature. Students write short essays (narrative, argumentative and informational) and study grammar through the writing process.

HONORS ENGLISH II – 022
Prerequisite:  English I, Honors English I
Graded:  Weighted  Grade:  10
Time Frame:  Year  Credit:  1.00
Honors English II encompasses English II and focuses on literature and requires extensive outside reading of novels, nonfiction works, short stories, poems, and plays. Literary analysis is emphasized and evaluated through numerous narrative, argumentative and informational compositions, in-class essays and projects. This course prepares curious and highly motivated students for AP and IB courses. *This class is offered at Dublin Jerome High School and Dublin Scioto High School only.

AMERICAN STUDIES, 1877 TO THE PRESENT – 166
Prerequisite:  1 credit each of Social Studies and English
Graded:  Conventionally  Grade:  10
Time Frame:  Year  Credit:  2.00
American Studies explores the links between United States history and literature. The focus will be on U.S. History and literature following Reconstruction (1877) and addresses content covered in Common Core State Standards for English Language Arts. This course prepares students for state end of course exams. Major historical events, trends, issues, personalities, and literary selections will be emphasized. Extensive reading of literary fiction and informational text is required. This two-period block allows for student presentations, combined assessments, group and individual projects, and class discussions. American Studies is team-taught and will fulfill both social studies and language arts requirements for Grade 10.
AP AMERICAN STUDIES – 167

Prerequisite: 1 unit each of Social Studies and English; English, Social Studies Teacher Recommendations
Graded:       Weighted       Grade: 10
Time Frame:   Year – 2 per. blocked   Credit: 2.00 (1-AP US History and 1-Honors English II)

This team-taught course provides an opportunity for the student to study major historical events in relation to major literary periods. The course integrates Honors English II and AP US History and prepares students for state end of course exams. As in all higher-level courses, students are expected to read and write extensively both in and out of class. Student reading will include both fictional and non-fictional works as they relate to historical/literary content areas. AP American Studies is designed to help students develop strong analytical skills, acquire knowledge of critical issues in US History and prepares students for state end of course exams.

An AP American Studies student will receive one credit in Language Arts and one credit in US History. Both grades will be weighted, because of the additional expectations of this course. The class is block scheduled and team taught by one US History and Language Arts teacher. The purchase of supplemental materials is necessary to successfully complete the course. Students are urged to take the AP US History test in the spring.

ENGLISH III – 029

Prerequisite: English II
Graded:       Conventionally       Grade: 11
Time Frame:   Year       Credit: 1.00

English III is the study of short and extended selections from American literature, foundational U.S. texts, and Multicultural/World works from a variety of genres. Critical reading strategies and continued vocabulary acquisition are emphasized. Writing includes creating informational, argumentative, and narrative compositions that demand higher-level analysis, personal connections to texts, connections between texts, and using the human experience to inform thought. Students conduct formal and informal research and create short and extended research products. Additionally, students improve formal and informal speaking and listening skills.

HONORS ENGLISH III – 030

Prerequisite:   English II, Honors English II, or American Studies
Graded:       Weighted       Grade: 11
Time Frame:   Year       Credit: 1.00

Honors English III encompasses English III content and skills. Additionally, the course requires extensive outside and independent reading of additional American and World literature selections of significance. The pacing and rigor of the course is accelerated and prepares students for upper level senior English courses. Entering students are self-motivated, independent learners already possessing critical reading, writing, and communication skills.
ENGLISH IV – 035
Prerequisite: English III
Graded: Conventionally Grade: 12
Time Frame: Year Credit: 1.00
English IV develops students’ individual voice in reading, writing, speaking and listening. The heart of this course revolves around choice and personalization. Through project based learning, students explore their passions and interests as they continue to become discerning readers of text. Students have the freedom to make their learning visible using technology and other creative outlets. This course continues to challenge students’ thinking and develop skills necessary within the post-secondary experience.

COLLEGE COMPOSITION I – CS036
Prerequisite: English III
Graded: Weighted Grade: 12
Time Frame: Semester Credit: 1.00
This course is a beginning college composition course that 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 the interplay among purpose, audience, content, structure, and style, while also introducing research and documentation methods. Course reading and writing assignments may be thematically organized.
This is a College Credit Plus course offered through CSCC and Dublin City Schools. Offering this course in our Dublin high schools hinges on student enrollment and instructor availability. Students enrolling in this class will receive 1.0 high school credit and 3.0 semester college credits.
College Composition I will be offered at the Emerald Campus.

COLLEGE COMPOSITION II – CS037
Prerequisite: College Composition I with a minimum grade of “C.”
Graded: Weighted Grade: 12
Time Frame: Semester Credit: 1.00
This course 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.
This is a College Credit Plus course offered through CSCC and Dublin City Schools. Offering this course in our Dublin high schools hinges on student enrollment and instructor availability. Students enrolling in this class will receive 1.0 high school credit and 3.0 semester college credits.
College Composition II will be offered at the Emerald Campus.
ADVANCED PLACEMENT ENGLISH LITERATURE – 034

Prerequisite: English III, Honors English III or American Studies
Graded: Weighted Grade: 11-12
Time Frame: Year Credit: 1.00

Advanced Placement English Literature is designed for the student who wishes to gain an understanding of the development of British and World literature through rigorous study of major authors and the eras in which they wrote. The course includes the study of epics, drama, novels, short stories, and poetry. The course moves rapidly and demands in-depth literary analysis. Various evaluative methods consist of in-class essays, autonomous essays, Socratic method discussions and traditional quizzes and tests. Students are expected to take the AP test in the spring.

ADVANCED PLACEMENT ENGLISH LANGUAGE – 039

Prerequisite: English II, Honors English II or American Studies
Graded: Weighted Grade: 11-12
Time Frame: Year Credit: 1.00

Advanced Placement English Language is designed for students who wish to have the skills to write effectively in their AP and college courses as well as in their personal and professional lives. The course requires students to read widely and write many different kinds of essays. Rhetoric, the writing process, and literature study are the three main course components. The course is fast-paced and demanding. Strong basic writing skills are a must. Students are expected to take the AP test in the spring.

CREATIVE WRITING – 045

Prerequisite: None
Elective: Repeatable Grade: 10-12
Graded: Conventionally Credit: 0.50
Time Frame: Semester

Creative Writing is designed for students who love to write and want to work toward mastery in imaginative writing. The course will emphasize free writing, journal writing, and editing and revising for publication. Students will be required to participate actively in both small- and large-group discussions. The course works towards the mastery of the writing process in order to help students produce original poetry and prose. Students will be encouraged to publish their writing in each school's literary magazine and to enter various competitions on the state and national level.

INTRODUCTION TO JOURNALISM FOR PRINT AND WEB – 050

Prerequisite: None
Elective: Grade: 9-12
Graded: Conventionally Credit: 0.50
Time Frame: Semester

This course examines all phases of publishing, including interviewing, writing, page design, advertising, photography and graphics. Students also will learn the professional use of web and social media tools. Work completed in this class may appear in the student magazine or related website.
ADVANCED JOURNALISM FOR PRINT AND WEB – 051
Prerequisite:  Introduction to Journalism for Print and Web or Teacher Recommendation
Elective:  Repeatable  Grade:  9-12
Graded:  Conventionally  Credit:  0.50-1.00
Time Frame:  Semester or Year

Advanced students serve as leaders and are responsible for all aspects of the student magazine and its website. Skills in interviewing, writing, page design, advertising, photography and graphics will be further developed in the course. Students have the opportunity to serve as editors for both the print publication and website. This course requires out-of-class time to complete work. Students may be required to attempt to sell advertisements.

PUBLIC SPEAKING – 052
Prerequisite:  None
Elective:  Repeatable  Grade:  9-12
Graded:  Conventionally  Credit:  0.50
Time Frame:  Semester

Public Speaking stresses formal and informal communication in varied contexts such as informational, persuasive, and oral interpretation. The course incorporates the basic skills of speaking and listening, as well as techniques of presentation. Speech and effective communication skills as well as speech composition will be stressed.

BROADCAST AND VIDEO PRODUCTION I – 053
Prerequisite:  None
Elective:  Repeatable  Grade:  9-12
Graded:  Conventionally  Credit:  1.00  Time Frame:  Year

Broadcast and Video Production I is designed for students with an interest in video technology and communications. The yearlong class will provide students an opportunity to develop skills in pre-production, 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 be challenged to review and analyze written, video, and other media productions. Evaluation will be based in part on student projects. Students will need to complete a 10-hour field experience outside the classroom.

BROADCAST AND VIDEO PRODUCTION II – 054
Prerequisite:  Broadcast & Video Production I and Teacher Recommendation
Elective:  Repeatable  Grade:  10-12
Graded:  Conventionally  Credit:  2.00 (Art credit)  Time Frame:  Year

Broadcast and Video Production II is designed for students who have the desire to further develop their skills in video production and their understanding of advanced technology. Students produce and direct weekly programs for broadcast within the school. The year long, two-period course also focuses on career exploration, government rules and regulations regarding media, marketing, promotional strategies, and mass communications. Students will need to complete a 20-hour field experience outside the classroom.
YEARBOOK – 055
Prerequisite: Teacher Recommendation or Application
Elective: Repeatable Grade: 9-12
Graded: Conventionally Credit: 1.00 Time Frame: Year

Yearbook is a class for students who are interested in working on the high school annual. Students will be responsible for layouts, photography, sales campaigns, copywriting, and graphic design. Computers will be used to complete these tasks. Access to a digital camera and computer knowledge is beneficial. The course requires out-of-class time to complete assignments. Note: Yearbook is a special class where students are treated as professionals. Students need to be motivated, organized, hard working, and will be held accountable to the team for their actions and final product.

YEARBOOK II – 056
Prerequisite: Yearbook
Elective: Repeatable Grade: 10-12
Graded: Conventionally Credit: 1.00
Time Frame: Year

Yearbook II is a class for students who have successfully completed Yearbook I and are interested in advanced design and leadership roles. Students are responsible for choosing the high school annual’s theme and page designs, as well as advanced layout, photography, writing, and ad sales campaigns. Adobe InDesign and PhotoShop will be used to complete these tasks. Opportunities for training with professionals in the graphic and computer design fields also are included.

ARGUMENTATION AND DEBATE – 057
Prerequisite: None
Elective: Repeatable Grade: 9-12
Graded: Conventionally Credit: 0.50
Time Frame: Semester

Argumentation and Debate is a course for those who wish to develop skills in effective oral communication, critical thinking, analysis, argumentation, and expression by learning different formal and informal debate techniques through active participation. Methods of research, persuasion, logic and reasoning, and speech delivery are stressed.

INDIVIDUALIZED READING WORKSHOP – 064
Prerequisite: None
Elective: Repeatable Grade: 9-12
Graded: Conventionally Credit: 0.50
Time Frame: Semester

Individualized Reading Workshop emphasizes reading as a means to learning and offers students of all abilities study strategies for mastery of high school subject matter. Topics include time management, reading for speed, note-taking, test-taking skills (including ACT/SAT), strategies for memorization, motivation, goal setting, and pleasure reading. The course will emphasize strategies for coping with the demands of reading and study in a college setting.
ELL ENGLISH STUDIES BEGINNER – 905
Prerequisite:  Teacher Recommendation / Program Testing
Elective:  Repeatable  Required for ELL students
Graded:  Conventionally  Grade: 9-12
Time Frame:  Year – 2 per. blocked  Credit: 2.00

ELL English Studies Beginner focuses on speaking, listening, reading and writing in English for the English Language Learner. This course will develop a student’s English proficiency using language arts content with an emphasis on social studies nonfiction themes. Learning is aligned to the Ohio English Language Proficiency Standards and English Language Arts Standards. ELL English Studies Beginner is the initial course for a student with very limited English proficiency. *This will be a double blocked class.

ELL ENGLISH STUDIES INTERMEDIATE – 906
Prerequisite:  Teacher Recommendation / Program Testing
Elective:  Repeatable  Required for ELL students
Graded:  Conventionally  Grade: 9-12
Time Frame:  Year – 2 per. blocked  Credit: 2.00

ELL English Studies Intermediate focuses on speaking, listening, reading and writing in English for the English Language Learner. This course will develop a student’s English proficiency using language arts content with an emphasis on social studies nonfiction themes. This course is aligned to the Ohio English Language Proficiency Standards and English Language Arts Standards. ELL English Studies Intermediate further develops the students’ English proficiencies as assessed and focuses on student need.

ELL ENGLISH INTERMEDIATE – 907
Prerequisite:  Teacher Recommendation / Program Testing
Elective:  Repeatable  Required for ELL students
Graded:  Conventionally  Grade: 9-12
Time Frame:  Year  Credit: 1.00

ELL English focuses on speaking, listening, reading and writing in English for the English Language Learner. Emphasis is on developing a student’s English proficiency using language arts content. This course is aligned to the Ohio English Language Proficiency Standards and English Language Arts Standards. ELL English Intermediate further develops the students’ English proficiencies as assessed and focuses on student need.

ELL ENGLISH ADVANCED – 908
Prerequisite:  Teacher Recommendation / Program Testing
Elective:  Repeatable  Required for ELL students
Graded:  Conventionally  Grade: 9-12
Time Frame:  Year  Credit: 1.00

ELL English focuses on speaking, listening, reading and writing in English for the English Language Learner. Emphasis is on developing a student’s English proficiency using language arts content. This course is aligned to the Ohio English Language Proficiency Standards and English Language Arts Standards. ELL English Advanced further develops the students’ English proficiencies as assessed and focuses on student need.
ELL ENGLISH TRANSITIONAL – 909

Prerequisite: Teacher Recommendation / Program Testing
Elective: Repeatable Required for ELL students
Graded: Conventionally Grade: 9-12
Time Frame: Year Credit: 1.00

ELL English focuses on speaking, listening, reading and writing in English for the English Language Learner. Emphasis is on developing a student’s English proficiency using language arts content. This course is aligned to the Ohio English Language Proficiency Standards and English Language Arts Standards. ELL English Transitional further develops the students’ English proficiencies and is designed for the student who is near grade level fluency.

ELL RESOURCE – 910

Prerequisite: Teacher Recommendation / Program Testing
Elective: Repeatable Required for ELL students
Graded: S/U Grade: 9-12
Time Frame: Semester Credit: 0.50

ELL Resource provides instructional assistance in content areas, English language and academic skills.

ELL WRITING AND CONTENT LITERACY SKILLS – 911

Prerequisite: None
Elective: Repeatable Grade: 9-12
Graded: Conventionally Credit: 0.50
Time Frame: Semester

This course provides instruction for more advanced language students to enhance their writing skills across the curriculum. Emphasis is placed on advancing informational and argumentative writing skills towards fluency and supplementing social studies content to meet the needs of ELL students. Other academic content may be taught according to students’ needs.

ACT/SAT PREPARATION AND LITERACY SKILLS – 9791 / 9792

Graded: Conventionally Grade: 9-12
Time Frame: Semester Credit: 0.50

Students will explore a broad set of literacy skills and strategies that are essential to critical thinking, academic success, and college/career readiness. Students will learn the difference between the ACT/SAT and their various applications. Students will learn to deconstruct test questions and increase their ability to decode challenging vocabulary in context. In addition, students will sharpen timed writing skills and develop an individual study plan to address identified areas of improvement. Through these exercises, students will gain a set of tools that will be useful, both for test success and overall literacy development.
IB ENGLISH (HL) – 505 – Year 1 / 506 – Year 2

Prerequisite: English II, Honors English II or American Studies
Graded: Weighted Grade: 11-12
Time Frame: 2 Years Credit: 1.00 – junior year / 1.00 – senior year

IB English HL promotes a lifelong interest in literature and an expanded cultural understanding through the study of and participation in literary criticism in a variety of genres and contexts. Students will practice detailed analysis of written text that leads to excellent oral and written skills of expression. Students will demonstrate a clear command of language for commentary on personal and critical response to literature, effective style and rhetoric, relationships between and among works, and structured argumentation. This course is a two-year program which concludes with students completing the IB Exam. The course includes required literature by IB which demands emotional and intellectual maturity of students.
MATHEMATICS
COURSES OFFERED

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number</th>
<th>Course Name</th>
<th>Credit</th>
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<tbody>
<tr>
<td>9</td>
<td>327</td>
<td>Algebra 1 Math Support</td>
<td>1.00</td>
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<tr>
<td>10-11</td>
<td>333</td>
<td>Algebra 2 Math Support</td>
<td>1.00</td>
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<tr>
<td>9-10</td>
<td>341</td>
<td>Geometry Math Support</td>
<td>1.00</td>
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<tr>
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<td>9-11</td>
<td>334</td>
<td>Algebra 2</td>
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<tr>
<td>9-11</td>
<td>336</td>
<td>Honors Algebra 2</td>
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<tr>
<td>9-10</td>
<td>342</td>
<td>Geometry</td>
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<tr>
<td>10-12</td>
<td>350</td>
<td>Statistics</td>
<td>0.50</td>
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<tr>
<td>10-12</td>
<td>355</td>
<td>Discrete Math</td>
<td>0.50</td>
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<tr>
<td>11-12</td>
<td>360</td>
<td>Modeling and Quantitative Reasoning</td>
<td>1.00</td>
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<tr>
<td>9-12</td>
<td>371</td>
<td>Pre-calculus</td>
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<tr>
<td>9-12</td>
<td>373</td>
<td>Honors Pre-calculus</td>
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<tr>
<td>10-12</td>
<td>376</td>
<td>Advanced Placement Calculus AB</td>
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<tr>
<td>10-12</td>
<td>378</td>
<td>Advanced Placement Calculus BC</td>
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<td>10-12</td>
<td>390</td>
<td>Advanced Placement Statistics</td>
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<td>10-12</td>
<td>392</td>
<td>Calculus</td>
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<tr>
<td>11</td>
<td>507</td>
<td>IB Mathematics (Standard Level) – Year 1</td>
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<td>12</td>
<td>508</td>
<td>IB Mathematics (Standard Level) – Year 2</td>
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<tr>
<td>11</td>
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<td>11</td>
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<td>IB Math Studies (Standard Level) – Year 1</td>
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<td>11-12</td>
<td>528</td>
<td>IB Further Math (Higher Level)</td>
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</table>

All students are required to complete four math credits for graduation. The typical course sequence for high school math courses is as follows: Algebra 1, Geometry, Algebra 2, and a 4th math course option from the course offerings below.

NOTE:
- More than one mathematics course may be taken in any given year.
- A TI-84 Plus graphing calculator is recommended for all math courses.

ALGEBRA 1 MATH SUPPORT – 327

Prerequisite: Concurrent enrollment in Algebra 1
Graded: S/U Grade: 9
Time Frame: Year Credit: 1.00
Recommendation: Teacher recommendation and administrative review of student data

This is a companion course for those students enrolled in Algebra 1. Students will engage in activities designed to reinforce skills taught in Algebra 1 and prerequisite skills in order to improve student achievement. This course does not qualify as a math credit but will be counted as an elective credit. Placement into the course made with administrative review of student data.
GEOMETRY MATH SUPPORT – 341
Prerequisite: Concurrent enrollment in Geometry
Graded: S/U Grade: 9-10
Time Frame: Year Credit: 1.00
Recommendation: Teacher recommendation and administrative review of student data

This is a companion course for those students enrolled in Geometry. Students will engage in activities designed to reinforce skills taught in Geometry and prerequisite skills in order to improve student achievement. This course does not qualify as a math credit but will be counted as an elective credit. Placement into the course made with administrative review of student data.

ALGEBRA 2 MATH SUPPORT – 333
Prerequisite: Concurrent enrollment in Algebra 2
Graded: S/U Grade: 10-11
Time Frame: Year Credit: 1.00
Recommendation: Teacher recommendation and administrative review of student data

This is a companion course for those students enrolled in Algebra 2. Students will engage in activities designed to reinforce skills taught in Algebra 2 and prerequisite skills in order to improve student achievement. This course does not qualify as a math credit but will be counted as an elective credit. Placement into the course made with administrative review of student data.

ALGEBRA 1 – 328
Prerequisite: None
Graded: Conventionally Grade: 9
Time Frame: Year Credit: 1.00

This course will deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. Students will engage in methods for analyzing, solving, and using quadratic functions. Additionally, students will build upon prior experience, providing students with more formal means of assessing how a model fits data. Students use regression techniques to describe approximately linear relationships between quantities. They use graphical representations and knowledge of the context to make judgments about the appropriateness of linear models. A graphing calculator is required.

GEOMETRY – 342
Prerequisite: Algebra 1
Graded: Conventionally Grade: 9-10
Time Frame: Year Credit: 1.00

This course will formalize and extend students’ geometric experience from the middle grades. Students will explore complex geometric situations and deepen their explanations of geometric relationships moving towards formal mathematical arguments. Special attention is given to transformations, geometric constructions, and proofs. A graphing calculator is required. A graphing calculator, compass, and protractor are required for this course.
ALGEBRA 2 – 334
Prerequisite: Geometry
Graded: Conventionally Grade: 9-11
Time Frame: Year Credit: 1.00
Building on their work with linear, quadratic, and exponential functions, students extend their knowledge of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and expand their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. In addition, students will identify ways to collect and analyze data and build upon probability concepts from the middle grades to compute and interpret theoretical and experimental probabilities and use probability to make informed decisions. A graphing calculator is required.

HONORS ALGEBRA 2 – 336
Prerequisite: Geometry
Graded: Weighted Grade: 9-11
Time Frame: Year Credit: 1.00
Building on their work with linear, quadratic, and exponential functions, students extend their knowledge of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including a more rigorous look at solving polynomial equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Students will identify ways to collect and analyze data and build upon probability concepts from the middle grades to compute and interpret theoretical and experimental probabilities and use probability to make informed decisions. Additional topics for the course include the Binomial Theorem, the Fundamental Theorem of Algebra, and using combinations and permutations to determine probability. A graphing calculator is required.

STATISTICS – 350
Prerequisite: Algebra 2 and Teacher Recommendation
Graded: Conventionally Grade: 10-12
Time Frame: Semester Credit: 0.50
This semester course involves the elementary study of collecting, interpreting and presenting data. The course will stress development of fundamental skills in analyzing and testing data and making inferences. While this course provides students with relevant prerequisite knowledge to the AP statistics course, it neither a prerequisite nor a substitute for the AP class. It will provide students a solid introduction to the practice of statistics. A graphing calculator is required.

DISCRETE MATH – 355
Prerequisite: Algebra 2 and Teacher Recommendation
Graded: Conventionally Grade: 10-12
Time Frame: Semester Credit: 0.50
This semester course involves the study of mathematical models. The course will cover topics including Game/Decision Theory, Voting Theory, Graph Theory, Probability, Matrices, Counting and Number Theory and Set Theory while focusing on mathematical logic. Students will develop mastery in problem solving, communication and reasoning. A graphing calculator is required.
MODELING AND QUANTATATIVE REASONING – 360

Prerequisite: Algebra 2
Graded: Conventionally Grade: 11-12
Time Frame: Year Credit: 1.00

This course prepares students to investigate contemporary issues mathematically and to apply the mathematics learned in earlier courses to answer questions that are relevant to their civic and personal lives. This course reinforces student understanding of: percent, functions and their graphs, probability and statistics, and multiple representations of data and data analysis. A graphing calculator is required.

PRE-CALCULUS – 371

Prerequisite: Algebra 2 and Geometry
Graded: Conventionally Grade: 9-12
Time Frame: Year Credit: 1.00

Pre-calculus integrates algebra, geometry, and trigonometry. The students will develop an understanding of the behavior of functions through various methods. They will explore the idea of limits, graph polynomial functions, study systems of equations, and the location of zeros. In addition, students will examine trigonometric functions and their graphs, identity formulas, work with vectors and polar equations. Work with exponential and logarithmic functions will also be included. All concepts will be taught with an emphasis on the graphing calculator. A graphing calculator is required.

HONORS PRE-CALCULUS – 373

Prerequisite: Algebra 2 or Honors Algebra 2 and Geometry
Graded: Weighted Grade: 9-12
Time Frame: Year Credit: 1.00
Recommendation: Teacher Recommendation

Honors Pre-calculus students should have a solid background in algebra, geometry, and basic trigonometry. The students will develop an understanding of behaviors of functions. They will explore the idea of limits, graph polynomial functions, and study systems of equations and the location of zeros. Students will also examine trigonometric functions and their graphs, identity formulas, work with vectors and polar equations, and study exponential and logarithmic functions. All concepts will be taught with an emphasis on the graphing calculator. A graphing calculator is required.

CALCULUS – 392

Prerequisite: Pre-calculus or Honors Pre-calculus
Graded: Conventionally Grade: 10-12
Time Frame: Year Credit: 1.00

Calculus is an extension of advanced mathematical concepts studied in Pre-calculus. Topics will be taught at a more deliberate pace and will include continuity and limits, composite functions and graphing. An overview of analysis topics of derivatives and integration is presented with emphasis on application. A graphing calculator is required.
ADVANCED PLACEMENT CALCULUS AB – 376
Prerequisite: Pre-calculus or Honors Pre-calculus and Teacher Recommendation
Graded: Weighted Grade: 10-12
Time Frame: Year Credit: 1.00

Advanced Placement Calculus AB is an extension of advanced mathematical concepts studied in Pre-calculus. Topics include continuity and limits, composite functions, and graphing. An overview of analysis topics of derivatives and integration is presented with emphasis on application. Students will be encouraged to take the Advanced Placement test for college credit. A graphing calculator is required.

ADVANCED PLACEMENT CALCULUS BC – 378
Prerequisite: Honors Pre-calculus and Teacher Recommendation
Graded: Weighted Grade: 10-12
Time Frame: Year Credit: 1.00

Topics for Advanced Placement Calculus BC include functions, graphs, and limits; derivatives; integrals, and polynomial approximations and series. The study of limits will be the same level of conceptual understanding as in Advanced Placement Calculus AB. Derivatives will include the analysis of planar curves given in parametric, polar, and vector form including velocity and acceleration vectors. There will be a geometric interpretation of differential equations via slope fields and the relationship between slope fields and derivatives of implicitly defined functions. The course will also include numerical solution of differential equations using Euler's method. The concept of polynomial approximations and series will include the series of constants and Taylor Series. A graphing calculator is required.

ADVANCED PLACEMENT STATISTICS – 390
Prerequisite: Algebra II or Honors Algebra II and Teacher Recommendation
Graded: Weighted Grade: 10-12
Time Frame: Year Credit: 1.00

The collection, processing, interpretation, and presentation of numerical data all belong to the domain of statistics. This course will stress the development of statistical thinking, the assessment of credibility and the value of the inferences made from data, both by those who consume them and those who produce them. Students need little or no background in statistics and will be given the opportunity to take the AP Statistics exam in May. The computer will be used to produce graphic displays of data. A graphing calculator is required.

IB MATHEMATICS (SL) – 507 – Year 1 / 508 – Year 2
Recommended: Algebra II or Honors Algebra II
Graded: Weighted Grade: 11-12
Time Frame: 2 Years Credit: 1.00 – junior year / 1.00 – senior year

Mathematics SL is a two-year course designed for students who desire a sound mathematical background in preparation for future studies. The course introduces challenging mathematical concepts without the rigor of higher-level mathematics. Throughout the course and its assessments, there will be great emphasis on the development of strong problem solving skills. Topics to be studied will include algebra, functions, trigonometry, matrices, vectors, statistics, probability, and calculus. This IB course is available for students to earn an IB certificate or as a part of the Diploma Programme. A graphing calculator is required.
IB MATHEMATICS (HL) – 509 – Year 1 / 510 – Year 2

Highly Recommended: Honors Pre-calculus
Graded: Weighted Grade: 11-12
Time Frame: 2 Years Credit: 11.00 – junior year / 1.00 – senior year

The Higher Level Mathematics course is a two-year course designed to enhance and extend the analytical and technical abilities of students with good mathematical competency. Students enrolled in HL Mathematics will probably pursue mathematics in university settings as needed for careers in physics, engineering, scientific research or mathematics in its own right. The purpose of the course is to develop an appreciation of rigorous mathematics and the cultural influences within it, as well as to develop a working competency in doing challenging mathematics including topics such as algebra, functions, trigonometry, vectors, statistics, probability, calculus and differential equations. This IB course is available for students to earn an IB certificate or as part of the Diploma Programme.

IB MATH STUDIES (SL) – 511 – Year 1 / 512 – Year 2

Recommended: Algebra II or Honors Algebra II
Graded: Weighted Grade: 11-12
Time Frame: 2 Years Credit: 1.00 – junior year / 1.00 – senior year

Mathematical Studies SL is a two-year course for students who possess the fundamental skills of geometry and algebra. The course is designed to provide students with a study of practical applications for mathematics that they will encounter throughout their life experiences. Through an investigative and discovery approach, students will use their previous mathematics knowledge while exploring such topics as algebra, logic, probability, functions, geometry, trigonometry, statistics, financial mathematics and differential calculus. This IB course is available for students to earn an IB certificate or as a part of the Diploma Programme. A graphing calculator is required.

IB FURTHER MATHEMATICS (HL) – 528

Prerequisite: AP Calculus BC / IB Math (HL Yr. 1)
Elective: Grade: 11-12
Graded: Weighted Credit: 1.00 – junior year / 1.00 – senior year
Time Frame: Two Years (both may be taken concurrently)

Further Mathematics at the higher level is a two-year course that builds on the content explored in IB Mathematics HL and requires students to use a wide range of analytic and technical skills. The course focuses on several different branches of advanced mathematics to encourage students to appreciate the diversity of the subject and to provide students with the opportunity to form an overview of the characteristics that are common to all mathematical thinking, independent of topic or branch. Students will continue to work with series and differential equations and study new topics including geometry, sets, relations and groups, statistics and probability and discrete mathematics. This IB course is available for students to earn an IB course certificate or as part of the Diploma Programme. *This class is offered at Dublin Coffman High School only.
### PERFORMING ARTS

#### COURSES OFFERED

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number</th>
<th>Course Name</th>
<th>Credit</th>
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<tbody>
<tr>
<td>9-12</td>
<td>852</td>
<td>Band</td>
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<tr>
<td>9-12</td>
<td>853</td>
<td>Color Guard</td>
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<tr>
<td>9-12</td>
<td>862</td>
<td>Jazz Ensemble</td>
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<td>9-12</td>
<td>872</td>
<td>Orchestra</td>
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<tr>
<td>9-12</td>
<td>875</td>
<td>Theater I</td>
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<tr>
<td>9-12</td>
<td>876</td>
<td>Theater II</td>
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<tr>
<td>10-12</td>
<td>877</td>
<td>Theater Technology and Design</td>
<td>0.50-1.00</td>
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<tr>
<td>10-12</td>
<td>878</td>
<td>Theater III (Acting Ensemble)</td>
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<tr>
<td>9-12</td>
<td>880</td>
<td>TBB Chorus (Tenor, Baritone, Bass)</td>
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<tr>
<td>9-12</td>
<td>881</td>
<td>Symphonic Choir</td>
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<tr>
<td>9-12</td>
<td>882</td>
<td>SSA Chorus (1st Soprano, 2nd Soprano, Alto)</td>
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<tr>
<td>10-12</td>
<td>883</td>
<td>Chorale</td>
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<tr>
<td>10-12</td>
<td>884</td>
<td>A Capella Chamber Choir</td>
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<tr>
<td>10-12</td>
<td>887</td>
<td>Music History (2019-20)</td>
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<td>11-12</td>
<td>888</td>
<td>Music Theory</td>
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<td>889</td>
<td>Music Appreciation (2018-19)</td>
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<td>513</td>
<td>IB Music (Standard Level Year One)</td>
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</table>

Most music-related courses require attendance beyond the school day. Students must attend all rehearsals and performances unless excused by the instructor. Honors credit will be offered for students participating in any band, choir, orchestra, or jazz band. Students must sign an Honors Credit Agreement (from their director) and complete all honors requirements in order to receive honors credit.

**BAND – 852**

**Prerequisite:** Successful Completion of Grade 8 Band or Director Approval  
**Elective:** Repeatable  
**Graded:** Conventionally  
**Credit:** 1.00  
**Time Frame:** Year  

Band is a comprehensive course. It is designed to develop students' abilities in many different instrumental disciplines. At the conclusion of the marching band season, students are auditioned and placed in a group based on level of playing skills, and instrumental balance for each group.

**COLOR GUARD – 853**

**Prerequisite:** Audition  
**Elective:** Repeatable  
**Graded:** Conventionally  
**Credit:** 0.50  
**Time Frame:** Year  

Color Guard is a comprehensive course. The Color Guard participates with the Marching Band at all performances including football games, marching band contests, parades, pep rallies, etc.
JAZZ ENSEMBLE – 862
Prerequisite: Audition
Elective: Repeatable Grade: 9-12
Graded: Conventionally Credit: 1.00
Time Frame: Year

Jazz Ensemble is comprehensive course comprised of traditional jazz band instrumentation. Enrollment on certain instruments may be limited for proper balance. Wind instruments and percussion may need to be enrolled in Band 852 to balance proper instrumentation for participation in Jazz Ensemble.

ORCHESTRA – 872
Prerequisite: Successful Completion of 8th Grade Orchestra
Elective: Repeatable Grade: 9-12
Graded: Conventionally Credit: 1.00 Time Frame: Year

Orchestra is a comprehensive course. Orchestra explores all facets of orchestral styles and literature, both classical and pop. The course may be repeated for credit. *Chamber Orchestra is offered by audition only.

THEATRE I – 875
Prerequisite: None
Graded: Conventionally Grade: 9-12
Time Frame: Semester Credit: 0.50

Theatre I is a practical, hands-on introduction to acting and technical production. Basic acting and stage movement, character development, script analysis, and scene preparation are addressed. Scenic, costume, and makeup design are introduced as well as fundamentals of lighting, sound, and theatre management. The historical and literary aspects of drama are overviewed. Students are encouraged to participate in school productions.

THEATRE II – 876
Prerequisite: Successful Completion of Theatre I
Graded: Conventionally Grade: 9-12
Time Frame: Semester Credit: 0.50

Theatre II stresses more advanced acting techniques as well as the practical aspects of acting and theatrical production. Ensemble work will be encouraged. Directing and stage management will be introduced as time permits. Members of the class may participate in several small productions and one major production may be created.

THEATRE TECHNOLOGY AND DESIGN – 877
Prerequisite: None
Elective: Repeatable Grade: 10-12
Graded: Conventionally Credit: 0.50/1.00 Time Frame: Semester/Year

Theatre Technology and Design students study theatrical lighting, sound, stage mechanics, scenic design, set construction, costuming, props and makeup. Hands-on apprentice training in actual theatrical productions will comprise a major portion of the course work. Students will be encouraged to participate in school productions as a part of the technical staff.
THEATRE III – 878
Prerequisite: Theatre II and Audition
Elective: Repeatable Grade: 10-12
Graded: Conventionally Credit: 0.50/1.00 Time Frame: Semester/Year
Theatre III (Theater Ensemble) complements the preceding theater courses by offering students the opportunity to improve their acting and technical skills in an ensemble atmosphere. Theater III produces shows for public performance that may include both plays (e.g., full length and one act) and musicals.

TBB CHORUS (TENOR, BARITONE OR BASS) – 880
Prerequisite: Teacher Recommendation
Elective: Repeatable Grade: 9-12
Graded: Conventionally Credit: 1.00 Time Frame: Year
TBB Chorus is a comprehensive course. TBB Chorus is a vocal performing group that explores the disciplines of the performing ensemble. Any person who is able to sing in the Tenor, baritone, or Bass range is capable of singing in this choir. Individual singing may be required.

SYMPHONIC CHOIR – 881
Prerequisite: Audition or Teacher Recommendation
Elective: Repeatable Grade: 9-12
Graded: Conventionally Credit: 1.00 Time Frame: Year
Symphonic choir is comprehensive course. Symphonic choir is a vocal performing group that explores the disciplines of the performing ensemble. Individual singing may be required.

SSA CHORUS (1ST SOPRANO, 2nd SOPRANO, ALTO) – 882
Prerequisite: Teacher Recommendation
Elective: Repeatable Grade: 9-12
Graded: Conventionally Credit: 1.00 Time Frame: Year
SSA Chorus is a comprehensive course. SSA Chorus is a vocal performing group that explores the disciplines of the performing ensemble. Any person who is able to sing in the Soprano I, Soprano II or Alto range is capable of singing in this choir. Individual singing may be required.

CHORALE – 883
Prerequisite: Audition
Elective: Repeatable Grade: 10-12
Graded: Conventionally Credit: 1.00 Time Frame: Year
Chorale is a comprehensive course. Students interested in this course should be able to read and understand musical notation and sing parts independently. Placement is determined by vocal balance.

A CAPELLA CHAMBER CHOIR – 884
Prerequisite: Audition
Elective: Repeatable Grade 10-12
Graded: Conventionally Credit: 1.00 Time Frame: Year
A Capella Chamber is a comprehensive course. Students interested in this course should be able to read and understand musical notation and sing parts independently. Placement is determined by vocal balance.
MUSIC HISTORY – 887
Prerequisite: None
Graded: Conventionally Grade: 10 (pre-IB), 11-12
Time Frame: Year (offered 2019-20) Credit: 1.00
Music History provides an in-depth study of music in relation to the historical development of civilization from primitive times to the electronic age. Research and listening activities lead students to an intellectual, aesthetic response to the arts. Music Appreciation is not a course option for students enrolled in this course. Music History and Music Theory may be offered on alternate years. *Available only at Dublin Coffman High School and Dublin Scioto High School

MUSIC THEORY – 888
Prerequisite: None
Graded: Conventionally Grade: 10 (pre-IB), 11-12
Time Frame: Year Credit: 1.00
Music Theory stresses the basic skills of harmonization and creative writing. Students must be able to read music and to display an ability to play an instrument or sing. Music History and Music Theory may be offered on alternate years.

MUSIC APPRECIATION – 889
Prerequisite: None
Graded: Conventionally Grade: 10 (pre-IB), 11-12
Time Frame: Year (offered 2018-19) Credit: 1.00
Music Appreciation is a general course that provides experience in listening to music more perceptively. Listening skills are developed through the study of the basic elements of music and various musical styles and periods, including American music, jazz, and popular music. No prior musical experience is necessary. Music History and Music Theory are not course options for students enrolled in this class. *Available only at Dublin Coffman High School and Dublin Scioto High School

IB MUSIC (SL) – 513 – Year 1 / 514 – Year 2
Prerequisite: Music Theory or Instructor Permission
Graded: Weighted Grades: 11-12
Time Frame: 2 Years Credits: 2.00
IB Music (SL) is a rigorous 2-year music course investigating four basic strands of music: perception, creative expression/performance, historical and cultural heritage, and critical evaluation. The Standard Level Solo (SLS), Standard Level Group (SLG), and Standard Level Composition (SLC) courses are designed for the student who has a background in musical performance, composition, or with a general interest in music. At the end of the second year, the Standard Level music student must sit for the IB exam and submit materials for external assessment in the spring. Music theory is the foundation of the class all IB students must understand musical form, structure and analysis. This IB course is available for students to earn an IB certificate or as a part of the Diploma Programme. *Available only at Dublin Coffman High School and Dublin Jerome High School
IB MUSIC (HL) – 515 – Year 1 / 516 – Year 2
Prerequisite: Music Theory or Instructor Permission
Graded: Weighted Grades: 11-12
Time Frame: 2 Years Credits: 2.00
IB Music (HL) is a rigorous 2-year music course investigating four basic strands of music: perception, creative expression/performance, historical and cultural heritage, and critical evaluation. The Higher Level course is designed for the music student who has a background or major interest in music performance. This student may intend to pursue music at the university or conservatory level, perform in a professional band, or have the skills to perform at an advanced level. At the end of the second year, the higher-level music student must sit for the IB exam and submit materials for the external assessment. Music theory is the foundation of the class all IB students must understand musical form, structure and analysis. This IB course is available for students to earn an IB certificate or as a part of the Diploma Programme. *Available only at Dublin Jerome High School.

IB THEATER (SL) – 551 – Year 1 / 552 – Year 2
Prerequisite: Theater I would be beneficial.
Graded: Weighted Grade: 11-12
Time Frame: 2 Years Credit: 2.00
IB Theatre (SL) is a 2-year program that focuses on four areas of theatrical studies: theatre in the making, theatre in performance, theatre in the world and an independent project. Standard Level students do not need any prior experience in theatre and they are not required to participate in theatre outside of the class. *Available only at Dublin Jerome High School and Dublin Scioto High School.

IB THEATER (HL) – 557 – Year 1 / 558 – Year 2
Prerequisite: Theater I would be beneficial.
Graded: Weighted Grade: 11-12
Time Frame: 2 Years Credit: 2.00
IB Theatre (HL) is a 2-year program that focuses on four areas of theatrical studies: theatre in the making, theatre in performance, theatre in the world and an independent project. Higher Level students do not need any prior experience in theatre. They are encouraged to participate in some capacity (acting or technical) in one school or outside production some time during their two years in IB Theatre. *Available only at Dublin Jerome High School and Dublin Scioto High School.
PHYSICAL EDUCATION and HEALTH COURSES OFFERED

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<th>Course Name</th>
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<td>9-12</td>
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<td>Blended Health</td>
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<td>9-12</td>
<td>930</td>
<td>Physical Education I</td>
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<tr>
<td>9-12</td>
<td>931</td>
<td>Physical Education II</td>
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<td>932</td>
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<tr>
<td>10-12</td>
<td>934</td>
<td>Personal Physical Fitness</td>
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</tbody>
</table>

NOTE: All students must earn 0.50 credit in physical education by successfully completing physical education 930 and 931.

HEALTH EDUCATION - 921

Prerequisite: None
Required: Grade: 9-12
Graded: Conventionally Credit: 0.50
Time Frame: Semester

Health Education stresses the individual's physical, mental, emotional, and social development. The intent of the Health course is to help young people make independent, informed decisions concerning their well-being. Course topics include First Aid and CPR; diseases and disorders; mental health; stress; nutrition; the structure of specific body systems; human sexuality; and substance abuse.

*This course may also be taken in a blended format. This online version combines lecture material with video instruction. Students will supplement learning by completing a variety of assignments that require independent research and exploration. This course is designed to take 90 hours to complete.

PHYSICAL EDUCATION I - 930

Prerequisite: None
Required: Grade: 9-12
Graded: Conventionally Credit: 0.25
Time Frame: Semester

Physical Education classes meet daily for an entire semester. Physical Education stresses the importance of fitness and lifetime activity through selected sports and other activities. A larger focus of this course is addressing the components of fitness.

PHYSICAL EDUCATION II – 931

Prerequisite: None
Required: Grade: 9-12
Graded: Conventionally Credit: 0.25
Time Frame: Semester

Physical Education classes meet daily for an entire semester. Physical Education stresses the importance of fitness and lifetime activity through selected sports and other activities.
PHYSICAL EDUCATION ELECTIVE – 932

Prerequisite: Physical Education I & II
Elective: Repeatable Grade: 11-12
Graded: Conventionally Credit: 0.00
Time Frame: Semester

This elective course is for students who desire to take physical education for elective credit.

PERSONAL PHYSICAL FITNESS – 934

Prerequisite: Successful Completion of PE 930 and 931
Elective: Repeatable Grade: 10-12
Graded: Conventionally Credit: 0.50
Time Frame: Semester

This course is an extension of the traditional introductory fitness instruction that students receive in 930 and 931. The emphasis for this course will include personal fitness goal setting, performance ethics in sport and leisure fitness, measurement and evaluation of fitness gains through a resistance training and cardio-vascular regiment.

Note: Students may receive a waiver for physical education for participating in specified school activities. Please see page 5 of this course handbook.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Number</th>
<th>Course Name</th>
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<tr>
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**PHYSICAL SCIENCE – 205**

Graded: Conventionally  Credit: 1.00  
Time Frame: Year

Physical Science is a one-year course in which students participate in fields of chemistry and physics. Topics of interest include motion, astronomy, thermodynamics, sound, light, energy transformations, chemistry of the periodic table, and conservation principles. Physical Science is an activity driven course with an inquiry approach that provides both a meaningful and relevant explanation of the physical world. Credit for the course may be counted toward the requirements for college articulation. This course provides excellent preparation for the student who expects to take biology, chemistry, and/or physics in high school.

**ENVIRONMENTAL SCIENCE – 213**

Highly Recommended: Physical Science and Biology  
Graded: Conventionally  Credit: 1.00  
Time Frame: Year

Environmental Science is a one-year course in which students study the interactions among the physical, chemical and biological components of the environment. Students will use the scientific process to investigate the human impacts on the environment, sustainable living, using energy and feeding the world.
BIOLOGY – 215
Highly Recommended: Physical Science
Graded: Conventionally Credit: 1.00
Time Frame: Year
Biology is a one-year course in which students study the living world in a laboratory and classroom setting. Over the course of 2 semesters, the topics covered will include: the nature of science, cells, heredity, evolution, and ecology. Methods of instruction include data analysis, research, laboratory work, computer simulation, and the application of biology to daily life.

ADVANCED PLACEMENT BIOLOGY – 217
Highly Recommended: Biology and Chemistry
Graded: Weighted Credit: 2.00 (1.00 weighted; 1.00 S/U)
Time Frame: Year
AP Biology parallels a college-level introductory biology course for science majors. It is a one-year course that includes laboratory work, college-level reading, essay writing, and class discussions. It is intended for the student who wishes to obtain a strong background in biology and who intends to take the Advanced Placement Biology examination at the end of the year for possible college credit. Topics of study include: molecular and cellular biology, biochemical concepts, evolution, organismal biology, and population biology. AP Biology is a double-period class.

HUMAN ANATOMY & PHYSIOLOGY – 220
Highly Recommended: Biology
Elective: Science (Life Science) Grade: 11-12
Graded: Conventionally Credit: 1.00
Time Frame: Year
This course will study the following subjects: histology (types of tissues), skeletal and muscular systems, integumentary system, digestive system, respiratory system, excretory system, circulatory system, immune system, nervous system, endocrine system, and reproductive system. Human Anatomy and Physiology is a class that is hands-on and contains a variety of dissections to enhance student participation. Students will collaborate in numerous projects utilizing informational technology and professional resources. This class is particularly beneficial to students entering health-related fields and/or college degrees relating to biology.

CHEMISTRY – 236
Highly Recommended: Physical Science and Biology
Graded: Conventionally Credit: 1.00
Time Frame: Year
Chemistry is a one-year course developed for students who have never had chemistry. Students will be prepared for further study in chemistry at the college or AP level, and informed of the important ideas in chemical science related to participation in a technological society. Physical Science and Algebra I are strongly recommended prerequisites. Topics for the-year include; lab methods, experimental design, measurement, properties of matter, properties and change, atomic structure, nomenclature, ionic and covalent bonding, balancing equations, reaction types, metals, molecular structure and geometry moles, stoichiometry, kinetics, equilibrium, intermolecular forces, thermodynamics, gas laws, acids and bases and nuclear chemistry. Reading material outside the textbook may be used.
ADVANCED PLACEMENT CHEMISTRY – 238

Highly Recommended: Chemistry
Grade: Weighted Credit: 2.00 (1.00 weighted; 1.00 S/U)
Time Frame: Year

AP Chemistry parallels a college-level introductory chemistry course for science majors. It is a one-year course intended to prepare students to take the AP Chemistry examination at the end of the year for possible college credit. Students will study the laws and principles of chemistry. The course includes laboratory work, lecture, outside reading, class discussions, and extensive problem solving. It is intended for the serious student who wishes to obtain a strong background in chemistry. Topics of study include the following: chemical nomenclature, quantum mechanics, atomic structure, periodicity, states of matter, thermodynamics, equilibrium, acids-bases-salts, electrochemistry, kinetics, and solution chemistry. AP Chemistry is a double-period class.

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE – 239

Highly Recommended: Chemistry
Graded: Weighted Credit: 1.00
Time Frame: Year

AP Environmental Science is designed to be the equivalent of a one-semester, introductory college course in environmental science. The course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

ADVANCED RESEARCH IN SCIENCE – 240

Prerequisite: In addition to taking this course, students must meet science graduation requirements.
Elective: Repeatable
Graded: Weighted Credit: 0.50
Time Frame: Semester

This course will facilitate advanced learning of the philosophy of science, research methods, science writing and reporting, statistical analysis, lab and/or fieldwork methods, and ethical concerns. This is an individual research course in which students will develop and compete a science research project. The student needs to be self-motivated and the teacher will act to facilitate the research work of the student. Work outside of the classroom will be necessary and the student will be required to submit and present their research findings to a committee. The course is designed to be a culmination of a student’s high school science experience.

PHYSICS – 242

Highly Recommended: Algebra II
Graded: Conventionally Credit: 1.00
Time Frame: Year

Physics is a one-year course in which students study the laws and principles of physics through the use of inquiry, laboratory work, computer simulations and experiments, reading, and problem solving. Topics of study include the following: mechanics, electricity and magnetism and wave properties. Students will also recognize that discoveries in physics and technology influence our world.
ADVANCED PLACEMENT PHYSICS 1 – 243

Highly Recommended: Current enrollment in Pre-calculus; Grade of “A” or “B” in Physics
Graded: Weighted Grades: 10-12
Time Frame: 1 Year Credit: 1.00

AP Physics 1 parallels one semester of college level introductory physics for science majors. It is a 1-year course intended to prepare students to take the AP Physics 1 exam for possible college credit for a physics course designed for non-physics and non-engineering majors. This course emphasizes seven Big Ideas that thread through the entire year and seven Science Practices that coordinate knowledge and skills to accomplish a goal or task. The Big Ideas include properties and internal structure of systems; forces and fields to explain interactions between objects and systems and the resulting changes; constraints placed on interactions by conservation laws; the function of waves in the transfer of momentum and energy; and the role of probability in describing complex systems. The Science Practices allow students to question scientifically, to plan and implement data collection strategies, to perform data analysis and evaluation, and to work with current scientific explanations and theories. Major topics include kinematics, Newton’s laws of motion, torque, rotational motion, angular momentum, gravitation, circular motion, work, energy, power, linear momentum, oscillations, mechanical waves, sound, and introduction to electric circuits.

ADVANCED PLACEMENT PHYSICS 2 – 244

Prerequisite: Grade of “A” or “B” in Physics, AP Physics 1 or AP Physics C
Graded: Weighted Grades: 10-12
Time Frame: 1 Year (1 period / day) Credit: 1.00

AP Physics 2 parallels one semester of college level introductory physics for science majors. It is a 1-year course intended to prepare students to take the AP Physics 2 exam for possible college credit for a physics course designed for non-physics and non-engineering majors. This course emphasizes seven Big Ideas that thread through the entire year and seven Science Practices that coordinate knowledge and skills to accomplish a goal or task. The Big Ideas include properties and internal structure of systems; forces and fields to explain interactions between objects and systems and the resulting changes; constraints placed on interactions by conservation laws; the function of waves in the transfer of momentum and energy; and the role of probability in describing complex systems. The Science Practices allow students to question scientifically, to plan and implement data collection strategies, to perform data analysis and evaluation, and to work with current scientific explanations and theories. Major topics include fluid statics and dynamics, thermodynamics with kinetic theory, PV diagrams and probability, electrostatics, electric circuits, magnetic fields, electromagnetism, physical and geometric optics, and topics in modern physics.

ADVANCED PLACEMENT PHYSICS C – 245

Highly Recommended: Pre-calculus with current or past enrollment in Calculus, Talk to Instructor
Graded: Weighted Grades: 11-12
Time Frame: 1 Year (2 periods / day) Credit: 2.00 (1.00 weighted; 1.00 S/U)

AP Physics C is designed to be the equivalent of a yearlong, introductory college course in physics intended for engineering, physics, or physical science majors. It is a 1-year, 2-period class intended to prepare students to take both AP Physics C exams for possible college credit for college physics courses intended for physics or engineering majors. Students will study the laws and principles of physics. The course includes laboratory work, lecture, outside reading, class discussions, and extensive problem solving. Topics include Newtonian mechanics and electromagnetism. The mathematical models used to describe and understand concepts include basic concepts of calculus.
IB BIOLOGY (HL) – 517 – Year 1 / 518 – Year 2

Recommended: Please see the recommended sciences for IB students.
Graded: Weighted Grades: 11-12
Time Frame: 2 Years Credit: 2.00

IB Biology (HL) allows students to develop a broad understanding of biology principles related to several core areas of biology including Cells, Chemistry of Life, Genetics, Ecology and Evolution and Human Health and Physiology. IB Biology allows students to investigate issues that have a global impact such as global warming, energy usage, deforestation, and the ethical implications of biotechnologies such as cloning and genetic engineering. IB Biology incorporates a variety of instructional methods including lecture, cooperative learning, and research and laboratory exercises. There is an emphasis on investigation and experimental design in which students will formulate hypotheses, design and conduct controlled experiments, draw conclusions and communicate their results. Students will also participate in a Group 4 research project. Upon completion of the course, students will be prepared for the IB Biology exam. This IB course is available for students to earn an IB certificate or as part of the Diploma Programme.

IB CHEMISTRY (SL) – 519 – Year 1 / 520 – Year 2

Recommended: Please see the recommended sciences for IB students.
Graded: Weighted Grades: 11-12
Time Frame: 2 Years Credit: 2.00

IB Chemistry (SL) gives students an introduction to chemical concepts, makes them familiar with materials at an atomic level and prepares them for higher scientific study such as pre-medicine. Investigations of chemical phenomena are set in a global context so that students develop an understanding of the way in which chemistry affects people throughout the world. This course also gives students an awareness of how scientists work and communicate with each other through practical applications. Students learn and apply a body of knowledge and methods and techniques to develop experimental design and use investigative skills. Students also learn the value of effective communication and collaboration and how to use technology to convey scientific information. Topics include, atomic structure, periodicity, kinetics and organic chemistry. This IB course is available for students to earn an IB certificate or as a part of the Diploma Programme. *This class is only offered at Dublin Jerome High School.

IB CHEMISTRY (HL) – 521 – Year 1 / 522 – Year 2

Highly Recommended: Biology and either Physical Science or Physics
Graded: Weighted Grades: 11-12
Time Frame: 2 Years Credit: 2.00

IB Chemistry (HL) is 2-year, experimental science course that emphasizes the acquisition and analysis of data in the chemical sciences. It is intended for students who wish to obtain a strong background in chemistry. The class covers traditional topics that would be learned in a first year college chemistry course, with additional topics found in organic chemistry, biochemistry and pharmacology courses. Students interested in medical fields would benefit from the exposure these additional topics would provide. Topics that are covered include data processing, quantitative chemistry, atomic structure, periodicity, bonding, energy, kinetics, equilibrium acids and bases, oxidation and reduction, organic chemistry, human biochemistry, and medicines and drugs. As a result of the rigor and depth of the information presented, colleges may grant credit based upon the marks earned on lab reports (internal assessments) and the IB exam given in the second year in May. *This course is offered at Dublin Coffman High School and Dublin Scioto High School only.
IB PHYSICS (SL) – 523 – Year 1 / 524 – Year 2
Highly Recommended: Algebra II, Biology and either Chemistry or Physical Science
Graded: Weighted Grades: 11-12
Time Frame: 2 Years Credit: 1.00 – junior year / 1.00 – senior year

IB Physics (SL) is a 1-period, 2-year course designed to introduce students to the laws of physics, the experimental skills required in physics, and the social and historical aspects of physics as an evolving body of knowledge. Course topics include: measurement; mechanics; thermal physics; waves; electricity and magnetism; atomic and nuclear physics; energy and power; and astrophysics. This course will develop students’ experimental and investigative scientific skills. To meet this aim, twenty-five percent of a student's classroom time is devoted to performing practical (laboratory) work that covers a range of topics and skills as well as an interdisciplinary Group 4 Project. This course is available for students to earn an IB certificate or as part of the Diploma Programme. *This course is offered at Dublin Coffman High School only.

IB PHYSICS (SL) – 523 – Year 1 / 524 – Year 2
Highly Recommended: Algebra II, Biology and either Chemistry or Physical Science
Graded: Weighted Grades: 11-12
Time Frame: 1 Year (1 sem. - 2 per.) Credit: 1.50

IB Physics (SL) is a 1-year course that is double blocked for one semester. The course is designed to introduce students to the laws of physics, the experimental skills required in physics, and the social and historical aspects of physics as an evolving body of knowledge. Course topics include: measurement; mechanics; thermal physics; waves; electricity and magnetism; atomic and nuclear physics; energy and power; and astrophysics. This course will develop students’ experimental and investigative scientific skills. To meet this aim, twenty-five percent of a student's classroom time is devoted to performing practical (laboratory) work that covers a range of topics and skills as well as an interdisciplinary Group 4 Project. This course is available for students to earn an IB certificate or as part of the Diploma Programme. *This course is offered at Dublin Jerome High School and Dublin Scioto High School only.

IB ENVIRONMENTAL SYSTEMS & SOCIETIES (SL) – 525
Recommended: Biology
Graded: Weighted Grades: 11-12
Time Frame: 1 Year (1 sem. - 2 per.) Credit: 1.50

IB Environmental Systems and Societies investigates the complex systems of nature and humans’ impact on the earth. The goal of the course is to provide students with the scientific principles, concepts and methodologies required to understand the systems of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems and to examine alternative solutions for resolving and/or preventing them. This IB course is available for students to earn an IB certificate or as part of the IB Diploma Programme. *This course is offered at Dublin Jerome High School and Dublin Scioto High School.
MODERN WORLD HISTORY – 162
Graded: Conventionally  Grade: 9
Time Frame: Year  Credit: 1.00

Modern World History is the study of world events from 1600 to the present. This course addresses content covered in Ohio’s Learning Standards. Emphasis is placed on the impact of the democratic, and industrial revolutions, the forces that led to world domination by European powers, the wars that changed empires, the ideas that led to independence movements and the effects of global interdependence. Students will continue to develop historical literacy and 21st century skills.

ADVANCED PLACEMENT WORLD HISTORY – 128
Prerequisite: Two credits of Social Studies and Teacher Recommendation
Graded: Weighted  Grade: 11-12
Time Frame: Year  Credit: 1.00

AP World History is designed to help students develop analytical skills and acquire knowledge necessary to deal critically with issues and events in World History. The workload and expectations are similar to an introductory college course. The course focuses on the development of people and societies from ancient times (8000 B.C.) to present day. Themes emphasized include the political, economic, and social organization of the society. The purchase of supplemental materials is necessary to successfully complete the course. Students are encouraged to take the AP exam in the spring.
SOCIOLOGY – 137
Graded: Conventionally  Grade: 10-12
Time Frame: Semester  Credit: 0.50

Sociology is the study of human social behavior, groups and organizations, and society. The course promotes civic responsibility and respect for individual rights through the analysis of demography, culture, social structure, social constructions, social institutions, and social stratification. Issues such as deviant behavior, the influence of the electronic media, race and ethnic relations, and the extremes of wealth and poverty in an interdependent globalized society are all issues that will be examined.

PSYCHOLOGY – 138
Graded: Conventionally  Grade: 10-12
Time Frame: Semester  Credit: 0.50

Psychology is the study of mental processes and human behavior. The course promotes good mental health through the study of the nervous system, thinking, emotion, motivation, learning and memory, social interaction, personality, and psychopathology. Practical applications such as problem solving, decision-making, communication, and group skills will be stressed.

INTRODUCTION TO PSYCHOLOGY – CS139
Graded: Weighted  Grade: 9-12
Time Frame: Semester  Credit: 1.00

This introductory course provides an overview of the origins, growth, content and applications of psychology, including the application of the scientific method to the following topics: research methodology; beginning statistics; theories of physical, cognitive, moral and emotional development; sensation; perception; learning; motivation; intelligence; memory; personality; coping processes; abnormality; adjustment; and the individual in small groups and a pluralistic society.

This is a College Credit Plus course offered through CSCC and Dublin City Schools. Offering this course in Dublin City Schools hinges on student enrollment and instructor availability. Students enrolling in this class will receive 1.0 high school credit and 3.0 semester college credits.

Introduction to Psychology will be offered at the Emerald Campus.

INTRODUCTION TO SOCIOLOGY – CS140
Graded: Weighted  Grade: 9-12
Time Frame: Semester  Credit: 1.00

This course introduces the basic concepts and methods of sociology as a scientific discipline. The sociological perspective, emphasizing social interaction and structure, is used to explore the following topics: culture; socialization; social groups, including organizations; deviance; various types of social inequality; major social institutions; collective behavior, social movement and social change.

This is a College Credit Plus course offered through CSCC and Dublin City Schools. Offering this course in Dublin City Schools hinges on student enrollment and instructor availability. Students enrolling in this class will receive 1.0 high school credit and 3.0 semester college credits.

Introduction to Sociology will be offered at the Emerald Campus.
PERSONAL FINANCE / FINANCIAL LITERACY – 440

Graded: Conventionally  Grade: 11-12  
Time Frame: Semester  Credit: 0.50

This course explores the fundamentals of economics / financial literacy that guides individuals, corporations and various levels of government as they make decisions regarding the use of limited resources. More specifically, it examines the ability of individuals to use knowledge and skills to manage personal financial resources such as working, earning, financial responsibility, money management, saving, investing, credit, debt and risk management more effectively.

AMERICAN HISTORY, 1877 to the Present – 160

Prerequisite: Modern World History
Required: Grade: 10
Graded: Conventionally  Credit: 1.00
Time Frame: Year

This course is a survey of United States history from 1877 to the present. It emphasizes content addressed in Ohio’s Learning Standards and prepares students for the required state assessments in Social Studies. The study of cultures, geography, economics, government, and civics will be integrated into historical topics. Students will also develop decision-making, problem-solving, and critical-thinking skills. Students will also participate in a unit on financial literacy where a few of the topics that will be covered are banking, budgeting and taxes. Students will also examine key documents which form the basis for the United States.

ADVANCED PLACEMENT UNITED STATES HISTORY – 163

Prerequisite: One credit of Social Studies
Required Option: Grade: 10-12
Graded: Weighted  Credit: 1.00
Time Frame: Year
Recommendation: Teacher Recommendation

AP United States History is designed to help students develop analytic skills and acquire knowledge necessary to deal critically with issues and events in United States history. Beginning in the 1600s, the course focuses on the foundations of our nation and of American democracy. AP U.S. History prepares students for college work by making demands upon them equivalent to those of full-year introductory college courses. Students will develop skills necessary to arrive at conclusions on the basis of informed judgments and to present reasons and evidence clearly and persuasively in written form. Students with a deep interest in U.S. History will enjoy the course. Strong reading and writing skills will be emphasized. The purchase of supplemental materials is necessary to successfully complete the course. Students are urged to take the AP test in the spring. This course will prepare students for the required state assessments in Social Studies. Students will also participate in a unit on financial literacy where a few of the topics that will be covered are banking, budgeting and taxes.

*This class is offered at Dublin Jerome High School and Dublin Scioto High School only.*
AMERICAN STUDIES, 1877 to the Present – 166

Prerequisite: One credit each of Social Studies and Language Arts
Graded: Conventionally Grade: 10
Time Frame: Year Credit: 2.00
Recommendation: English and/or Social Studies Teacher(s) Recommendation

American Studies explores the links between United States history and literature. The focus will be on U.S. History and literature following Reconstruction (1877). The course addresses content covered in Ohio’s Learning Standards and prepares students for the required state assessments. Major historical events, trends, issues, personalities, and literary selections will be emphasized. Reading of historical fiction and narrative is required. This two-period block allows for student presentations, combined assessments, group and individual projects, and class discussions. American Studies is team-taught and will fulfill both social studies and language arts requirements for Grade 10. Students will participate in a unit on financial literacy. A few topics that will be studied are banking, budgeting, and taxes.

ADVANCED PLACEMENT AMERICAN STUDIES – 167

Prerequisite: One credit each of Social Studies and Language Arts
Graded: Weighted Grade: 10
Time Frame: Year – 2 periods blocked Credit: 2.00 (1 AP US History and 1 Honors English II)
Recommendations: English and/or Social Studies Teacher(s)

This team-taught course provides an opportunity for the student to study major historical events in relation to major literary periods. The course integrates Honors English II and AP US History. As in all higher-level courses, students are expected to read and write extensively both in and out of class. Student reading will include both fictional and non-fictional works as they relate to historical/literary content areas. AP American Studies is designed to help students develop strong analytical skills, acquire knowledge of critical issues in US history and prepares students for college level work. The course addresses content covered in the Ohio Learning Standards and prepares students for required state assessments. An AP American Studies student will receive one credit in Language Arts and one credit in US History. Both grades will be weighted, because of the additional expectations of this course. The class is block scheduled and team taught by one US History and Language Arts teacher. The purchase of supplemental materials is necessary to complete the course successfully. Students are urged to take the AP US History test in the spring. Students will participate in a unit on financial literacy. A few topics that will be studied are banking, budgeting and taxes.

ADVANCED PLACEMENT EUROPEAN HISTORY – 168

Prerequisite: Two credits of Social Studies and Teacher Recommendation
Graded: Weighted Grade: 11 - 12
Time Frame: Year Credit: 1.00

Advanced Placement European history is a college-level course for which students may receive college credit upon successful completion of the AP European History exam. The course curriculum involves European history since 1450 and will introduce students to historical events, concepts, personalities and social developments that shaped Western civilization. Major themes include European exploration, the Renaissance and Reformation, Industrial Revolution, Imperialism, and the World Wars. The course will specifically emphasize analytical thinking, development of essay writing skills and a special emphasis on document study. The purchase of supplemental materials is necessary to successfully complete the course. Students are encouraged to take the Advanced Placement exam in the spring.
AMERICAN GOVERNMENT – 170
Prerequisite: Two credits of Social Studies
Graded: Conventionally    Grade: 11
Time Frame: Semester    Credit: 0.50

American Government examines the principles and practices of the federal government. Students explore the basic structure of the U.S. government and focus on skills needed to become effective, participatory citizens. There is an emphasis on practical application of knowledge and skills through simulation and community interaction. Students will also examine key documents which form the basis for the United States of America. This course adheres to criteria set forth in Ohio’s Learning Standards and prepares students for required state assessments.

ADVANCED PLACEMENT U.S. GOVERNMENT & POLITICS – 171
Prerequisite: Two credits of Social Studies
Graded: Weighted    Grades: 11
Recommendation: Teacher Recommendation
Time Frame: Year    Credit: 1.00

Advanced Placement U.S. Government and Politics is designed to help students develop analytic skills and acquire knowledge necessary to deal critically with issues and events in United States government and domestic politics. The course prepares students for college work by making demands upon them equivalent to those of full-year introductory college courses. Deep interest in the subject will be an asset. Strong reading and writing skills will be emphasized. The purchase of supplemental materials is necessary to successfully complete the course. Students are encouraged to take the AP test in the spring.

INTERNATIONAL DIPLOMACY: A COMPUTER SIMULATION – 175
Prerequisite: Two credits of Social Studies
Graded: Conventionally    Grade: 11
Time Frame: Semester    Credit: 0.50

This course involves students in an exercise that focuses on the Arab/Israeli conflict. This activity is offered in conjunction with the University of Michigan’s Computer Learning School. Additional international issues that affect the rest of the world will also be addressed. Students will participate in an exercise to gain knowledge of Middle East issues. Students will also learn word processing, use of the Internet and function of various telecommunications software. The activity requires students to interact with other students around the world. As a result of this interaction, students develop persuasive writing skills. This class lends itself well to those students who prefer to take responsibility for their own learning and are self-motivated.

GLOBAL POLITICS – 176
Prerequisite: Two credits of Social Studies
Graded: Conventionally    Grade: 11
Time Frame: Semester    Credit: 0.50

Students will connect understandings of the contemporary and comparative political systems and global issues. Through the lens of a geo-political world, current events, political debate, and how the past impacts present day foreign and domestic policy of nations, regions, and international systems and organizations will be analyzed.
**AP ECONOMICS – 177**
Prerequisite: Two credits of Social Studies  
Graded: Weighted Grade: 11-12  
Time Frame: Year Credit: 1.00

AP Economics is a year long college level economics course that encompasses both AP Microeconomics and AP Macroeconomics. Students who complete this course will be prepared to take the AP Microeconomics and AP Macroeconomics Exams, which are separate, and are administered by the College Board in May. This course will be divided into two parts approximately split along semester lines: the first semester will be devoted to the study of Microeconomics, which analyzes how economic decisions are made by individuals and firms. The second semester will be devoted to the study of Macroeconomics, which emphasizes how economic principles are applied to the economy as a whole. Macroeconomics and Microeconomics will both emphasize critical thinking skills, the use and interpretation of complex graphic representations, and writing skills.

**IB PSYCHOLOGY (SL) – 527**
Graded: Weighted Grade: 11-12  
Time Frame: Year Credit: 1.00

IB Psychology will help students gain an understanding of international topics in the field of psychology. This will instill them with a basis of comparison when exploring different theories, practices, and research methods in psychology in the world. The course also includes research and experimental components.

**IB HISTORY OF THE AMERICAS (HL) – 529 – Year 1 / 530 – Year 2**
Prerequisite: Two required Social Studies credits  
Graded: Weighted Grade: 11-12  
Time Frame: 2 Years Credit: 1.00 – junior year / 1.00 – senior year

History of the Americas is a 2-year course designed to fit the International Baccalaureate program. The course is designed to have students reach a higher level of learning and become true historians. Year one and year two of History of the Americas will focus in depth on selected topics chosen by the teacher.  
*The American Government requirement for graduation is earned during year two of this course.*

**IB PHILOSOPHY (HL) – 555 – Year 1 / 556 – Year 2**
Prerequisite: None  
Graded: Weighted Grade: 11-12  
Time Frame: 2 Years Credit: 2.00

IB Philosophy HL is a course that will enable students to examine various philosophical perspectives and theories. Students will engage in discussions of philosophically based questions as well as ethics and contemporary issues. Through this course, students will also be able to sharpen their logical reasoning skills. A core philosophical question will be studied as well as two of the following options: the grounds of epistemology, theories and problems of ethics, the philosophy of religion, the philosophy of art, political philosophy, non-western traditions and perspectives, the philosophical concepts related to contemporary social issues, and the philosophy of people, nations, and cultures. Students will also learn how to produce a philosophical analysis of non-philosophical material.  
*This class is only offered at Dublin Jerome High School.*
VISUAL ARTS
COURSES OFFERED

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<thead>
<tr>
<th>Grade</th>
<th>Number</th>
<th>Course Name</th>
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<tr>
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<td>760</td>
<td>Art Foundations</td>
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<tr>
<td>9-12</td>
<td>762</td>
<td>Ceramics</td>
<td>0.50</td>
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<td>9-12</td>
<td>764</td>
<td>Graphic Design</td>
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<td>766</td>
<td>Computer Graphics</td>
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<td>768</td>
<td>Sculpture</td>
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<td>770</td>
<td>Photography</td>
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<td>Painting</td>
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<td>IB Visual Arts (Higher Level) – Year 2</td>
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ART FOUNDATIONS – 760

Prerequisite: None - Students who have not previously taken an art course, may find Art Foundations a beneficial class to begin their study of art.
Elective: Repeatable to 1 credit Grade: 9-12
Graded: Conventionally Credit: 0.50
Time Frame: Semester

Art Foundations is an introduction to various art processes such as drawing, painting, and three-dimensional art. An emphasis is placed on composition, which involves the use of the formal art elements and principles. This course includes studio projects, history, criticism, and aesthetics. Students will be encouraged to create personally expressive art works. Students will supply some materials.

CERAMICS – 762

Prerequisite: None - Students who have not previously taken an art course, may find Art Foundations a beneficial class to begin their study of art.
Elective: Repeatable to 1 credit Grade: 9-12
Graded: Conventionally Credit: 0.50
Time Frame: Semester

Ceramics is a course designed to provide experience in generating original ideas and artwork for ceramic art. Problem-solving and critical thinking skills will be stressed. A variety of media techniques and styles will be explored. Artwork from a variety of artists, cultures, and time periods will be examined and critiqued. Students will be encouraged to develop a personal, creative style. Students will supply some materials.
GRAPHIC DESIGN – 764

Prerequisite: None - Students who have not previously taken an art course, may find Art Foundations a beneficial class to begin their study of art.

Elective: Repeatable to 1 credit Grade: 9-12
Graded: Conventionally Credit: 0.50
Time Frame: Semester

Graphic Design class includes exploration of various art processes such as printmaking, illustration, collage, and mixed media. Students will have opportunities to work with a variety of media to enable them to create personally expressive art such as posters, t-shirt, collages, and social commentary pieces. They will be encouraged to do research in order to develop ideas to express in their work. Students will gain knowledge of artists and related topics including how art history, criticism, and aesthetics impacts the world of art. Students will supply some materials.

COMPUTER GRAPHICS – 766

Prerequisite: None - Students who have not previously taken an art course, may find Art Foundations a beneficial class to begin their study of art.

Elective: Repeatable to 1 credit Grade: 9-12
Graded: Conventionally Credit: 0.50
Time Frame: Semester

Computer Graphics is a course designed to foster creativity and self-expression using state of the art technology. Students will work with a variety of digital photography, computer animation, and illustration. Students will develop an understanding of the hardware and software as well as related art topics including how art history, criticism, and aesthetics impact the world of art. Students will supply some materials.

SCULPTURE – 768

Prerequisite: None - Students who have not previously taken an art course, may find Art Foundations a beneficial class to begin their study of art.

Elective: Repeatable to 1 credit Grade: 9-12
Graded: Conventionally Credit: 0.50
Time Frame: Semester

Sculpture is a course designed to provide experience in generating original ideas for three-dimensional works of art. Problem-solving and critical thinking skills will be stressed. A variety of media techniques and styles will be explored. Artwork from a variety of artists, cultures, and time periods will be critiqued and examined. Students will develop a personal, creative style. Students will supply some materials.

PHOTOGRAPHY – 770

Prerequisite: None - Students who have not previously taken an art course, may find Art Foundations a beneficial class to begin their study of art.

Graded: Conventionally Grade: 9-12
Time Frame: Semester Credit: 0.50

Photography is designed to provide a visual experience through black and white film photography based upon approaches to subject matter, themes, history of photography, criticism, and aesthetics. Students will apply these to their work through the use of composition, design, and darkroom techniques. Students must have a 35mm film camera with adjustable aperture, shutter and focus. Students will supply some materials.
PAINTING – 772
Prerequisite: None - Students who have not previously taken an art course, may find Art Foundations a beneficial class to begin their study of art.
Elective: Repeatable to 1 credit Grade: 9-12
Graded: Conventionally Credit: 0.50
Time Frame: Semester
Painting is designed to provide visual experience in painting that is broad in scope and that will challenge the student's creative potential. The course will encourage a personal approach and interpretation to painting as well as develop related skills and techniques of painting, art history, criticism, and aesthetics. Students will supply some materials.

DRAWING – 774
Prerequisite: None - Students who have not previously taken an art course, may find Art Foundations a beneficial class to begin their study of art.
Elective: Repeatable to 1 credit Grade: 9-12
Graded: Conventionally Credit: 0.50
Time Frame: Semester
Drawing will provide the students with guided opportunities to develop their drawing skills as work is completed in various media. Drawing from life is a requirement. Related course work in art history, criticism, and aesthetics will also be provided. Students will supply some materials.

ADVANCED PHOTOGRAPHY – 778
Prerequisite: Photography
Elective: Repeatable to 1 credit Grade: 10-12
Graded: Conventionally Credit: 0.50
Time Frame: Semester
Advanced Photography is for the student who was successful in Photography and wants to continue the study of black and white photography with an emphasis placed upon the use of the elements and principles of design. Students will explore advanced photographic processes. This experience is based upon approaches to subject matter, themes, history of photography, criticism and aesthetics. A concentration will be placed upon the development of personal style. Students will supply some materials.

AP ART HISTORY – 782
Prerequisite: None
Elective: Repeatable Grade: 10-12
Graded: Weighted Credit: 1.00
Time Frame: Year
AP Art History is designed to lead students through history using a study of art forms from each period as visual references. Students begin studying art of the ancient world and progress through the ancient Near East, Egypt, Aegean, Greek, Etruscan, Roman, and Early Christian Art up to the Art of the Middle Ages. Second semester is concerned with the study of art beyond Europe and the examination of native arts of Asia, the Americas, and of Oceania, followed by a return to Europe and the Renaissance, Baroque, Rococo, Modern, and Post-modern Art. During this course students will visit both online, "virtual" and local museums and art galleries and will be taking part in ongoing research projects, both individual and groups.
AP ART PORTFOLIO – 783
Prerequisite: Two of the following courses: Art Foundations, Drawing, Painting, Graphic Design, Computer Graphics, Photography, Sculpture, or Ceramics
Elective: Repeatable Grade: 11-12
Graded: Weighted Credit: 0.50 / 0.50
Time Frame: Year

AP Portfolio is a course of rigorous study designed to lead students through construction of a quality portfolio. Students will focus on building a portfolio that is 2-D design, 3-D design or drawing. The completed portfolio may be used to gain entrance into a college program. The goals of this course are to encourage creativity as well as systematic studies of formal and conceptual issues. A strong emphasis will be placed on making art as an ongoing process with critical problem solving and decision making at the core of the process. Students will explore a range of techniques to expand technical skill, help them become independent thinkers and contribute to their cultural voice. Students will supply some materials.

IB VISUAL ARTS (SL) – 531 – Year 1 / 532 – Year 2
Prerequisite: Art Foundations, Drawing and/or Painting highly recommended
Graded: Weighted Grade: 11 and 12
Time Frame: 2 Years Credit: 1.00 – junior year / 1.00 – senior year

The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from a variety of local, regional, national, international and intercultural perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. Through inquiry, investigation, reflection and creative application, visual arts students develop an appreciation for the expressive and aesthetic diversity in the world around them, becoming critically informed makers and consumers of visual culture.

IB VISUAL ARTS (HL) – 533 – Year 1 / 534 – Year 2
Prerequisite: Art Foundations, Drawing and/or Painting highly recommended
Graded: Weighted Grade: 11 and 12
Time Frame: 2 Years Credit: 1.00 – junior year / 1.00 – senior year

The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from a variety of local, regional, national, international and intercultural perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. Through inquiry, investigation, reflection and creative application, visual arts students develop an appreciation for the expressive and aesthetic diversity in the world around them, becoming critically informed makers and consumers of visual culture.

*Selection of the IB Standard Level or Higher Level courses will be determined by both Diploma requirements and student commitment. The two-year course is assessed according to IB criteria, which will be available to students at the onset of the course. Students will supply some materials.
## WORLD LANGUAGES

### Courses Offered

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<th>Number</th>
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### GERMAN I – 070

**Prerequisite:** None  
**Graded:** Conventionally  
**Grade:** 9-12  
**Time Frame:** Year  
**Credit:** 1.00

German I provides an introduction to German as a language and an overview of the cultural background of German speakers. Emphasis is placed on effective communication, acquiring proficiency in the target language, as well as the development of an appreciation for other cultures. Listening, speaking, reading, and writing are used to provide students an opportunity to develop the confidence and skills necessary to comprehend basic German and to express themselves on an elementary level in the target language.
GERMAN II – 071
Prerequisite: German I and Teacher Recommendation
Graded: Conventionally Grade: 9-12
Time Frame: Year Credit: 1.00
German II builds upon the grammatical and cultural basis provided in German I, as well as stressing the acquisition of skills necessary to comprehend and communicate more effectively in German within a limited scope of every day situations.

GERMAN III – 072
Prerequisite: German II and Teacher Recommendation
Graded: Conventionally Grade: 9-12
Time Frame: Year Credit: 1.00
German III emphasizes the development of communication, comprehension, listening, and writing skills on a more advanced level. Students will be exposed to a more in depth study of German culture, literature, history, science, and the arts.

FRENCH I – 078
Prerequisite: None
Graded: Conventionally Grade: 9-12
Time Frame: Year Credit: 1.00
French I is an introduction to basic French vocabulary and pronunciation and builds a foundation in speaking and understanding the language. Some writing and reading follow in the development of the language skills. Students also become acquainted with the French-speaking world and its people and gain insight into the cultural similarities and differences between them and the United States.

FRENCH II – 079
Prerequisite: French I and Teacher Recommendation
Graded: Conventionally Grade: 9-12
Time Frame: Year Credit: 1.00
French II develops more fully the student's ability to listen, speak, read, and write in French. Oral skills will be taught through daily use of French in the classroom. Reading and writing skills are further developed. Students will continue to gain cultural knowledge.

FRENCH III – 080
Prerequisite: French II and Teacher Recommendation
Graded: Conventionally Grade: 9-12
Time Frame: Year Credit: 1.00
French III continues to develop comprehension, communication, listening, and writing skills. Students continue to encounter more advanced grammar and to perfect the French they have already learned. Aspects of culture are also studied.
SPANISH I – 095
Prerequisite: None
Graded: Conventionally Grade: 9-12
Time Frame: Year Credit: 1.00
Spanish I provides an introduction to basic communication skills of writing, reading, listening, and speaking in Spanish. The student also becomes acquainted with Spanish speaking countries and gains some insight into the cultural similarities and differences between those Hispanic countries and the United States.

SPANISH II – 096
Prerequisite: Spanish I and Teacher Recommendation
Graded: Conventionally Grade: 9-12
Time Frame: Year Credit: 1.00
Spanish II continues to develop the student's ability to listen, speak, read, and write in Spanish. Oral skills will be taught through daily use of Spanish in the classroom. Reading and writing skills are reviewed and developed. Cultural similarities and differences and a study of the Spanish people will be emphasized.

SPANISH III – 097
Prerequisite: Spanish II and Teacher Recommendation
Graded: Conventionally Grade: 9-12
Time Frame: Year Credit: 1.00
Spanish III continues to develop comprehension, communication, listening, and writing skills. Students encounter more advanced grammar and further develop the Spanish they have already learned. The course continues the study of Spanish culture and introduces Hispanic literature.

HONORS SPANISH IV – 098
Prerequisite: Spanish III and Teacher Recommendation
Graded: Weighted Grade: 9-12
Time Frame: Year Credit: 1.00
Honors Spanish IV continues to develop the communication skills of listening, speaking, reading, and writing. The course emphasizes writing and reading skills as a vehicle for in-depth study of history, culture and literature, while expanding vocabulary. Speaking is emphasized. Students read short stories, dialogues, and excerpts from novels.

HONORS SPANISH V – 099
Prerequisite: Spanish IV and Teacher Recommendation
Graded: Weighted Grade: 9-12
Time Frame: Year Credit: 1.00
Students will continue to increase and refine their abilities in speaking, reading, writing, and listening attempting to give equal emphasis to all skills. The course also includes in-depth treatment of cultural topics and exploration of advanced grammatical concepts leading to the option of taking the Advanced Placement examination.
JAPANESE I – 100
Prerequisite: None
Graded: Conventionally Grade: 9-12
Time Frame: Year Credit: 1.00
Japanese I provides an introduction to the basic skills of understanding, speaking, reading, and writing in Japanese. Romanization, Kana, and Kanji (Chinese characters) will be taught. The interrelationships between Japanese culture and language will be explored. A strong foundation in English grammar is recommended.

JAPANESE II – 101
Prerequisite: Japanese I and Teacher Recommendation
Graded: Conventionally Grade: 9-12
Time Frame: Year Credit: 1.00
Japanese II requires the development of a basic vocabulary in Japanese as well as mastery of the Hiragana and Katakana syllabaries. Students will further develop speaking and comprehension skills and reading and writing using Kanji and Kana. Japanese history and culture will be further explored. A strong foundation in English grammar is recommended.

JAPANESE III – 102
Prerequisite: Japanese II and Teacher Recommendation
Graded: Conventionally Grade: 9-12
Time Frame: Year Credit: 1.00
Japanese III requires fluency in Hiragana and Katakana usage. Students will continue to develop comprehension, communication, listening, and writing skills. Study of Kanji (Chinese characters) will be explored as well as special projects in culture. A strong foundation in English grammar is recommended.

HONORS JAPANESE IV – 103
Prerequisite: Japanese III or the equivalent and Teacher Recommendation
Graded: Weighted Grade: 9-12
Time Frame: Year Credit: 1.00
The course provides for a continuation of intermediate Japanese. All writing forms are presented with an emphasis on increasing the student's knowledge and mastery of Japanese Kanji characters. The course introduces students to more complex forms of grammar. Translation of conversation and literature is included with an overview of the Japanese culture and society.

CHINESE I – B105
Prerequisite: None Elective: Blended
Graded: Conventionally Grade: 9-12
Time Frame: Year Credit: 1.00
This course will introduce students to Chinese sound systems (pinyin) and Chinese writing systems (traditional and simplified characters). The class will emphasize the development of basic conversational skills. Additionally, reading and writing skills will be introduced and developed. The instruction will focus on distinguishing the four tones, methods of decoding vocabularies, and analyzing fundamental grammatical patterns. The students will be introduced to the customs, holidays, the history and the geography of the Chinese-speaking world in order to help them become aware and appreciate its vastness and diversity.
CHINESE II – B106
Prerequisite:  Chinese I and Teacher Recommendation
Graded:  Conventionally  Grade: 9-12
Time Frame:  Year  Credit: 1.00

With Chinese I as a foundation, students in Chinese II continue to build and expand their basic vocabulary and further develop and strengthen their communication and comprehension skills. Listening and speaking skills are emphasized via daily use of Chinese in the classroom and beyond. Reading and writing skills will be frequently practiced. Students will continue to gain Chinese historical and cultural knowledge.

CHINESE III – 107
Prerequisite:  Chinese II and Teacher Recommendation
Graded:  Conventionally  Grade: 9-12
Time Frame:  Year  Credit: 1.00

Particular emphasis in this course is on proficiency and fluency of the target language, with special focus on longer and less scripted interactions on thematic-structured broader topics and more complexity, such as renting an apartment in an exchange city, at a doctor’s office, making and discussing future plans, recalling and discussing an event and exchanging information in oral and written forms. Chinese culture, history and geography are integrated in the program throughout the year via authentic cultural items and reading materials, Chinese videos and group discussions. Cartoons and idioms will continue to be part of the content at this level. Grammar review and expansion will be incorporated in the daily practice and drills.

IB SPANISH AB INITIO (SL) – 541 – Year 1 / 542 – Year 2
Prerequisite:  No previous Spanish Credit but 1 to 3 yrs. in non-Spanish World Language recommended
Graded:  Weighted  Grades: 11 and 12
Time Frame:  2 Years  Credit: 1.00 – junior year / 1.00 senior year

Ab initio Spanish is an intensive two-year language course that is an accelerated version of the normal three-year high school sequence. The course will provide students who have little or no experience in Spanish with the skills necessary to handle everyday situations in a Spanish-speaking environment. The focus of the course is on “real” communication. Students will learn how to communicate effectively with other Spanish speakers in practical and social situations. This course is available to all students.

IB SPANISH B (SL) – 539 – Year 1 / 540 – Year 2
IB SPANISH B (HL) – 559 – Year 1 / 560 – Year 2
Prerequisite:  Spanish III
Graded:  Weighted  Grade Levels: 11 and 12
Time Frame:  2 Years-equivalent to IV&V Credit: 1.00 – junior year / 1.00 senior year

Spanish Language B HL/SL gives students the opportunity to reach a high level of proficiency in the four primary skills of language learning: reading, writing, listening and speaking. Most of the activities will be embedded in culturally authentic materials from a variety of sources and media, i.e. authentic literature, movies, news and magazine articles, popular music and other realia. Spanish B challenges us to consider our role in the international community and explore issues of internationalism. Those seeking to take this course at the HL level will need to distinguish themselves from their counterparts in degree of refinement with regard to both grammar control and overall expression. The Spanish B student will be assessed in a variety of ways to display both performance ability as well as language proficiency. This course is available for students interested in earning an IB Certificate or for those pursuing an IB Diploma.
IB FRENCH AB INITIO (SL) – 549 – Year 1
IB FRENCH AB INITIO (SL) – 550 – Year 2

Prerequisite: No prior French credit
Graded: Weighted Grades: 11 and 12
Time Frame: 2 Years Credit: 2.00

French ab initio standard level is a world language that focuses on internationalism and develops students as global learners. Over a period of 2 years students will achieve communicative competence in French in a variety of everyday situations. Vocabulary and functions will focus on topics of high – interest and relevance that make connections with other disciplines and with the world today.

*This class is only offered at Dublin Scioto High School.

IB FRENCH B (SL) – 565 – Year 1 / 566 – Year 2
IB FRENCH B (HL) – 567 – Year 1 / 568 – Year 2

Prerequisite: French III
Graded: Weighted Grades: 11 and 12
Time Frame: 2 Years Credit: 1.00 – junior year / 1.00 senior year

French Language B HL/SL gives students the opportunity to reach a high level of proficiency in the four primary skills of language learning: reading, writing, listening and speaking. Most of the activities will be embedded in culturally authentic materials from a variety of sources and media, i.e. authentic literature, movies, news and magazine articles, popular music and other realia. The very nature of French B is such that it challenges us to consider our role in the international community and explore issues of internationalism. Those seeking to take this course at the HL level will need to distinguish themselves from their counterparts in degree of refinement with regard to both grammar control and overall expression. The IB French B language student will be assessed in a variety of ways to display both performance ability as well as language proficiency. This course is available for students interested in earning an IB Certificate or for those pursuing an IB Diploma.

IB GERMAN B (SL) – 561 – Year 1 / 562 – Year 2
IB GERMAN B (HL) – 563 – Year 1 / 564 – Year 2

Prerequisite: German III
Graded: Weighted Grades: 11 and 12
Time Frame: 2 Years Credit: 1.00 – junior year / 1.00 senior year

German Language B HL/SL gives students the opportunity to reach a high level of proficiency in the four primary skills of language learning: reading, writing, listening and speaking. Most of the activities will be embedded in culturally authentic materials from a variety of sources and media, i.e. authentic literature, movies, news and magazine articles, popular music and other realia. The very nature of German B is such that it challenges us to consider our role in the international community and explore issues of internationalism. Those seeking to take this course at the HL level will need to distinguish themselves from their counterparts in degree of refinement with regard to both grammar control and overall expression. The IB German B language student will be assessed in a variety of ways to display both performance ability as well as language proficiency. This course is available for students interested in earning an IB Certificate or for those pursuing an IB Diploma.