

Ripley Union Lewis Huntington High School



Academic Course Description Guide

2011-2012

Dear Parents and Students:

This Course Selection Guide has been prepared to inform and assist you in the registration of courses for the 2011-2012 school year. Staff members have worked extremely hard to prepare this information. This information will give you the opportunity to make informed decisions regarding courses you will be taking in the next few years.

Suggested course loads for each year (Freshman, Sophomore, Junior and Senior) are included with information regarding graduation requirements, vocational school options, and Post Secondary Enrollment programs. Today's students have many more options than did students in previous generations. The staff of RULH High School continues to work, in cooperation with parents and students, to provide a quality educational opportunity for all students.

Students will use this Course Selection Guide as a basis for making registration requests. Those requests will then be put into reality when student attend arena scheduling in mid April. Conflicts will occur; this is expected. It is our hope that all conflicts can be resolved in the best interest of students. When conflicts do occur you will be asked to make a choice. Some choices are easy while others are more difficult. Questions need to be directed to advisors or Mrs. Gray. We would like to solve those problems as soon as possible.

Scheduling of classes is a very difficult task and takes a great deal of time and effort to accomplish. Once schedules have been completed it is extremely important to know that making changes impacts many people. Due to this reason schedule changes are made only for specific reasons. This document has been provided to assist all in making the best decisions possible in order to reduce conflicts and to complete schedules that do not need multiple changes. We recognize that, at times, changes do need to be made. We ask that you are patient when changes are being made as there is a limited number of staff participating in this process. Final schedules will be given to students before the end of the school year.

Student success in any course starts with his/her attitude. Students who participate in the activities of that course will be more successful than students who do not attend or who attend the class and do not participate. There is a very simple formula for student success:

- 1) Be present – by law, students are required to attend school
- 2) Be in class on time – students who are consistently tardy to class miss some of the most important instruction
- 3) Be prepared – students are expected to take all necessary materials to class each day the class meets
- 4) Be a participant – students are expected to complete assignments as instructed by the teacher
- 5) Follow the rules – follow all class rules and know and follow the rules listed in the student handbook

Should you have any questions regarding the content of this Course Selection Guide, contact the office. We are prepared to assist you in the registration process and want all students to be successful in each course.

RULH High School will be operating on the following schedule for the 2011-2012 school year:

Students will take four one credit hour courses per semester with a 45 minute IDEA period where intervention, development, enrichment and advisory will take place. During first period students will be able to choose between taking a semester classes or taking two classes on alternate days for the entire year.

Students need to sign up for the entire year during this registration.

OHIO GRADUATION TEST

All students must pass the Ohio Graduation Test in addition to meeting the graduation course requirements to receive a diploma from RULH. The OGT is administered for the first time in March of the sophomore year. There are five parts to this test (Reading, Writing, Math, Science and Social Sciences). A student must pass all five parts of the test to have satisfied this requirement. Passing scores are set by the State of Ohio and can not be changed by RULH staff. If a student fails to achieve a proficient (400) or higher score on one or more parts of the OGT, he/she is able to retake those parts in October and/or March of his/her Junior year, and again in October and March of his/her Senior year. RULH offers tutoring and summer OGT testing. Students are invited to take part in this summer testing program and may do so by notifying the guidance office of his/her interest in the summer program prior to the end of the current school year. Information about the OGT and sample test questions can be found on the Ohio Department of Education website: <http://www.ode.state.oh.us>.

DIPLOMA WITH HONORS

If you have questions regarding the diploma with honors, please refer to the student handbook.

VOCATIONAL SCHOOL ATTENDANCE/ELIGIBILITY

Students may be eligible to attend Southern Hills Career Technical Center upon successfully completing his/her Grade 9 and Grade 10 required courses as follows:

- English: 2 credits
- Math: 2 credits
- Science: 2 credits
- Social Sciences: 1 credit
- Physical Education: .50 credit (each PE course is .25 credits)
- Health: .50 credit
- Personal Financial Mgmt: .50 credit

Sophomore students who are deficient in excess of one (1) credit may not be eligible to attend SHCC. Application to SHCC is required. Upon acceptance to the SHCC, students must attend a minimum of one (1) week at the beginning of the subsequent school year before any schedule change request back to RULH will be considered. After the one week time frame no schedule changes will take place.

GRADING SYSTEM

All class work and exams that are graded on a percentage scale can be translated into the following letter scale:

92 – 100 = A

83 – 91 = B

74 – 82 = C

65 – 73 = D

0 – 64 = F

P = Passing

I = Incomplete

WP = Withdrawn Passing

WF = Withdrawn Failing

All grades will be reported on report cards as percentage grades. Pass/fail classes may include the awarding of a P in an academic class that the student would have otherwise failed when the instructor believes the student has achieved to the best of his/her ability.

ADVANCED PLACEMENT CLASSES

Advance Placement or AP classes are offered at RULH in a variety of subjects. Students may opt to take an AP course through the traditional classroom method or online through the OhioLearns initiative. An Advanced Placement course is taught at a more rigorous level. Teachers must receive special training before teaching an AP course. AP classes have a standardized test for college credit at the completion of the course. The tests are given in May of each year and are the responsibility of each student who chooses to take an AP class. Tests are approximately \$85/class. Please see the guidance office for specifics. For more information on AP, please visit the website at <http://www.collegeboard/ap/students>.

OhioLearns AP Courses and Fee Waiver- The AP course fee waiver entitles a public school student to one AP online course through the OhioLearns catalog. The course may either be a year long course or a semester course. Students may receive only one fee waiver. The fee waiver covers the cost of course tuition. It does not cover textbooks, lab fees or the AP exam. Qualifications for the AP course waiver- student must have completed all course prerequisites, student must be capable of handling the requirements of an online course, and students must be pre-registered for an advanced placement course through the OhioLearns catalog. Students must review the course description and syllabus prior to registration on www.ohiolearns.org. In order to review these documents students must select “search for courses” then choose “AP” for the course level. This will allow students to see a listing of all AP courses and their respective descriptions, etc. Approval for the OhioLearns AP course and fee waiver must come from Mrs. Gray via consultation and signature.

AP Courses offered via OhioLearns: Art History, Biology, Calculus AB, Calculus BC, Chemistry, Computer Science A, English Language & Composition, English Literature & Composition, Environmental Science, European History, French Language, Government & Politics (Comparative), Government & Politics (United States), Human Geography, Latin: Vergil, Macroeconomics, Physics B- Electricity & Magnetism, Physics C- Mechanics, Psychology, Spanish Language, Statistics, US History, World History

AP courses offered on the RULH campus: Calculus AB, Spanish Language, English Literature & Compositions, Government & Politics (United States)

POST SECONDARY ENROLLMENT OPTION

Students who have attained at least a 3.0 cumulative grade point average and have passed the required graduation test (OGT) may choose to participate in the Post Secondary Enrollment Options program (PSEO). PSEO is a program where students attend a participating college, taking classes which can earn both high school and college credit. The schools that currently participate are: Southern State Community College, Chatfield College, and UC Clermont campus. In February, sophomores who are eligible to apply will be notified and asked to attend an orientation meeting with their parents. Students can elect to take all coursework at the college or any configuration of college/high school classes not to exceed 18 quarter hours (full time). There are both advantages and disadvantages to participation in PSEO. For additional information, please speak to the guidance counselor.

DUAL ENROLLMENT/DUAL CREDIT

In an effort to provide the finest quality education possible, Ripley-Union-Lewis-Huntington High School (RULH) and several colleges and universities have partnered on a dual enrollment/dual credit program. Respectively those institutions are as follows: Maysville Community & Technical College (MCTC), Wright State University (WSU), University of Cincinnati (UC), Southern State Community College (SSCC), and Cincinnati State (CS). By providing a pathway for students to move seamlessly between K–12 and postsecondary systems, dual enrollment is thought to promote greater support for students' college aspirations and greater collaboration between high schools and colleges (Bailey and Karp 2003; Clark 2001). Under this program, RULH faculty will teach collegiate/university curricula for select classes. A student who enrolls in one or more of these courses will have the option of obtaining college credit as well as their RULH credit. Academic dual credit classes will be assessed a fee per credit hour according to each institutes fees.

FLEX CREDIT OPTION

The flexible routes to accumulating high school credit will make it possible for students to own and customize learning through increased opportunities for real-world experiences that relate to their interests and career aspirations. Students may earn credits by completing coursework, testing out or demonstrating mastery of course content, or by pursuing one or more “educational options” (for example, distance learning, educational travel, independent study, an internship, music, arts, after-school/tutorial program, community service or other engagement projects). More information concerning credit flexibility plans (CFP) can be found on the ODE's website.

The student must develop their CFP in conjunction with their parents/guardian, high school counselor, advisor, intervention teacher (if applicable), principal, and appropriate teachers or community members. Once the CFP is developed the student should schedule a meeting with Mrs. Gray for the necessary consultation. Mrs. Gray and the student will then work to obtain the necessary signatures or schedule a meeting with a multi-disciplinary team or professional panel. The CFP must show evidence of a well thought out process with the following points being addressed:

- What will the course content and academic credit include?
- How will the student demonstrate proficiency?
- What (assessment) instruments or (educational) programs will be used to demonstrate proficiency?

- What will be the minimum threshold needed to award credit (percentage of passing rate on tests, performances, demonstration of competency, etc.)?
- How will a grade be determined?
- What are the consequences of not completing the CFP or doing failing work?
- Who will serve as the “teacher of record?”
- When will the credit proficiency evidence be due?
- Who should sign the agreement (student, teacher, parent, counselor, etc.)?
- How and when will progress toward success be demonstrated?
- What measures will be used to verify completion of the credit flexibility?

PROCEDURE FOR CO-OP PLACEMENT

RULH Learning Organization offers cooperative placement programs where the student attend school for credit and eligible for early release in order to report to a supervised training station for pay. The co-op programs offer tremendous advantages to students who are mature and responsible enough to follow the requirements.

The following are either general or explicit rules that pertain to Co-op students. Students must agree to follow these rules when entering the program. Students who do not follow these rules will either be subject to disciplinary action, detainment in school all day, or dismissal from the program. Students must have employment in the proper type of qualifying occupation for the program enrolled.

While on work experience training, students will be expected to maintain acceptable attendance for both school and work.

- a) Co-op students with more than 10 absences in a semester are subject to losing his/her Co-op privileges.
- b) Co-op privileges can be lost for improper sign out procedures or excessive absences in any academic class.

Failure to maintain passing grades in any class work shall be handled individually by the instructor. A student may be subject to removal from placement and return to school if the individual is unsuccessful in maintaining passing grades.

Early release will be terminated at the time a student is no longer employed.

- a) Students will be given a one week period to become successfully employed.
- b) If unsuccessful, the student will return to school for the remainder of the school day until new employment is secured.
- c) Enrollment into regular classes will occur if a student is not successfully employed after a three (3) week period.

Each student will sign out in the proper sign-out early release book located in the main office.

Each student is required to leave the school area at the end of his/her scheduled school day. The student is not permitted back into the building or on the grounds without proper permission and signing back into school.

Each student will maintain a current work agreement on file with his/her instructor and with the office. Wage and experience records will be kept by each student.

CO-CURRICULAR AND EXTRA-CURRICULAR ACTIVITIES

The Board of Education, in the interest of affording the boys and girls attending its schools the highest level of educational experience obtainable, believes that student activities are an essential part of deliberate education in the United States. Such activities form a logical adjunct to the required or general curriculum and the elective or special curriculum.

Recognizing that student activities are a legitimate part of the school program, the Board has established the following criteria which all student activity programs must meet. Student activities must:

- Have educational value for students,
- Be in balance with other curricular offerings in the school,
- Be managed in a professional manner.

Students are encouraged to participate in Co-curricular and/or Extra-curricular activities. Students who participate in these activities have significantly more academic success than do students who do not participate.

Co-Curricular Activities:

Student Council	Class Officers
DECA	FFA
FCCLA	Band
Chorus	Mock Trial
Academic Team	Link Crew
Environmental Club	Spanish Club

Extra-Curricular Activities:

Volleyball	Golf
Cross Country	Soccer
Basketball	Track
Cheerleading	Softball
Baseball	

ENGLISH/LANGUAGE ARTS COURSES

NOTE: *To successfully meet the graduation requirement of 4 credits of English students must complete English 9, English 10, English 11 and English 12 (or an approved alternative course).*

COURSE TITLE: English 9 (050160)

LENGTH: 1 Semester

CREDIT VALUE: 1 Credit (*Students must complete either English 9 or Advanced English 9*)

PREREQUISITE: None

COURSE OBJECTIVES:

- Students will read and write about literature
- Students will write grammatically correct sentences, structurally sound paragraphs, and essays that include all required components
- Students will comprehend new vocabulary words and utilize them in writing
- Students will incorporate word processing skills in the writing process
- Students will complete research projects and papers

COURSE DESCRIPTION: Students will read, discuss, and write about many literary works. Romeo and Juliet, The Tiger Rising, and “The Birds” are a few of the major literary pieces to be read and interpreted in this course. Other short stories include “The Most Dangerous Game,” “Poison,” and “The Scarlet Ibis.” Literature, thematic units, paragraph structure, and the writing process are points of emphasis in English 9. Additionally, vocabulary skills will be practiced and incorporated into writing. Finally, word processing skills will be practiced during the writing process.

COURSE TITLE: Advanced English 9 (050160)

LENGTH: 1 Semester

CREDIT VALUE: 1 Credit (*Students must complete either Advanced English 9 or English 9*)

PREREQUISITE: Teacher Referral

COURSE OBJECTIVES:

- Students will read and write about literature
- Students will write grammatically correct sentences, structurally sound paragraphs, and essays that include all required components
- Students will comprehend new vocabulary words and utilize them in writing,
- Students will incorporate word processing skills in the writing process
- Students will complete research projects and papers

COURSE DESCRIPTION: Students will read, discuss and write about many literary works. Romeo and Juliet, Ethan Frome, and The Glass Menagerie are a few of the major literary pieces to be read and interpreted in this course. Other short stories include “The Most Dangerous Game,” “Poison,” and “All Summer in a Day.” Sentence structure, paragraph structure, and the writing process are points of emphasis in Advanced English 9. Additionally, vocabulary skills will be practiced and incorporated into writing. Finally, word processing skills will be practiced during the writing process.

Advanced English 9, being that it is at the advanced level, will require substantially more writing than English 9. Additionally, vocabulary skills and requirements will be more advanced than those required in English 9. Finally, there are many more out of class readings and projects assigned in Advanced English 9 (in comparison to English 9). One of the primary goals of this course is to begin the process of introducing students to the type and quality of work that will be expected at the post secondary level of education.

COURSE TITLE: English 10 (050170)

LENGTH: 1 Semester * This course is offered ONLY during the first semester. This provides the full English 10 curriculum before state testing begins March 15.

CREDIT VALUE: 1 Credit (*Students must complete either English 10 or Advanced English 10*)

PREREQUISITE: *English 9*

COURSE OBJECTIVES:

The students will:

- Read and interpret literature
- Read independently for enjoyment
- Enhance word recognition and vocabulary fluency
- Develop narrative, persuasive and descriptive writing techniques
- Create multimedia presentations to demonstrate learning using word processing skills and PowerPoint projects

COURSE DESCRIPTION: This course targets areas of writing, literature, non fiction, vocabulary and reading process skills. Students will read many literary and non fiction passages as they focus on preparation for the OGT. Students will also have the opportunity to choose various genres for independent reading. Students will create tangible projects such as a diorama, a piñata, movie poster, etc. There will be opportunities to participate in various multimedia projects throughout the course.

COURSE TITLE: Advanced English 10 (050170)

LENGTH: 1 Semester

CREDIT VALUE: 1 Credit (*Students must complete either Advanced English 10 or English 10*)

PREREQUISITE: English 9 and Teacher Referral

COURSE OBJECTIVES:

The students will:

- read and interpret literature
- assess literature based on its historical significance
- read independently for enjoyment
- enhance word recognition and vocabulary fluency
- develop narrative, expository, persuasive and descriptive writing techniques
- create presentations of writing using word processing skills and PowerPoint projects
- prepare and create various research projects

COURSE DESCRIPTION: This course is designed to target areas of written and spoken English at a higher level than General English 10. It requires the student to think independently and share those thoughts with his or her classmates. Students will read many

short stories, plays, and non-fiction materials. Students will also have the opportunity to choose various genres for independent reading. These independent studies will result in a variety of projects, which will demonstrate learning. These may include videos, songs, and other multimedia.

COURSE TITLE: English 11 (050180)

LENGTH: 1 Semester

CREDIT VALUE: 1 Credit (*Students must complete English 11 or Advanced English 11*)

PREREQUISITE: English 9 and English 10

COURSE OBJECTIVES:

The students will learn to:

- Read and interpret literature from the 1600s to present,
- Identify and analyze literary elements found in a text,
- Read independently for enjoyment,
- Generate ideas using prewriting activities, draft compositions, edit and revise writings,
- Publish writing for an intended audience,
- Identify literary elements and analyze their effectiveness in selected poems,
- Identify the major literary movements in American literature,
- Organize materials in a functional way, and
- Use a variety of methods to evaluate literature including oral presentation, PowerPoint presentation, and historical, cultural, scientific and/or artistic projects.

COURSE DESCRIPTION: This course is designed to introduce students to classic literature written by strictly American authors. Writers such as Edgar Allan Poe, Thomas Jefferson, Maya Angelou, Robert Frost, John Steinbeck, Ernest Hemmingway, and F. Scott Fitzgerald's work, among others, will be read and analyzed through small group and whole-class discussions, individual journal writing and formal papers relating to literary elements found in a particular work.

COURSE TITLE: Advanced English 11 (050180)

LENGTH: 1 Semester

CREDIT VALUE: 1 Credit (*Students must complete Advanced English 11 or English 11*)

PREREQUISITE: Final grade of A or B in English 10

COURSE OBJECTIVES:

The student will learn to:

- analyze the connection between the literature and the social and historical values it reflects,
- experience, interpret and evaluate literature,
- interpret the meaning and value of literature by making careful observations of textual detail, establish connections between works by the same author, the same theme or genre, and draw inferences that lead to a conclusion,
- write analytical, persuasive, and narrative essays and papers,
- complete a poetry project analyzing selected poems and writing original ones,
- read challenging and complex texts for meaning and respond through writing using a variety of methods (i.e., journals, reflective writings, etc),

- use grammatical conventions with sophistication to develop a stylistic maturity in all types of writing (i.e., supporting details, enhanced vocabulary, sentence variety and organization, etc),
- read a large assortment of American literature (i.e., political documents, essays, poetry, fiction, and nonfiction selections),
- establish a writing process that includes prewriting, drafting, editing, revising, and publishing.

COURSE DESCRIPTION: Advanced English 11 requires students to carefully examine and analyze American literature and authors. Through close reading of selected literary works, students will deepen their understanding and enhance their pleasure in literature. They will develop critical standards for interpreting the effects writers create by means of the artful manipulation of language. They consider both large scale literary elements such as form and theme, and smaller-scale elements such as figurative language, imagery, symbolism, irony, and tone. Students will analyze these and other aspects of literature in their need to derive meaning from their reading experience. Students will focus on literary analysis, persuasive, and narrative writing. Students will also write short stories and poetry. Pieces of literature read will include *The Crucible*, The Scarlet Letter, and The Grapes of Wrath.

COURSE TITLE: English 12 (050190)

LENGTH: 1 Semester

CREDIT VALUE: 1 Credit (*Students must complete English 12 or AP English 12*)

PREREQUISITE: English 9, English 10 and English 11

COURSE OBJECTIVES:

Students will learn to:

- read from a variety of forms of literature including epic poetry, myths and legends, Shakespearean drama, novel, and nonfiction selections
- identify, interpret, analyze, and apply literary techniques and devices
- analyze the connection between the literature and the social and historical values it reflects
- improve vocabulary skills
- write in a variety of forms including description, narration, expository, persuasive, and research
- document and cite source materials correctly in MLA format

COURSE DESCRIPTION: In this class, students will read, interpret, and analyze various selections of British literature. Students will write extensively in response to literature, compose personal essays, thesis statements, and a research paper. Students will learn how to cite sources properly and use in-text citations when writing a research report.

Literature from the Anglo-Saxons, the Middle Ages, and the Renaissance period is studied, along with poetry and a novel written by the Romantics. *Beowulf*, *The Canterbury Tales*, the legends of *King Arthur*, *Macbeth*, and Frankenstein are some examples of the literature

studied in this class. Students will identify and interpret a variety of literary techniques such as imagery, irony, figurative language, tone, mood, symbolism, etc. and will analyze the effectiveness of each with the literary text. Later, students will apply their knowledge of literary techniques and use these them in their writing.

COURSE TITLE: AP English Literature and Composition (059930)

LENGTH: 1 Semester

CREDIT VALUE: 1 Credit (Elective Course)

PREREQUISITE: Final grade of A or B in English 9, 10 or 11
Permission of Instructor

COURSE OBJECTIVES:

Students will learn to:

- analyze the connection between the literature and the social and historical values it reflects,
- experience, interpret, and evaluate literature
- interpret the meaning and value of literature by making careful observations of textual detail, establish connections between works by the same author, the same theme or genre, and draw inferences that lead to a conclusion
- write critical analyses of literature including expository, analytical, and persuasive essays
- construct logical, reasonable arguments both written and/or that are developed and organized in clear, coherent, and persuasive language,
- develop stylistic maturity by focusing on specific illustrative detail, logical organization, variety in sentence construction, wide vocabulary, tone, voice, parallel structure, and other stylistic devices
- write under time constraints
- read a variety of multi-cultural literature,
- use a variety of research techniques and demonstrate the ability to properly cite and document source materials using MLA format.

COURSE DESCRIPTION: The Advanced Placement (AP) course in English Literature and Composition engages students in the careful reading and critical analysis of imaginative literature. Through close reading of selected literary works, students deepen their understanding and enhance their pleasure in literature. They develop critical standards for interpreting the effects writers create by means of the artful manipulation of language. They consider both large scale literary elements such as form and theme, and smaller-scale elements such as figurative language, imagery, symbolism, irony, and tone. Students analyze these and other aspects of literature in their need to derive meaning from their reading experience. In addition, students consider literary work in their historical context and in relation to their own lives and experiences. Writing assignments will focus on the critical analysis of literature and will include expository, analytical, and persuasive essays.

COURSE TITLE: College Writing

LENGTH: 1 Semester

CREDIT VALUE: 1 Credit

PREREQUISITE: Open only to juniors and seniors who plan on attending an institution of higher education upon graduation

COURSE OBJECTIVES:

- Students will read, analyze, and write about literature
- Students will write essays for a variety of audiences and purposes
- Students will comprehend and practice the process of peer editing
- Students will professionally present their written ideas to the class
- Students will understand what to expect, academically, during the transition from high school to college

COURSE DESCRIPTION: This is a **writing-intensive** course that will serve to hone the writing skills necessary for success at the college level. Regardless of a student's intended course of study, the ability to write for a variety of audiences and purposes is indispensable. College Writing will build on the basic writing skills learned in high school in order to thoroughly prepare for writing in the world of academia. Students will practice writing multiple drafts of descriptive, expository, and persuasive essays. They will also compose research papers with proper formatting. Because reading and writing are interrelated, this class will also require in-depth analysis of literature. Students enrolling in this course should expect to spend time at home completing their assignments.

COURSE TITLE: Reading/Writing Rehab

Prerequisite: Teacher, counselor, or principal recommendation

Length: 9 weeks

Credit: 1/2 credit OR credit recovery depending on the needs of the student and prior approval.

This course is offered to help students improve upon their English and Reading deficits prior to taking or retaking the Reading and/or Writing portions of the OGT. Students will be admitted to this course through teacher, counselor, or principal recommendation only. Students will focus on practicing reading and writing skills at the secondary level using modern literature, online learning, and multimedia projects. The course may be utilized for credit recovery for those students who have prior approval from the previous teacher AND the counselor or principal.

COURSE TITLE: Literacy in the 21st Century

Length: 9 weeks

Credit: 1/2 Credit Elective

This CANNOT be used as credit for English 9, 10, 11, or 12.

Course Objectives:

- Students will read and respond to texts from the late 20th and early 21 centuries including materials available in digital format through downloads, podcasts and online collaboration.
- Students will evaluate online sources for credibility, style, purpose, accuracy and bias.

- Students will demonstrate literacy and reading skills through the production of digital book reports, videos and blogs.
- Students will utilize digital tools for citing research.
- Students will gain exposure to the Blackboard online format used by many colleges and workplaces.

COURSE DESCRIPTION

Modern literacy entails much more than print formats. Students who take this course will be exposed to a variety of texts in electronic formats. Workers and students in the digital age may be asked to collaborate on a project without ever having met face to face. This format presents its own challenges. Students will learn how to collaborate using blogs, closed chats and various other tools for digital communication.

****Since the course utilizes digital tools, no student will be enrolled or allowed to continue in the course without a signed and valid Acceptable Use Policy Agreement. Students who lose their internet privileges due to internet misuse will also lose their credit for the course.****

MATHEMATICS COURSES

NOTE: *Class of 2014 and 2015: 4 credits required, must include Algebra I, Geometry and Algebra II.*

Class of 2012 and 2013: 3 credits required, including Algebra I, Geometry and one additional Mathematics course.

COURSE TITLE: Everyday Math

CREDIT VALUE: ½ elective credit (9 weeks course)

PREREQUISITE: No prerequisite required (student placement only)

OBJECTIVES:

- Review of 7th and 8th grade benchmarks
- Prepare students for algebra 1
- Computations with integers and fractions
- Measurement basics such as area, perimeter and volume
- Number sense such as comparison of values and real number subsets

COURSE DESCRIPTION: This course prepares students for algebra 1. Students will be placed in this course based on their OAA scores from 8th grade as well as teacher/counselor recommendations. Students will only earn an elective credit, not a math credit, from this course.

COURSE TITLE: Algebra 1 (110301)

CREDIT VALUE: 1 Credit (semester course)

PREREQUISITE: No prerequisite required- This course is a preparation course for the Ohio Graduation Test in Mathematics

OBJECTIVES:

- 9th grade math benchmarks
- Prepare for OGT test
- Solve linear equations and inequalities
- Graph linear equations
- Work with ratio, proportions, percent, integers and irrational numbers
- Review mean, median, mode and range as well as various types of graphs
- Write linear equations and solve systems of equations
- Calculate probabilities including compound and independent events

COURSE DESCRIPTION: Algebra 1 is a freshmen level math course designed to prepare students for the Ohio Graduation Test. Students should be comfortable working with rational numbers as well as time and money. The main focus of the course will be various algebra objectives, though geometry, number sense and measurement objectives will be reviewed as well.

This course follows the objectives of the Ohio Graduation Test and the unit tests are designed to mirror the OGT. Students will be required to demonstrate mastery on two summative assessments to earn algebra 1 credit.

COURSE TITLE: Geometry (111200)

CREDIT VALUE: 1 Credit (semester course)

PREREQUISITE: Algebra 1 - This course is preparation for the Ohio Graduation Test in Mathematics.

OBJECTIVES:

- Follow the curriculum for 10th grade math
- Prepare for the OGT
- Formally define geometric figures
- Describe and apply the properties of similar and congruent figures
- Recognize and apply angle relationships in situations involving intersecting lines, perpendicular lines and parallel lines
- Use coordinate geometry to represent and examine the properties of geometric figures
- Represent and model transformations in a coordinate plane and describe the results
- Establish the validity of conjectures about geometric objects, their properties and relationships by counter-example, inductive and deductive reasoning, and critiquing arguments made by others
- Use right triangle trigonometric relationships to determine lengths and angle measures

COURSE DESCRIPTION: Geometry is a course designed for students who have successfully completed the objectives for Algebra 1. Geometry is a sophomore-level math course designed to prepare students for the Ohio Graduation Test. This course focuses on the objectives of the Ohio Graduation Test and the unit tests are designed to mirror the OGT. This course is preparatory for Algebra 2.

COURSE TITLE: Advanced Geometry

CREDIT VALUE: 1 Credit (semester course)

PREREQUISITE: Minimum B average in algebra 1 and teacher recommendation

OBJECTIVES:

- Follow the curriculum for 10th grade math
- Prepare for the OGT
- Formally define geometric figures
- Describe and apply the properties of similar and congruent figures; and justify conjectures involving similarity and congruence
- Recognize and apply angle relationships in situations involving intersecting lines, perpendicular lines and parallel lines
- Use coordinate geometry to represent and examine the properties of geometric figures
- Draw and construct representations of two- and three-dimensional geometric objects using a variety of tools, such as straightedge, compass and technology
- Represent and model transformations in a coordinate plane and describe the results
- Prove or disprove conjectures and solve problems involving two- and three-dimensional objects represented within a coordinate system

- Establish the validity of conjectures about geometric objects, their properties and relationships by counter-example, inductive and deductive reasoning, and critiquing arguments made by others
- Use right triangle trigonometric relationships to determine lengths and angle measures

COURSE DESCRIPTION: Geometry is a course designed for students who have successfully completed the objectives for Algebra 1. The study of geometry should include experiences and activities that foster in students a feeling for the value of geometry in their lives. Students should be encouraged to develop conjectures by inductive processes using manipulatives and computer software such as Geometer's Sketchpad and the use of a compass the straight edge. Geometry is a sophomore level math course designed to prepare students for the Ohio Graduation Test. This course focuses on the objectives of the Ohio Graduation Test and the unit tests are designed to mirror the OGT. This course is preparatory for Algebra 2 and Trigonometry, as well as college-level Algebra.

COURSE TITLE: Algebra 2 (110302)

CREDIT VALUE: 1 Credit (semester course)

PREREQUISITE: Algebra 1 and Geometry; this course does not specifically focus on the OGT, though if a class has a large number of sophomores some practice material is given.

OBJECTIVES:

- Material covered follows mostly the 10th grade level indicators though some 11th grade indicators are included
- Students will solve and graph linear equations and inequalities
- Students will solve systems of equations by graphing, linear combination and matrix algebra
- Students will solve quadratic equations with and without the quadratic formula
- Students will evaluate polynomials and exponents including negative and fractional exponents
- Students will simplify and add/subtract and multiply irrational numbers
- Students will evaluate and graph the conic sections

COURSE DESCRIPTION: This course is a continuation of the Algebra 1 course with students using many of the skills they acquired in Algebra 1. Many concepts (such as solving linear equations) are quickly reviewed and then used to solve new types of problems. Many word problems are solved throughout the year as each type of equation has been mastered.

The 10th grade-level indicators for number sense, measurement and algebra are the main focus of this course. Some 11th grade indicators (such as matrix algebra) are addressed.

COURSE TITLE: College Math

CREDIT VALUE: 1 credit (semester course), 4th year math credit option

PREREQUISITE: Algebra 1, Geometry and Algebra 2

OBJECTIVES:

- Solve and graph linear equations and inequalities
- Solve rational and radical equations
- Solve and graph quadratic equations
- Solve exponential and logarithmic equations
- Evaluate arithmetic and geometric sequences

COURSE DESCRIPTION: This course may provide a 4th year high school math credit as well as dual-credit through Southern State Community College. Students will review and expand topics from algebra 2 and prepare for the ACT test. Benchmarks from 11th and 12th grade standards will be addressed.

COURSE TITLE: Trigonometry (111680)

CREDIT VALUE: 1 Credit (semester course), 4th year math credit option

PREREQUISITE: Algebra 1, Geometry or Advanced Geometry, and Algebra 2

This course follows 11th grade level indicators and well as preparation for the ACT test and introduction for the AP Calculus Course.

OBJECTIVES:

- Development of sine, cosine and tangent as a wrapping function of the unit circle
- Trigonometric identities including: Pythagorean, Quotient, Reciprocal, Sum & Difference, Double & Half Angle
- Simplifying and verifying trig identities
- Graphing trig functions
- Logarithmic functions
- Review of graphing families of functions
- Introduction to derivatives and integrals
- Introduction to statistics
- Introduction to sequences and series as well as graph theory

COURSE DESCRIPTION: This course is divided into three sections. The first section is spent with trigonometry developing the six trig functions and using identities. The 2nd section is devoted to advanced algebra which will include some review of factoring and solving rational equations, but will also include graphing families of functions and working with quadratic inequalities. The third section is devoted to statistics and pre-calculus with an introduction to limits, derivatives and integrals.

Some course time is devoted to practice ACT questions and questions from college placement tests. Many of the topics are geared to prepare students to either take AP Calculus here at Ripley or a pre-calculus course in college.

COURSE TITLE: AP Calculus
CREDIT VALUE: 1 Credit (semester course)
PREREQUISITE: Trigonometry - This course is preparation for the AP Advanced Placement Test.

OBJECTIVES:

- Functions and Limits
- The Derivative and Applications of Differentiation
- The Integral and Applications of Integration
- Transcendental Functions
- The Fundamental Theory of Calculus

COURSE DESCRIPTION: This course follows the curriculum established by the College Board for Advanced Placement Calculus AB examination. Topics for this course include pre-calculus concepts, limits, continuity, derivatives, definite integrals, and techniques of integration all involving a variety of functions that include rational, trigonometric, logarithmic, and exponential. The course will also include applications of the derivative, applications of the integral, and the fundamental theory of calculus. The use of graphing technology is required for this course. All students will be required to take the Advanced Placement AB Calculus Exam at the end of the year to receive credit for AP Calculus on their transcripts. There is a fee for this exam. A graphing calculator (preferably a TI-82 or TI-83) will be required for this course.

COURSE TITLE: Statistics
CREDIT VALUE: ½ credit (9 weeks course)
PREREQUISITE: Algebra 1

OBJECTIVES:

- Describe some uses and abuses of statistics.
- Distinguish between quantitative and qualitative data.
- Describing, Exploring, and Comparing Data
- Calculate measures of variation by finding the standard deviation, variance, and range.

COURSE DESCRIPTION: Students will work with probability, data collection, descriptive and inferential statistics, probability, and technological tools to analyze statistics. The main focus of the course will be exploring data, planning a study, producing models using probability theory, and making statistical inferences. Students will work with statistical measures of centrality and spread, methods of data collection, methods of determining probability, and binomial and normal distributions.

SCIENCE COURSES

NOTE: *In order to meet graduation requirements students must complete 1 credit in Physical Science, 1 credit in Biological Science and 1 credit in a science elective.*

COURSE TITLE: Physical Science
LENGTH: Semester Course
CREDIT VALUE: 1 Credit (Physical Science Course) Required
PREREQUISITE: None
Fee: \$10.00

COURSE DESCRIPTION: This course meets the Ohio Benchmarks and Indicators for 9th grade science. It is designed to provide a strong base for more advanced science courses. Exercises include a variety of laboratory activities, analyzing data, and individual projects. Physical science topics are integrated through themes such as laws of conservation, working knowledge of basic physics formulas, how to read the periodic table, basic understanding of the atom, and how to balance chemical equations.

This course is broken into 2 parts. One quarter will focus on chemistry and the next quarter will focus on geophysics.

The course provides a solid base in science for all students and helps prepare them to analyze the complex issues and decisions they will face as responsible citizens.

COURSE TITLE: Physical Science Systems
LENGTH: Semester Course
CREDIT VALUE: 1 Credit (Physical Science Course) from RULH and 2 Credits from Wright State University
PREREQUISITE: **Written recommendation from an 8th grade science teacher**
Fee: \$10.00

COURSE DESCRIPTION:
In addition to the 9th grade Ohio Benchmarks, this course is designed to take students beyond a typical freshman course. This is a dual enrollment course in which two college credits from Wright State University and one credit from RULH can be earned. A typical freshman physical science course includes a variety of laboratory activities, analyzing data, and individual projects. This class will also provide extensions intended to develop student's critical thinking skills. Each unit will involve an online project through Wright State University. This course is for the student who is planning on going to college. The pace of this class will be at a college level and only motivated students should enroll in this class. Physical science topics are integrated through themes such as laws of conservation, working knowledge of basic physics formulas, how to read the periodic table, basic understanding of the atom, and how to balance chemical equations. There are also some basic earth space science topics covered in this class.

COURSE TITLE: Biology
LENGTH: 1 semester
CREDIT VALUE: 1 Credit (Life Science Course) Required
PREREQUISITE: Physical Science
FEE: \$10.00

OBJECTIVES

- Prepare student for Science portion of the OGT
- Familiarize students with cellular structures and functions
- Develop an understanding of the transmission of genetic traits and mutations
- Understand the theory of evolution and the patterns of change in organisms
- Exhibit an understanding of environmental issues

COURSE DESCRIPTION

Biology is a core life science course that introduces the fundamental principles of living things. Through the study of these principles, the student will acquire knowledge necessary for successful mastery of the Science portion of the OGT, and will have a foundation for future upper-level life science courses.

COURSE TITLE: Advanced Biology
LENGTH: 1 semester
CREDIT VALUE: 1 Credit (Life Science Course)
PREREQUISITE: Must have completed physical science requirement.
FEE: \$10.00

OBJECTIVES

- Prepare student for Science portion of the OGT
- Familiarize students with cellular structures and functions
- Develop an understanding of the transmission of genetic traits and mutations
- Understand the theory of evolution and the patterns of change in organisms
- Exhibit an understanding of environmental issues

COURSE DESCRIPTION

Advanced biology is a core life science course. It covers the same core objectives as biology but is more in depth and moves at a much quicker pace.

COURSE TITLE: Zoology A
LENGTH: 9 weeks
CREDIT VALUE: ½ Credit (Life Science Course)
PREREQUISITE: Physical Science and Biology
FEE: \$10.00

COURSE OBJECTIVES

- Enhance understanding of the cellular processes of organisms
- Understand function and interactions of organs and organ systems
- Become familiar with various methods of reproduction and development
- Place organisms in taxonomic groups by examination of characteristics
- Predict effects of changing environmental conditions on organisms
- Research various organisms and become aware of new scientific discoveries

COURSE DESCRIPTION: Zoology is an elective life science course that introduces the student to the study of various living things. This course looks at simple organisms without backbones such as sponges, jellyfish, worms, octopus, starfish, insects, clams, etc. Dissection is required.

COURSE TITLE: Zoology B

LENGTH: 9 weeks

CREDIT VALUE: ½ Credit (Life Science Course)

PREREQUISITE: Physical Science and Biology. Zoology A is **not** necessary to take Zoology B

FEE: \$10.00

COURSE OBJECTIVES

- Enhance understanding of the cellular processes of organisms
- Understand function and interactions of organs and organ systems
- Become familiar with various methods of reproduction and development
- Place organisms in taxonomic groups by examination of characteristics
- Predict effects of changing environmental conditions on organisms
- Research various organisms and become aware of new scientific discoveries

COURSE DESCRIPTION: Zoology is an elective life science course that introduces the student to the study of various living things. This course looks at organisms with backbones such as fish, frogs, snakes, turtles, birds, rats, etc..

COURSE TITLE: Anatomy and Physiology

LENGTH: 1 semester

CREDIT VALUE: 1 Credit (Biological Science Course)

PREREQUISITE: Physical Science and Biology (C average or better in each) and have passed all 5 parts of the OGT or have instructor approval

Fee: \$10.00

COURSE OBJECTIVES:

Prepare student for future career in the medical field. Introduce student to the basic working of the human body.

COURSE DESCRIPTION: This high level lab based course is devoted to the study of the human body. Each organ system will be studied in detail with an emphasis on structures and functions of cells, tissues, and organ systems as well as chemical and physiological interactions. Dissections and other lab based practice are required. **The course includes a large amount of technical, medical terminology and requires much preparation and study.**

COURSE TITLE: Forensics A
LENGTH: 9 weeks
CREDIT VALUE: ½ Credit (interdisciplinary science course)
PREREQUISITE: Physical Science and Biology
FEE: \$10.00

COURSE OBJECTIVES:

Lab based science course to explore the basics of forensic science

COURSE DESCRIPTION: This forensic science course will explore the history of forensic science, methods of investigating a crime scene and types of evidence. Topics of study will include: glass analysis, soil analysis, fingerprinting, handwriting and ink analysis, ballistics and tool mark analysis. The class will rely heavily on labs, notes, case studies and video.

COURSE TITLE: Forensics B
LENGTH: 9 weeks
CREDIT VALUE: ½ Credit (interdisciplinary science course)
PREREQUISITE: Physical Science and Biology. Forensics A is **not** necessary to take Forensics B
FEE: \$10.00

COURSE OBJECTIVES:

Lab based science course to explore the basics of forensic science

COURSE DESCRIPTION: This forensic science course will explore the history of forensic science, methods of investigating a crime scene and types of evidence. Topics of study will include: blood and blood spatter analysis, DNA analysis, anthropology (study of bones), toxicology and drug analysis and death investigation, including the autopsy. The class will rely heavily on labs, notes, case studies and video.

COURSE TITLE: Chemistry
LENGTH: Semester Course
CREDIT VALUE: 1 Credit (Physical Science Course)
PREREQUISITE: Physical Science and Algebra (C average or better in each) and have passed all 5 parts of the OGT or have instructor approval
Fee: \$10.00

COURSE OBJECTIVES

- First Quarter: Atoms, periodic table, formation of compounds, and types of compounds, chemical reactions and equations, completing the model of the atom, periodic properties of the elements, chemical bonding, the kinetic theory of matter
- Second Quarter: Behavior of gases, chemical quantities, water and its solutions, acids, bases, and pH, acids/bases reactions, oxidation-reduction reactions, organic chemistry, chemical reactions and energy

COURSE DESCRIPTION: Chemistry is the science of matter and its interactions with energy and itself. **The course relies on extensive use of mathematic skills, includes a large amount of scientific writing and requires much preparation and study.**

COURSE TITLE: Environmental Science

LENGTH: A/B Course

CREDIT VALUE: 1 Credit

PREREQUISITE: Physical Science and enrolled in or already completed Biology

COURSE FEE: \$10.00

COURSE OBJECTIVES:

- Students will investigate water quality through the study of macroinvertebrates.
- Students will perform air quality and water quality tests.
- Students will explore the fundamentals of ecology, dendrology and hydrology.
- Students will examine energy sources and alternative fuels.
- Students will evaluate human interactions with the environment and examine the effects as it relates to global warming.

COURSE DESCRIPTION: Environmental Science is a course that enables students to develop an understanding of the natural environment and the environmental problems the world faces while focusing on local issues. We will spend time outside and sometimes in the water when studying invasive species, water quality and population ecology.

COURSE TITLE: Astronomy

LENGTH: 1 quarter

CREDIT VALUE: ½ Credit (Physical Science Course)

PREREQUISITE: None

Course Description

Students will study the universe as they cover the following topics: history of astronomy, gravity and motion, planets, stars, galaxies and the structure of the universe. This course places an emphasis on how astronomers gather information about distant objects without leaving the Earth. If possible, we will take a field trip to the Shawnee state Planetarium. Students will also have to plan a star viewing event.

COURSE TITLE: Physics

LENGTH: Semester Course

CREDIT VALUE: 1 Credit (Physical Science Course)

PREREQUISITE: Introduction to Physics and Chemistry

B Average or better in Algebra

FEE: \$10.00

COURSE DESCRIPTION: Physics is the most basic of all the sciences. It's about the nature of basic things such as motion, forces, energy, matter, heat, sound, light, and the composition of atoms. This course will cover the following topics: Linear motion, projectile motion, Newton's Laws of Motion, momentum, energy: Center of gravity, universal gravitation, gravitational interactions, Einstein's special relativity.

Additional topics include: electrostatics, electric fields and potential, electric current, electric circuits, magnetism, electromagnetic induction.

We will also have a final project when we finish the first portion of the curriculum. Students will build and launch a trebuchet.

COURSE TITLE: Food Science 1
LENGTH: One Semester
CREDIT VALUE: 1 Credit
PREREQUISITE: Junior or Senior
FEES: \$20.00 unless taken with another agriculture education class. The first class in Agriculture Education is \$20.00 and an additional \$10.00 for each course thereafter.

COURSE DESCRIPTION: This introductory course in agriculture education includes the study of the Science of Food, Sensory Evaluation, Basic Chemistry, and Organic Chemistry. This course may be used as credit toward a regular science laboratory course to meet graduation requirements. The vocational student organization known as FFA is a valuable intra-curricular activity of leadership development in which all class members will participate. Each student will develop a supervised agriculture experience program as their applied learning for the course.

COURSE TITLE: Food Science 2
LENGTH: One Semester
CREDIT VALUE: 1 Credit
PREREQUISITE: Food Science 1
FEES: \$20.00 unless taken with another agriculture education class. The first class in Agriculture Education is \$20.00 and an additional \$10.00 for each course thereafter.

COURSE DESCRIPTION: This advanced course in agriculture education includes the study of Food Chemistry Micro-Components, Food Microbiology, Food Preservation and Packaging, and Complex Food Systems. This course may be used as credit toward a regular science laboratory course to meet graduation requirements. The vocational student organization known as FFA is a valuable intra-curricular activity of leadership development in which all class members will participate. Each student will develop a supervised agriculture experience program as their applied learning for the course.

SOCIAL SCIENCES COURSES

NOTE: *In order to meet the graduation requirement of 3 credits in Social Sciences students must complete World Studies, American History and (either) Government or AP Government.*

COURSE TITLE: World Studies (150890)

LENGTH: Semester Course

CREDIT VALUE: 1 Credit (Required Course)

PREREQUISITE: None - This course is a preparation course for the Social Sciences section of the Ohio Graduation Test.

COURSE OBJECTIVES

- To prepare students to successfully complete the Social Sciences portion of the OGT
- To give students a solid foundation of World History (1750-Present)
- To help students discover repeated patterns in history and relate it to situations today
- To enable students to make better decisions today by learning from the successes and failures of the past (The better one understands the past, the better one is able to predict the future.)

COURSE DESCRIPTION: The content of this course reflects the scope and sequence of the content standards for grade 9. Grade 9 focuses on World Studies from 1750 to the present. All seven of the Social Sciences academic content standards are assessed. These standards are categorized as follows:

- History
- People in Societies and Geography
- Economics, Government and Citizenship Rights and Responsibilities
- Social Sciences Skills and Methods

World Studies is an academic course which covers world history from 1750 to the present day. There are a wide variety of topics covered in the World Studies class, all of which are represented in the content standards required by the Ohio Department of Education. The focus of the topics covered is to show students what happened, and how those events have helped to shape our lives today.

In addition to world history, the World Studies course also details the geographic aspects of our world. Geography plays a major role in how people interact with each other, and this course places a great deal of emphasis on those five basic geographic themes which have been identified by the National Council for the Social Sciences and the National Geographic Society.

COURSE TITLE: American History (150810)
LENGTH: Semester Course-(due to OGT – to be taken in Mid-March)
Students should sign up to take during First Semester of Grade 10.
CREDIT VALUE: 1 Credit (Required Course)
PREREQUISITE: Sophomore Standing - This course is a preparation course for the Social Sciences section of the Ohio Graduation Test.

COURSE OBJECTIVES

- To prepare students for the OGT
- To give students a solid foundation of American History (1865-Present)
- To help students discover repeated patterns in history and relate it to situations today
- To enable students to make better decisions today by learning from the successes and failures of the past (The better one understands the past, the better one is able to understand the present and to predict the future trends.)

COURSE DESCRIPTION: Students will examine America's history from the Reconstruction Era to the present. The course will take a chronological approach in the presentation of the material, beginning with about 1865 and moving forward to the present.

Some major events and themes to be presented are: The Reconstruction Era, tracing the development of the Industrial era, the Labor Union movement, Immigration, Imperialism, Progressive Movement, World War I, Roaring Twenties, Stock Market Crash, Depression, World War II, Korean and Vietnam Wars, Civil Rights Movement, Social Protests, Watergate Era, and if time permits, Energy Crisis, Gulf War, and the War on Terror.

Students will learn about these topics using varied teaching methods. Students will generate at least two projects during the year. These will include posters, timelines, fact sheets, reports and an oral class presentation, which is designed to give students the opportunity to practice organizational and research skills, as well as speaking in front of small groups in a classroom setting. Students will work on group and individual activities to complete textbook assignments, internet research assignments and class presentations. The class time will incorporate the use of video, reading, and note taking, discussion, lecture, group work and group projects, student presentations, and notebook organization.

GRADING/EVALUATION-Students will be evaluated based on tests, notebooks, projects, assignments, quizzes, exams, and class participation. Each graded assignment will be assigned a point total. Tests, projects, and note binders usually worth up to 100 points and assignments, quizzes, done in class can range from 10-50 points for each.

COURSE TITLE: Psychology (1511221)
LENGTH: Semester Course
CREDIT VALUE: 1 Credit (Elective Course)
PREREQUISITE: Student must hold 10th, 11th or 12th grade standing.

COURSE OBJECTIVES

- To provide an introduction to Psychology
- To teach critical thinking skills
- To reinforce learning at higher levels
- To teach research skills and methods
- To convey respect for human unity and diversity

COURSE DESCRIPTION: Psychology is an upper level academic course which could be considered an introductory Psychology course. The course work is designed to introduce students to the fascinating world of psychology. Much of the information introduced to students will be accompanied by classroom demonstrations.

The Psychology class will learn valuable information about human behavior. Students will look at the history of psychology as a science, learn about conducting research, and look at how biological factors influence behavior. Additionally, students will develop an understanding of cognitive processes, human development, personality and psychological disorders.

Students will be required to submit a research project at the end of the semester. This project, along with a presentation of findings, will serve as the semester examination for the course.

Texts: Students will have a variety of resources available to them, including textbooks and reference material located in the classroom. Students will be required to research topics using the World Wide Web, as well as “hard print” materials.

COURSE TITLE: Sociology (151300)
LENGTH: Semester Course
CREDIT VALUE: 1 Credit (Elective Course)
PREREQUISITE: Student must hold 10th, 11th or 12th Grade standing

COURSE OBJECTIVES

- The development of sociological imagination
- To show a connection between sociological forces and students
- To allow students to develop a “big picture” view of their world
- To show students their roles in the global perspective

COURSE DESCRIPTION: Sociology is an upper level academic course which is presented to students as an introductory Sociology class. Students will be introduced to the three main sociological perspectives, and those views will be reinforced throughout the course. Students will learn about human behavior in groups, culture, social inequality, and social institutions. Students will experience these topics from the point of view of all three perspectives. Students will also learn about social change, and the impact that change has on their lives.

Students will be required to submit a research project, chosen from a list of topics that the instructor will provide. This project, along with a presentation of findings, will serve as the semester examination for the course.

COURSE TITLE: Government (150308)

LENGTH: Semester Course

CREDIT VALUE: 1 Credit

PREREQUISITE: Student must have at least junior standing.

COURSE DESCRIPTION: Government is designed to teach students about how people behave politically and interact with their government. Focus will be on how the system is structured and how it functions as a combination of various individual and group interests.

The class is designed to give students honest and accurate information regarding how our government and society, with all its different factors, has developed throughout time. Throughout the course, students will be discussing issues that are prevalent in America today. Students are expected to use this information to form solid opinions. The students' opinions can be whatever they want; however, they will be expected to substantiate their opinions.

Class participation is extremely important to success in this course. Class participation, sharing ideas through discussion and mutual debate, is essential to understanding the material. Students' will have a variety of assignments, projects, discussions that will take place online, Facebook and WordPress, and in the traditional setting of a classroom. Grades will be determined on participation, projects, quizzes, tests.

COURSE TITLE: Advanced Placement U.S. Government and Politics (AP Government) (159950)

LENGTH: Semester Course

CREDIT VALUE: 1 Credit

PREREQUISITE: Student must have at least junior standing and permission of instructor

COURSE DESCRIPTION: AP U.S. Government and Politics is a college level class designed to prepare the student to take the Advanced Placement examination administered by the College Board and the Educational Testing Service. For students who achieve a score of 3, 4, or 5, some universities grant college credit for taking a one semester introductory college course in United States Government and Politics. Students are encouraged to check with the universities they are considering to determine if that particular school accepts AP credit.

Beyond success with the AP examination, the major purpose of this course is to help students gain and display an understanding of American politics and the processes of government that help shape our public policies. Students will begin to learn about the methods of studying

political behavior and political institutions and develop a more sophisticated and insightful understanding of majority rule democracy, constitutionalism, civil liberties, and other distinguishing characteristics of the American political system.

Course evaluations will include objective and subjective examinations as well as participation in and completion of class activities and projects. Given that, in education and politics, an educated opinion is a powerful tool that will earn respect, the course will also rely heavily on class discussion which will be held online or within the classroom.

COURSE TITLE: American History through Popular Culture

LENGTH: Semester Course

CREDIT VALUE: 1 Credit

PREREQUISITE: Parental permission – A permission form is required for students to include this course in their schedule. Some of the content is more mature in nature, and requires a more mature classroom environment. Additionally, the course is open to students who have successfully completed both World Studies and American History courses. This course is designed as an elective course which will help students to meet graduation requirements.

COURSE OBJECTIVES

- To allow students to realize the importance of many historical events through the use of a variety of media tools
- To give students an extraordinary classroom experience in which their views concerning world events will be enhanced
- To help students discover repeated patterns in history and relate those events to situations today
- To enable students to make better decisions today by learning from the successes and failures of the past.

COURSE DESCRIPTION: The content of this course reflects the scope and sequence of the content standards for grades 9 – 12 in the Social Sciences. All seven of the Social Sciences academic content standards are assessed. These standards are categorized as follows:

- History
- People in Societies and Geography
- Economics, Government and Citizenship Rights and Responsibilities
- Social Sciences Skills and Methods

American History through Popular Culture is an academic course which utilizes a wide variety of media tools and classroom instruction to convey a sense of historical import to many American events. The most prevalent tool will be film, which will provide a visual aspect to history that is sometimes lacking in student experience with history.

HEALTH/PHYSICAL EDUCATION COURSES

COURSE TITLE: Physical Education (080300)
LENGTH: 1 nine weeks (9th Grade) & 1 nine weeks (10th Grade)
CREDIT VALUE: ¼ Credit each nine weeks
PREREQUISITE: None

COURSE DESCRIPTION: The class provides opportunities for the student to: develop and maintain physical fitness; learn rules, skills and strategies through participation that can be used for recreation and fitness throughout life; develop and/or refine individual and team sport skills; experience success and grow within his/her potential; develop self-control, self-confidence and good sportsmanship; and accept himself/herself and others regardless of their differing abilities.

Class activities include: softball, soccer, baseball, volleyball, badminton, tennis, floor hockey, basketball, table tennis, fitness tests, whiffleball, frisbee football, and team handball.

COURSE TITLE: Health (260101)
LENGTH: Nine weeks course
CREDIT VALUE: ½ Credit
PREREQUISITE: None

COURSE DESCRIPTION: The class provides the basis for continued methods of developing knowledge, concepts, skills, behaviors and attitudes related to student health and well being. Students are provided with opportunities to explore the effect of health behaviors on an individual's quality of life. The course assists students in understanding that health is a lifetime commitment of analyzing individual risk factors and health decisions that promote health and prevent diseases. Students are encouraged to assume individual responsibility for becoming competent health consumers. Guest speakers and outside resources are used to further develop health literacy.

COURSE TITLE: Outdoor Recreation
LENGTH: Nine Weeks course
CREDIT VALUE: 1/2 Credit
PREREQUISITE: Students should have successfully completed the two required physical education credits.

Course Note: Limited number of students.

COURSE DESCRIPTION: The class provides opportunities for the student to: develop and maintain physical fitness; appreciate the great outdoors, learn new skills.

Course Activities: orienteering, walking outdoor trail

Objectives: Students will appreciate recreation in the great outdoors. Students will develop and practice sportsmanship.

Course Title: Weight Training

Length: Nine Weeks course

Credit Value: 1/2 Credit

Prerequisite: Students should have successfully completed the two required physical education credits.

Course Note: Limited number of students due to space.

Course Description: Students will be closely supervised while working out in fitness room. Students will follow the rules already established in the fitness room by Mr. Gabe Scott. Students will have access to free weights and other exercise equipment.

FOREIGN LANGUAGE COURSES

COURSE TITLE: Spanish I, II, III, & IV
LENGTH: Semester Course
CREDIT VALUE: 1 Credit (Elective Course)
PREREQUISITE: C+ average or better in previous English course for Spanish I
Previous Spanish course for Spanish II, III, & IV

COURSE DESCRIPTIONS

Spanish I

This class is an introduction to the language and cultures of Spain and Latin America. The student will learn fundamentals of grammar and vocabulary to develop skills in listening, reading, writing and speaking Spanish. This course is designed for the disciplined student who plans to attend college after high school. Prerequisite: C+ average or above in previous Language Arts courses.

Spanish II

This course continues the exploration of the Spanish language and culture. The focus is on the development of fluency in the present and past tenses, and practice using several other tenses and grammatical concepts. Prerequisite: successful completion of Spanish I.

Spanish III

In this third level course students polish and expand upon the skills they've acquired. Students continue their study and discussion of language and culture with an emphasis on increasing their fluency. This course requires a solid understanding of the grammar taught in the previous two years. Prerequisite: successful completion of Spanish II.

Spanish IV or A.P. Spanish

Students taking this course will continue developing their fluency. They will refine their understanding of Spanish culture and grammar concepts through reading, writing, listening to and speaking Spanish. This course is designed to prepare the student for the College Board's Advanced Placement test for college credit. Prerequisite: successful completion of Spanish III.

College Spanish 103

This course consists of grammar, vocabulary, reading, and discussion of selected cultural texts, with practice in speaking, listening and writing in the language. The course is taught in partnership with Wright State University and offers both high school and college credit. Prerequisite: successful completion of College Spanish 102, or permission of the department..

College Spanish 104

This course consists of grammar, vocabulary, reading, and discussion of selected cultural texts, with practice in speaking, listening and writing in the language. The course is taught in partnership with Wright State University and offers both high school and college credit. Prerequisite: successful completion of College Spanish 103, or permission of the department.

PRACTICAL ARTS COURSES

AGRICULTURE

COURSE TITLE: AgriScience 1 (Freshman or First Year Level) (010001)

LENGTH: Semester Course

CREDIT VALUE: 1.25 Credits (Elective Course)

COURSE OBJECTIVES

- To prepare students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber, and natural resources systems.
- To develop leadership, personal growth, and career success in agriculture education.
- To develop a student's supervised agricultural experience program.

COURSE DESCRIPTION: This introductory course in agriculture education includes the study of Technical Competency Profiles (TCPs) in animal science, plant science, mechanical engineering, business operations, and the environment. The vocational student organization known as FFA, is a valuable intra-curricular activity of leadership development in which all class members will participate. Each student will develop a supervised agriculture experience program as their applied learning for the course. This course is designed as a complimentary College Tech Prep Program with AgriScience 2.

COURSE TITLE: AgriScience 2 (Sophomore or Second Year Level) (010001)

LENGTH: Semester Course

CREDIT VALUE: 1.25 Credits (Elective Course)

COURSE OBJECTIVES

- To prepare students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber, and natural resources systems.
- To develop leadership, personal growth, and career success in agriculture education.
- To develop a student's supervised agricultural experience program.

COURSE DESCRIPTION: This introductory course in agriculture education includes the study of Technical Competency Profiles (TCPs) in animal science, plant science, mechanical engineering, business operations, and the environment. The vocational student organization known as FFA, is a valuable intra-curricular activity of leadership development in which all class members will participate. Each student will develop a supervised agriculture experience program as their applied learning for the course. This course is designed as a complimentary College Tech Prep Program with AgriScience 1.

COURSE TITLE: AgProduction 1 (Junior or First Year Level Senior)
LENGTH: Semester Course
CREDIT VALUE: 1.25 Credits (Elective Course)
PREREQUISITE: Junior and Senior students may enroll in both the Agriculture Production and the AgriBusiness Courses during the same year.

COURSE OBJECTIVES

- To prepare students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber and natural resources systems.
- To develop leadership, personal growth, and career success in agriculture education.
- To develop a student's supervised agricultural experience program.

COURSE DESCRIPTION: This third year course in agriculture education includes the study of Technical Competency Profiles (TCPs) in animal science, plant science, mechanical engineering, business operations, and the environment. The vocational student organization known as FFA is a valuable intra-curricular activity of leadership development in which all class members will participate. Each student will develop a supervised agriculture experience program as their applied learning for the course. This course is designed as a complementary College Tech Prep program with AgProduction 2.

COURSE TITLE: AgProduction 2 (Senior)
LENGTH: Semester Course
CREDIT VALUE: 1.25 Credits (Elective Course)
PREREQUISITE: Junior and Senior students may enroll in both the Agriculture Production and the AgriBusiness Courses during the same year.

COURSE OBJECTIVES

- To prepare students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber and natural resources systems.
- To develop leadership, personal growth, and career success in agriculture education.
- To develop a student's supervised agricultural experience program.

COURSE DESCRIPTION: This course in agriculture education includes the study of Technical Competency Profiles (TCPs) in animal science, plant science, mechanical engineering, business operations, and the environment. The vocational student organization known as FFA, is a valuable intra-curricular activity of leadership development in which all class members will participate. Each student will develop a supervised agriculture experience program.

COURSE TITLE: AgriBusiness 1 (Junior) (010301)
LENGTH: Semester Course
CREDIT VALUE: 1.25 Credits (Elective Course)

COURSE OBJECTIVES

- To prepare students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber, and natural resources systems.
- To develop leadership, personal growth, and career success in agriculture education.
- To develop a student's supervised agricultural experience program.

COURSE DESCRIPTION: This introductory course in agribusiness education includes the study of Technical Competency Profiles (TCPs) in animal science, plant science, mechanical engineering, business operations, and the environment. The vocational student organization known as FFA, is a valuable intra-curricular activity of leadership development in which all class members will participate. Each student will develop a supervised agriculture experience program as their applied learning for the course. This course is designed as a complimentary College Tech Prep Program with AgriBusiness 2.

COURSE TITLE: AgriBusiness 2 (Senior) (010301)
LENGTH: Semester Course
CREDIT VALUE: 1.25 Credits (Elective Course)

COURSE OBJECTIVES

- To prepare students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber, and natural resources systems.
- To develop leadership, personal growth, and career success in agriculture education.
- To develop a student's supervised agricultural experience program.

COURSE DESCRIPTION: This course in agribusiness education includes the study of Technical Competency Profiles (TCPs) in animal science, plant science, mechanical engineering, business operations, and the environment. The vocational student organization known as FFA, is a valuable intra-curricular activity of leadership development in which all class members will participate. Each student will develop a supervised agriculture experience program as their applied learning for the course. This course is designed as a complimentary College Tech Prep Program with AgBusiness 1.

COURSE TITLE: AgriBusiness Co-Op (010301)
LENGTH: Semester Course
CREDIT VALUE: 3 Credits per 500 hours of Cooperative Work Experience
(Elective Course)
PREREQUISITE: Concurrent enrollment in AgriBusiness 2 (Senior)

COURSE OBJECTIVES

- To prepare students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber, and natural resources systems.
- To develop leadership, personal growth, and career success in agriculture education.
- To develop a student's supervised agricultural experience program.

COURSE DESCRIPTION: This course in agribusiness education includes the study of Technical Competency Profiles (TCPs) in animal science, plant science, mechanical engineering, business operations, and the environment. The vocational student organization known as FFA, is a valuable intra-curricular activity of leadership development in which all class members will participate. Each student will develop a supervised agriculture experience program as their applied learning for the course. This course is designed as a complimentary College Tech Prep Program with AgriBusiness 3.

COURSE TITLE: Agricultural Woods and Metals (Sophomore, Junior, Senior)
LENGTH: Semester Course
CREDIT VALUE: 1.00 Credits (Elective Course)

COURSE OBJECTIVES

- To prepare students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber, and natural resources systems.
- To develop agricultural engineering skills in agriculture education.
- To develop a student's supervised agricultural experience program.

COURSE DESCRIPTION: This advanced course in agriculture education includes the study of Technical Competency Profiles (TCPs) in mechanical engineering. Woodworking will include hand and power tools. Metals will include fabrication involving arc and oxy-acetylene welding.

FAMILY & CONSUMER SCIENCES

COURSE TITLE: Success 101 (Careers I 091400)

COURSE LENGTH: semester course (9 weeks on 4X4)

CREDIT VALUE: .50

PREREQUISITES: Freshman required course

COURSE OBJECTIVES:

- Develop an individual academic career plan based on self-knowledge and interests.
- Practice job search skills
- Interpret career and workplace issues.
- Examine values and resources that support lifestyle goals.
- Explore time management strategies related to educational, work and family goals.
- Develop plans to reduce and manage stress.
- Apply environmentally sustaining practices in school, home, work and community.
- Apply decision-making skills to educational, work and interpersonal problems.
- Utilize skills for resisting peer pressure and resolve conflict in interpersonal, educational and workplace relationships.
- Expand multi-cultural awareness in interpersonal, education and workplace relationships.
- Recognize friend, family and community systems that sustain productive, meaningful lifestyles.
- Appraise methods that build and maintain healthy interpersonal relationships.
- Examine the impact of coping and personal resilience skills.
- Develop personal assets that demonstrate healthy, caring and responsible citizenship.
- Explore careers fields

COURSE DESCRIPTION: This course will allow students to develop basic employability skills and explore occupational clusters. In this course students will develop healthy relationships that meet diversity in our society and deal with unhealthy influences and resolve conflicts in a constructive manner. Students will be provided the opportunity to develop a 10 year Life Plan. The Life Plan will include educational plans supportive of their personal and career goals. It will also include supportive extra-curricular and community activities and work experience. Students will analyze and document personal interests, talents, skills, aptitudes and values in relation to career options. They will plan for development of core employability skills needed by all students to succeed in school and by all workers to succeed in the workplace. Students will learn the importance of management principles, goal setting, and time management skills in the family and workplace. Students will develop an understanding all types of stress and how to cope with change. Students will learn the importance of accepting responsibility for the management of personal, family and environmental resources. Students will have the opportunity to job shadow a career in this course.

TEXT/INSTRUCTIONAL MATERIALS: Careers State Content Standards Guide, Career Choices curriculum

FEES: none

COURSE NAME: Careers and College Life Skills/ Co-op Mentoring (091401)

COURSE LENGTH: Year Course (18 weeks on a 4X4)

CREDIT VALUE: .625

PREREQUISITES: elective course design for grades 10-12, *Students must be a minimum of 16 years old and/or have transportation to and from the work site. The employment opportunity may be paid or unpaid. The student must have a C average and no discipline or attendance issues in school.*

COURSE OBJECTIVES:

- Assess values and resources that support lifestyle goals.
- Evaluate effectiveness of time management plans related to educational, work and family goals.
- Recommend plans for reducing and managing stress.
- Assess practices that sustain environment.
- Choose decision-making skills to solve individual, family, group, school and workplace problems.
- Recommend skills for resisting peer pressure and resolving conflict in interpersonal, educational and workplace relationships.
- Justify the value of multicultural awareness in interpersonal, educational and workplace relationships.
- Evaluate friend, family and community systems that support and sustain a productive, meaningful lifestyle.
- Assess career plan based on self knowledge and interests.
- Manage job search skills.
- Examine career and workplace issues.
- Develop interpersonal skills essential in the workplace.
- Develop skills that employers demand.
- Develop workplace communication skills to promote self.

COURSE DESCRIPTION: In this course students will develop and implements a career plan. The plan will include educational plans that support career goals. Extra-curricular and community activities and work experience will be included. Students will analyze and document interest, talents, skills, and aptitudes related to career options. They will develop core employability skills need to be successful in school and work. Students will integrate management principles including goal setting, planning and time management skills to the family and workplace. An understanding of the types of stress and coping with change will be addressed. Students will learn the importance of accepting responsibility for the management of personal, family and environmental resources. Provides students with a regularly scheduled, supervised employment opportunity to develop and improve work skills. The employment must be preceded by, or concurrent with, classroom instruction related to the work experience. There shall be a training agreement among all partners to the work experience (school, employer, student, and parents/guardians) outlining the expectations of each party.

TEXT/INSTRUCTIONAL MATERIALS: Careers with Mentorship Content Standards guide

FEES: 10.00

COURSE NAME: Child Development and Parenting (091025)

COURSE LENGTH: semester course (9 weeks on a 4X4)

CREDIT VALUE: .625

PREREQUISITES: elective course designed for grades 9-12

COURSE OBJECTIVES:

- Associate attributes and skills needed to assume the parenting role with healthy adult characteristics.
- Evaluate skills for building healthy families where children thrive.
- Identify how parents and families prepare for prenatal, birth, and infant care.
- Relate theory and research of child growth and development.
- Compare childcare venues related to child nurturing and care.

COURSE DESCRIPTION: A course that prepares individuals to understand a child's physical, mental, emotional, and social growth and development, as well their care and guidance. It includes pregnancy and childbirth, parent-child relations, parenting practices, special needs of children, and parental and environmental influences on child development. Observation and actual experiences with children are parts of this course. This course is for anyone who wants to know more about children. Students will study how parenting changes lives, and why people choose to parent. They will analyze social skills that are essential for selecting a parenting partner and raising healthy children. The student will gain an understanding of ages and stages of development, how each stage of development relates to a child's behavior, as well as, time management, decision making, and goal setting. Students will complete the "Baby Think it Over" program.

TEXT/INSTRUCTIONAL MATERIALS: Child Development State Content Standards, Parenting: Rewards and Responsibilities

FEES: \$15.00

COURSE NAME: Foods I (0941077)

COURSE LENGTH: semester course (9 weeks course on a 4X4 schedule)

CREDIT VALUE: .625

PREREQUISITES: elective course designed for grades 9-12

- Recognize social and cultural factors that influence healthy lifestyle choices.
- Use problem solving to ensure overall body health.
- Create food patterns for healthy lifestyle outcomes.
- Analyze restaurant menus that promote a healthy lifestyle.
- Determine nutrition information to guide food choice and healthy lifestyle.
- Interpret factors associated with body weight
- Evaluate the link between physical activity, sleep, and healthy lifestyle
- Demonstrate safe food-handling practices related to food-borne pathogens
- Use critical thinking and reasoning to engage available resources and ensure an adequate, secure food supply
- Apply kitchen practices that sustain the environment.

COURSE DESCRIPTION: This class involves hands on laboratory experiences in the food lab setting. Students are able to gain knowledge and skills in acquiring and practicing a healthy lifestyle using dietary guidelines that will reduce the risks of chronic disease and unsafe habits. Students will gain competence in differentiating methods of weight loss and learn reliable resources regarding food and beverage selection. Students will understand the

cultural, family, community and economic implications of obesity, healthy weight and lifestyle. Students will acquire the knowledge and skills necessary to become informed, safe consumers and handlers of food. They will evaluate information related to advances in food technology, nutrition, and safety. Students will master the skills required to safely prepare and store food, reducing the risk of food borne illness. Students will evaluate the impact of consumer choice on the environment and the global community.

TEXT/INSTRUCTIONAL MATERIALS: Healthy and Safe Food Content Standards Guide, Food for Today Textbook

FEES: \$15.00

COURSE NAME: Relationships and Transitions (091300)

COURSE LENGTH: semester course (9 weeks on 4X4 schedule)

CREDIT VALUE: .625

PREREQUISITES: elective course designed for grades 9-12

COURSE OBJECTIVES:

- Demonstrate how academic achievement supports personal and career growth.
- Examine various influences on personal and academic life transitions.
- Recognize skills to express emotions and resolve differences and conflict.
- Apply social skills that lead to effective school and family relationships.
- Examine values and resources that support lifestyle goals
- Explore time management strategies related to educational, work and family goals.
- Develop plans to reduce and manage stress.
- Apply environmentally sustaining practices in school, home, work and community.
- Apply decision-making skills to educational, work and interpersonal problems.
- Utilize skills for resisting peer pressure and resolve conflict in interpersonal, educational and workplace relationships.
- Expand multi-cultural awareness in interpersonal, education and workplace relationships.
- Recognize friend, family and community systems that sustain productive, meaningful lifestyles.

COURSE DESCRIPTION: Students analyze their personal assets and plan strategies to increase these assets that make them caring healthy, confident, and responsible people. Students will develop life goals and implement plans to achieve those goals. Students will have the opportunity to exercise leadership skills through ethical choices and building self-identify. Students will develop strategies for lifelong learning. They assess the impact of their behavior on the world and develop ways to improved conditions affecting others. Students will integrate management principles that will lead to more productive and meaningful lives. Students will develop an understanding of the causes and implications of all types of stress and will build their capacity to address stress and cope with change. Students will develop and extend their thinking on the changes in gender roles. Students will learn the importance of accepting responsibility for the management of personal, family and environmental resources.

TEXT/INSTRUCTIONAL MATERIALS: Personal Transitions State Curriculum Guide

FEES: \$15.00

COURSE NAME: Foods II (091200)

COURSE LENGTH: semester course (9 weeks on 4X4 schedule)

CREDIT VALUE: .625

PREREQUISITES: elective course designed for grades 9-12

COURSE OBJECTIVES:

- Evaluate social and cultural factors that influence healthy lifestyle choices.
- Use problem solving to ensure overall body health.
- Choose food patterns for healthy lifestyle outcomes.
- Evaluate restaurant menus that promote a healthy lifestyle.
- Evaluate nutrition information to guide food choice and healthy lifestyle.
- Apply proper food handling techniques to develop plans for self and others in public and private settings.
- Develop critical thinking and reasoning to select available resources that ensure adequate, secure food supplies.
- Evaluate consumer and industry food-related practices that sustain the environment.
- Assess factors associated with body weight
- Validate the link between physical activity, sleep, healthy lifestyle, and work performance.

COURSE DESCRIPTION: This advanced course offers laboratory experience in the foods labs setting where students acquire knowledge about healthy lifestyle using dietary guidelines that will reduce the risks of chronic disease and unsafe habits. Students learn methods of weight loss and reliable resources regarding food and beverage selection. Students learn about obesity and maintaining a healthy weight and lifestyle. Students use acquired knowledge in laboratory setting to make informed and safe consumers and handlers of food. Students explore food technology, nutrition and safety. This course will help students master and apply the skills required to safely prepare and store food, reducing the risk of food borne illness in laboratory situations, workplace, and home. Students will look at the impact of consumer choices on the environment.

TEXT/INSTRUCTIONAL MATERIALS: Healthy Living Content Standards Guide

FEES: \$15.00

COURSE TITLE: Personal Financial Management I

COURSE LENGTH: semester (9 weeks on 4x4 schedule)

CREDIT VALUE: .625

PREREQUISITE: grades 9-12 , graduation requirement

COURSE OBJECTIVES:

- Interpret the impact of advertising on individual and family consumer purchases.
- Implement strategies for purchasing goods and services that meet individual needs and valued ends.
- Promote consumer rights and responsibilities.
- Establish individual and family financial goals.
- Illustrate financial institutions and services to meet financial goals.
- Inter-relate the economy and consumer decisions.
- Evaluate impact of consumer choices on renewable and nonrenewable resources.

COURSE DESCRIPTION: Students will develop skills to recognize consequences of various purchasing methods and common predatory practices. Students will explore consumer protection laws and identify consumer's rights, income and expenses. Students will illustrate advertising techniques and gimmicks and explore the impact of brand loyalty. Students will gain knowledge needed to demonstrate consumer responsibilities when purchasing and using goods and services and identify government and community agencies that attend to consumer issues. Students will demonstrate leadership skills to address consumer issues. Students will illustrate consequences of ethical and unethical practices to individuals and businesses. Students will be able to describe ways to avoid identity theft and discuss consumer leadership and advocacy skills needed for self-protection when selecting goods and services. Students will be provided the opportunity to illustrate spending and savings plans for fixed, flexible, and periodic expenses and examine attitudes and behaviors that lead to financial satisfaction. In this course students will outline preventive measures to secure good credit scores, interpret wages, taxes and deductions on earning statements. Students will demonstrate financial transactions such as check writing, account reconciliation, savings, investing, deposits, and withdrawals. They will choose banking charges and services and analyze types of credit available to individuals and families. Students will explain intended impact of advertisements and promotions from financial institutions and illustrate examples of borrowing and saving practices. Students will compare finance company practices. Students will cite examples of how consumers can conserve resources with landscape design, appliance usage, and lighting and how public policy issues impact families and communities renewable and non-renewable resources. Students will illustrate current and alternative home and workplace practices. This course will help students interpret interdependence among producers, consumers and government and assess effects of supply and demand on consumer spending. Students will compare inflations impact on consumers and illustrate effects of unethical consumer practices on businesses.

TEXT/INSTRUCTIONAL MATERIALS: Financial Management I Contents Standards guide, Personal Finance Textbook. Life Skills Math workbook.

FEES: No fee for this course

COURSE TITLE: Introduction to Culinary Arts

COURSE LENGTH: year course offered every other year (1 semester on a 4X4)

CREDIT VALUE: ½ (possible college credit for taking this class through MCTC)

PREREQUISITES: elective course designed for grades 10-12

COURSE OBJECTIVES:

- opportunities in the food service industry
- career maturity skills
- legislation affecting the industry and its workers
- safety and sanitation
- organization of food preparation and service areas
- developing skill in quantity food preparation
- menu planning and recipe selection
- food purchasing
- financial management
- current issues in food service

- community work experience and/or laboratory simulation
- leadership development
- apply proper food handling techniques to develop plans for self and others in public and private settings.
- develop critical thinking and reasoning to select available resources that ensure adequate, secure food supplies.
- evaluate consumer and industry food-related practices that sustain the environment.

COURSE DESCRIPTION: This course will prepare students for occupations concerned with the preparation and service of food. An introduction to Culinary Arts principles including food safety and sanitation with a special emphasis on kitchen safety will be addressed in this course. Students will learn culinary terminology, techniques, and history with a special emphasis on food service operations. Culinary techniques will include measurement practices, tools, equipment and knife skills with an overview of kitchen staples, spices and flavorings.

TEXT/INSTRUCTIONAL MATERIALS: Healthy and Safe Food State Curriculum Standards, Essentials in Culinary Arts textbook, Culinary Arts State Curriculum

FEES: \$25.00

MARKETING

COURSE TITLE: Marketing Fundamentals (juniors)
LENGTH: Year-long A/B block *or* Semester Course
CREDIT VALUE: 1 Credit (Elective Course)
PREREQUISITE: None
FEE: \$20 DECA Membership Fee

This course is designed to help students develop basic knowledge, skills and attitudes that will prepare them to enter the field of marketing. The students will gain an understanding of how companies manage their marketing efforts and its relation to society and the world. The course, which focuses on the National Marketing Education Standards and the National Curriculum Framework, emphasizes the foundations of business, management, and entrepreneurship, economics, professional development, communication, and interpersonal skills. Included in these foundations are concepts such as evaluating market opportunities; buyer behavior; market segmentation, targeting, and positioning; market strategy and planning; development of marketing mix; and marketing organization and control selling and promotion. Skills in communications, mathematics and psychology are reinforced. Marketing simulations, project teamwork, DECA leadership activities, meetings, conferences and competitions provide opportunities for application of instructional competencies.

COURSE TITLE: Marketing Management & Research (seniors)
LENGTH: Year
CREDIT VALUE: 1 Credit (Elective Course)
PREREQUISITE: Marketing Fundamentals
Marketing Management & Research Students are required to schedule Marketing Internship
FEE: \$20 DECA Membership Fee

This is a culminating course for seniors that is career-focused in marketing technologies, sales and technical services, travel, tourism, and recreation marketing, business management and small business entrepreneurship, fashion merchandising, business administration, or sports and entertainment marketing. The three components of the course include writing a research paper, producing a product, and delivering a presentation. Students demonstrate their ability to use content and apply knowledge to real-world situations in a career major. In addition, they will also demonstrate their ability to write, speak, apply knowledge, problem solve, and use life skills such as time management, planning, follow through, and organization. Students work under the guidance of a teacher facilitator in collaboration with community members, business representatives, and other school based personnel. Simulations, projects, teamwork, DECA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies.

COURSE TITLE: Marketing Internship (seniors)
LENGTH: Year
CREDIT VALUE: 1 Credit (Elective Course)
PREREQUISITE: *Must be enrolled in Marketing Management & Research and meet approved requirements listed in the placement procedures/internship requirements*

Senior level students who meet eligibility requirements may earn credit through cooperative placement or internship by working an approved marketing related job. This course provides an opportunity for students to earn an elective credit for work-based learning under the mentorship of a professional in an occupation directly related to their educational background and intended graduation pathway. Topics discussed before students go into the workplace include interview techniques; resume writing, what employers expect from employees, workplace etiquette and work ethics. To be considered for this course, students must have demonstrated acceptable behavior previous to this class. To earn credit for this course, students must complete a minimum of 350 hours of work-based learning and fulfill all requirements of the internship agreement.

LEADERSHIP EDUCATION (ROTC)

PROGRAM DESCRIPTION

Leadership Education, more commonly referred to as Marine Corps Junior Reserve Officer Training Corps (MCJROTC), is a **four-year academic program**. The JROTC program is an elective within the Ohio Core curriculum. It is designed to instill in high school students a value of citizenship, service to the United States, personal responsibility and a sense of ethics and honor. It prepares high school students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. The program is a stimulus for promoting graduation from high school, and it provides instruction and rewarding opportunities that will benefit the student, community and nation. Satisfactory completion of the program can lead to placement credit in the College ROTC program or advanced rank in the Armed Forces. The program produces successful students and productive adults, while fostering a more constructive and disciplined learning environment. This program makes substantial contributions to many community events and ultimately to our nation's future. If a student participates in the junior reserve office training corps for at least two full years, the student would not be required to complete a physical education course as a condition to graduate. **No fees are involved for these courses. Textbooks and uniforms are provided at no cost to the student. There is no military obligation whatsoever connect with this leadership course.**

OBJECTIVES

- Develop leadership and build character
- Create informed, patriotic, and responsible citizens.
- Develop responsible young adults who are physically, mentally, and morally fit.
- Develop informed and civic-minded young adults preparing for higher education, civilian careers, and public service
- Instill discipline, respect, and responsibility through military-related subjects and activities

TEXT: Textbook for each course provided by the U.S. Marine Corps; **FEES:** None

COURSE TITLE: ROTC I (Freshman) (220000)

LENGTH: Full School Year

1. A-B Block , 1.0 Credit

or 2. Two semesters, same year 2.0 Credits

CREDIT VALUE: 1.0 Credit- A-B Block

or 2.0 Credits for two semesters (1.0 credit per semester)

PREREQUISITE: Freshman standing

COURSE DESCRIPTION: Leadership Education I (ROTC I) is designed for high school freshman or sophomores. Students received 1 or 2 elective credits. This course introduces cadets to major subjects in order to lay a foundation for the grade levels to follow. Course emphasizes fellowship, development of leadership character traits, physical fitness and health, and Marine Corps drill and ceremonies. Uniforms are provided without fee as long as they are returned at the end of the term.

COURSE TITLE: ROTC II (Sophomore); (220000)
LENGTH: Full School Year
1. A-B Block , 1.0 Credit
or 2. Two semesters, same year 2.0 Credits

CREDIT VALUE: 1.0 Credit- A-B Block
or 2.0 Credits for two semesters (1.0 credit per semester)

PREREQUISITE: ROTC I

COURSE DESCRIPTION: Leadership Education II (ROTC II) is designed for sophomores or juniors who have completed ROTC I. Students receive 1 or 2 elective credit. This course explores each subject in greater detail than found in Leadership Education I and emphasizes leadership theory, life skills, style and principles. Some leadership roles are assigned to second-year cadets.

COURSE TITLE: ROTC III (Junior) (220000)
LENGTH: Full School Year
1. A-B Block , 1.0 Credit
or 2. Two semesters, same year 2.0 Credits

CREDIT VALUE: 1.0 Credit- A-B Block
or 2.0 Credits for two semesters (1.0 credit per semester)

PREREQUISITE: ROTC II

COURSE DESCRIPTION: Leadership Education III (ROTC III) is designed for juniors or seniors who have successfully completed ROTC II. The majority of the cadet officers, rifle team, drill team, color guard, and student instructors are normally third-year cadets.

COURSE TITLE: ROTC IV (Senior) (220000)
LENGTH: Full School Year
1. A-B Block , 1.0 Credit
or 2. Two semesters, same year 2.0 Credits

CREDIT VALUE: 1.0 Credit- A-B Block
or 2.0 Credits for two semesters (1.0 credit per semester)

PREREQUISITE: ROTC III

COURSE DESCRIPTION: Leadership Education IV (ROTC IV) emphasizes leadership application and the training of subordinate student cadets. Fourth-year leadership training will include participation in the leadership research, and in the presentation of leadership talks to student or community groups.

INFORMATION TECHNOLOGY/LIBRARY SCIENCES

COURSE TITLE: Information Technology I (1021300)

LENGTH: Semester Course

CREDIT VALUE: 1 Credit

PREREQUISITE: None

COURSE OBJECTIVES

Upon completion of this course students will:

- Improve abilities in practical software applications including word processing, spreadsheets and databases,
- Develop real world problem solving skills through completion of tasks and projects on 10 hour modules in the following areas: Computer Applications, Computer Programming, Computer Troubleshooting, Web Page Design, Computer Aided Publishing, Graphics and Animation, Digital Sound, Computer Maintenance and Upgrading, Digital Video, Digital Photography and Multimedia Production.
- Explore different aspects of our digital world including components of the computer, input/output devices, communications and networks, and computer security and safety, ethics and privacy.
- Research and discuss new advancements in technology.
- Explore career opportunities in technology.

COURSE DESCRIPTION: Technology skills and know-how continues to be a leading factor in job success and the invaluable skills students will learn in Information Technology I provides them with the chance to become competent in several office applications such as word processing, spreadsheets and database. The 10 hour modules allow students the opportunity to explore and gain real world experience at their own pace in a wide variety of relevant technology subject matter.

With the skills acquired in this class, students will gain a competitive edge which will prepare them for college and their future careers and provide them with a solid technological background.

COURSE TITLE: Information Technology II

LENGTH: Semester Course

CREDIT VALUE: 1 Credit (Elective Course)

PREREQUISITE: Information Technology I

COURSE OBJECTIVES:

Upon completion of this course students will:

- Develop new skills using Macromedia software, which is widely used in commercial business for developing web pages, animations and graphics.
- Learn the mechanics behind creating an effective website, complete with Flash animation, buttons and graphics.
- Expand on previous computer module information by completing tasks and projects on 30 hour modules in the following areas: Computer Applications, Computer Programming, Computer Troubleshooting, Web Page Design, Computer Aided Publishing, Graphics and Animation,

Digital Sound, Computer Maintenance and Upgrading, Digital Video, Digital Photography and Multimedia Production.

COURSE DESCRIPTION: This course provides students with the opportunity to learn advanced web page design and the elements of graphics and animation that can be incorporated into making a professional web site. Students will also gain real world experience through a continuation of 30 hour modules.

COURSE TITLE: Digital Video
LENGTH: Semester Course
CREDIT VALUE: 1 Credit (Elective Course)
PREREQUISITE: Information Technology

DIGITAL VIDEO- In this course, students will be educated on the fundamentals of digital video which includes scripting, shooting, lighting, sound, recording, and editing. The class will also be trained to use state-of-the-art editing software in which they will learn to use special effects, transitions, video, photo, and sound effects. Students will complete a variety of digital video projects over the year and also be involved in other on-demand projects within the school. One credit hour, prerequisites include Information Technology I and teacher discretion.

COURSE TITLE: Technical Publications
LENGTH: Semester Course
CREDIT VALUE: 1 Credit (Elective Course)
PREREQUISITES: Upperclassmen and past yearbook staff members will be given priority

COURSE DESCRIPTION: This course introduces the student to the technical world of publishing and includes the publication of the school newspaper and yearbook. Students learn about creative layout design, desktop publishing, photography, writing news articles and captions, interviewing, meeting publication deadlines, fundraising, marketing book sales, selling advertising space, and designing advertising layouts. Interested, highly motivated students are expected to apply.

COURSE TITLE: Library Science/Information Literacy
LENGTH: Semester Course
CREDIT VALUE: 1 Credit (Elective Course)
PREREQUISITE: Student must have Junior or Senior standing and have completed one year of InfoTech.

COURSE DESCRIPTION: Upon completion of this course the student will have developed the skills necessary to become an independent user of the library and to assist students and faculty in acquiring and implementing these skills. Students will be responsible for promoting the library program by developing an appreciation and knowledge for books, electronic databases, and other resources used to provide patrons with the information they need. Students will also perform various managerial tasks on a daily, weekly and monthly basis such as shelving books, dusting shelves, compiling reports and preparing book talks; and many other tasks involved in operating the circulation desk in a school library.

Information instruction focuses recognizing the need for information and developing the skills to locate, evaluate and utilize the information retrieved. Learning how information is organized, accessed, and evaluated will be an important portion of this course. Students will acquire critical thinking skills that will enable the m to interpret evaluate, create and communicate information in all forms of media. The student will, in return, utilize these skills in helping patrons find the information they need.

COURSE TITLE: Computer Technician Assistant (029180)

LENGTH: Year Course

CREDIT VALUE: ½ Credit (Elective Course)

PREREQUISITE: Completed Information Technology 1 and enrolled in Information Technology 2. Sign an AUP for Technical Support Personnel; Secure Approval from the District Technology Supervisor.

COURSE DESCRIPTION: This course is designed to engage students in the technical, instructional and community aspects of the district technology program. Students will learn practical technical skills while providing technical support to staff and students. Students are expected to be dependable and trustworthy and will develop practical information and technology literacy skills.

COURSE TITLE: Community Service- Office Assistant/Teaching Assistant

LENGTH: 9 weeks course

CREDIT VALUE: ¼ credit (Elective Course)

PREREQUISITE: **Supervisor Signature**

COURSE DESCRIPTION: This course is designed to engage students in the day to day operations of the classroom and office. Students will learn practical technical skills while providing support to staff and students. Students are expected to be dependable and trustworthy.

FINE ARTS COURSES

COURSE TITLE: Drawing
LENGTH: 1 Semester Course
CREDIT VALUE: 1 Credit (Elective Course)
PREREQUISITE: None

COURSE DESCRIPTION: First fifteen weeks: This drawing course is designed to explore basic drawing techniques and styles. In this course, we will study and apply the elements and principles of design. Participants will also develop a greater understanding of two-dimensional composition. Participants will review and demonstrate the following: contour line, stippling, shading, crosshatching, gridding, 1-point and 2-point perspective, portraits and proportions.

This is a self-paced course. Students have 9 weeks from the date you start each grading period to finish their projects, unless otherwise noted by the teacher at the start of the project (example: poster contests). The timeline is laid out for your and your advisor's convenience. It's very important that you try to stick to the timeline so that you're not overloaded with projects at the end of the course.

Last 3 weeks: In this ceramics course the students will explore the basic in coil and pinch pots, along with slab building and carving. Some work on the potters will be involved on an individual basis during class.

COURSE TITLE: Painting
LENGTH: Semester Course
CREDIT VALUE: 1 Credit (Elective Course)
PREREQUISITE: None

COURSE DESCRIPTION: First fifteen weeks: This course is an introduction to the techniques of acrylic painting. Aesthetics, color theory and methods of applying paint will be explored through creative problems. Self-expression will be encouraged. Assignments will cover various subject matter including still life, figure model, landscape, and large scale projects.

This is a self-paced course. Students have 9 weeks from the date you start each grading period to finish their projects, unless otherwise noted by the teacher at the start of the project (example: poster contests). The timeline is laid out for your and your advisor's convenience. It's very important that you try to stick to the timeline so that you're not overloaded with projects at the end of the course.

Last 3 weeks: In this ceramics course the students will explore the basic in coil and pinch pots, along with slab building and carving. Some work on the potters will be involved on an individual basis during class.

COURSE TITLE: Band (120500)
LENGTH: Year Course
CREDIT VALUE: 1 Credit (Elective Course)
PREREQUISITE: Prior enrollment in Middle School Band or permission of instructor (no beginners unless cleared through instructor with written agreement to take and continue private lessons in the instrument selected, and ongoing proof of lessons provided throughout the year).
FEE: \$15.00

COURSE DESCRIPTION: This course is designed to increase knowledge of band literature, improve instrumental performance skills, and to provide understanding and foster mastery of musical concepts in preparation for quality public performances. Band actually begins during the summer, with occasional rehearsals and a mandatory band camp just before school begins in August. During the first semester the band's emphasis is on marching and pep band in preparation for the numerous performance opportunities during that season, including parades, fairs and festivals, sporting events and a winter concert. The second semester is spent rehearsing and performing mostly concert band literature in preparation for competitions, a spring concert, graduation, Memorial Day parade and other possible performances. **Since this is a performance class, participation in all scheduled performances (including pep band, trips, and parades) is mandatory and is weighted heavily in grading. Also, proper daily participation and cooperation is expected and graded as such. Fundraising may be required.**

COURSE TITLE: Concert Choir (120400)
LENGTH: Year Course
CREDIT VALUE: 1 Credit (Elective Course)
PREREQUISITE: None
FEE: \$15.00

COURSE DESCRIPTION: This course, open to all high school students, is designed to introduce choral literature of various styles and to develop the singer, both as an individual and as part of a group. Study will focus on music basics, choral techniques and sight singing. There will be multiple performance opportunities, including but not limited to, a winter concert, a spring concert, graduation and competitions. **Since this is a performance class, participation in all scheduled performances (including trips) is mandatory and is weighted heavily in grading. Also, proper daily participation and cooperation is expected and graded as such. Fundraising may be required.**

COURSE TITLE: Piano Lab I (120500)
LENGTH: 9 weeks
CREDIT VALUE: 1 Credit (Elective Course)
PREREQUISITE: None
FEE: \$20.00 (cost of method books)

COURSE DESCRIPTION: This class is designed for the beginning musician. It will introduce the keyboard and reading music, and will follow the method book used. The student will be assigned music to practice at home, and will take tests, both written and individual playing tests. **Class work will be accomplished on portable keyboards**

(already owned by the school), but home practice will be required so at-home access to a portable keyboard or piano will be needed.

COURSE TITLE: Piano Lab II
LENGTH: 9 weeks
CREDIT VALUE: ½ Credit (Elective Course)
PREREQUISITE: Piano Lab I
FEE: \$20.00 (cost of method books)

COURSE DESCRIPTION: This class is designed for the continuing piano student. It will pick up where Piano Lab I left off, and will follow the method book used. The student will be assigned written homework and music to practice at home, and will take tests, both written and individual playing tests. **Class work will be accomplished on portable keyboards (already owned by the school), but home practice is highly suggested, so at-home access to a portable keyboard or piano is preferable.**

COURSE TITLE: Class Guitar I (120500)
LENGTH: 9 weeks
CREDIT VALUE: 1/2 Credit (Elective Course)
PREREQUISITE: None
FEE: \$20.00 (cost of method books)

COURSE DESCRIPTION: This course is designed for the beginning musician. It will introduce the guitar and reading music, introducing lead (melody) playing and rhythm (chords). The student will be assigned music to practice at home, and will take tests, both written and individual playing tests. **Each student will be required to provide their own guitar for use in this class and at home. Acoustic or electric guitars can be used, but acoustic is preferred. Amplifiers will not be used in class. A guitar case for safe transportation is highly recommended.**

COURSE TITLE: Class Guitar II
LENGTH: 9 weeks
CREDIT VALUE: ½ Credit (Elective Course)
PREREQUISITE: Class Guitar I
FEE: \$20.00 (cost of method books)

COURSE DESCRIPTION: This course is designed for the continuing guitar student. It will include reading music, further study of rhythm (chords), and beginning tablature. The student will be assigned music to practice at home, and will take tests, both written and individual playing tests. **Proper daily participation and cooperation is expected and graded as such. Each student will be required to provide their own guitar for use in this class and at home. Acoustic or electric guitars can be used, but acoustic is preferred and amplifiers will not be used for electric guitars. A guitar case for safe transportation is highly recommended.**