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Dear Students,

The 2019-20 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,

Todd F. Hoadley, Ph.D.
Superintendent
GRADUATION REQUIREMENTS - COURSE CRITERIA

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><strong>English</strong></td>
<td>English I (1.0)</td>
<td>English II (1.0)</td>
<td>English III (1.0)</td>
<td>English IV (1.0)</td>
</tr>
<tr>
<td></td>
<td>OR Honors English I (1.0)</td>
<td>OR Honors English II (1.0)</td>
<td>OR Honors English III (1.0)</td>
<td>OR College Composition I (1.0)</td>
</tr>
<tr>
<td></td>
<td>OR Amer. Studies (1.0)</td>
<td>OR AP English Language (1.0)</td>
<td>OR AP English Language (1.0)</td>
<td>OR College Composition II (1.0)</td>
</tr>
<tr>
<td></td>
<td>OR AP Amer. Studies (1.0)</td>
<td>OR AP English Literature (1.0)</td>
<td>OR AP English Literature (1.0)</td>
<td>OR AP English Language (1.0)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR IB English Yr.1 (1.0)</td>
<td>OR IB English Yr. 2 (1.0)</td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Algebra I (1.0)</td>
<td>Geometry (1.0)</td>
<td>Algebra II (1.0)</td>
<td>Any mathematics course offered in the high school curriculum is calculated as a mathematics credit</td>
</tr>
<tr>
<td></td>
<td>OR Geometry (1.0)</td>
<td>OR Algebra II (1.0)</td>
<td>OR Precalculus (1.0)</td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Phys Science (1.0)</td>
<td>Biology (1.0)</td>
<td>1.0 Unit of Advanced Science</td>
<td>Any science course offered in the high school curriculum may be taken as an elective credit.</td>
</tr>
<tr>
<td></td>
<td>OR Biology (1.0)</td>
<td>OR Chemistry (1.0)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Modern World History (1.0)</td>
<td>US History (1.0)</td>
<td>Amer. Government (0.5)</td>
<td>Any social studies course offered in the high school curriculum may be taken as an elective credit.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR AP US History (1.0)</td>
<td>and Global Politics (0.5)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR Amer. Studies (1.0)</td>
<td>OR Amer. Government (0.5)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR AP Amer. Studies (1.0)</td>
<td>and Intl. Diplomacy (0.5)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>OR AP Government (1.0)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>OR IB History of the Americas Yr. 1 &amp; 2 (2.0)</td>
<td></td>
</tr>
<tr>
<td><strong>Fine Arts</strong></td>
<td>*Fine Arts (1.0 Credit)</td>
<td>*Fine Arts (1.0 Credit)</td>
<td>*Fine Arts (1.0 Credit)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>All students must complete at least 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 programs) will have this requirement waived.</td>
<td>All students must complete at least 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 programs) will have this requirement waived.</td>
<td>All students must complete at least 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 programs) will have this requirement waived.</td>
<td></td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>Phys. Ed. (0.25)</td>
<td>Phys. Ed. (0.25)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Health Education</strong></td>
<td>Health (0.5)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>Electives (5.0 Credits)</td>
<td>Electives (5.0 Credits)</td>
<td>Electives (5.0 Credits)</td>
<td></td>
</tr>
<tr>
<td></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>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>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>
</tr>
<tr>
<td><strong>Financial Literacy</strong></td>
<td>Financial Literacy instruction provided within the Social Studies Curriculum</td>
<td>Financial Literacy instruction provided within the Social Studies Curriculum</td>
<td>Financial Literacy instruction provided within the Social Studies Curriculum</td>
<td>Financial Literacy instruction provided within the Social Studies Curriculum</td>
</tr>
<tr>
<td></td>
<td><strong>Class of 2020:</strong></td>
<td><strong>Class of 2021 and beyond:</strong></td>
<td><strong>Class of 2021 and beyond:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Financial Literacy instruction provided within the Social Studies Curriculum</em></td>
<td><em>Students must take the Personal Finance / Financial Literacy course during their Junior or Senior Year</em></td>
<td><em>Students must take the Personal Finance / Financial Literacy course during their Junior or Senior Year</em></td>
<td></td>
</tr>
</tbody>
</table>

21 Course Credits Needed for Graduation

State Mandated Exams
Class of 2018 and beyond must meet the new graduation assessment criteria as defined on page 12.
Course Criteria Notes:

- **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.
  - Each student is personally responsible for periodically checking to make sure an error has not been made in calculating grade point average.
  - Athletes are required to monitor their academic program and progress to ensure eligibility.

- **Graduation Requirement Deadline**
  - Students in Grade 12 who has not met the requirements 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 requirements.

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

- **Visual/Performing Arts Waiver**
  - Students must complete at least 2 semesters of visual or performing arts.
  - Students in the following career-technical pathways will have this requirement waived:
    - Broadcast Video Production II
    - Dublin Business Academy
    - IT Academy
    - Any Tolles Program
  - Students still need to earn 21 credits to meet graduation requirements.

- **Physical Education Waiver Information**
  - Students must complete at least 2 semesters of physical education.
  - Students who have participated in the following programs for at least 2 full seasons may have this requirement waived:
    - Interscholastic athletics
    - Marching band
    - Cheerleading
  - Students must complete a Physical Education waiver application to excuse the requirement.
    - Participation must be documented by the School Counselor and the Athletic Director
    - See the Athletic or Guidance Office for details
  - Students completing the waiver and taking 0 semesters of physical education shall complete ½ unit of at least 60 hours of instruction in another course of study
  - Students completing the waiver and taking 1 semester of physical education shall complete ½ unit of at least 60 hours of instruction in another course of study
  - Students completing the waiver and taking 2 semesters of physical education do not have to take any additional units in another course of study.

- **Courses with student enrollments less than 12 in any of our high schools may not be offered without the approval of the Deputy Superintendent.**
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
- 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
    - 22 on the ACT Reading
    - 22 on the ACT Mathematics
    - 430 on the SAT Writing and 450 on the SAT Critical Reading (if taken prior to March 1, 2016)
    - 480 on the SAT Evidence-Based Reading and Writing (if taken after March 1, 2016)
    - 530 on the SAT Mathematics (520 if taken prior to March 1, 2016)

- **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 (Students must sit for the State of Ohio Biology exam)
  - AP US History
  - AP US Government
  - IB History of the Americas

- **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. Please refer to the ODE website for the most up-to-date assessment score requirements.
GRADE PLACEMENT

Students are classified by grade according to the number of credits they have accumulated. In all courses, credit is granted at the end of each semester for students earning a passing grade. The minimum credits for grade classification are as follows:

- Grade 9: Successful completion of Grade 8
- Grade 10: 5.0 credits and 1 year of high school
- Grade 11: 10.0 credits and 2 years of high school
- Grade 12: 15.0 credits and 3 years of high school
- Graduate: 21.0 credits, 4 years of high school and met requirements of state mandated exams

MINIMUM COLLEGE REQUIREMENTS

- English 4 credits
- Mathematics (Algebra I, Algebra II, and Geometry) 4 credits
- Science 3 credits
- Social Studies 3 credits
- World Language 2 credits
- Visual / Performing Arts (see course handbook for list of courses) 1 credit

<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>

Honor Grading Scale

- A 93-100 4.50
- A- 90-92 4.17
- B+ 87-89 3.83
- B 83-86 3.50
- B- 80-82 3.17
- C+ 77-79 2.83
- C 73-76 2.50
- C- 70-72 2.17

Grades of D+ and lower in honors courses do not receive the added point value.

AP / IB / CCP Grading Scale

- A 93-100 5.00
- A- 90-92 4.67
- B+ 87-89 4.33
- B 83-86 4.00
- B- 80-82 3.67
- C+ 77-79 3.33
- C 73-76 3.00
- C- 70-72 2.67

AP, IB and CCP courses receive an additional 1.00 value. Grades of D+ and lower in these courses do not receive the added point value.

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

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

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
  - Meet one of the Foreign Language proficiency requirements
    - Earn a score of 4 or higher on an Advanced Placement foreign language exam
    - Earn a score of 5 or higher on an International Baccalaureate HL foreign language exam
    - Earn a score of 6 or higher on an International Baccalaureate SL foreign language exam
    - Earn a qualifying score on a Department of Education approved foreign language exam

Seal of Job Readiness
- The Ohio Means Jobs-Readiness Seal is a formal designation that students can earn on their high school diplomas and transcripts indicating they have the personal strengths, strong work ethic and professional experience that businesses need.
- To earn the Ohio Means Jobs-Readiness Seal, motivated high school students must demonstrate certain professional skills required for success in the workplace.
  - Students work with at least three experienced and trusted mentors who validate the demonstration of these skills in school, work or the community.

Diploma with Honors
- The Ohio Department of Education recognizes graduating seniors with 6 different diplomas with honors based on a student’s course credits, grade point average, college and career readiness scores, field experiences, and other assessment criteria. The following chart outlines the criteria for each diploma with honors:
## 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 including the 2 required IB essays</td>
<td>4 units</td>
<td>4 units</td>
<td>4 units</td>
<td>4 units</td>
</tr>
<tr>
<td>Math**</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 2 units of advanced science</td>
<td>4 units including bio, chem, and 1 advanced sci</td>
<td>4 units including 2 units of advanced science</td>
<td>5 units including 2 units of advanced science</td>
<td>3 units including 1 unit of advanced science</td>
<td>3 units including 1 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 2 units each of two languages</td>
<td>4 units or 2 units each of two languages</td>
<td>2 units in one language</td>
<td>3 units or 2 units each of two languages</td>
<td>3 units or 2 units each of two languages</td>
<td>3 units or 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 Soc. Sci / 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</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 field experience and document in a portfolio of work related to student’s area of focus.</td>
<td>Complete field experience and document in a portfolio of work related to student’s area of focus.</td>
<td>Complete field experience and document in a portfolio of work related to student’s area of focus.</td>
<td>Complete field experience and document in a portfolio of work related to student’s area of focus.</td>
<td></td>
</tr>
<tr>
<td>Additional Assessment</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

*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).
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 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 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/
Dublin City Schools Schedule Change Request Form

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 upon the student requests made in February. In order to be fiscally responsible, the number of class 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.

| 1. Senior needing to meet graduation requirements |
| 2. Inappropriate course level as dictated by the prerequisite |
| 3. Replacement of Summer School courses after successfully completed |
| 4. Adjustments for Ed. Options: College Credit Plus, Tolles, PLATO, Mosaic, Zoo School, DTA, YPA, DBA, IEP, OGT Prep, SST, etc. |
| 5. A computer error – example: unbalanced schedule – 2 Study Halls or 2 Phys. Ed. classes the same semester |
| 6. Grade Replacement/ Repeat Credit allows a student to repeat the class to improve his/her skills and earn a higher grade |
| 7. **Scheduling from/into AP, IB, Honors or Level Change - See back of this form for details, grading policy, and timelines |
| 8. Dropping an elective or core class to add a study hall |
| 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
COURSE 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.

Level Change Down
- A level change down in a course is defined as moving from a specific AP or IB course to the corresponding honors course; or from a specific honors course to the corresponding conventional course.
- A student may transfer on or before September 30th in 1st semester, and on or before February 20th in 2nd semester. Any level change down will transfer all previously earned grades, including the associated weight (i.e. – 84% in an honors course = 89% in a conventional course; 84% in an AP/IB course = 94% in a conventional course).
- No level change down is permitted after September 30th in 1st semester and after February 20th in 2nd semester.

Level Change Up
- A level change up in a course is defined as moving from a specific conventional course to the corresponding honors, AP or IB course; or from a specific honors course to the corresponding AP or IB course.
- No level change up is permitted after the first two weeks of each semester.

DATES FOR ADDING AND DROPPING CLASSES

- **ADD:** The last day to add a credit-bearing course is:
  - 1st Semester: August 20, 2019
  - 2nd Semester: January 14, 2020

- **WITHDRAWAL:** The window to withdraw from a credit-bearing course is:
  - 1st Semester: August 7, 2019 – November 1, 2019
    - Notation of the course will be expunged from the transcript
  - 1st Semester: November 4, 2019 – December 19, 2019
    - (WF) will be awarded on transcript
    - Calculated as a failure in the student’s GPA
  - 2nd Semester: January 7, 2020 – March 30, 2020
    - Notation of the course will be expunged from the transcript
  - 2nd Semester: April 1, 2020 – May 22, 2020
    - (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.
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 5th 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 the Emerald Campus 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. To help students fully understand what courses will transfer visit: www.transfer.org
- 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.
BLENDED LEARNING IN DUBLIN CITY SCHOOLS

Blended learning is an educational approach in which a student learns (Horn & Staker, 2013):

- At least in part through online learning, with some element of student control over time, place, path and/or pace
- At least in part through facilitation by a skilled educator in a school setting
- The modalities along each student's learning path within a course or subject are connected to provide an integrated learning experience.

We believe that all students deserve opportunities to utilize the tools of technology to leverage learning through blended instructional opportunities within their high school experience.

In addition to the technology integration learning components that will be a part of every student’s experience, there will be defined courses that are designed by DCS teachers to be delivered in a blended format.

- Some face-to-face instruction with Dublin teachers while also exposing students to online learning modules and forums that will be highlighted throughout the course.
- These courses will offer students opportunities for independence as skills are built that support them in their transition to post-secondary learning.

Courses that are designed to maximize the inclusion of online learning components include:

- Financial Literacy/Personal Finance
- Health
- Chinese
- English IV
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.</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>Application submission due dates are:</td>
<td>• First full week of the school year</td>
</tr>
<tr>
<td>• First semester: The first day of school</td>
<td>• First semester exam week</td>
</tr>
<tr>
<td>• Second semester: Last week of 1st quarter</td>
<td>• Administration reserves the right to schedule the date and time for assessments.</td>
</tr>
<tr>
<td>• Summer courses: Last Friday of May</td>
<td></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 paperwork prior to sitting for the exams.
THE EMERALD CAMPUS
Programs Offered

Emerald Campus is an innovative network of personalized educational opportunities preparing learners for our changing world. There are four types of programs available to current Dublin City Schools high school students; Academies, Columbus State Community College Courses, International Baccalaureate courses, and Alternative Learning programs. There are no additional costs for students to participate in these programs.

Emerald Campus is located across the street from Coffman High School at 5175 Emerald Parkway and transportation is provided between the three home high schools and Emerald Campus via shuttle buses.

Students attending Emerald Campus are typically in grades 10-12 and attend for 2-3 periods a day (with some exceptions). There is a separate admission process for each program and a variety of credits and credentials available, please review the following program descriptions, consult with your school counselor, and visit the Emerald Campus website at https://www.dublinschools.net/emeraldcampus for more details.

Liberal Arts Core
- International Baccalaureate Program
- The Bridge
- PATHS
- College Credit Plus
  - Early College Academy

Science and Technology Hub
- Engineering Academy
- IT Academy
- Cisco Academy - Networking Pathway
- Cisco Academy - Cybersecurity Pathway

Health and Education Hub
- Biomedical Research Academy
- Sports Medicine and Performance Academy
- Dublin Teacher Academy
- Social Work Academy

Entrepreneurship Hub
- Dublin Business Academy
- Start Up Academy
- Young Professionals Academy

Arts and Communication Hub
- Broadcast Video Program (Housed in high schools)
- American Sign Language Studies (Location based on enrollment)
- Arabic Studies (Location based on enrollment)

Flight Hub
- Aviation Maintenance Program (Bolton Field)
- Airframe Certificate (Bolton Field)
- Powerplant Certificate (Bolton Field)
INTERNATIONAL BACCALAUREATE PROGRAMME

International Baccalaureate Programme Fast Facts

- There are schools in more than 143 countries that offer the IB Programme and its curriculum to students.
- The IB Programme has been in existence for 50 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.
- Dublin high schools became authorized IB World Schools in February of 2008, and the first IB Diploma class graduated in 2010.
- The Dublin City School District’s IB Programme will be relocated to the Emerald Campus in August of 2019.

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 consideration in admission.
- 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, and/or research papers.
- 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 curriculum.
- Research Skills and Inquiry
  - The IB Programme and IB courses emphasize sophisticated research skills and engage students in inquiry-based learning.

Frequently Asked Questions of the IB Programme

- 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.
  - With the relocation of the IB Programme to Emerald Campus, it may be beneficial for students to consider taking 2 or 3 IB courses in a block to maximize their experience at Emerald Campus as well as the number of courses they can take at their home high school.
- 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.
IB Diploma Programme Core Curriculum

The IB Core course consists of the three components below. IB Diploma students will take the course during the Junior and Senior years. IB Scholar and Academy students will take Year 2 of the course.

Theory of Knowledge (ToK) – 501 – Year 1 / 502 – Year 2
In contrast to other courses, which strive to teach subject specific knowledge, this course focuses on students as knowers, and asks them to step outside their 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, historians, linguists, ethicists, mathematicians, and others, create and acquire knowledge. Through discussions, journal entries, essays and oral presentations, students will demonstrate their critical thinking skills by examining the relationships of various areas of knowledge. Students will learn to think about the lens through which they view intellectual problems, encouraging a richer understanding of the unity and diversity of knowledge.

Grading:
AP / IB / CCP Weight
Grade Level: 11-12
Time Frame: 2 Years
Credits: 0.5 Credits – Year 1 / 0.5 Credits – Year 2

Creativity, Activity, and Service (CAS) – 545 – Year 1 / 546 – Year 2
CAS takes seriously the importance of life outside the world of scholarship, seeking to counterbalance the academic demands of the school curriculum. Participation in CAS encourages students to share their interests 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. CAS will develop inquiring, knowledgeable and caring young people who will help to create a better and more peaceful world through intercultural understanding and respect.

Grade:
11-12
Time Frame: 2 Years – CAS activities are completed within and outside of school hours
Credits: 0.0

Extended Essay (EE)
The extended essay encompasses independent, self-directed research culminating in a 4,000-word paper. 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.

Grade:
11-12
Time Frame: 2 Years – The Extended Essay is completed within the Theory of Knowledge course.
Credits: 0.0
IB Diploma Programme Subject Group Curriculum

Group 1: Language A

IB English Literature (HL) – 505 – Year 1 / 506 – Year 2
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.

Prerequisite: English II, Honors English II, or American Studies
Graded: AP / IB / CCP Weight
Grade: 11-12
Time Frame: 2 Years
Credit: 1.00 – Year 1 / 1.00 – Year 2

IB English Language and Literature (HL) – 582 – Year 1 / 583 – Year 2
Language and Literature introduces the critical study and interpretation of written and spoken texts from a wide range of literary and non-literary genres. In addition to the formal analysis of texts, students will explore the ways in which medium, perspective, and culture impact meaning and interpretation. Students will engage in a variety of written, spoken, visual, and creative ways to demonstrate their learning. 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.

Prerequisite: English II, Honors English II, or American Studies
Graded: AP / IB / CCP Weight
Grade: 11-12
Time Frame: 2 Years
Credit: 1.00 – Year 1 / 1.00 – Year 2

IB Literature and Performance (SL) – 584
The literature and performance course will focus on the interaction between the literary skills of close reading and writing, and the aesthetic elements of creating performance to express learning and meaning. In this exciting, creative process, text is viewed from different angles in a way that goes beyond what is characteristic of literary, arts, or humanities studies as single disciplines. The course seeks to develop intellect, imagination and creativity. It encourages intercultural awareness through a study of texts from more than one culture, and draws on theory and techniques of social sciences to interpret and depict the human experience. This course includes required literature which demands emotional and intellectual maturity of students.

Prerequisite: English II, Honors English II, or American Studies
Graded: AP / IB / CCP Weight
Grades: 11-12
Time Frame: 1 Year
Credit: 1.00

Group 2: Language B

IB Spanish Ab Initio (SL) – 541 – Year 1 / 542 – Year 2
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 within the four primary skills: 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 reals. Students will learn how to communicate effectively with other Spanish speakers in practical and social situations. Upon completion of ab initio, the anticipated proficiency level is intermediate-low.

Prerequisite: No previous Spanish Credit. 1-3 years in non-Spanish World Language recommended
Graded: AP / IB / CCP Weight
Grades: 11-12
Time Frame: 2 Years
Credit: 1.00 – Year 1 / 1.00 – Year 2
**IB Spanish B (SL) – 539 – Year 1 / 540 – Year 2**

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. Upon completion of year 1, the anticipated proficiency level is intermediate. Upon completion of year 2, the anticipated proficiency level is intermediate-high.

- **Prerequisite:** Spanish III
- **Graded:** AP / IB / CCP Weight
- **Grades:** 11-12
- **Time Frame:** 2 Years
- **Credit:** 1.00 – Year 1 / 1.00 – Year 2

**IB German Ab Initio (SL) – 569 – Year 1 / 570 – Year 2**

Ab initio German 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 German with the skills necessary to handle everyday situations in a German-speaking environment. The focus of the course is on “real” communication within the four primary skills: 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. Students will learn how to communicate effectively with other German speakers in practical and social situations. Upon completion of ab initio, the anticipated proficiency level is intermediate-low.

- **Prerequisite:** No previous German Credit. 1-3 years in non-German World Language recommended
- **Graded:** AP / IB / CCP Weight
- **Grades:** 11-12
- **Time Frame:** 2 Years
- **Credit:** 1.00 – Year 1 / 1.00 – Year 2

**IB Spanish B (HL) – 559 – Year 1 / 560 – Year 2**

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. Upon completion of year 1, the anticipated proficiency level is intermediate. Upon completion of year 2, the anticipated proficiency level is intermediate-high.

- **Prerequisite:** Spanish III
- **Graded:** AP / IB / CCP Weight
- **Grades:** 11-12
- **Time Frame:** 2 Years
- **Credit:** 1.00 – Year 1 / 1.00 – Year 2

**IB German B (SL) – 561 – Year 1 / 562 – Year 2**

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. Upon completion of year 1, the anticipated proficiency level is intermediate-mid. Upon completion of year 2, the anticipated proficiency level is intermediate-high.

- **Prerequisite:** German III
- **Graded:** AP / IB / CCP Weight
- **Grades:** 11-12
- **Time Frame:** 2 Years
- **Credit:** 1.00 – Year 1 / 1.00 – Year 2

**IB French Ab Initio (SL) – 549 – Year 1 / 550 – Year 2**

Ab initio French 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 French with the skills necessary to handle everyday situations in a French-speaking environment. The focus of the course is on “real” communication within the four primary skills: 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. Students will learn how to communicate effectively with other French speakers in practical and social situations. Upon completion of ab initio, the anticipated proficiency level is intermediate-low.

- **Prerequisite:** No previous French Credit. 1-3 years in non-French World Language recommended
- **Graded:** AP / IB / CCP Weight
- **Grades:** 11-12
- **Time Frame:** 2 Years
- **Credit:** 1.00 – Year 1 / 1.00 – Year 2
IB French B (SL) – 565 – Year 1 / 566 – Year 2
IB French B (HL) – 567 – Year 1 / 568 – Year 2

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. Upon completion of year 1, the anticipated proficiency level is intermediate-mid. Upon completion of year 2, the anticipated proficiency level is intermediate-high.

Prerequisite: French III
Graded: AP / IB / CCP Weight
Grades: 1-12
Time Frame: 2 Years
Credit: 1.00 – Year 1 / 1.00 – Year 2

IB Mandarin Chinese Ab Initio (SL) – 571 – Year 1 / 572 – Year 2

IB Mandarin Chinese Ab Initio is a course provided for students that have limited or no knowledge about the Chinese language. Throughout the course, students will not only be able to learn the language basics, but will also be explore in different depth about the Chinese culture: festivals, customs, lifestyles, etc. At the end of the course, students are expected to be able to communicate effectively on topics related to everyday life, such as hobbies, family, friends, visit other countries, school life, and some simple current global issues, including pollution, technology. Upon completion of the course, the anticipated proficiency level is intermediate low.

Prerequisite: No previous Chinese Credit. 1-3 years in non-Chinese World Language recommended
Graded: AP / IB / CCP Weight
Grades: 11-12
Time Frame: 2 Years
Credit: 1.00 – Year 1 / 1.00 – Year 2

IB Mandarin Chinese (SL) – 573 – Year 1 / 574 – Year 2

IB Chinese SL (& HL) (Language B) is a two-year program that follows guidelines from the International Baccalaureate. IB Chinese (SL) is the first year in the IB Chinese program. The course covers a range of topics through listening, speaking, reading and writing, to continue to improve their skills and to enhances students‘ learning experiences. Authentic materials and realia will be regularly introduced to the students to help them make connection between what they learn and what real-life scenarios would be like, and how to handle some of those situations in target cultures. Upon completion of the course, the anticipated proficiency level is intermediate low-mid.

Prerequisite: Chinese III or Chinese Ab Initio
Graded: AP / IB / CCP Weight
Grades: 11-12
Time Frame: 2 Years
Credit: 1.00 – Year 1 / 1.00 – Year 2

Group 3: Individuals and Societies

IB History of the Americas (HL) – 529 – Year 1 / 530 – Year 2

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 1 topics will focus on the United States revolution, revolution of Haiti, nation building in the United States, Mexican-American War, emergence of America in global affairs, the role of Canada in WWI and the impact of WWI on the United States and Canada. Year 2 will focus on the causes and effects of 20th century wars including: WWI in Europe, WWII in Asia and the Americas, Spanish civil war, Chinese civil war, guerrilla warfare in Vietnam, USSR and Afghanistan, and the origin, nature, challenges, achievements and impact of the civil rights movement before and after 1945.

The American Government requirement for graduation is earned during year two of this course.

Prerequisite: 2 Required Social Studies Credits
Graded: AP / IB / CCP Weight
Grade: 11-12
Time Frame: 2 Years
Credit: 1.00 – Year 1 / 1.00 – Year 2
IB Psychology (SL) – 527
There are three main components to the IB Psychology SL course, which is taught in one year in Dublin City Schools. The first component involves the study of Biological, Cognitive, and Sociocultural approaches to understanding human behavior. The second component involves replicating an experiment for their Internal Assessment. The third component involves a study of abnormal psychology, in an attempt to understand the causes and subsequent treatments of mental illnesses such as depression, eating disorders, and anxiety disorders.

Graded: AP / IB / CCP Weight
Grade: 11-12
Time Frame: 1 Year
Credit: 1.00

IB Business Management (SL) – 503
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.

Graded: AP / IB / CCP Weight
Grade: 11-12
Time Frame: 1 Year
Credit: 1.00

IB Environmental Systems & Societies (SL) – 525
IB Environmental Systems and Societies is a course firmly grounded in both a scientific exploration of environmental systems in their structure and function, and in the exploration of cultural, economic, ethical, political and social interactions of societies with the environment. As a result of studying this course, students gain a holistic perspective on environmental issues and will become equipped with the ability to recognize and evaluate the impact of our complex system of societies on the natural world. *This course can also be included as a Group 4 option for IB Diploma students.*

Prerequisite: Biology is recommended
Graded: AP / IB / CCP Weight
Grades: 11-12
Time Frame: 1 Year – 2 Periods
Credit: 2.00

IB Global Politics (SL) – 587 / (HL) – 588
The global politics course explores fundamental political concepts such as power, equality, sustainability, and peace in a range of contexts and at a variety of levels. It allows students to develop an understanding of the local, national, international and global dimensions of political activity, as well as allowing them the opportunity to explore political issues affecting their own lives. Global politics draws on a variety of disciplines in the social sciences and humanities. It helps students to understand abstract political concepts by grounding them in real world examples and case studies, and also invites comparison between such examples and case studies to ensure a transnational perspective. Developing international mindedness and an awareness of multiple perspectives is at the heart of this course. It encourages dialogue and debate, nurturing the capacity to interpret competing and contestable claims.

Graded: AP / IB / CCP Weight
Grade: 11 and 12
Time Frame: 1 Year
Credit: 1.00

Group 4: Experimental Sciences

IB Biology (HL) – 517 – Year 1 / 518 – Year 2
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 climate change, 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, 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.

Prerequisite: Biology and Physical Science or Chemistry are recommended
Graded: AP / IB / CCP Weight
Grades: 11-12
Time Frame: 2 Years
Credit: 1.00 – Year 1 / 1.00 – Year 2
IB Chemistry (SL) – 519 – Year 1 / 520 – Year 2
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 studies. 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, quantitative chemistry, periodicity, bonding, energy, kinetics, equilibrium, acids and bases, redox processes, organic, and data processing. One optional topic in either materials science, biochemistry, energy, or medicinal chemistry will be covered.

Prerequisite: Physical Science and Biology are recommended
Graded: AP / IB / CCP Weight
Grades: 11-12
Time Frame: 2 Years
Credit: 1.00 – Year 1 / 1.00 – Year 2

IB Chemistry (HL) – 521 – Year 1 / 522 – Year 2
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 and analysis, stoichiometric relationships, atomic structure, periodicity, bonding, energy, kinetics, equilibrium acids and bases, oxidation and reduction, and organic chemistry. One optional unit in biochemistry, medicinal chemistry, materials or energy will also be covered. As a result of the rigor and depth of the information presented, colleges may grant credit based upon the marks earned on the IA (internal assessment) and the IB exam given in the second year in May.

Prerequisite: Biology and Physical Science or Physics are recommended
Graded: AP / IB / CCP Weight
Grades: 11-12
Time Frame: 2 Years
Credit: 1.00 – Year 1 / 1.00 – Year 2

IB Physics (SL) – 523 – Year 1 / (HL) 524 – Year 2
IB Physics SL 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, over 40% of a student's classroom time is devoted to performing practical (laboratory) work that covers a range of topics and skills. *Students taking the IB Physics (SL) course will complete IB Physics at the end of Year 1. Students taking the HL course will continue in Year 2 of IB Physics.*

Prerequisite: Algebra II, Biology and either Chemistry or Physical Science are recommended
Graded: AP / IB / CCP Weight
Grades: 11-12
Time Frame: 2 Years
Credit: 1.50 – Year 1 / 1.00 – Year 2

IB Sports, Exercise and Health Science (SL) – 586
IB Sports, Exercise and Health Science is a 1-year, experimental science course that focuses on the form and function of the human body. It is intended for students who want a foundation in how the body performs during physical activity, developing and maintaining a healthy lifestyle, and the tools and techniques to analyze performance. The course studies the disciplines of anatomy and physiology, biomechanics, psychology and nutrition within the context of sports, exercise and health. Students will cover a range of topics to gain valuable exposure to the health and medical fields, as well as carry out practical (experimental) investigations in both laboratory and field settings. Data will be gathered using both analog and digital devices, with the analysis of collected data being performed using spreadsheets and graphing software. Topics that will be covered include anatomy, exercise physiology, energy systems, movement analysis, the physics of the human body and sports (forces and mechanics) skill in sports, and measurement and evaluation of human performance. Two optional units in optimizing physiological performance, the psychology of sports, physical activity and health, and nutrition for sports, exercise and health will also be covered.

Prerequisite: Biology, Chemistry
Graded: AP / IB / CCP Weight
Grades: 11-12
Time Frame: 1 Year – 2 Periods
Credit: 2.00
IB Computer Science (SL) – 547 / (HL) – 548
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.
Prerequisite: AP Computer Science Principles is recommended
Graded: AP / IB / CCP Weight
Grades: 11-12
Time Frame: 2 Years
Credit: 1.00 – Year 1 / 1.00 – Year 2

IB Design Technology (SL) – 585
IB Design Technology focuses on analysis, design development, synthesis and evaluation. The creative tension between theory and practice is what characterizes design technology within the DP sciences subject group. Inquiry and problem-solving are at the heart of the subject. This course requires the use of the DP design cycle as a tool, which provides the methodology used to structure the inquiry and analysis of problems, the development of feasible solutions, and the testing and evaluation of the solution. A solution can be defined as a model, prototype, product or system that students have developed independently.
Graded: AP / IB / CCP Weight
Grade: 11-12
Time Frame: 2 Years
Credit: 1.00 – Year 1 / 1.00 – Year 2

Group 5: Mathematics

IB Mathematics (SL) – 508 – Year 2
Mathematics SL is 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. A graphing calculator is required.
Prerequisite: IB Math SL Year 1
Graded: AP / IB / CCP Weight
Grade: 12
Time Frame: 1 Year
Credit: 1.00

IB Mathematics (HL) – 510 – Year 2
Mathematics HL 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.
Prerequisite: IB Math HL Year 1 or AP Calculus AB or BC
Graded: AP / IB / CCP Weight
Grade: 12
Time Frame: 1 Year
Credit: 1.00

IB Math Studies (SL) – 512 – Year 2
Mathematical Studies SL is 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. A graphing calculator is required.
Prerequisite: IB Math Studies Year 1
Graded: AP / IB / CCP Weight
Grade: 12
Time Frame: 1 Year
Credit: 1.00
IB Further Mathematics (HL) – 528
Further Mathematics 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.
Prerequisite: AP Calculus BC or concurrently in IB Math HL Year 2
Graded: AP / IB / CCP Weight
Grades: 12
Time Frame: 1 Year
Credit: 1.00

IB Mathematics: Analysis and Approaches (SL) – 507 – Year 1
This course is intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content; it is for students who enjoy developing mathematical arguments, problem solving and exploring real and abstract applications, with and without technology.
Prerequisite: Algebra II or Honors Algebra II
Graded: AP / IB / CCP Weight
Grades: 11-12
Time Frame: 2 Years
Credit: 1.00 – Year 1 / 1.00 – Year 2

IB Mathematics: Analysis and Approaches (HL) – 509 – Year 1
This course is intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content; it is for students who enjoy developing mathematical arguments, problem solving and exploring real and abstract applications, with and without technology.
Prerequisite: Honors Precalculus
Graded: AP / IB / CCP Weight
Grades: 11-12
Time Frame: 2 Years
Credit: 1.00 – Year 1 / 1.00 – Year 2

IB Mathematics: Applications and Interpretation (SL) – 511 – Year 1 (Offered in 2020-21)
This course is designed for students who enjoy describing the real world and solving practical problems using mathematics, those who are interested in harnessing the power of technology alongside exploring mathematical models and enjoy the more practical side of mathematics. The HL course will include new content, including statistics. It is intended to meet the needs of students whose interest in mathematics is more practical than theoretical but seek more challenging content.
Prerequisite: Algebra II or Honors Algebra II
Graded: AP / IB / CCP Weight
Grades: 12
Time Frame: 1 Year
Credit: 1.00

IB Mathematics: Applications and Interpretation (HL) – 500 – Year 1
This course is designed for students who enjoy describing the real world and solving practical problems using mathematics, those who are interested in harnessing the power of technology alongside exploring mathematical models and enjoy the more practical side of mathematics. The HL course will include new content, including statistics. It is intended to meet the needs of students whose interest in mathematics is more practical than theoretical but seek more challenging content.
Prerequisite: Algebra II or Honors Algebra II
Graded: AP / IB / CCP Weight
Grades: 11-12
Time Frame: 2 Years
Credit: 1.00 – Year 1 / 1.00 – Year 2
Group 6: The Arts or Electives

IB Music (SL) – 514 – Year 1
IB Music (HL) – 515 – Year 1 / 516 – Year 2
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 and all IB students must understand musical form, structure and analysis.

- Prerequisite: Music Theory or Instructor Permission
- Graded: AP / IB / CCP Weight
- Grades: 11-12
- Time Frame: 2 Years
- Credits: 1.00 – Year 1 / 1.00 – Year 2

IB Theatre (SL) – 551 – Year 1 / 552 – Year 2
IB Theatre (HL) – 557 – Year 1 / 558 – Year 2
The IB Diploma Program Theatre course is a multifaceted, internationally-minded theatre-making course of study. It gives you the opportunity to make theatre as creators, designers, directors and performers. IB Theatre emphasizes the importance of working both individually and collaboratively as part of an ensemble. Theatre traditions, practitioners and performances from a wide variety of world cultures are studied. No prior experience in theatre is needed and no participation in theatre outside of class is required. The only difference between HL and SL is one as assessment; HL and SL are the same course in every other respect. Assessments are project-based.

- Graded: AP / IB / CCP Weight
- Grade: 11-12
- Time Frame: 2 Years
- Credit: 1.00 – Year 1 / 1.00 – Year 2

IB Visual Arts (SL) – 531 – Year 1 / 532 – Year 2
IB Visual Arts (HL) – 533 – Year 1 / 534 – Year 2
IB Visual Arts is a rigorous two-year course focusing on three areas of art studies: art making through a personal exhibition of art, research through a comparative study, and practice through a process portfolio. 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 researching 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.

- Prerequisite: Art Foundations, Drawing and/or Painting highly recommended
- Graded: AP / IB / CCP Weight
- Grade: 11-12
- Time Frame: 2 Years
- Credit: 1.00 – Year 1 / 1.00 – Year 2

*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.
COLLEGE CREDIT PLUS

Early College Academy

This is a College Credit Plus Program offered through Columbus State Community College and Dublin City Schools. Offering this sequence of courses in the Emerald Campus hinges on student enrollment, classroom space and instructor availability. While the preferred pathway would be to take the full sequence of courses, students may take the courses individually as well.

College Composition I (ENG 1100) – CS036
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 focuses on 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.

- Graded: AP / IB / CCP Weight
- Grades: 9-12
- Time Frame: Fall Semester
- Credit: 1.00 High School Credit (3.0 College Semester Hours)

College Algebra (MATH 1148) – CSMATH1148
This course is a continuation of the study of functions. The concept of transformations is used to graph and analyze functions including quadratic, higher degree polynomial, power, piecewise, rational, exponential, and logarithmic functions. The function concept is applied to solving equations, inequalities, and applications regarding these types of functions. Factor and remainder theorems and roots of polynomial functions are included. The concept of functions is extended to include composition of functions and inverse functions. Systems of linear and non-linear equations are solved using algebraic and graphical methods. Trigonometric functions of right angles are defined and used in problem solving.

- Graded: AP / IB / CCP Weight
- Grades: 9-12
- Time Frame: Fall Semester
- Credit: 1.00 High School Credit (4.0 College Semester Hours)

Trigonometry (MATH 1149) – CSMATH1149
This course is a study of the trigonometric functions, vectors, and related applications. Topics include right triangle trigonometry; trigonometry of general angles; the unit circle; the graphs of the trigonometric functions; analytical trigonometry; inverse trigonometric functions; verifying identities; solving trigonometric equations; the Law of Sines; the Law of Cosines; applications of trigonometry; polar coordinates and the graphs of polar equations; geometric and algebraic vectors; vector applications; plane curves and parametric equations, trigonometric form of complex numbers, and DeMoivre’s Theorem. The conic sections are defined and analyzed algebraically and graphically.

- Prerequisite: MATH 1148 with a minimum grade of “C”
- Graded: AP / IB / CCP Weight
- Grades: 9-12
- Time Frame: Fall or Spring Semester
- Credit: 1.00 High School Credit (4.0 College Semester Hours)

Introduction to Psychology (PSY 1100) – CS139
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.

- Graded: AP / IB / CCP Weight
- Grades: 9-12
- Time Frame: Fall Semester
- Credit: 1.00 High School Credit (3.0 College Semester Hours)
College Composition II (ENG 2367) – CS037
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.

- **Prerequisite:** ENG 1100 with a minimum grade of “C”
- **Graded:** AP / IB / CCP Weight
- **Grades:** 9-12
- **Time Frame:** Spring Semester
- **Credit:** 1.00 High School Credit (3.0 College Semester Hours)

Calculus 1 (MATH 1151) – CSMATH1151
Introduction to differential calculus: functions, limits, continuity, derivatives, differentiation rules, derivatives of the trigonometric, exponential, and logarithmic functions, related rates, extrema, curve sketching, and optimization. Introduction to integral calculus: antiderivatives, definite integral, Riemann sums, area under a curve, Fundamental Theorem of Calculus, numerical integration, integration by substitution, and derivatives and integrals of inverse trigonometric, hyperbolic, and inverse hyperbolic functions.

- **Prerequisite:** MATH 1149 with a minimum grade of “C”
- **Graded:** AP / IB / CCP Weight
- **Grades:** 9-12
- **Time Frame:** Spring Semester
- **Credit:** 1.00 High School Credit (5.0 College Semester Hours)

Introduction to Sociology (SOC 1101) – CS140
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.

- **Graded:** AP / IB / CCP Weight
- **Grades:** 9-12
- **Time Frame:** Spring Semester
- **Credit:** 1.00 High School Credit (3.0 College Semester Hours)
Engineering Academy is open to students from all three high schools by application and is comprised of Year I and Capstone. There is also an option for 11th graders who complete year one of the Academy to be eligible to take Engineering 1181 and 1882 at Ohio State University during their 12th grade year in a section with seats reserved for College Credit Plus students.

Year 1: The Engineering Academy is a three-period full year program comprised of the following courses for a total of 3 credit hours: Fundamentals of Engineering; Computers, Electronics, and Control Systems; Mathematical Models and Data Analysis.

Fundamentals of Engineering – 301
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.

- **Prerequisite:** Algebra II or concurrently taking Pre-calculus
- **Graded:** Honors
- **Grade:** 11-12
- **Time Frame:** Year
- **Credit:** 1.00

Computers, Electronics and Control Systems – 302
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.

- **Prerequisite:** Application
- **Graded:** Honors
- **Grade:** 11-12
- **Time Frame:** Year
- **Credit:** 1.00

Mathematical Models and Data Analysis – 305
In this course students will discover and/or develop the mathematical models for the engineering projects they undertake. This includes everything from modeling the torque, speed and lost energy from the drive train gear box to creating sophisticated computer models of physical systems. Students will explore and use the mathematical logic models that underpin modern computer science. Students in the course will also collect and analyze data for their projects. They will learn about selecting appropriate metrics, using and calibrating measurement devices and using software such as MatLab, R, Excel or Python to analyze data collected. They will use collected data to evaluate their models and the engineering solutions they develop.

- **Prerequisite:** Precalculus
- **Graded:** Conventional
- **Grade:** 11-12
- **Time Frame:** Year
- **Credit:** 1.00

Year 2: The Engineering Capstone is a two-period full year program for students who have completed the Engineering Academy and wish to build upon their research skills, communication skills, gain field experience, and create their personal portfolio.

Engineering Research and Field Experience – 303
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.

- **Prerequisite 1:** Student application with proposal for personalized project
- **Prerequisite 2:** Relevant experience and/or coursework (Engineering Academy Year 1, Biomedical Research Academy, IT Academy Engineering & Design, Architecture Design & Modeling, Product Design & Modeling, Engineering Research Internship)
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. The following Columbus State Community College courses are available for students interested in learning advanced computer programming skills. Students must pass the Columbus State entrance assessment (which requires adequate knowledge of Algebra II) in order to be eligible for college credit.

**Year 1:**

**Introduction to Programming Logic (CSCI 1103) – 402**

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.

- **Prerequisite:** Application
- **Graded:** AP / IB / CCP Weight
- **Grade:** 10-12
- **Time Frame:** Semester (2 periods / day)
- **Credit:** 1.00

**Database Fundamentals (CSCI 1320) – 409**

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.

- **Prerequisite:** Application
- **Graded:** AP / IB / CCP Weight
- **Grade:** 10-12
- **Time Frame:** Year
- **Credit:** 1.00

**Year 2:**

**Systems Analysis (CSCI 1275) – 403**

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.

- **Prerequisite:** Application
- **Graded:** AP / IB / CCP Weight
- **Grade:** 11-12
- **Time Frame:** Year
- **Credit:** 1.00

**Python Programming (CSCI 1511) – 410**

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.

- **Prerequisite:** Application
- **Graded:** AP / IB / CCP Weight
- **Grade:** 11-12
- **Time Frame:** Semester (2 per./day)
- **Credit:** 1.00

**Year 3:**

**Web Design (CSCI 1145) – 405**

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 waive 1.0 Visual Arts upon successful completion of the IT Academy.*

- **Prerequisite:** IT Academy Year 1
JavaScript Fundamentals (CSCI 2447) – 411
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.
Prerequisite: Application

IT Research and Field Experience – 407
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.
Prerequisite: IT Academy Year 1

Cisco Academy Networking Pathway
The Cisco Academy is open to students from all three high schools through an application process. Students who participate will travel to the Emerald Campus. The following Cisco courses are available for students interested in learning computer networking skills with the opportunity to receive the CCNA Introduction to Networking and/or NDG Linux Essentials Credentials.

Year 1:
CCNA Introduction to Networking – 415
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.

CCNA Routing and Switching – 416
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.

NDG Linux Essentials – 417
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.
Year 2:

**CCNA Scaling Networks – 419**

Large enterprises depend heavily on the smooth operation of their network infrastructure. This course advances your networking knowledge by further developing skills in routing and switching technologies. The skills gained in this course will continue to prepare students for networking analyst and engineering jobs.

- **Prerequisite:** CCNA Routing and Switching
- **Graded:** Conventional
- **Grade:** 10-12
- **Time Frame:** Semester
- **Credit:** 0.5

**CCNP Connecting Networks – 421**

Students gain an understanding of network infrastructure and protocols and how they work together. These skills will allow students to stay current as technologies continue to evolve. Upon completion of the series of four CCNA Networking courses, students may sit for the Cisco CCNA R&S certification exam.

- **Prerequisite:** CCNA Scaling Networks
- **Graded:** Conventional
- **Grade:** 10-12
- **Time Frame:** Semester
- **Credit:** 0.5

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**Cisco Academy Cybersecurity Pathway**

The Cisco Academy Cybersecurity Pathway is open to students from all three high schools through an application process. Students who participate will travel to the Emerald Campus. The following Cisco courses are available for students interested in learning cybersecurity skills with the opportunity to receive the CCNA Cyber Ops Credential.

**Cybersecurity Essentials – 445**

This course helps to prepare students for the beginning level roles in cybersecurity operations. The course focuses on developing an understanding of cybercrime, security principles, technologies, and procedures used to defend networks against security breaches.

- **Graded:** Conventional
- **Grade:** 10-12
- **Time Frame:** Semester
- **Credit:** 0.5

**CCNA Cybersecurity Fundamentals – 446**

The course helps to prepare students for beginning and associate level roles in cybersecurity operations. The course focuses on security principles and technologies, using Cisco security products to provide hands-on examples. Using instructor-led discussions, extensive hands-on lab exercises, and supplemental materials, this course allows learners to understand common security concepts, and start to learn the basic security techniques used in a Security Operations Center (SOC) to find threats on a network using a variety of popular security tools within a real-life network infrastructure.

- **Graded:** Conventional
- **Grade:** 10-12
- **Time Frame:** Semester
- **Credit:** 0.5

**CCNA Cybersecurity Operations – 447**

This course allows learners to understand how a Security Operations Center (SOC) functions and the introductory-level skills and knowledge needed in this environment. It focuses on the introductory-level skills needed for a SOC Analyst at the associate level. Specifically, understanding basic threat analysis, event correlation, identifying malicious activity, and how to use a playbook for incident response.

- **Graded:** Conventional
- **Grade:** 10-12
- **Time Frame:** Semester
HEALTH AND EDUCATION HUB

Biomedical Research Academy

The Biomedical Research Academy is open to students from all three high schools through an application process. **Students who are participating will travel to the Emerald Campus.** Students who participate in Biomedical Research Academy will use a problem-based approach to develop a strong foundation into the practices of biomedical professionals. Students learn through guest speakers and field trips, culminating their experience with an authentic biomedical research investigation.

**Year 1:** Year 1 of Biomedical Research Academy is comprised of the integration of the following courses delivered over two periods for one full year for a total of 4 credits: AP Biology, Body Systems, Biomedical Art, Advanced Research in Science.

**Advanced Placement Biology – 217**
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.
- **Prerequisite:** Biology and Chemistry highly recommended
- **Graded:** AP / IB / CCP Weight
- **Grade:** 11-12
- **Time Frame:** Year
- **Credit:** 2.00 (1.00 AP / IB / CCP Weight; 1.00 S/U)

**Body Systems – 253**
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.
- **Graded:** Conventional
- **Grade:** 11-12
- **Time Frame:** Semester
- **Credit:** 0.50

**Biomedical Art – F775**
Meeting two times a week for one period, and in coordination with Biomedical Research Academy teachers, students will work with a variety of materials and means to create artwork in relation to concepts, experiences, and processes connected to the Biomedical Research Academy. Students will examine the connection between art & science as a way to better understand the world we live in and to share his/her voice.
- **Graded:** Conventional/Portfolio
- **Grade:** 11-12
- **Time Frame:** Semester
- **Credit:** 0.50 (Credit is earned by credit flex)

**Advanced Research in Science – 240**
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.
- **Prerequisite:** 2 Years of Science highly recommended
Year 2: The Biomedical Research Capstone is a two-period full year program for students who have completed the Biomedical Research Academy and wish to continue building upon their research skills, gain field experience, build their personal portfolio, and develop their communication skills. The following courses are integrated together with field experiences at local businesses to form the Biomedical Research Capstone (3.0 credits total): Medical Interventions, Advanced Research in Science, Biomedical Research Field Experience, English IV

Medical Interventions – 254
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.

Prerequisite: Biomedical Research Academy Year 1
Graded: Conventional
Grade: 11-12
Time Frame: Semester
Credit: 0.50

Advanced Research in Science – 240
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.

Prerequisite: 2 Years of Science highly recommended
Graded: Honors
Grade: 11-12
Time Frame: Year
Credit: 1.00 (Repeatable)

Biomedical Research and Field Experience – 777
Students will participate in multiple field experiences in the medical field in order to gain experience regarding the day-to-day operations of various careers, gain exposure to its related lifestyle, learn about the educational requirements, and begin to build their professional network. Students must provide their own transportation to field experience sites.

Prerequisite: Biomedical Research Academy Year 1
Graded: Conventional
Grade: 11-12
Time Frame: Semester
Credit: 0.50 (Credit is earned by Credit Flex)

Sports Medicine and Performance Academy (SMPA)
This program is designed to provide advanced didactic instruction and experiential opportunities for students interested in exploring career opportunities in the sports medicine and sports performance fields. Coursework will include a range of studies that translates philosophy to application. Students will have access to cutting edge sports medicine / performance technologies, methodologies and innovations. In-depth course content on sports injuries, biomechanical susceptibilities in athletes and optimizing sport performance will be investigated throughout the duration of this academy. Students will have the opportunity to explore and author an abbreviated research project, have access to hands-on field work with a network of collaborating mentors and prepare to sit for a strength and conditioning certification at the conclusion of this academy.

Year 1:
Intro to Sports and Exercise Studies (SES 1101) – CSSES1101
A survey of the health and fitness arena both private and public, to include the study of facilities, recreational fitness options for the client, profiles, daily operations, legal aspects, personnel issues, and program administration.
Intro to Strength and Resistance Training (SES 1105) – CSSES1105
An introduction to weight room use for the individual exerciser. Investigation of various types of resistance exercise devices, proper techniques and programs, and weight room safety. An introduction to basic anatomical and exercise concepts and their application in the use of resistance exercise modalities as a part of a total conditioning and exercise program.

IB Sports, Exercise and Health Science (SL) – 586
IB Sports, Exercise and Health Science (SEHS) is a 1-year, experimental science course that focuses on the form and function of the human body. It is intended for students who want a foundation in how the body performs during physical activity, developing and maintaining a healthy lifestyle, and the tools and techniques to analyze performance. The course studies the disciplines of anatomy and physiology, biomechanics, psychology and nutrition within the context of sports, exercise and health. Students will cover a range of topics to gain valuable exposure to the health and medical fields, as well as carry out practical (experimental) investigations in both laboratory and field settings. Data will be gathered using both analog and digital devices, with the analysis of collected data being performed using spreadsheets and graphing software. Topics that will be covered include anatomy, exercise physiology, energy systems, movement analysis, the physics of the human body and sports (forces and mechanics) skill in sports, and measurement and evaluation of human performance. Two optional units in optimizing physiological performance, the psychology of sports, physical activity and health, and nutrition for sports, exercise and health will also be covered.

Advanced Strength and Conditioning (SES 2415) – CSSES2415
This course presents an analysis of the resistance training field to include types of resistance equipment used, resistance training methods for the client, proper lifting and spotting techniques for the various equipment, and assessment of clients. Also covered is goal setting for clients based on assessment findings and the use of periodization techniques in planning resistance training activities. Risk management aspects of the weight area and proper care and maintenance of equipment is explained.

Year 2:
Kinesiology (SES 2441) – CSSES2441
Introduction to the fundamentals of kinesiology and biomechanics with discussion of both anatomical and mechanical principles. These concepts will be applied in the analysis of a wide variety of basic motor skills, exercise, and sport activities.

Advanced Athletic Conditioning (SES 2444) – CSSES2444
This course will provide the scientific foundation necessary for the development of advanced exercise prescription for athletes. Data interpretation, exercise science foundations, and advance prescription guidelines will be covered in this class. The class will also focus on appropriate exercise selection and programming for the athlete.
Dublin Teacher Academy (DTA)

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. It is open to students from all three high schools. In addition to site visits and internships, students will attend seminar and blended days at the Emerald Campus.

Dublin Teacher Academy – Year 1 (Juniors)

Content to be covered will include Child and Adolescent Development and Foundations of Education and Classroom Management. Students will also experience guest speakers, site visits and participate in the student leadership organization, Ed Rising. Upon successful completion of the DTA Year 1 Program, students will be accepted into the DTA Year 2 Program if they choose to participate.

- **Prerequisite:** 2.5 GPA and application
- **Graded:** Conventional
- **Grade:** 11
- **Time Frame:** Year
- **Credit:** 3.00

Dublin Teacher Academy – Year 2 (Seniors)

Content to be covered will include Communities, Schools, and Stakeholders, CPR, and Education Principles. Students will participate in multiple internships guided by experienced DCS teachers in the areas of: early childhood, middle-childhood, adolescent and special needs classrooms. 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.

- **Prerequisite:** 2.5 GPA and application (DTA Year 1 is recommended but not required)
- **Graded:** Conventional
- **Grade:** 12
- **Time Frame:** Year
- **Credit:** 3.00

Social Work Academy

The Social Work Academy is a two-year program offered for college bound students to provide an opportunity to get a head start on the path to a successful career in social work. It is open to students from all three high schools. Students will complete Introduction to Psychology and Introduction to Sociology through Columbus State Community College at the Emerald Campus during their Junior year and then complete the first two courses in the Ohio State University social work major at the OSU main campus during their Senior year.

Year 1:

**Introduction to Psychology (PSY 1100) – CS139**

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.

- **Graded:** AP / IB / CCP Weight
- **Grades:** 9-12
- **Time Frame:** Fall Semester
- **Credit:** 1.00 High School Credit (3.0 College Semester Hours)

**Introduction to Sociology (SOC 1101) – CS140**

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.

- **Graded:** AP / IB / CCP Weight
Grades: 9-12
Time Frame: Spring Semester
Credit: 1.00 High School Credit (3.0 College Semester Hours)

College Composition I (ENG 1100) – CS036
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 focuses on 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.
Graded: AP / IB / CCP Weight
Grades: 9-12
Time Frame: Fall Semester
Credit: 1.00 High School Credit (3.0 College Semester Hours)

Year 2:
Introduction to Social Work (SWK 1130) – OS141
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.**
Prerequisite: Acceptance to OSU Academy and College Comp I, Intro to Psychology, Intro to Sociology
Graded: AP / IB / CCP Weight
Grade: 11-12
Time Frame: Semester
Credit: 1.00 High School Credit (3.0 College Semester Hours)

Introduction to Social Welfare (SWK 1120) – OS142
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.**
Prerequisite: Acceptance to the Ohio State University Academy and Introduction to Social Work
Graded: AP / IB / CCP Weight
Grade: 11-12
Time Frame: Semester
Credit: 1.00 High School Credit (3.0 College Semester Hours)
ARTS AND COMMUNICATIONS HUB

Broadcast Video Program

Broadcast and Video Production I – 053
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.**

- Graded: Conventional
- Grade: 9-12
- Time Frame: Year
- Credit: 1.00

Broadcast and Video Production II – 054
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.**

- Prerequisite: Broadcast & Video Production I and Teacher recommendation
- Graded: Conventional
- Grade: 9-12
- Time Frame: Year
- Credit: 2.00 (Repeatable)

American Sign Language Studies

The following Columbus State Community College courses are available for students interested in learning the basics of American Sign Language. Students completing the entire sequence have the opportunity to be certified as an ASL interpreter. Additional CSCC courses in Interpreting Professions and Foundations can be combined with this sequence to create a 2-period academy program leading toward the Interpreter Education Program Associate Degree (See your School Counselor for details). Offering this sequence of courses in the Emerald Campus hinges on student enrollment and instructor availability.

**Year 1:**

**Introduction to the Deaf Community (ASL 1100) – CSASL1100**
This course is designed to provide students with an overview of the Deaf community, its culture and language (ASL). Students will examine the following areas related to deafness: social, cultural, linguistic and educational experiences, Deaf history, and medical topics. This course also examines the employment trend and local programs and services available to the community.

- Prerequisite: Acceptance into CSCC Dual Enrollment Program
- Graded: AP / IB / CCP Weight
- Grade: 9-12
- Time Frame: Semester
- Credit: 0.67 High School Credit (2.0 College Semester Hours)

**Beginning ASL I (ASL 1101) – CSASL1101**
This course introduces the fundamental elements of American Sign Language within a cultural context. It focuses on everyday interactions and brief monologues in ASL. Grammar and vocabulary are presented in context, using ASL as the language of instruction. Additional information about the Deaf community and culture is introduced.

- Prerequisite: Acceptance into CSCC Dual Enrollment Program
Beginning ASL II (ASL 1102) – CSASL1102
This course is a continuation of ASL 1101 Beginning ASL I. Students further acquire the fundamental elements of American Sign Language grammar and vocabulary in context through interactions and short monologues. ASL production and comprehension skills continue to develop, with an emphasis on comprehension of ASL. Knowledge and application of cultural norms and values continue to develop. ASL is the language of instruction for this course.
Prerequisite: ASL 1101 with a minimum grade of “C”
Graded: AP / IB / CCP Weight
Grade: 9-12
Time Frame: Semester
Credit: 1.00 High School Credit (3.0 College Semester Hours)

Year 2:
Intermediate ASL I (ASL 1103) – CSASL1103
This course is a continuation of Beginning ASL II. Students further acquire the fundamental elements of American Sign Language grammar and vocabulary in context through interactions and short monologues. ASL production and comprehension of skills continue to develop and are given equal attention. Knowledge and application of cultural norms and values continue to develop. ASL is the language of instruction for this course.
Prerequisite: ASL 1102 with a minimum grade of “C”
Graded: AP / IB / CCP Weight
Grade: 9-12
Time Frame: Semester
Credit: 1.00 High School Credit (3.0 College Semester Hours)

Linguistics of ASL & English (ASL 1150) – CSASL1150
This course offers an introduction to general linguistics, and provides an in-depth analysis of the major grammatical features and structure of ASL, and a comparison of ASL and English structure. Major topics also include language acquisition, language variation, and sociolinguistics. Specific linguistic considerations for interpreters are examined.
Prerequisite: ASL 1101 with a minimum grade of “C”
Graded: AP / IB / CCP Weight
Grade: 9-12
Time Frame: Semester
Credit: 0.67 High School Credit (2.0 College Semester Hours)

Fingerspelling and Numbers in ASL (ASL 1801) – CSASL1801
This course offers students the opportunity to work on producing and comprehending fingerspelling and numbers in ASL. The emphasis of this course is on using fingerspelling and numbers in context. Opportunities are provided for the students to work with taped materials as well as live models.
Prerequisite: ASL 1101 with a minimum grade of “C”
Graded: AP / IB / CCP Weight
Grade: 9-12
Time Frame: Semester
Credit: 0.33 High School Credit (1.0 College Semester Hour)

Intermediate ASL II (ASL 1104) – CSASL1104
This course is a continuation of ASL 1103 Intermediate ASL I. Students continue to develop more complex elements of American Sign Language grammar and vocabulary in context through interactions, monologues, and presentations. ASL production and comprehension skills continue to develop, with an emphasis on production of ASL. Knowledge and application of cultural norms and values continue to develop. ASL is the language of instruction for this course.
Prerequisite: ASL 1103 with a minimum grade of “C”
Graded: AP / IB / CCP Weight
Grade: 9-12
Time Frame: Semester
Credit: 0.67 High School Credit (2.0 College Semester Hours)
Arabic Language Studies

The following Columbus State Community College courses are available for students interested in learning the basics of the Arabic language. Offering this sequence of courses in the Emerald Campus hinges on student enrollment and instructor availability.

**Beginning Arabic I (ARAB 1101) – CSARAB1101**
Beginning Arabic I is an introduction to the fundamentals of the Arabic language with practice in listening, reading, speaking and writing. Course includes studies in Arabic culture.

- **Graded:** AP / IB / CCP Weight
- **Grade:** 9-12
- **Time Frame:** Semester
- **Credit:** 1.00 High School Credit (3.0 College Semester Hours)

**Beginning Arabic II (ARAB 1102) – CSARAB1102**
Beginning Arabic II is a continuation of Beginning Arabic I with further development of listening, reading, speaking and writing skills and further study of Arabic culture.

- **Graded:** AP / IB / CCP Weight
- **Grade:** 9-12
- **Time Frame:** Semester
- **Credit:** 1.00 High School Credit (3.0 College Semester Hours)

ENTREPRENEURSHIP HUB

**Dublin Business Academy (DBA)**
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.

- **Prerequisite:** Application
- **Graded:** Conventional
- **Grade:** 11-12
- **Time Frame:** Year
- **Credit:** 2.00 (1.00 Entrepreneurship, 0.50 Business Management, 0.50 Applied Marketing)

Young Professionals Academy (YPA)

**Professional Internship Program – 702: 1st Semester or 703: 2nd Semester**
The Young Professionals’ Academy assists students in developing the skills, knowledge, and expertise to succeed in work and life. 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 portfolio, and networking contacts aimed at College and Career Readiness. YPA students are required to provide their own transportation to their internship site.
Individualized Professional Studies – 705
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.

Prerequisite: YPA Course 702 or 703 and YPA Instructor permission
Graded: S/U
Grade: 11-12
Time Frame: Semester
Credit: 1.0 (Repeatable)

Start Up Academy
This program combines two International Baccalaureate courses with access to business and industry professionals who will help students interested in developing an original business concept. Students will create, plan, design and present their personal business model to industry experts who will provide additional support and advice allowing students to develop and protect their own intellectual property.

IB Business Management (SL) – 503
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.

Graded: AP / IB / CCP Weight
Grade: 11-12
Time Frame: 1 Year
Credit: 1.00

IB Design Technology – 585
IB Design Technology focuses on analysis, design development, synthesis and evaluation. The creative tension between theory and practice is what characterizes design technology within the DP sciences subject group. Inquiry and problem-solving are at the heart of the subject. This course requires the use of the DP design cycle as a tool, which provides the methodology used to structure the inquiry and analysis of problems, the development of feasible solutions, and the testing and evaluation of the solution. A solution can be defined as a model, prototype, product or system that students have developed independently.

Graded: AP / IB / CCP Weight
Grade: 11-12
Time Frame: 1 Year
Credit: 1.00

Start Up Research and Field Experience – 448
This is an optional field experience that will allow students to explore the ideation cycle, product concept, customer validation, and market research components to their own personal business model.

Graded: S/U
Grade: 11-12
Time Frame: 1 Year (offered in the afternoon or evening)
Credit: 1.00 (Credit earned by Credit Flex)
FLIGHT HUB

Aviation Maintenance Program

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.

<table>
<thead>
<tr>
<th>Prerequisite:</th>
<th>Acceptance into Aviation Maintenance Program at Columbus State Community College</th>
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<tr>
<td>Graded:</td>
<td>Varies</td>
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<td>Grade:</td>
<td>10-12</td>
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<td>Time Frame:</td>
<td>3 Years</td>
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<tr>
<td>Credit:</td>
<td>12.0 HS Credits and 70 College Semester Credit Hours</td>
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Airframe Certificate

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.

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<tr>
<th>Prerequisite:</th>
<th>Acceptance into Aviation Maintenance Program at Columbus State Community College</th>
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<td>Graded:</td>
<td>Varies</td>
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<td>Grade:</td>
<td>11-12</td>
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<td>Time Frame:</td>
<td>2 Years</td>
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<tr>
<td>Credit:</td>
<td>3.0 HS Credits and 40 College Semester Credit Hours</td>
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Powerplant Certificate

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.

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

ACADEMIC PATHWAYS
Tolles Career and Technical Center

<table>
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<tr>
<th>Grade</th>
<th>Course Name</th>
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<tr>
<td>11-12</td>
<td>Outdoor Careers</td>
<td>Varies</td>
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<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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<td>11-12</td>
<td>Art Design &amp; Communication</td>
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<td>11-12</td>
<td>Marketing &amp; Logistics</td>
<td>Varies</td>
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<td>11-12</td>
<td>Construction Technologies</td>
<td>Varies</td>
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<td>11-12</td>
<td>Pharmacy Technician</td>
<td>Varies</td>
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<td>11-12</td>
<td>Pre-Nursing</td>
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<td>11-12</td>
<td>Pre-Veterinary Technician</td>
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<td>11-12</td>
<td>Exercise Science</td>
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<td>Computer Networking</td>
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<td>11-12</td>
<td>Web Design and Development</td>
<td>Varies</td>
</tr>
<tr>
<td>11-12</td>
<td>Criminal Justice</td>
<td>Varies</td>
</tr>
<tr>
<td>11-12</td>
<td>Firefighting &amp; EMS</td>
<td>Varies</td>
</tr>
<tr>
<td>11-12</td>
<td>Engineering and Manufacturing Technologies</td>
<td>Varies</td>
</tr>
<tr>
<td>11-12</td>
<td>Welding &amp; Fabrication</td>
<td>Varies</td>
</tr>
<tr>
<td>11-12</td>
<td>Automotive Technologies</td>
<td>Varies</td>
</tr>
<tr>
<td>11-12</td>
<td>Automotive Collision Repair</td>
<td>Varies</td>
</tr>
<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.

**Information Technology**

**Computer Networking**
Prepare for careers in computer networking, computer support and repair, IT security.

**Web Design and Development**
Prepare for careers in web development and design, graphic design, multimedia, animation, advertising, and marketing.

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

Graduation Test Preparation – 9951 / 9952
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.

Prerequisite: Have not passed one or more parts of the state-mandated graduation tests
Graded: S/U
Grades: 9-12 (Preference given to upperclassmen)
Time Frame: Semester/Year
Credit: 0.00 (Credit may be awarded through Credit Flex if requested)

Academic Skills – 9691 / 9692
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.

Graded: S/U
Grades: 9-12
Time Frame: Semester/Year
Credit: 0.00 (Credit may be awarded through Credit Flex if requested)

Intervention Skills – 9695 / 9696
Intervention Skills is a small structured class that students may take, upon the recommendation of the RtI 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. *Only offered at Jerome High School.

Prerequisite: Approval of RtI Team
Graded: S/U
Grades: 9-12
Time Frame: Semester/Year
Credit: 0.00 (Credit may be awarded through Credit Flex if requested)

Peer Collaboration – 734
The Peer Collaboration elective course provides students with the opportunity to acquire and enhance leadership, problem solving, critical thinking, communication, and collaboration skills. 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.

Prerequisite: Application
Graded: S/U
Grades: 9-12
Time Frame: Semester/Year
Credit: 0.00 (Credit may be awarded through Credit Flex if requested)

Celtic Advisory Program (CAP) Mentor – 735
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. *Only offered at Jerome High School.

Prerequisite: Application
APPLIED SCIENCES
Courses Offered

<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>593</td>
<td>Introduction to Engineering &amp; Industrial Design (Level 1)</td>
<td>1.00</td>
</tr>
<tr>
<td>10-12</td>
<td>611</td>
<td>Engineering and Industrial Design (Level 2)</td>
<td>1.00</td>
</tr>
<tr>
<td>10-12</td>
<td>614</td>
<td>Architectural Design and Modeling</td>
<td>1.00</td>
</tr>
<tr>
<td>10-12</td>
<td>618</td>
<td>Product Design and Modeling</td>
<td>1.00</td>
</tr>
<tr>
<td>11-12</td>
<td>620</td>
<td>Capstone Course: Engineering Research and Internship I</td>
<td>1.00</td>
</tr>
<tr>
<td>9-12</td>
<td>676</td>
<td>Life Choices</td>
<td>1.25</td>
</tr>
<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>
<td>0.50</td>
</tr>
<tr>
<td>10-12</td>
<td>683</td>
<td>Foods and Fitness</td>
<td>0.50</td>
</tr>
<tr>
<td>10-12</td>
<td>684</td>
<td>Global Gourmet</td>
<td>0.50</td>
</tr>
<tr>
<td>9-12</td>
<td>686</td>
<td>Interior Design and Housing</td>
<td>0.50</td>
</tr>
<tr>
<td>9-12</td>
<td>691</td>
<td>Creative Arts and Entrepreneurship</td>
<td>0.50</td>
</tr>
<tr>
<td>Age 16+</td>
<td>694, 695, 696</td>
<td>Career Based Intervention Program</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Introduction to Engineering and Industrial Design (Level 1) – 593
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.

Engineered and Industrial Design (Level 2) – 611
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
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
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
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.
  Prerequisite: Intro. to Engineering and Industrial Design (Level 1) and at least one of the following: Engineering and Industrial Design (Level 2), Architectural Design, or Product Design

Life Choices – 676
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
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
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
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
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
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.

<table>
<thead>
<tr>
<th>Graded:</th>
<th>Conventionally</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade:</td>
<td>9-12</td>
</tr>
<tr>
<td>Time Frame:</td>
<td>Semester</td>
</tr>
<tr>
<td>Credit:</td>
<td>0.50</td>
</tr>
</tbody>
</table>

Creative Arts and Entrepreneurship – 691
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.

<table>
<thead>
<tr>
<th>Graded:</th>
<th>Conventionally</th>
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</thead>
<tbody>
<tr>
<td>Grade:</td>
<td>9-12</td>
</tr>
<tr>
<td>Time Frame:</td>
<td>Semester</td>
</tr>
<tr>
<td>Credit:</td>
<td>0.50</td>
</tr>
</tbody>
</table>

Career Based Intervention Program – 694, 695, and 696
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.

<table>
<thead>
<tr>
<th>Graded:</th>
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<tbody>
<tr>
<td>Grade:</td>
<td>Minimum age of 16</td>
</tr>
<tr>
<td>Time Frame:</td>
<td>Year</td>
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<td>Credit:</td>
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BUSINESS AND TECHNOLOGY
Courses Offered

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number</th>
<th>Course Name</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-10</td>
<td>408</td>
<td>Principles of Business</td>
<td>0.50</td>
</tr>
<tr>
<td>10-12</td>
<td>418</td>
<td>Accounting I</td>
<td>0.50</td>
</tr>
<tr>
<td>10-12</td>
<td>420</td>
<td>Accounting II</td>
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</tr>
<tr>
<td>10-12</td>
<td>425</td>
<td>School Store Management</td>
<td>1.00</td>
</tr>
<tr>
<td>10-12</td>
<td>426</td>
<td>Marketing and Advertising</td>
<td>0.50</td>
</tr>
<tr>
<td>11-12</td>
<td>440</td>
<td>Personal Finance / Financial Literacy</td>
<td>0.50</td>
</tr>
<tr>
<td>10-12</td>
<td>451</td>
<td>Personal Law</td>
<td>0.50</td>
</tr>
<tr>
<td>9-12</td>
<td>482</td>
<td>College Computer Skills</td>
<td>0.50</td>
</tr>
<tr>
<td>9-12</td>
<td>483</td>
<td>Advanced College Computer Skills</td>
<td>0.50</td>
</tr>
<tr>
<td>10-12</td>
<td>485</td>
<td>Web Page Design</td>
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</tr>
<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>
<td>1.00</td>
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<tr>
<td>11-12</td>
<td>386</td>
<td>Advanced Placement Computer Science A</td>
<td>1.00</td>
</tr>
</tbody>
</table>

**Principles of Business – 408**
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.

- Graded: Conventionally
- Grade: 9-10
- Time Frame: Semester
- Credit: 0.50

**Accounting I – 418**
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.

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

**Accounting II – 420**
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.

- Prerequisite: Accounting I
- Graded: Conventionally
- Grade: 10-12
- Time Frame: Semester
- Credit: 0.50

**School Store Management – 425**
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 taking this course. All students must submit an application and receive teacher approval to be considered for this class.

- Prerequisite: Accounting I or II or other business elective preferred, but not required
- Grade: 10-12
- Graded: Conventionally
- Time Frame: Semester
- Credit: 0.50 per Semester (Repeatable)
Marketing and Advertising – 426
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.

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

Personal Finance / Financial Literacy – 440
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. *This course may be taught in a blended format to include a combination of intentional learning activities and student created projects.*

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

Personal Law – 451
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.

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

College Computer Skills – 482
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.

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

Advanced College Computer Skills – 483
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.

Prerequisite: Grade 11 or 12 Student OR College Computer Skills
Graded: Conventionally
Grade: 9-12
Time Frame: Semester
Credit: 0.50

Web Page Design – 485
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.

Graded: Conventionally
Grade: 10-12
Time Frame: Semester
Credit: 0.50 per Semester (Repeatable)
Introduction to Computer Programming – 384
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.

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

Advanced Placement Computer Science Principles – 385
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 AP test in May.

Prerequisite: Algebra I (C or above in Algebra I)
Grade: 9-12
Graded: AP / IB / CCP Weight
Time Frame: Year
Credit: 1.00

Advanced Placement Computer Science A – 386
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 AP test in May.

Prerequisite: Introduction to Computer Programming and Teacher Recommendation
Grade: 11-12
Graded: AP / IB / CCP Weight
Time Frame: Year
Credit: 1.00
## ENGLISH LANGUAGE ARTS
### COURSES OFFERED

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number</th>
<th>Course Name</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>013</td>
<td>English I</td>
<td>1.00</td>
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<tr>
<td>9</td>
<td>015</td>
<td>Honors English I</td>
<td>1.00</td>
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<tr>
<td>10</td>
<td>021</td>
<td>English II</td>
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<td>10</td>
<td>022</td>
<td>Honors English II</td>
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<tr>
<td>10</td>
<td>166</td>
<td>American Studies - 1877 to Present</td>
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<tr>
<td>10</td>
<td>167</td>
<td>AP American Studies</td>
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<td>030</td>
<td>Honors English III</td>
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<td>034</td>
<td>Advanced Placement English Literature</td>
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<td>045</td>
<td>Creative Writing</td>
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<tr>
<td>9-12</td>
<td>050</td>
<td>Introduction to Journalism for Print and Web</td>
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<tr>
<td>9-12</td>
<td>051</td>
<td>Advanced Journalism for Print and Web</td>
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<td>052</td>
<td>Public Speaking</td>
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<td>053</td>
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<tr>
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<td>Yearbook II</td>
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**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

English I is the study of literature, informational texts, writing, language, speaking and listening. Emphasis is placed on analysis, research, grammar, vocabulary, and discussion skills. English I is the foundation for all other courses in the language arts curriculum.

- **Graded:** Conventional
- **Grades:** 9
- **Time Frame:** 1 Year
- **Credit:** 1.00

### Honors English I – 015

Honors English I encompasses English I content and skills and is the enriched study of literature, informational texts, writing, language, speaking and listening. Emphasis is placed on higher order thinking, analysis, research, grammar, vocabulary, and discussion skills. Honors English I is the foundation for all other courses in the Language Arts curriculum including AP/IB courses.

- **Graded:** Honors
- **Grades:** 9
- **Time Frame:** 1 Year
- **Credit:** 1.00
English II – 021
English II focuses on composition skills, vocabulary development, research skills, nonfiction reading, and literature study. Students write short essays (narrative, argumentative and informational) and study grammar through the writing process.

Graded: Conventional
Grades: 10
Time Frame: 1 Year
Credit: 1.00

Honors English II – 022
Honors English II encompasses English II and focuses on higher order thinking about 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 is designed for students who have a passion for reading and writing preparing them for AP and IB courses.

Graded: Honors
Grades: 10
Time Frame: 1 Year
Credit: 1.00

American Studies, 1877 to the Present – 166
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.

Prerequisite: One credit each of Social Studies and English, Teacher recommendations (ELA, SS)
Graded: Conventional
Grade: 10
Time Frame: Year (2 periods / day)
Credit: 2.00

Advanced Placement American Studies – 167
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.

Prerequisite: One credit each of Social Studies and English, Teacher recommendations (ELA, SS)
Graded: AP / IB / CCP Weight (AP US History), Honors (Honors English II)
Grade: 10
Time Frame: Year (2 periods / day)
Credit: 2.00 (1.00 AP US History and 1.00 Honors English II)

English III – 029
English III is the study of short and extended selections from American literature, foundational US 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 use of 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.

Graded: Conventional
Grades: 11
Time Frame: 1 Year
Credit: 1.00
Honors English III - 030
Honors English III encompasses English III content and skills. Additionally, the course requires independent reading of additional American and World literature selections of significance. This course is designed for students who have a passion for reading and writing and are motivated to participate in a rigorous course highlighting critical reading and writing skills.

Graded: Honors
Grades: 11
Time Frame: 1 Year
Credit: 1.00

English IV – 035
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.

*This course may be taught in a blended format to include a combination of intentional learning activities and student created projects.

Graded: Conventional
Grades: 12
Time Frame: 1 Year
Credit: 1.00

Advanced Placement English Literature – 034
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.

Prerequisite: English III, Honors English III or American Studies
Graded: AP / IB / CCP Weight
Grade: 11-12
Time Frame: Year
Credit: 1.00

Advanced Placement English Language – 039
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.

Prerequisite: English II, Honors English II or American Studies
Graded: AP / IB / CCP Weight
Grade: 11-12
Time Frame: Year
Credit: 1.00

Creative Writing – 045
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.

Graded: Conventional
Grade: 10-12
Time Frame: Semester
Credit: 0.50 per Semester (Repeatable)

Introduction to Journalism for Print and Web – 050
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.

Graded: Conventional
Grade: 9-12
Time Frame: Semester
Credit: 0.50
Advanced Journalism for Print and Web – 051
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.

Prerequisite: Introduction to Journalism for Print and Web or Teacher Recommendation
Graded: Conventional
Grade: 9-12
Time Frame: Semester or Year
Credit: 0.50-1.00 (Repeatable)

Public Speaking – 052
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.

Graded: Conventional
Time Frame: Semester
Grade: 9-12
Credit: 0.50 (Repeatable)

Broadcast and Video Production I – 053
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.

Graded: Conventional
Time Frame: Year
Grade: 9-12
Credit: 1.00

Broadcast and Video Production II – 054
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. Completion of this program allows students to meet the fine arts requirement for graduation.

Prerequisite: Broadcast & Video Production I and Teacher Recommendation
Graded: Conventional
Grade: 10-12
Time Frame: Year
Credit: 2.00 (Repeatable)

Yearbook – 055
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. Access to a digital camera and computer knowledge is beneficial. The course requires out-of-class time to complete assignments. **Note: Yearbook is a 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.**

Prerequisite: Teacher Recommendation or Application
Graded: Conventional
Grade: 9-12
Time Frame: Year
Credit: 1.00 (Repeatable)

Yearbook II – 056
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.

Prerequisite: Yearbook
Graded: Conventional
Time Frame: Year
**Argumentation and Debate – 057**

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.

- Graded: Conventional
- Grade: 9-12
- Time Frame: Semester
- Credit: 1.00 (Repeatable)

**Individualized Reading Workshop – 064**

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.

- Graded: Conventional
- Grade: 9-12
- Time Frame: Semester
- Credit: 0.50 (Repeatable)

**ELL English Studies Beginner – 905**

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.*

- Prerequisite: Teacher Recommendation / Program Testing - Required for ELL students
- Graded: Conventional
- Grade: 9-12
- Time Frame: Year – 2 period block
- Credit: 2.00 (Repeatable)

**ELL English Studies Intermediate – 906**

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.

- Prerequisite: Teacher Recommendation / Program Testing - Required for ELL students
- Graded: Conventional
- Grade: 9-12
- Time Frame: Year – 2 period block
- Credit: 2.00 (Repeatable)

**ELL English Intermediate – 907**

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.

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

**ELL English Advanced – 908**

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.

- Prerequisite: Teacher Recommendation / Program Testing - Required for ELL students
- Graded: Conventional
- Grade: 9-12
- Time Frame: Year
- Credit: 1.00 (Repeatable)
ELL English Transitional – 909
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.

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

ELL Resource – 910
ELL Resource provides instructional assistance in content areas, English language and academic skills.

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

ELL Writing and Content Literacy Skills – 911
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.

Graded: Conventional
Grade: 9-12
Time Frame: Semester
Credit: 0.50 (Repeatable)

ACT/SAT Preparation and Literacy Skills – 9791 / 9792
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.

Graded: Conventionally
Grade: 9-12
Time Frame: Semester
Credit: 0.50
# MATHEMATICS COURSES OFFERED

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<tr>
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<th>Number</th>
<th>Course Name</th>
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<td>Algebra 1</td>
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<td>Geometry</td>
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<td>332</td>
<td>Applications of Algebra and Geometry</td>
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**NOTE:** 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. 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 - 328

Mathematicians in this course will build upon prior knowledge of linear functions to extend algebraic problem solving to quadratic and exponential relationships. Students will engage in methods for analyzing, solving, and modeling with these functions. Students will graph and interpret characteristics of functions and solve both algebraically and graphically. Students will reason with equations and inequalities, with a focus on modeling. This course will include a study of descriptive statistics during which students will display numerical data and summarize it using measures of center and variability. The GAISE model will support students as they interpret the results in a real-world context. A graphing calculator is required.

- Graded: Conventional
- Grade: 9
- Time Frame: Year
- Credit: 1.00

## Algebra 1 Connections – 327

Algebra 1 Connections provides an opportunity for students to receive additional instructional support as they study and develop mathematical strategies that lead to understanding and success in the companion course, Algebra 1. Students learn and apply these strategies to accomplish academic and math fluency across the curriculum. In addition, they work with their instructor to evaluate strengths and needs of foundational mathematical concepts and establish personalized goals for mathematical growth. This course does not qualify as a math credit but will be counted as an elective credit.

- Prerequisite: Concurrent enrollment in Algebra 1, Teacher recommendation, Principal review of student data
- Graded: S/U
- Grade: 9
- Time Frame: Year
- Credit: 1.00 (Elective Credit)

## Geometry - 342

Mathematicians in this course will explore complex geometric situations and deepen their explanations of geometric relationships moving towards formal mathematical arguments. This course builds on congruence and similarity concepts introduced in previous courses. Students develop their understanding and use of proof, both formal and informal. Students focus learning in trigonometry, circles, and connecting coordinates to both algebra and geometry concepts. Students further develop concepts in probability, expanding their ability to compute and interpret theoretical and experimental probabilities. A graphing calculator, compass, and protractor are required for this course.

- Prerequisite: Algebra 1
- Graded: Conventional
- Grade: 9-10
- Time Frame: Year
- Credit: 1.00
Geometry Connections – 341
Geometry Connections provides an opportunity for students to receive additional instructional support as they study and develop mathematical strategies that lead to understanding and success in the companion course, Geometry. Students learn and apply these strategies to accomplish academic and math fluency across the curriculum. In addition, they work with their instructor to evaluate strengths and needs of foundational mathematical concepts and establish personalized goals for mathematical growth. This course does not qualify as a math credit but will be counted as an elective credit.

Prerequisite: Concurrent enrollment in Geometry, Teacher recommendation, Principal review of student data
Graded: S/U
Grade: 9-10
Time Frame: Year
Credit: 1.00 (Elective Credit)

Algebra 2 - 334
Building on their work with linear, quadratic, and exponential functions from Algebra 1, mathematicians in this course extend their repertoire of functions to include polynomial, rational, radical, logarithmic, and trigonometric functions and transformations of each of these. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using logarithms. Additionally, students discover data gathering techniques, data distributions, and make inferences from data within the statistical unit using the GAISE framework. A graphing calculator is required.

Prerequisite: Geometry
Graded: Conventional
Grade: 9-11
Time Frame: Year
Credit: 1.00

Algebra 2 Connections – 333
Algebra 2 Connections provides an opportunity for students to receive additional instructional support as they study and develop mathematical strategies that lead to understanding and success in the companion course, Algebra 2. Students learn and apply these strategies to accomplish academic and math fluency across the curriculum. In addition, they work with their instructor to evaluate strengths and needs of foundational mathematical concepts and establish personalized goals for mathematical growth. This course does not qualify as a math credit but will be counted as an elective credit.

Prerequisite: Concurrent enrollment in Algebra 2, Teacher recommendation, Principal review of student data
Graded: S/U
Grade: 10-11
Time Frame: Year
Credit: 1.00 (Elective Credit)

Applications of Geometry and Algebra (AGA) - 332
This is a companion course for 12th grade students concurrently enrolled in Algebra 2. Applications of Geometry and Algebra will provide students with additional instructional support, as they study and develop strategies that lead to deeper mathematical understanding. Students will learn advanced algebra and integrated topics through a modeling approach focused on application of mathematics. Instructional time will focus on learning through varied modalities, including the use of hands-on, in-depth applications of the concepts introduced in Algebra 2 and beyond. Technology will be used to support student conceptual understanding. A strength-based approach will support student needs within foundational mathematical concepts. Personalized goals will guide student learning so that upon readiness, students will be introduced to advanced mathematics topics including vectors, matrices, interest and trigonometry to prepare them for future math studies. A graphing calculator is required.

Prerequisite: Concurrent enrollment in Algebra 2 AND Principal review of student data
Graded: Conventional
Grade: 12 (student must be in year 4 of high school)
Time Frame: Year
Credit: 1.00 (Math Credit)
Honors Algebra 2 - 336
Building on their work with linear, quadratic, and exponential functions from Algebra 1, mathematicians in this course extend their repertoire of functions to include polynomial, rational, radical, logarithmic, and trigonometric functions and transformations of each of these. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using logarithms. Additionally, students discover data gathering techniques, data distributions, and make inferences from data within the statistical unit using the GAISE framework. A graphing calculator is required.

Prerequisite: Geometry and Teacher Recommendation
Graded: Honors
Grade: 9-11
Time Frame: Year
Credit: 1.00

Advanced Integrated Mathematics - 360
This course provides students with the opportunity to extend their knowledge from previous coursework in Algebra and Geometry, to deepen their thinking about mathematical concepts, and to apply skills in real life contexts using multiple approaches and technology. Students will also further develop their problem-solving skills to be successful in college math courses. Some advanced math topics will be introduced including, but not limited to matrix algebra, statistics & probability, trigonometry & vectors, and logic with graph theory. A graphing calculator is required.

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

Precalculus - 371
Precalculus integrates Algebra, Geometry, and Trigonometry and is aligned to the plus (fourth course) standards of Ohio’s Math Learning Standards. Mathematicians in this course will build upon prior learning and continue to explore radical, exponential, logarithmic, and trigonometric equations and functions. Students will also investigate vectors, conic sections, sequences and series, and applications of matrices as they prepare for studies in Calculus. A graphing calculator is required.

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

Honors Precalculus - 373
Precalculus integrates Algebra, Geometry, and Trigonometry and is aligned to the plus (fourth course) standards of Ohio’s Math Learning Standards. Mathematicians in this course will build upon prior learning and continue to explore radical, exponential, logarithmic, and trigonometric equations and functions. Students will also investigate vectors, conic sections, sequences and series, and applications of matrices as they prepare for studies in Calculus. A graphing calculator is required.

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

Calculus - 392
Students will build on previous course work to learn about limits, the derivative and its applications, and the integral and its applications. Students will apply these concepts to a variety of real-world problems, including rates of change, optimization, and velocity-acceleration models. This course will use a multi-representational approach where concepts are presented graphically, numerically, analytically and verbally. Technology will support demonstration of the connectedness of these different representations. A graphing calculator is required.

Prerequisite: Precalculus or Honors Precalculus
Graded: Conventional
Grade: 10-12
Time Frame: Year
Credit: 1.00
Advanced Placement Calculus AB – 376
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.

- **Prerequisite:** Pre-calculus or Honors Pre-calculus and Teacher Recommendation
- **Graded:** AP / IB / CCP Weight
- **Grade:** 10-12
- **Time Frame:** Year
- **Credit:** 1.00

Advanced Placement Calculus BC – 378
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.

- **Prerequisite:** Honors Pre-calculus and Teacher Recommendation
- **Graded:** AP / IB / CCP Weight
- **Grade:** 10-12
- **Time Frame:** Year
- **Credit:** 1.00

Advanced Placement Statistics – 390
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.

- **Prerequisite:** Algebra II or Honors Algebra II and Teacher Recommendation
- **Graded:** AP / IB / CCP Weight
- **Grade:** 10-12
- **Time Frame:** Year
- **Credit:** 1.00
PERFORMING ARTS
COURSES OFFERED

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<th>Grade</th>
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<tr>
<td>9-12</td>
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<td>Theater I</td>
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<td>Theater II</td>
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<td>Theater III (Acting Ensemble)</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**
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.

- **Prerequisite:** Successful Completion of Grade 8 Band or Director Approval
- **Graded:** Conventional
- **Grade:** 9-12
- **Time Frame:** Year
- **Credit:** 1.00 (Repeatable)

**Color Guard – 853**
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.

- **Prerequisite:** Audition
- **Graded:** Conventional
- **Grade:** 9-12
- **Time Frame:** Year
- **Credit:** 0.50 (Repeatable)

**Jazz Ensemble – 862**
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.

- **Prerequisite:** Audition
- **Graded:** Conventional
- **Grade:** 9-12
- **Time Frame:** Year
- **Credit:** 1.00 (Repeatable)

**Orchestra – 872**
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.

- **Prerequisite:** Successful Completion of 8th Grade Orchestra
- **Graded:** Conventional
- **Grade:** 9-12
- **Time Frame:** Year
- **Credit:** 1.00 (Repeatable)
Theatre I – 875
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.

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

Theatre II – 876
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. Students may participate in several small productions and one major production may be created.

Prerequisite: Successful Completion of Theatre I
Graded: Conventional
Grade: 9-12
Time Frame: Semester
Credit: 0.50

Theatre III – 878
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.

Prerequisite: Theatre II and Audition
Graded: Conventional
Grade: 10-12
Time Frame: Semester or Year
Credit: 0.50-1.00 (Repeatable)

Theatre Technology and Design – 877
Theatre Technology and Design students study theatrical lighting, sound, stage mechanics, scenic design, set construction, costuming, props and make up. 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.

Graded: Conventional
Grade: 10-12
Time Frame: Semester or Year
Credit: 0.50-1.00 (Repeatable)

TBB Chorus (Tenor, Baritone or Bass) – 880
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.

Prerequisite: Teacher Recommendation
Graded: Conventional
Grade: 9-12
Time Frame: Year
Credit: 1.00 (Repeatable)

Symphonic Choir – 881
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.

Prerequisite: Teacher Recommendation
Graded: Conventional
Grade: 9-12
Time Frame: Year
Credit: 1.00 (Repeatable)
SSA Chorus (1st Soprano, 2nd Soprano, Alto) – 882
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.

Prerequisite: Teacher Recommendation
Graded: Conventional
Grade: 9-12
Time Frame: Year
Credit: 1.00 (Repeatable)

Chorale – 883
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.

Prerequisite: Audition
Graded: Conventional
Grade: 10-12
Time Frame: Year
Credit: 1.00 (Repeatable)

A Capella Chamber Choir – 884
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.

Prerequisite: Audition
Graded: Conventional
Grade: 10-12
Time Frame: Year
Credit: 1.00 (Repeatable)

Music History – 887
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
Graded: Conventional
Grade: 10 (pre-IB), 11-12
Time Frame: Year (2019-20)
Credit: 1.00

Music Theory – 888
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.

Graded: Conventional
Grade: 10 (pre-IB), 11-12
Time Frame: Year
Credit: 1.00

Music Appreciation – 889
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

Graded: Conventional
Grade: 10 (pre-IB), 11-12
Time Frame: Year (offered 2020-21)
Credit: 1.00
### Science Courses Offered

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<tr>
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<th>Course Name</th>
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<td>9-12</td>
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<td>Advanced Placement Biology Lab</td>
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<td>220</td>
<td>Human Anatomy and Physiology</td>
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<td>Chemistry</td>
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<td>11-12</td>
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<td>Advanced Placement Physics C</td>
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**Physical Science – 205**

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.

- **Graded:** Conventional
- **Grade:** 9-12
- **Time Frame:** Year
- **Credit:** 1.00

**Environmental Science – 213**

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.

- **Prerequisite:** Physical Science and Biology recommended
- **Graded:** Conventional
- **Grade:** 10-12
- **Time Frame:** Year
- **Credit:** 1.00

**Biology – 215**

Biology is a one-year course in which students study the living world in a laboratory and classroom setting. Topics covered include the nature of science, cells, heredity, evolution, and ecology. Methods of instruction include data analysis, research, lab work, computer simulation, and the application of biology to daily life.

- **Prerequisite:** Physical Science recommended
- **Graded:** Conventional
- **Grade:** 10-12
- **Time Frame:** Year
- **Credit:** 1.00

**Advanced Placement Biology – 217**

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.

- **Prerequisite:** Biology and Chemistry recommended; or teacher recommendation
- **Graded:** AP / IB / CCP Weight
- **Grade:** 10-12
- **Time Frame:** Year (2 periods / day)
- **Credit:** 2.00 (1.00 AP / IB / CCP Weight; 1.00 S/U)
Human Anatomy & Physiology – 220
This course will study the following subjects: histology (types of tissues), skeletal and muscular systems, integumentary system, digestive system, respiratory 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.

Prerequisite: Biology recommended
Graded: Conventional
Grade: 11-12
Time Frame: Year
Credit: 1.00

Chemistry – 236
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.

Prerequisite: Physical Science and Biology recommended
Graded: Conventional
Grade: 9-12
Time Frame: Year
Credit: 1.00

Advanced Placement Chemistry – 238
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.

Prerequisite: Chemistry recommended; or teacher recommendation
Graded: AP / IB / CCP Weight
Grade: 10-12
Time Frame: Year (2 periods / day)
Credit: 2.00 (1.00 AP / IB / CCP Weight; 1.00 S/U)

Advanced Placement Environmental Science – 239
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.

Prerequisite: Chemistry recommended; or teacher recommendation
Graded: AP / IB / CCP Weight
Grade: 10-12
Time Frame: Year
Credit: 1.00

Advanced Research in Science – 240
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.

Prerequisite: In addition to taking this course, students must meet science graduation requirements.
Graded: Honors
Grade: 11-12
Time Frame: Semester
Credit: 0.50 (Repeatable)
Physics – 242
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.

Prerequisite: Algebra II recommended
Graded: Conventional
Grade: 10-12
Time Frame: Year
Credit: 1.00

Advanced Placement Physics 1 – 243
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 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.

Prerequisite: Current enrollment in Pre-calculus; Physics recommended; or teacher recommendation
Graded: AP / IB / CCP Weight
Grade: 10-12
Time Frame: Year
Credit: 1.00

Advanced Placement Physics 2 – 244
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.

Prerequisite: Physics, AP Physics 1 or AP Physics C recommended; or teacher recommendation
Graded: AP / IB / CCP Weight
Grade: 10-12
Time Frame: Year
Credit: 1.00

Advanced Placement Physics C – 245
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 credit for college physics courses intended for physics or engineering majors. Students will study the laws and principles of physics. The course includes lab work, lecture, outside reading, class discussions, and extensive problem solving. Topics include Newtonian mechanics and electro-magnetism. The mathematical models used to describe and understand concepts include basic concepts of calculus.

Prerequisite: Current or past enrollment in Calculus or AP Calculus; or teacher recommendation
Graded: AP / IB / CCP Weight
Grade: 11-12
Time Frame: Year (2 periods / day)
Credit: 2.00 (1.00 AP / IB / CCP Weight; 1.00 S/U)
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<th>Course Name</th>
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<td>American Studies, 1877 to the Present</td>
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<td>International Diplomacy: A Computer Simulation</td>
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**Modern World History – 162**

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.

- Graded: Conventional
- Grade: 9
- Time Frame: Year
- Credit: 1.00

**Advanced Placement World History – 128**

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.

- Prerequisite: Two credits of Social Studies and Teacher Recommendation
- Graded: AP / IB / CCP Weight
- Grade: 11-12
- Time Frame: Year
- Credit: 1.00

**Sociology – 137**

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.

- Graded: Conventional
- Grade: 10-12
- Time Frame: Semester
- Credit: 0.50

**Psychology – 138**

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.

- Graded: Conventional
- Grade: 10-12
- Time Frame: Semester
- Credit: 0.50
American History, 1877 to the Present – 160
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 examine key documents which form the basis for the United States.
Prerequisite: Modern World History
Graded: Conventional
Grade: 10
Time Frame: Year
Credit: 1.00

Advanced Placement United States History – 163
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. *This class is offered at Dublin Jerome High School and Dublin Scioto High School only.
Prerequisite: One credit of Social Studies, Teacher recommendation
Graded: AP / IB / CCP Weight
Grade: 10-12
Time Frame: Year
Credit: 1.00

American Studies, 1877 to the Present – 166
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.
Prerequisite: One credit of Social Studies and English, Teacher recommendations (ELA, SS)
Graded: Conventional
Grade: 10
Time Frame: Year (2 periods / day)
Credit: 2.00

Advanced Placement American Studies – 167
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.
Prerequisite: One credit each of Social Studies and English, Teacher recommendations (ELA, SS)
Graded: AP / IB / CCP Weight (AP US History), Honors (Honors English II)
Grade: 10
Time Frame: Year (2 periods / day)
Credit: 2.00 (1.00 AP US History and 1.00 Honors English II)
Advanced Placement European History – 168
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.
Prerequisite: Two credits of Social Studies and Teacher Recommendation
Graded: AP / IB / CCP Weight
Grade: 11 – 12
Time Frame: Year
Credit: 1.00

American Government – 170
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.
Prerequisite: Two credits of Social Studies
Graded: Conventional
Grade: 11
Time Frame: Semester
Credit: 0.50

Advanced Placement U.S. Government & Politics – 171
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.
Prerequisite: Two credits of Social Studies, Teacher recommendation
Graded: AP / IB / CCP Weight
Grade: 11
Time Frame: Year
Credit: 1.00

International Diplomacy: A Computer Simulation – 175
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.
Prerequisite: Two credits of Social Studies
Graded: Conventional
Grade: 11
Time Frame: Semester
Credit: 0.50

Global Politics – 176
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.
Prerequisite: Two credits of Social Studies
Graded: Conventional
Grade: 11
Time Frame: Semester
Credit: 0.50
**AP Economics – 177**

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, use and interpretation of complex graphic representations, and writing skills.

- **Prerequisite:** Two credits of Social Studies
- **Graded:** AP / IB / CCP Weight
- **Grade:** 11-12
- **Time Frame:** Year
- **Credit:** 1.00

**Personal Finance / Financial Literacy – 440**

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. *This course may be taught in a blended format to include a combination of intentional learning activities and student created projects.*

- **Graded:** Conventional
- **Grade:** 11-12
- **Time Frame:** Semester
- **Credit:** 0.50
### VISUAL 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>
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<td>760</td>
<td>Art Foundations</td>
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<tr>
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<td>762</td>
<td>Ceramics</td>
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<td>Painting</td>
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<td>AP Art History</td>
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<td>11-12</td>
<td>783</td>
<td>AP Art Portfolio</td>
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</table>

**Note:** Students who have not previously taken an art course, may find **Art Foundations** a beneficial class to begin their study of art.

#### Art Foundations – 760

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.

- **Graded:** Conventional
- **Grade:** 9-12
- **Time Frame:** Semester
- **Credit:** 0.50 (Repeatable to 1.00 credit)

#### Ceramics – 762

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.

- **Graded:** Conventional
- **Grade:** 9-12
- **Time Frame:** Semester
- **Credit:** 0.50 (Repeatable to 1.00 credit)

#### Graphic Design – 764

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.

- **Graded:** Conventional
- **Grade:** 9-12
- **Time Frame:** Semester
- **Credit:** 0.50 (Repeatable to 1.00 credit)

#### Computer Graphics – 766

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.

- **Graded:** Conventional
- **Grade:** 9-12
- **Time Frame:** Semester
- **Credit:** 0.50 (Repeatable to 1.00 credit)
Sculpture – 768
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.

Graded: Conventional
Grade: 9-12
Time Frame: Semester
Credit: 0.50 (Repeatable to 1.00 credit)

Photography – 770
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.

Graded: Conventional
Grade: 9-12
Time Frame: Semester
Credit: 0.50 (Repeatable to 1.00 credit)

Painting – 772
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.

Graded: Conventional
Grade: 9-12
Time Frame: Semester
Credit: 0.50 (Repeatable to 1.00 credit)

Drawing – 774
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.

Graded: Conventional
Grade: 9-12
Time Frame: Semester
Credit: 0.50 (Repeatable to 1.00 credit)

Advanced Photography – 778
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.

Prerequisite: Photography
Graded: Conventional
Grade: 10-12
Time Frame: Semester
Credit: 0.50 (Repeatable to 1.00 credit)

AP Art History – 782
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.

Graded: AP / IB / CCP Weight
Grade: 10-12
Time Frame: Year
Credit: 1.00
### AP Art Portfolio – 783

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.

<table>
<thead>
<tr>
<th>Prerequisite:</th>
<th>Two of the following courses:</th>
<th>Art Foundations</th>
<th>Drawing</th>
<th>Painting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Graphic Design</td>
<td>Sculpture</td>
<td>Ceramics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Computer Graphics</td>
<td>Photography</td>
<td></td>
</tr>
</tbody>
</table>

Graded: AP / IB / CCP Weight
Grade: 11-12
Time Frame: Year
Credit: 0.50 / 0.50 (Repeatable)
# WELLNESS
## COURSES OFFERED

<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>921</td>
<td>Health</td>
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<tr>
<td>9-12</td>
<td>930</td>
<td>Sports &amp; Fitness</td>
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<tr>
<td>9-12</td>
<td>931</td>
<td>Aerobics, Body Sculpting, &amp; Fitness</td>
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</tr>
<tr>
<td>9-12</td>
<td>932</td>
<td>Basic Strength Training &amp; Fitness</td>
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<tr>
<td>9-12</td>
<td>933</td>
<td>Competitive Sports, Games and Tournaments</td>
<td>0.25</td>
</tr>
<tr>
<td>9-12</td>
<td>934</td>
<td>Advanced Strength Training for Athletes</td>
<td>0.25</td>
</tr>
<tr>
<td>9-12</td>
<td>935</td>
<td>Wellness &amp; Individualized Fitness</td>
<td>0.25</td>
</tr>
</tbody>
</table>

**Note:** Wellness courses provide learning opportunities for students to understand important health and goal setting skills, develop personal physical fitness levels, and participate in individual and team activities. Courses are focused on developing and maintaining a healthy and active lifestyle. Students must earn at least 0.5 credit in physical education (unless eligible for a physical education waiver) and 0.5 credit in health to meet graduation requirements. Additional courses within the wellness department may be taken as electives to assist in meeting personal health and fitness goals.

**Note:** Wellness courses do not count towards the 5 elective credits required for graduation or OHSAA eligibility.

## Health Education - 921

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 be taught in a blended format to include a combination of intentional learning activities and student created projects.*

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

## Sports & Fitness – 930

This course blends team & individual sports with a regular fitness component. Students in this class will participate in large and small team activities as well as some individual/partner fitness activities. Class sports could include, but are not limited to: softball, volleyball, floor hockey, ultimate frisbee, soccer, basketball, touch football, group games, badminton, archery, table tennis, and team handball. During the fitness portion of the class, students will participate in the fitness components while they learn to design, incorporate and live a healthy and active life. Activities may include (but are not limited to) weight training, jogging, circuit training, and video-based training which will emphasize muscular strength, muscular endurance, cardiovascular endurance, flexibility and body composition. Students will develop an understanding of the components of physical fitness and the benefits of an active lifestyle.

- Graded: Conventional
- Grade: 9-12
- Time Frame: Semester
- Credit: 0.25

## Aerobics, Body Sculpting, & Fitness – 931

Students in this course will participate in a variety of aerobic activities, evaluate personal fitness levels, develop and track personal fitness goals, and demonstrate knowledge of nutrition and responsible eating plans. Activities may include, but are not limited to: low and high impact aerobics, circuit training, Pilates, core/stability work, jump rope, and jogging. Students will develop an understanding of the components of physical fitness and the benefits of an active lifestyle. Students will be able to track progress through the use of technology. Students will develop an understanding of the components of physical fitness and the benefits of an active lifestyle.

- Graded: Conventional
- Grade: 9-12
- Time Frame: Semester
- Credit: 0.25
Basic Strength Training & Fitness – 932
This course is designed for those students with little or no prior strength training experience. Students will be instructed in proper lifting and spotting techniques alongside safety procedures. Students will be introduced to the benefits of strength training and its contributions to overall health. Workouts will be customized to meet individual’s desired goals. Students will develop activity and personal fitness plans to meet their needs while gaining an understanding of the components of physical fitness and the benefits of an active lifestyle.

Graded: Conventional
Grade: 9-12
Time Frame: Semester
Credit: 0.25

Competitive Sports, Games and Tournaments – 933
This course is a competitive, tournament style class in which students will participate in a variety of team and individual activities. Students will have an opportunity to practice game and sportsmanship skills while focusing on leadership, decision-making, and communication. This class will incorporate activities to enhance lifelong recreational participation. Students will understand the components of physical fitness and the benefits of a physically active lifestyle while participating in competitive team activities. Activities may include, but are not limited to: flag football, basketball, soccer, disc golf, badminton, pickleball, table tennis, speedball, team handball, volleyball, softball, ultimate frisbee, floor hockey, team Olympics, and invasion and recreational games.

Graded: Conventional
Grade: 9-12
Time Frame: Semester
Credit: 0.25

Advanced Strength Training for Athletes – 934
This weightlifting course is for students who have had previous experience in the Basic Strength Training & Fitness class or are currently in a sport at the high school. In this course, students will receive instruction in advanced lifting techniques to improve overall athleticism and decrease the risk of injury. Teachers will work in collaboration with student athletes and coaches to allow time for sport specific components. Additional activities in this course may include, but are not limited to: agility training, core strength, plyometrics, flexibility development, cardiovascular conditioning and health related components.

Prerequisite: Member of a high school sports program or Basic Strength Training & Fitness
Graded: Conventional
Grade: 9-12
Time Frame: Semester
Credit: 0.25

Wellness & Individualized Fitness – 935
This course is designed for the individual who has interest and goals that may be more individualized than those available in other courses. Students will pursue personal goals in targeted exercise and general conditioning programs tailored to student need. They will develop an exercise program to meet their individual goals and track their progress towards those goals over time. Additional topics and class activities may include, but are not limited to: Pilates, agility training, plyometrics, flexibility development, cardiovascular exercise and other health related topics. This class will also emphasize the benefits of exercise in relation to relieving stress and anxiety in the school day.

Graded: Conventional
Grade: 9-12
Time Frame: Semester
Credit: 0.25
# WORLD LANGUAGES

## Courses Offered

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number</th>
<th>Course Name</th>
<th>Credit</th>
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<tbody>
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<td>105</td>
<td>Chinese I</td>
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<td>Chinese II</td>
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<td>Chinese III</td>
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<td>French I</td>
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**Chinese I – 105**

This course will introduce students to the basics of Chinese language and culture. The focus will be on tones and basic communication skills in target language in listening, speaking, reading, writing and cultural etiquette. Those basic skills are used to help students develop confidence, competence and appreciation of the language and culture on an elementary level. Upon completion of the course, the anticipated proficiency level for students is Novice Mid.

- Graded: Conventional
- Grade: 9-12
- Time Frame: Year
- Credit: 1.00

**Chinese II – 106**

With Chinese I as a foundation, students at this level continue to build, expand and acquire their communication skills in target language. They will further develop and strengthen their comprehension skills in Chinese. Listening and speaking will be emphasized via daily use of Chinese in the classroom and beyond. Reading and writing practice will be integrated. Students will continue to gain Chinese historical and cultural perspectives. Upon completion of the course, the anticipated proficiency level is Novice High.

- Prerequisite: Chinese I and Teacher recommendation
- Graded: Conventional
- Grade: 9-12
- Time Frame: Year
- Credit: 1.00

**Chinese III – 107**

Particular emphasis in this course is on proficiency in more advanced Chinese, with special focus on longer and less scripted interactions with Chinese speakers, and on broader and more complex topics in speaking and written forms. Chinese culture, history and geography are further integrated through authentic cultural realia, reading materials, videos and group discussions. Cartoons, idioms and short stories will continue to be part of the more in-depth language and cultural study. Upon completion of the course, the anticipated proficiency level for students is Intermediate Low.

- Prerequisite: Chinese II and Teacher recommendation
- Graded: Conventional
- Grade: 9-12
- Time Frame: Year
- Credit: 1.00
French I – 078
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. Upon completion of the course, the anticipated proficiency level for students is novice-mid.

Graded: Conventional
Grade: 9-12
Time Frame: Year
Credit: 1.00

French II – 079
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. Upon completion of the course, the anticipated proficiency level for students is novice-high.

Prerequisite: French I and Teacher recommendation
Graded: Conventional
Grade: 9-12
Time Frame: Year
Credit: 1.00

French III – 080
French III continues to develop comprehension, communication, listening, and writing skills. Students continue to encounter more advanced grammar and perfect the French they have already learned. Aspects of culture are also studied. Upon completion of the course, the anticipated proficiency level for students is intermediate-low.

Prerequisite: French II and Teacher recommendation
Graded: Conventional
Grade: 9-12
Time Frame: Year
Credit: 1.00

Honors French IV – 083
Students continue to build their language proficiency as they further develop their listening, reading, writing and speaking skills while exploring culturally-rich themes. Students read a variety of texts, fiction and non-fiction, with emphasis on authentic resources and are expected to use French for communication in this class. Upon completion of the course, the anticipated proficiency level for students is intermediate-mid.

Prerequisite: French III and Teacher recommendation
Graded: Honors
Grade: 9-12
Time Frame: Year
Credit: 1.00

Honors French V – 084
Students continue to increase their language proficiency as they further refine their listening, reading, writing and speaking skills while exploring culturally-rich themes. Students read a variety of texts, fiction and non-fiction, with emphasis on authentic resources and are expected to use French for communication in this class. Upon completion of the course, the anticipated proficiency level for students is intermediate-high. Students may elect to take the French Advanced Placement examination.

Prerequisite: Honors French IV and Teacher recommendation
Graded: Honors
Grade: 10-12
Time Frame: Year
Credit: 1.00

German I – 070
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. Upon completion of the course, the anticipated proficiency level for students is novice-mid.

Graded: Conventional
Grade: 9-12
Time Frame: Year
Credit: 1.00
German II – 071
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. Upon completion of the course, the anticipated proficiency level for students is novice-high.

Prerequisite: German I and Teacher recommendation
Graded: Conventional Time Frame: Year
Grade: 9-12 Credit: 1.00

German III – 072
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. Upon completion of the course, the anticipated proficiency level for students is intermediate-low.

Prerequisite: German II and Teacher recommendation
Graded: Conventional Time Frame: Year
Grade: 9-12 Credit: 1.00

Honors German IV – 074
Students continue to build their language proficiency as they further develop their listening, reading, writing and speaking skills while exploring culturally-rich themes. Students read a variety of texts, fiction and non-fiction, with emphasis on authentic resources and are expected to use German for communication in this class. Upon completion of the course, the anticipated proficiency level for students is intermediate-mid. Seniors may elect to take the German Advanced Placement examination.

Prerequisite: German III and Teacher recommendation
Graded: Honors
Grade: 9-12 Time Frame: Year
Credit: 1.00

Honors German V – 075
Students continue to increase their language proficiency as they further refine their listening, reading, writing and speaking skills while exploring culturally-rich themes. Students read a variety of texts, fiction and non-fiction, with emphasis on authentic resources and are expected to use German for communication in this class. Upon completion of the course, the anticipated proficiency level for students is intermediate-high. Students may elect to take the German Advanced Placement examination.

Prerequisite: Honors German IV and Teacher recommendation
Graded: Honors
Grade: 10-12 Time Frame: Year
Credit: 1.00

Japanese I – 100
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.

Graded: Conventional Time Frame: Year
Grade: 9-12 Credit: 1.00

Japanese II – 101
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.

Prerequisite: Japanese I and Teacher Recommendation
Graded: Conventional Time Frame: Year
Grade: 9-12 Credit: 1.00

Japanese III – 102
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.

Prerequisite: Japanese II and Teacher Recommendation
Graded: Conventional Time Frame: Year
Grade: 9-12 Credit: 1.00
Honors Japanese IV – 103
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.

Prerequisite: Japanese III and Teacher recommendation
Graded: Honors
Grade: 9-12
Time Frame: Year
Credit: 1.00

Spanish I – 095
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. Upon completion of the course, the anticipated proficiency level for students is novice-mid.

Graded: Conventional
Grade: 9-12
Time Frame: Year
Credit: 1.00

Spanish II – 096
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. Upon completion of the course, the anticipated proficiency level for students is novice-high.

Prerequisite: Spanish I and Teacher Recommendation
Graded: Conventional
Grade: 9-12
Time Frame: Year
Credit: 1.00

Spanish III – 097
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. Upon completion of the course, the anticipated proficiency level for students is intermediate-low.

Prerequisite: Spanish II and Teacher Recommendation
Graded: Conventional
Grade: 9-12
Time Frame: Year
Credit: 1.00

Honors Spanish IV
Students continue to build their language proficiency as they further develop their listening, reading, writing and speaking skills while exploring culturally-rich themes. Students read a variety of texts, fiction and non-fiction, with emphasis on authentic resources and are expected to use Spanish for communication in this class. Upon completion of the course, the anticipated proficiency level for students is intermediate-mid.

Prerequisite: Spanish III and Teacher recommendation
Graded: Honors
Grade: 9-12
Time Frame: Year
Credit: 1.00

Honors Spanish V
Students continue to increase their language proficiency as they further refine their listening, reading, writing and speaking skills while exploring culturally-rich themes. Students read a variety of texts, fiction and non-fiction, with emphasis on authentic resources and are expected to use Spanish for communication in this class. Upon completion of the course, the anticipated proficiency level for students is intermediate-high. Students may elect to take the Spanish Advanced Placement examination

Prerequisite: Honors Spanish IV and Teacher recommendation
Graded: Honors
Grade: 10-12
Time Frame: Year
Credit: 1.00