Decisions

Alliance High School Course Selection Guide

2020-2021

EDUCATION AT ALLIANCE HIGH SCHOOL

DECISIONS BOOK
2020/2021

The Alliance City School District hereby gives notice that it does not discriminate on the basis of race, color, national origin, sex or disability in the education process and activities operated by the district

ALLIANCE HIGH SCHOOL
COURSE REGISTRATION GUIDE

This booklet has been prepared by the Alliance High School Guidance Department to assist both students and parents in course selection for the 2020-2021 school year.

Although certain academic courses are required for graduation, many other subjects are available as electives. This elective part of a student's program is a critical factor in the maximum utilization of the school experience.

Choosing courses must always be done with the purpose of selecting those experiences that will best serve you, i.e., courses that will enable you to make maximum growth in keeping with your abilities, interests, and goals. You should never choose electives for the reason that they represent the easy road, nor should they be selected because of popularity. A high degree of mature thinking is expected of you as you approach the matter of registration.

Program selection is an individual matter. A course of study ideal for one might be totally wrong for another. You will need a lot of help from people who can assist you in correlating the variables of abilities, interests, past experiences, future plans and probabilities with your needs. First of all, involve your parents and keep them continuously involved throughout your conferences with your classroom teachers and counselors. Your teachers will be frank with you about your strengths and weaknesses. Your counselors will have a more cumulative understanding of you. They will endeavor to see you registered in accord with your individual needs.

Steps to Consider

1. Study the booklet, noting basic requirements and courses required for each grade.
2. Note the elective offerings available.
3. Plan a sequence of required and elective courses to meet graduation requirements and to fulfill post-high school plans.
4. Select a minimum of seven or eight academic subjects per semester for a minimum of seven class periods per semester.
5. Consult with your teachers, parents, and counselor.
6. Make a final decision, with parent approval.
7. Schedule classes via Home Access Center on scheduling day.

The Alliance High School counselors for the current year are:

Annie Horner
A-F
Allison Morrison
G-O
Laura Bryan
P-Z
Tyler Triner
9th Grade

GENERAL INFORMATION

SELECTING SUBJECTS

How Can I Be Sure I Take the Right Subjects?

When a student reaches high school, he/she knows a little about his/her interests and abilities. With the help of parents, teachers, and counselors, it is advisable to make a plan for as many years ahead as possible. The student can then fit required subjects and electives into this plan each year of school.

If you plan to continue your education following high school, you should select courses which will help reach this goal. Few colleges require specific courses for admission; however, most colleges and nursing schools continue to give preference to students who have a strong preparation in such high school courses as English, mathematics, science, social studies, and foreign languages.

Alliance High School does not have a rigid, set college preparatory curriculum because individual selection should be based upon the needs of the students. The minimum core for college preparation in Ohio includes the following:

4 years of English (college prep)
4 years of mathematics, including Algebra I, II & Geometry
3 years of science, chosen from Biology I, Biology II: Anatomy and Physiology, Chemistry, Chemistry in the Community, and Physics
2 years of the same foreign language
3 years of social studies, two years of American history, and one year of American Government
1 year of visual and/or performing arts

STUDENTS: Please see the Freshman Page and Graduation Page concerning requirements for courses required and graduation requirements.

Students considering the HEALTH CAREER FIELDS, such as nursing, should follow the same general pattern of courses outlined above, but should complete four years of science, including Biology I, Biology II: Anatomy and Physiology, the AP Biology & Chemistry. Sociology should be considered as a supplemental course. Students can also enter the Sports Medicine/Athletic Training or Pre-Medical Professions Career & Tech Programs their junior year.

If you are planning a career in engineering or other MATH-SCIENCE RELATED FIELDS, you should take four years of science, substituting Physics for Biology II:Anatomy and Physiology, as well as, four years of mathematics.

IF AN INDUSTRIAL TECHNOLOGY OR FAMILY AND CONSUMER SCIENCE background is important to you, either before entering a career tech/tech prep program or in place of such a program, you may choose according to the type of skill you wish to develop.

If you do not fit any of the preceding patterns and want to follow a general course of study, be sure to develop some depth of preparation in your areas of strength. In all cases, students should keep in mind the requirements for graduation listed on page 16-18.

POLICIES AND GUIDELINES TO HELP YOU WITH YOUR PLANNING

How many subjects?
All students are expected to register for at least seven periods per semester. Students authorized to attend part-time may be exempted. All programs, including those under the Career and Technical Education Department, normally include the equivalent of seven periods per semester.

Each student is encouraged to register for the number and type of subjects to give maximum preparation for graduation. Students should consult counselors regarding the maximum number of subjects. Each program should be tailored to the goals, abilities, interests, and specific capabilities or limitations of each student.

How many credits are necessary to qualify for each grade?
The minimum number of credits necessary to qualify for each grade level is as follows:

Freshman:	pass 8th grade	Junior:	10 credits
Sophomore:	5 credits	Senior:	15 credits

NCAA Eligibility: Any student athlete wanting to become NCAA eligible must take courses approved by the NCAA Clearinghouse. Courses that are NCAA eligible will be marked at the beginning of each subject section. You may also see your guidance counselor for a list of approved courses. Further NCAA information can be found at the end of this booklet. Any courses taken through on-line PLATO are <u>not</u> NCAA eligible.

INTRODUCTION TO CAREER TECH. / CAREER TECH / TECH PREP PROGRAMS

The following courses are available as introductory classes to many Career and Tech programs. (See pages 75-76)

Introduction to Health Care, Design I, Introduction to Automotive and Set Building and Design.

Training received in two-year Career & Technical (C&T) programs at Alliance High School may be considered equivalent to that received at many technical schools offering post-high school training.

It should be emphasized that enrollment in a C&T program does not prevent a student from attending college or technical school upon graduation. Many of our C&T graduates go onto further education. Students whose future plans include a traditional college major should be careful, however, to make sure they will be able to obtain all of the necessary high school prerequisites for that major before selecting a C&T program. Especially important are English, mathematics, social studies, and science.

Students considering C&T training may refer to course descriptions for direction in choosing the appropriate prerequisites at the ninth and tenth grade levels.

Junior standing is required for admission to any two-year program involving a laboratory or on-the-job requirement. Students should be aware of the fact that subject selections outside of the C&T area are limited due to scheduling restrictions.

Some students in a two-year program will not have time to include Concert Band and Marching Band in their schedules. Some seniors in lab programs will be placed on jobs during the second semester, ruling out electives during that period. They may elect C&T Marching Band first semester.

As with Career & Tech, students need to refer to course descriptions for direction choosing the appropriate prerequisites at the ninth and tenth grade levels. Junior admission is required and scheduling restrictions exist due to the number of class periods the Tech Prep programs require and the need to get core subjects taken.

Students within these programs will be given the opportunity to:

- Learn college preparatory academics in applied, real-world contexts that make the content more meaningful and accessible to them;
- Develop technological literacy, including the "new basics" of computer usage;
- In 11th and 12th grade, immerse themselves in the foundation occupational skills needed to enter and succeed in an associate degree program;
- Earn college credit while still in high school.

At the end of high school, College Tech Prep graduates are ready to choose a technical major and enter an advanced skills associate degree program at a community or technical college or enter a baccalaureate program at a university. Students who choose to immediately enter the workforce after graduation, do so with an array of stronger basic and occupational skills than graduates of general education programs.

In our area, the Stark County College Tech Prep Consortium partners with Stark State College of Technology with all public school districts in Stark County. The consortium also has articulation agreements with 13 other colleges and universities.

AHS Tech Prep Programs: (2 year programs) Automotive Body, Automotive Technology, Media Arts/Video Production, Cosmetology, Interactive Media, Construction Trades, Sports Medicine/Athletic Training, Pre-Medical Professions and Welding/Fabricating.

Tech Prep Programs available at Marlington High School: Accounting, Engineering Natural Resources & Environmental Sciences, Turf and Landscape Technologies, Horticulture, Oil and Gas Processing and Engineering Courses.

ALLIANCE HIGH SCHOOL PHYSICAL EDUCATION WAIVER POLICY

Students in grades 9-11 may be excused from the physical education course requirement by participating in District–sponsored interscholastic athletics, marching band, show choir, or cheerleading for at least two (2) seasons during high school grades 9-11. Starting with the 2020-2021 school year, districts may include show choir as a permissible activity as part of the PE Waiver policy.

(An athletic season is defined by the rules and bylaws of the Ohio High School Athletic Association and as defined in the Alliance High School Athletic Handbook.)

High school students in grades 9-11 who meet this requirement will not be required to complete any physical education course as a condition to graduate. However, in order to be eligible for graduation, a high school student, who is excused from the high school physical education requirement, must complete at least one (1) semester of instruction in another course of study. This semester of instruction must be separate from and in addition to all other courses of study and hours of instruction that are required to graduate. Students still need to earn a minimum of 21 credits to meet the graduation requirements.

Participating in interscholastic athletics, marching band, show choir, and cheerleading is a privilege, and not a right. This policy shall not in any way be construed as granting a student the right to participate in such district-sponsored activities. Board rules and policies including Code of Conduct continue to apply.

Granting of this waiver becomes effective upon completion of the specified athletic season as approved by the Athletic Director and submission to the Guidance Office.

Rules & Guidelines

- Any student who has not fulfilled his/her physical education requirement prior to the beginning of his/her senior year will be automatically scheduled into physical education classes.

- District-sponsored interscholastic athletics, marching band, show choir, and cheerleading during the senior year cannot be used to fulfill the physical education requirement.

ADVANCED PLACEMENT (AP) OPPORTUNITIES

Realizing that students need a variety of learning opportunities, Alliance High School has advanced courses available to students who meet specific prerequisites. Advanced Placement courses are rigorous courses designed to expose students to college-level material and work. Teachers of advanced placement courses are trained through *College Board*, the institution responsible for overseeing the entire Advanced Placement program.

Through AP's college-level courses and exams, you can earn college credit and advanced placement, stand out in the college admission process, and learn from a group of dedicated and skilled teachers. In AP classrooms, the focus is not on memorizing facts and figures. Instead, you'll engage in intense discussions, solve problems collaboratively, and learn to write clearly and persuasively.

AP courses can help you acquire the skills and habits you'll need to be successful in college. You'll improve your writing skills, sharpen your problem-solving abilities, and develop time management skills, discipline, and study habits.

Over 90 percent of four-year colleges in the United States and colleges in more than 60 countries give students credit, advanced placement or both on the basis of AP exam scores. These courses are year-long in scope and require students to take an AP test during the first weeks of May. Scoring a "3" or higher on the AP test will secure college credit in the respective advanced placement course. Since the school district picks up the costs of the AP test, all AP students are required to take the AP exam. Any student that fails to take an AP exam will have the cost of the test added to their school fees. The following advanced placement courses are available at Alliance High School:

AP Biology
AP Chemistry will not be offered for the 2020-21 school year
AP English Literature
AP English Language
AP Psychology
AP Studio Art: Drawing
AP Studio Art: 2-D Design
AP Studio Art: 3-D Design
AP US History

More information is available by visiting the College Board website: www.collgeboard.com or through the AHS Guidance Office.

Advantages of taking Advanced Placement Courses:

- Students have a chance to earn both high school and college credit.
- Students do not have to leave the building or provide their own transportation.
- Students can still be involved in daily school activities (taking classes off-campus often interferes with schedules).
- Students can graduate high school with many of their required freshman college courses completed.
- There is little to no cost involved.

Disadvantages of taking Advanced Placement Courses:

If a student does not receive a score of "3" or above on the AP exam, he/she will not earn college credit.

DUAL CREDIT (DC) OPPORTUNITIES

Alliance High School has partnered with the University of Mount Union and Stark State College to offer AHS students the opportunity to take high school courses for both high school and college credit. Dual credit is a form of Post Secondary Enrollment Options (PSEO) and the program includes classes taken on the college campus as well as classes offered at AHS for both high school and college credit. These classes are taught by high school faculty who have obtained adjunct status at the high school/college and meet the same standards as classes taught on campus. Students enrolled in dual credit courses have the opportunity to graduate with many of the required freshman courses at local universities. By enrolling in dual credit at AHS, students do not have to leave the building and will be able to participate in daily school activities.

The following courses are offered as dual credit at AHS with credits earned through University of Mount Union (UMU), Stark State College (SS), or Kent State University (KSU):

Math: College Algebra (SS), Statistics (SS), Pre-Calculus A (SS), Pre-Calculus B (SS), Calculus I (UMU), Calculus II (UMU)

English: College Composition I (SS), College Composition II (SS), American Lit:1865 To Present (SS), American Lit: Colonial To 1865(SS)

Science: Anatomy & Physiology (UMU)

Social Studies: American Gov't (UMU), College/Career Success Skills (SS)

Foreign Language: ASL I (SS), ASL II (SS), ASL III (SS), Deaf Culture and Community(SS), Intro. to Interpreting (SS), Spanish V (KSU),

Career Tech: Intro to Welding (SS), Welding Lab (SS), BluePrint Reading (SS), Culinary Foundations (SS)

The following courses are offered as **ONLINE** dual credit at AHS with credit earned through Stark State College. These courses are taught by a Professor at Stark State but facilitated by a high school teacher.

College Composition I (online), College Composition II (online), General Psychology (online), Political Science (online)

Requirements to participate in Dual Credit classes:

- Meeting test requirements as determined by the college/high school.
- Completion of all forms through the AHS guidance department.
- Teacher recommendation/letters of recommendation as determined by the college.
- Students must be self-motivated and capable of completing college-level work.

Advantages of taking Dual Credit courses:

*Students have a chance to earn both high school and college credit.
*Successful completion of a three or more credit-hour college course will result in 1.0 Carnegie unit earned at high school.
*Students do not have to leave the building or provide their own transportation.
*Students can still be involved in daily school activities.
*Students can graduate high school with many required freshman courses completed.
*There is little to no cost involved.

Disadvantages of taking Dual Credit courses:

*Students are beginning their college courses and, if they do not do well, the grade is still reflected on their high school transcript.
*If the student fails, he/she may be required to pay for the cost of the course.

POST SECONDARY ENROLLMENT OPTIONS

(S.B. No. 140 Sections 3365.02-.09)

The Ohio Legislature has enacted legislation, which establishes a program to award high school credit to high school students enrolled in college courses.

To be eligible, the student must be in grades 11-12 and must be accepted by the college he/she will attend. A student may not enroll in any specific college courses through the program if the student has taken high school courses in the same subject area as that college course and has failed to attain a cumulative grade point average of at least 3.0 on a 4.0 scale.

If a student meets the above criteria and chooses to participate in the Post Secondary Enrollment Options Program under Option B below, the grade(s) earned in the college course work will be included in the student's high school grade point average. Each full year college course will be considered as 1 full unit of credit for GPA purposes. The following options are available:

Option A: permits eligible students to enroll in college courses for college credit. Students electing this option will be required to pay all costs incurred, including tuition, books, materials, and fees.

Option B: permits eligible students to enroll in college courses for college and high school graduation credit. Students electing this option will not be required to pay for tuition, books, materials, or fees associated with such courses.

In Option B, the college will be reimbursed with money subtracted for the local schools; state funding. In this case, the student pays no money to the college. The amount of state money going to the college will be proportional to the number of courses the student takes at the college. If the student takes one course, the college will receive one seventh of the state foundation money for that student. If a student takes 2 courses, the reimbursement would be two sevenths, etc. Reimbursement for travel expenses may be available in some cases.

If a student is interested in the Post Secondary Enrollment Options Program, the student or his/her parent shall inform the district board of education by the 30th of March of the student's intent to participate during the following year. Failure to inform the board by that date will make them ineligible to participate without the permission of the district superintendent.

Course Load:
PSEO students may register for one or more courses per semester. All Alliance High School students must be enrolled in a total of at least 4 high and/or college classes or a minimum of 12 hours if full time at college.
College Credit:
The college maintains a permanent record of all completed coursework. Students will earn 1 high school credit for every yearly college course taken.
Application Process:
The student needs to telephone the college or university and make an appointment for an interview. Applications will be given to the student at the time of the interview.

SCHEDULE CHANGES

The development of a student schedule is one of the most important events which take place during the school year. The student schedule is the product of input from counselors, teachers, parents, and the student. The decisions which go into the selection of courses must be responsible ones. Classes are arranged and schedules set up on the basis of class choices made in the spring. Students are strongly encouraged to carefully select their courses because fall schedule changes are disruptive and will be very limited.

Schedule Changes
Changes in a student's schedule will only be considered for the following reasons:

- Change into a career/technical program
- Master schedule conflict between classes chosen in the spring
- Two or more study halls or no study halls
- Lacking a course needed to graduate
- Changes due to summer-school enrollment
- Conflicts with post-secondary enrollment
- Change a study hall to an office aide
- Obvious error in schedule

All other requests outside these parameters must be submitted to and approved by an administrator.

Changes in a student's high school schedule will *not* be considered for the following reasons:

- To change the student's lunch
- To have classes with friends
- Student or parent desire for another instructor
- Student requested the course but no longer desires it

Students must keep a minimum of 7 credits (freshman, sophomore, and junior) or 5 credits (senior).

Class Drop Policy:
In the case of extenuating circumstances, a procedure for requesting a drop may be implemented after classes have begun. The administration may approve a class drop without penalty during the **first 10 days** of class of either semester. At the start of the **11th** day of coursework, an approved class drop will result in a Withdrawn Fail (WF) grade for the semester. A "WF" will affect your GPA. A drop after the 11th day will affect GPA and social-probation status.

Class Add Policy:
Within the **first 6 days of each semester** of school, a student may add a course in place of a study hall with approval of the teacher and guidance/administration, as long as space is available. Class additions at semester break are limited.

College Credit Plus Add and Drop Policy:
Deadlines for adding and dropping a face-to-face CCP course will be the same as the policy of the institution (University of Mount Union, Stark State, and Kent State) awarding the credit. ***A student who drops a face-to-face CCP course will remain in the course as a non-CCP student for the remainder of the semester.***

Alliance High School
Honors Contract

Student Name: _____ Current Grade: _____

Any advanced placement, honors, and selected CCP courses taken at Alliance High School (see reverse) require a signed contract by the student, parent/guardian and the school. Courses included are on the back side of this document.

Expectations:

1. I understand these classes are designed to prepare me for success in college and careers.
2. I understand the commitment of time and dedication I will make by selecting advanced courses for next school year. I should expect nightly and weekend homework in these classes. This work will include outside reading, research, project development, essays, and reflective writing.
3. I understand I may be required to complete summer work for one or more of these classes. If I do not complete summer assignments, I am aware this will have a negative impact on my grades. I also understand that by not doing the summer assignment, I will not be dropped from the course.
4. I understand if I drop a face-to-face CCP course, I will remain in the course as a non-CCP student for the remainder of the semester. I understand that I can only drop AP or honors courses at the semester, and only if approved by an administrator.
5. I understand that all AP students are required to take the AP test or complete the AP portfolio.
6. I understand that I must be mindful of the total number of advanced courses I schedule in any school year to give myself the opportunity to be successful.

This contract must be signed and returned by 1/31/2020.

Requested Course	Current Teacher Signature

Print Student Name:_____ **Student Signature:**_____

School Counselor Signature:_____

Parent Signature:_____ **Date:** _____

AP Courses	CCP Courses	Honors Courses
AP Biology	Statistics	Pre-AP English I H
AP Chemistry	College Algebra	Pre-AP World History & Geography H
AP English Literature	PreCalculus	
AP English Language	Calculus I	
AP US History	Calculus II	
AP Psychology	College Composition I	
AP Studio Art 2D	College Composition II	
AP Studio Art 3D	Elements of Anatomy & Physiology	
AP Drawing	American Lit: Colonial To 1865	
	American Lit:1865 To Present	
	American Government	
	Spanish V	

FRESHMAN INFORMATION

As you read through this booklet, try to keep in mind all four high school years. This will be helpful to refer to each year as you register for classes. Please see page 18 for an explanation of graduation requirements.

Freshman Math Courses

- Incoming freshmen who are accelerated in math and have had Algebra or Geometry in 8th grade, should take the next math course progression (Algebra II). These students have the option to retake Algebra I or Geometry in high school. If this option is chosen, the higher of the original or retake grade and credit will be on their transcript.
- Incoming freshmen who successfully completed 8th grade math as determined by multiple measures (i-Ready, grades, AIR scores) should take Algebra I as the next math course progression.
- Incoming freshmen who need additional support for Algebra concepts based on multiple measures (i-Ready, grades, AIR scores), should take the double block of Algebra I as the next math progression.

Predictors for Success in Algebra II: Proficient "3" or higher on Algebra I or Geometry EOC and "B" or higher in Algebra I or Geometry

Predictors for Success in Algebra I: Proficient "3" or higher on 8th Grade AIR Math test and "B" or higher in 8th Grade Math

Freshman Foreign Language Courses

- Incoming freshmen may take Spanish II or French II
- Incoming freshmen have the option to retake Spanish I or French I in high school. If this option is chosen, the higher of the original or retake grade and credit will be on their transcript.

Predictors for Success in Spanish II: 70% "C-" or higher in Spanish IA and IB in middle school

Predictors for Success in French II: 70% "C-" or higher in French IA and IB in middle school

Freshman Science Courses

- Incoming freshmen may take Physical Science or Pre-AP Biology Honors.

Predictors for Success in Pre-AP Biology Honors: Proficient "3" or higher on 8th Grade AIR Science test and "B" or higher in 8th Grade Science

Freshman English and Social Studies courses

- Incoming freshmen may take Pre-AP English I or Pre-AP English I Honors
- Incoming freshmen may take Pre-AP World History and Geography or Pre-AP World History and Geography Honors.

Predictors for Success in Pre-AP English I and Pre-AP World History and Geography Honors: Proficient "3" or higher on 8th Grade AIR ELA test and "B" or higher in 8th Grade English and Social Studies

PE Waiver

- Students in grades 9-11 may be excused from the physical education course requirement by participating in District–sponsored interscholastic athletics, marching band, show choir, or cheerleading for at least two (2) athletic seasons.

In addition, freshmen and sophomores may select credits from the following elective subjects:

French I,II,III Spanish I,II,III
News Production
Foundations of Art
Painting and Drawing (Level I)
Film Studies
History of Jazz/History of Rock
Set Building and Design
Design I
Lifetime Fitness
Nutrition and Wellness
Finance
College and Career Success Skills DC
Jetsetters Stage Crew (membership by audition)
Jetsetter Show Choir Band(membership by audition)
AP English Language
Intro to ASL, ASL I/DC, ASL II/DC, ASL III/DC
Drama/Speech
Sculpture and Ceramics (Level I)
Digital Photography (Level I)
Bands/Choir/Orchestra/Applied Studies
Intro to Health Care
Intro to Automotive
Intro to Physical Education
Strength & Conditioning
Business Today
Intro. to Business
Jetsetters(membership by audition)
Health
Creative Writing
AP US History

Please read course descriptions carefully before deciding which subjects you wish to select. Schedule changes are made only after serious consideration by parents, teachers, counselors, and the student. All freshmen must be scheduled for a minimum of 7 periods of classes. Exceptions are subject to counselor approval.

Prerequisites for Courses

It is necessary that all prerequisite requirements be fulfilled before commencing a course. When a course has a prerequisite of grade level standing, the number of credit hours required, as listed on the previous page, must be completed prior to the semester in which you enroll in the course.

Minimum Course Load

All students at Alliance High School are to be scheduled into at least seven periods of classes per day.

Credit

A student will receive credit for all work satisfactorily **completed, regardless of the semester**.
(*) Indicates courses designed for a college-preparatory curriculum.

Class Rank for Graduating Classes

Alliance High School will rank a weighted grading system for calculating class rank. A student's class rank is determined by the cumulative grade point average and the cumulative number of credits earned. Cumulative GPA is computed at semester end and again at the end of the school year. Please see pages 23 and 24 of the Decisions Book for a more detailed description.

GRADUATION

Students who satisfy all requirements for graduation prior to the completion of four full years of instruction may apply for early graduation. The procedures and appropriate forms are published through the Guidance Office. Students who wish to graduate prior to four years must decide by the end of the first nine week grading period of their junior year. Final approval rests with the building Principal. If a student plans to participate in graduation exercises, they will be expected to meet all the requirements and time deadlines the same as all regular seniors.

What are the minimum requirements for graduation?

The Minimum Standards for Ohio Schools, issued by the Superintendent of Public Instruction for the State of Ohio, requires that credits in the following areas be earned for graduation: See the Ohio Department of Education website for a complete explanation of graduation requirements. Search graduation requirements. http://www.ode.state.oh.us.

English	4 units of credit
Social Studies (Must include U.S. History, American Government)	3 units of credit
Science (**Must** include physical and life sciences)	3 units of credit
Mathematics (**MUST** include Algebra I, and Algebra II, or The equivalent of Algebra II)	4 units of credit
Health and Physical Education	1 unit of credit
Fine Art (complete in grades 7-12)	2 semesters */**
Total Credits for Requirements	15 units of credit
Electives	6 units of credit

* Students graduating with a career-technical path are exempt from this requirement.

** Fine Art Credit Courses at AHS include all music classes, all art classes, Chronicle, News Writing I and II, Creative Writing, and Film Studies. Fine Art Credit Courses at AMS include Art, Band, Ceramics, Choir and Orchestra.

TOTAL CREDITS NEEDED FOR GRADUATION FOR STUDENTS – 21 UNITS OF CREDIT.

Graduation Requirements for the Classes of 2021-22

Before you know it, you'll be receiving your high school diploma. Ohio is giving you new ways to show the world what you can do with it. As a student entering ninth grade between July 1, 2017 and June 30, 2019, Ohio's new high school graduation requirements give you more flexibility to choose a graduation pathway that builds on your strengths and passions – one that ensures you are ready for your next steps and excited about the future.

First, cover the basics

You must earn a minimum total of 21 credits in specified subjects and take your required tests. Then, decide how you will round out your diploma requirements.

Second, Show you are ready

Use at least one pathway to show that you are ready for college or a job.

1. Ohio's State Tests - Earn at least 18 points on seven end-of-course state tests. End-of-course tests are: Algebra I, Geometry, English I, English II, American Government, American History, and Biology.
Each test score earns you up to five graduation points. You must have a minimum of four points in math, four points in English and six points across science and social studies.

2. Industry credential and workforce readiness
Earn a minimum of 12 points by receiving a State Board of Education-approved, industry-recognized credential or group of credentials in a single career field and earn the required score on WorkKeys, a work-readiness test.

3. College and career readiness tests
Earn remediation-free scores in mathematics and English language arts on either the ACT or SAT.

For all high school juniors, the remediation-free scores set by Feb. 1 of their junior year will be used to meet their graduation requirements. The most up-to-date information regarding remediation-free scores can be found on the Department's graduation requirements webpage.

ACT - Entered high school after July 1, 2014, reading subscore of 22 (or higher)
ACT - Mathematics subscore of 22 (or higher)
SAT - Taken after March 1, 2016 Mathematics 530 (or higher)

You can meet new requirements by demonstrating competency and readiness for a job, college, military or a self-sustaining profession.

Show competency
Earn a passing score on Ohio's high school Algebra I and English II tests. Students who do not pass the test will be offered additional support and must retake the test at least once.
Is testing not your strength? After you have taken your tests, there are three additional options to show competency!

Option 1

Demonstrate Two Career-Focused Activities*:

Foundational

- Proficient scores on WebXams
- A 12-point industry credential
- A pre-apprenticeship or acceptance into an approved apprenticeship program

Supporting

- Work-based learning
- Earn the required score on WorkKeys
- Earn the OhioMeansJobs Readiness Seal

Option 2

Enlist in the Military
Show evidence that you have signed a contract to enter a branch of the U.S. armed services upon graduation.

Option 3

Complete College Coursework
Earn credit for one college-level math and/ or college-level English course through Ohio's free College Credit Plus programs.

Third, show readiness

Earn two of the following diploma seals, choosing those that line up with your goals and interests. These seals give you the chance to demonstrate academic, technical and professional skills and knowledge that align to your passions, interests and planned next steps after high school.

At least one of the two must be Ohio-designed:

OhioMeansJobs Readiness Seal
Industry-Recognized Credential Seal
College-Ready Seal
Military Enlistment Seal
Citizenship Seal
Science Seal
Honors Diploma Seal
Seal of Biliteracy
Technology Seal
Community Service Seal
Fine and Performing Arts Seal
Student Engagement Seal

Graduation Requirements for the Class of 2023 and Beyond

Before you know it, you'll be receiving your high school diploma. Ohio is giving you new ways to show the world what you can do with it. As a student entering ninth grade on or after **July 1, 2019**, Ohio's new high school graduation requirements give you more flexibility to choose a graduation pathway that builds on your strengths and passions – one that ensures you are ready for your next steps and excited about the future.

First, cover the basics

You must earn a minimum total of 21 credits in specified subjects and take your required tests. Then, decide how you will round out your diploma requirements.

Second, show competency

Earn a passing score on Ohio's high school Algebra I and English II tests. Students who do not pass the test will be offered additional support and must retake the test at least once. **Is testing not your strength?** After you have taken your tests, there are three additional ways to show competency!

Option 1

Demonstrate Two Career-Focused Activities:

Foundational

- Proficient scores on WebXams
- A 12-point industry credential
- A pre-apprenticeship or acceptance into an approved apprenticeship program

Supporting

- Work-based learning
- Earn the required score on WorkKeys
- Earn the OhioMeansJobs Readiness Seal

*At least one of the two must be a Foundational skill

Option 2

Enlist in the Military

Show evidence that you have signed a contract to enter a branch of the U.S. armed services upon graduation.

Option 3

Complete College Coursework

Earn credit for one college-level math and/ or college-level English course through Ohio's free College Credit Plus program.

Third, show readiness

Earn two of the following diploma seals, choosing those that line up with your goals and interests. These seals give you the chance to demonstrate academic, technical and professional skills and knowledge that align to your passions, interests and planned next steps after high school.

At least one of the two must be Ohio-designed:

OhioMeansJobs Readiness Seal
Industry-Recognized Credential Seal
College-Ready Seal
Military Enlistment Seal
Citizenship Seal
Fine and Performing Arts Seal
Science Seal
Honors Diploma Seal
Seal of Biliteracy
Technology Seal
Community Service Seal
Student Engagement Seal

Diploma with Honors

Beginning with students starting in high school in the fall of 2008, students must complete one of three pathways to qualify for the Diploma with Honors. The criteria for the Academic Pathway remain unchanged from 2007. The criteria for the Career-Technical Education Pathway include "advanced science" courses that qualify as part of the science requirement. We do not participate in the third pathway, which is an International Baccalaureate Diploma. For more information and FAQ please visit ODE Honors Diploma

Comparison of Diplomas with Honors Criteria

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

	Ohio Diploma	Academic Honors Diploma	Career Tech Honors Diploma	STEM Honors Diploma	Arts Honors Diploma (Includes dance, drama/theatre, music, and visual art)	Social Science & Civic Engagement Honors Diploma
Math	4 units, must include one unit of algebra II or equivalent		4 units, Algebra I, Geometry, Algebra II (or equivalent), and one other higher level course or4 course sequence that contains equivalent or higher content	5 units, Algebra I, Geometry, Algebra II (or equivalent), and one other higher level course or 4 course sequence that contains equivalent or higher content4	4 units, Algebra I, Geometry, Algebra II (or equivalent), and one other higher level course or 4 course sequence that contains equivalent or higher content	
Science	3 units	4 units, including two units of advanced science2	4 units, including two units of advanced science2	5 units, including two units of advanced science2	3 units, including one unit of advanced science2	3 units, including one unit of advanced science2
Social Studies	3 units	4 units	4 units	3 units	3 units	5 units
World Languages	N/A	3 units of one world language, or no less than 2 units of each of two world languages studied	2 units of one world language studied	3 units of one world language, or no less than 2 units of each of two world languages studied	3 units of one world language, or no less than 2 units of each of two world languages studied	3 units of one world language, or no less than 2 units of each of two world languages studied
Fine Arts	2 Semesters	1 unit	N/A	1 unit	4 units	1 unit
Electives	5 units	N/A	4 units of Career-Technical minimum3	2 units with a focus in STEM courses	2 units with a focus in fine arts course work	3 units with a focus in social sciences and/or civics
GPA	N/A	3.5 on a 4.0 scale	3.5 on 4.0 scale	3.5 on a 4.0 scale	3.5 on a 4.0 scale	3.5 on a 4.0 scale
ACT/SAT/ WorkKeys1	N/A	27 ACT/1280 SAT8	27 ACT/1280 SAT8/WorkKeys (6 Reading for Information & 6 Applied Mathematics)7	27 ACT/1280 SAT8	27 ACT/1280 SAT8	

Field Experience	N/A	N/A	Complete a field experience and document the experience in a portfolio specific to the student's area of focus5	Complete a field experience and document the experience in a portfolio specific to the student's area of focus5	Complete a field experience and document the experience in a portfolio specific to the student's area of focus5	Complete a field experience and document the experience in a portfolio specific to the student's area of focus5
Portfolio	N/A	N/A	Develop a comprehensive portfolio of work based on the student's field experience or a topic related to the student's area of focus that is reviewed and validated by external experts 6	Develop a comprehensive portfolio of work based on the student's field experience or a topic that is related to the student's area of focus that is reviewed and validated by external experts 6	Develop a comprehensive portfolio of work based on the student's field experience or a topic that is related to the student's area of focus that is reviewed and validated by external experts 6	Develop a comprehensive portfolio of work based on the student's field experience or a topic that is related to the student's area of focus that is reviewed and validated by external experts 6
Additional Assessments	N/A	N/A	Earn an industry-recognized credential or achieve proficiency benchmark for appropriate Ohio Career-Technical Competency Assessment or equivalent	N/A	N/A	N/A

Ohio Revised Code including:

½ unit physical education**
½ unit health
½ unit in American history
½ unit in government

* Writing sections of either standardized test should not be included in the calculation of this score.
** SB 311 allows school districts to adopt a policy exempting students who participate in interscholastic athletics, marching band or cheerleading for two full seasons or two years of JROTC from the physical education requirement.

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

For the Academic and Career Tech Honors Diplomas, students who entered the ninth grade between July 1, 2013 and June 30, 2017 may choose to pursue the diploma by meeting the requirements of these criteria or the previous criteria. Students entering the ninth grade on or after July 1, 2017 must meet these criteria.

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

Students must meet all but one of the criteria to qualify for an Honors Diploma, and any one of the criteria may be the one that is not met. Diploma with Honors requirements pre-suppose the completion of all high school diploma requirements in the Ohio Revised Code including:

1⁄2 unit physical education (unless exempted), 1⁄2 unit health, 1⁄2 unit in American history, 1⁄2 unit in government, and 4 units in English. The class of 2021 and beyond will need to have 1⁄2 unit in world history and civilizations as well.

1 - Writing sections of either standardized test should not be included in the calculation of this score. The Locating Information test is not included in the calculation of the WorkKeys score.

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

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

4 - The fifth mathematics and science credit for the STEM honors diploma may be fulfilled with a single course.

5 - Field Experience refers to experiential learning in either an internship or apprenticeship. Students will document their experiences by describing their understanding in a portfolio.

6 - The student portfolio is a collection of experiential learning and competencies based on the student's field experiences. Students will engage with professionals or scholars in the field while developing their own portfolio or ePortfolio of original work that documents their technical, critical and creative skills representative of their honors focus; students' work must be reviewed and evaluated by scholars or professionals within the field/area of study in which the students' work is focused, and the scholars or professionals must be external to the district staff; students will give a presentation to showcase the work and provide an analysis of it to the school and local community. If the student does not complete a field experience, the portfolio can be based on a collection of work related to the student's honors diploma area of focus.

7 - Students must score a minimum of a 6 on the Applied Mathematics WorkKeys Assessment and a minimum of 6 on the Reading for Information WorkKeys Assessment in order to meet the WorkKeys score requirement. The WorkKeys option applies only to the Career Tech Honors Diploma.

8 - These scores are based on the 2016 ACT and SAT assessments. Concordance tables outlining equivalent scores for past and future tests that differ from the 2016 versions will be published on the ODE website. Tables to concord SAT assessments taken prior to March 2016 can be found here. Further information on test concordance can be found here.

COLLEGE CREDIT PLUS

- All semester DC classes count for 1 HS credit. (i.e. College Algebra 1 HS credit)
- Weighted Grades- equivalent DC/AP courses must be the same
    - DC Composition I/II must be weighed the same as AP Literature
    - DC Elements of Anatomy and Physiology must be weighed the same as AP Biology
- Students have to be offered a 30 hour pathway
    - Associate of Arts and an Associate of Science
- Students can take no more than 30 college and high school credits a year
    - Students have to pay full college tuition for the additional courses
    - Students can take summer PSEO courses with no charge to the student
    - Summer grades and GPA value are calculated into a student's cumulative GPA value at the conclusion of the fall semester following the summer in which the course was taken.

  If a student is economically disadvantaged and fails a DC course after the drop date, he/she cannot be charged the tuition costs.

- **Associate of Arts**
    - (3) College Composition I (ENG124)
    - (4) American Government (PS105)
    - (3) General Psychology (PSY121)
    - (3) College Composition II (ENG231)
    - (3) Statistics (MTH124)
    - **16**
    - (4) College Algebra (MTH125)
    - (4) The Unity of Life (UMU)
    - (4) Elements of Anatomy & Phys.(UMU)
    - (4) Pre-Calculus A (MTH135A)
    - **16**
    - **32 Total Credit Hours**
- **Associate of Science**
    - (3) College Composition I (ENG124)
    - (4) American Government (PS105)
    - (3) General Psychology (PSY121)
    - (3) College Composition II (ENG231)
    - (4) Pre-Calculus B (MTH135B)
    - **17**
    - (4) The Unity of Life (UMU)
    - (4) Elements of Anatomy & Phys.(UMU)
    - (4) Calculus I (MTH141)
    - (4) Calculus II (MTH142)
    - **16**
    - **33 Total Credit Hours**

WEIGHTED GRADES AND RANKING SYSTEM

Alliance High School uses a weighted grading system for calculating class rank. A student's class rank is determined by the cumulative grade point average and the cumulative number of credits earned. The maximum number of credits earned that can be added to the rank calculation is limited. The following shows the maximum number of credits that may be added to the rank calculation at the end of each semester:

Grade 9	Semester 1: 3.5	Semester 2: 7
Grade 10	Semester 3: 10.5	Semester 4: 14
Grade 11	Semester 5: 17.5	Semester 6: 21
Grade 12	Semester 7: 24.5	Semester 8: 28

All classes taken will factor into a student's grade point average, including those that exceed the maximum credit limit per semester. Face-to-face Advanced Placement and all Pre-AP honors courses are weighted on a 5.0 grading scale:

A = 5	A- = 4.90	
B+ = 4.5	B = 4.2	B- =3.90
C+ = 3.50	C = 3.20	

Dual credit American Government, Calculus I and II, Pre-Calculus A and B, College Composition I & II (face to face and online), American Lit: Colonial To 1865, American Lit:1865 To Present, Elements of Anatomy and Physiology, Spanish V, and General Psychology (online), Political Science (online) are weighted on a 5.0 grading scale. CCP on campus courses that correspond to an AP class at AHS will be calculated on a weighted scale. See your counselor prior to enrolling for clarification on your CCP course and how it will be weighted.

A grade of "C-" in any course, including Advanced Placement courses, will be valued at 1.90 points. The grade of "D" in any course, including Advanced Placement courses, will be valued at 1.20 points. See the next page for a complete listing of grade points.

Both the 4.0 point scale GPA and the weighted GPA will be available for colleges as needed. Class rank will be determined by using the weighted cumulative GPA in combination with the cumulative number of credits earned up to the maximum limit per semester.

Example of 5.0 AP classes plus weight for credits:

AP English	A = 5
AP Psych	A = 5
DC Stats	B = 3.2
Spanish IV	A- = 3.9
Government	A = 4

21.1/5 = 4.22 GPA

4.22 x 25[1] = 105.5

credits +5

110.5

AP English	A = 5
AP Psych	A = 5
DC Stats	B = 3.2
Spanish IV	A- = 3.9
Government	A = 4
Band	A = 4

25.1/6 = 4.183 GPA

4.183 x 25[1] = 104.5833

credits +6

110.583

In the class ranking, Student B would be ahead of Student A by 0.083 points.

[1] — A multiplier of 25 is used to weight the GPA base so that the addition of credits provides a subtle differentiation in class rank as evidenced by the example. By using this method of also rewarding the number of classes taken, the penalty of taking extra classes that is prevalent in other weighted systems is avoided.

Graduation Distinction

Outstanding student achievement will be recognized with the distinctions of Cum Laude, Magna Cum Laude, and Summa Cum Laude. Commencement speakers will be the students with the top two grade point averages in the Summa Cum Laude category. The following chart illustrates how the grade point averages will be calculated for all students. Students will be recognized according to their weighted GPA based on the following:

Summa Cum Laude — Weighted GPA of 4.00 or above
Magna Cum Laude — Weighted GPA of 3.75 to 3.99
Cum Laude — Weighted GPA of 3.50 to 3.74

Classroom Average	Grade	GPA Value 4.0 Scale	GPA Value 5.0 Scale
93-100	A	4.00	5.00
90-92	A-	3.90	4.90
88-89	B+	3.50	4.50
83-87	B	3.20	4.20
80-82	B-	2.90	3.90
78-79	C+	2.50	3.50
73-77	C	2.20	3.20
70-72	C-	1.90	1.90
68-69	D+	1.50	1.50
63-67	D	1.20	1.20
60-62	D-	0.90	0.90
59 and below	F	0.00	0.00

LANGUAGE ARTS

In the overall Language Arts curriculum, the student must follow the requirements for his/her particular area of study. Students are encouraged to elect courses beyond the minimum requirements in those areas commensurate with needs, interests, and abilities.

Course Title	Grade	
Read 180	9-10	
Pre AP English I	9	*NCAA Eligible Course*
Pre AP English IH	9	*NCAA Eligible Course*
Pre AP English II	10	*NCAA Eligible Course*
English III	11	*NCAA Eligible Course*
English IV	12	*NCAA Eligible Course*
Applied English	11-12	*NCAA Eligible Course*
*AP English Literature	12	*NCAA Eligible Course*
*AP English Language	10-12	*NCAA Eligible Course*
Creative Writing I/II	10-12	*NCAA Eligible Course*
News Production	9-12	
Film Studies	10-12	
*College Composition I (ENG124) Dual Credit	11-12	*NCAA Eligible Course*
*College Composition II (ENG231) Dual Credit	11-12	*NCAA Eligible Course*
*College Composition I (ENG124) Dual Credit Online	11-12	*NCAA Eligible Course*
*College Composition II (ENG231) Dual Credit Online	11-12	*NCAA Eligible Course*
*American Lit: Colonial To 1865 (ENG236) Dual Credit	11-12	*NCAA Eligible Course*
*American Lit:1865 To Present (ENG237) Dual Credit	11-12	*NCAA Eligible Course*
Speech	9-12	*NCAA Eligible Course*
Drama	9-12	

**Denotes college-prep course*

READ 180/PRE AP ENGLISH I/II

Required
Credit: 1
Grade: 9-10
Reading Level: Below Average

1 year (36 weeks)
10 periods per week

The READ 180 program is a Scholastic reading intervention program. The program uses differentiated and direct instruction, adaptive and instructional software, high-interest literature, and focuses on comprehension, reading, writing, and vocabulary skills. It is an intensive reading that has been proven effective for those students needing additional reading support.

PRE AP ENGLISH I

Required
Credit: 1
Grade: 9
Reading Level: Average

1 year (36 weeks)
5 periods per week

Description: Pre-AP English I focuses on the close reading, analytical writing, and language skills that have immediate relevance for students and that will be most essential for their future coursework. Texts take center stage in the Pre-AP English I classroom, where students engage in close, critical reading of a wide range of literary and nonfiction works. The course trains the reader to observe the small details within a text to arrive at a deeper understanding of the whole. It also trains the writer to focus on crafting complex sentences as the foundation for writing to facilitate complex thinking and to communicate ideas clearly. Focus areas include: **Reading closely:** Students read closely and analyze a range of complex literary and informational texts. **Valuing evidence:** Students value textual evidence and incorporate it effectively in writing and speaking. **Noticing language choices:** Students understand how writers and speakers use specific words and sentences to move the thoughts, emotions, and actions of readers and listeners.

PRE AP ENGLISH IH

Required
Credit: 1
Grade: 9
Reading Level: Average

1 year (36 weeks)
5 periods per week
5.0 Weighted Grade Scale

Predictors for Success in Pre-AP English I Honors: Proficient "3" or higher on 8th Grade AIR ELA test
"B" or higher in 8th Grade ELA.

Description: Pre-AP English I Honors provides a challenging English I alternative. Expectations for the quality and quantity of student work are well above that of the regular level course. Pre-AP English I Honors focuses on close reading, analytical writing, and language skills that have immediate relevance for students and that will be most essential for their future coursework. Texts take center stage in the Pre-AP English I classroom, where students engage in close, critical reading of a wide range of literary and nonfiction works. The course trains the reader to observe the small details within a text to arrive at a deeper understanding of the whole. It also trains the writer to focus on crafting complex sentences as the foundation for writing to facilitate complex thinking and to communicate ideas clearly. Focus areas include: **Reading closely:** Students read closely and analyze a range of complex literary and informational texts. **Valuing evidence:** Students value textual evidence and incorporate it effectively in writing and speaking. **Noticing language choices:** Students understand how writers and speakers use specific words and sentences to move the thoughts, emotions, and actions of readers and listeners. The rigor and content of this course is advanced and a strong interest in reading and writing is recommended. A summer assignment may be included in this course.

PRE AP ENGLISH II

Required — 1 year (36 weeks)
Credit: 1 — 5 periods per week
Grade: 10
Reading Level: Average
Predictors for Success: Passing grade in Pre-AP I

Description: English 2 requires students to apply the English I foundational routines of close observation, critical analysis, and appreciation of the author's craft to a new host of complex texts. As readers, students develop a vigilant awareness of how the poet, playwright, novelist, writer of nonfiction alike can masterfully manipulate language to serve their unique purposes. As writers, students compose more nuanced essays without losing sight of the importance of well-crafted sentences and a sense of cohesion. Focus areas include: **Reading closely:** Students read closely and analyze a range of complex literary and informational texts. **Valuing evidence:** Students value textual evidence and incorporate it effectively in writing and speaking. **Noticing language choices:** Students understand how writers and speakers use specific words and sentences to move the thoughts, emotions, and actions of readers and listeners.

ENGLISH III

Required — 1 year (36 weeks)
Credit: 1 — 5 periods per week
Grade: 11
Predictors for Success: Passing grade in English II

Description: This course will cover American literature from colonial times until the present, helping the student understand his/her cultural heritage through its best writers. Composition will emphasize description, narration, exposition and skills used in the writing of essays, stories, and poetry. Emphasis will be placed on improving reading, writing and speaking skills. This course aligns to the Common Core Curriculum.

ENGLISH IV

Required — 1 year (36 weeks)
Credit: 1 — 5 periods per week
Grade: 12
Predictors for Success: Passing grade in English III

Description: This course combines the refinement and expansion of formal writing skills with a study of English literature from Anglo-Saxon times to the present. Formal research projects are an integral part of the course. This course aligns to the Common Core Curriculum.

APPLIED ENGLISH

Required — 1 year (36 weeks)
Credit: 1 — 5 periods per week
Grade: 11-12

Description: This is a ninth through ten grade language arts course which emphasizes the introduction, development, and mastery of the skills and objectives outlined in the 9-10 grade band of the Common Core State Standards and included on the American Institutes for Research (AIR) assessments. Students will explore a wide range of literary and informational texts that extend across genres, cultures, and centuries. Texts will include, but are not limited to, seminal U.S. documents, the classics of American literature, the timeless dramas of Shakespeare, and high-quality contemporary works. Technology is used strategically so that students become adept at gathering information, evaluating sources, citing material accurately, reporting findings from research, and analyzing sources in a clear and cogent manner. Students will have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner—built around important content in various domains. In writing and speaking students will choose words, syntax, and punctuation to express themselves and achieve particular functions and rhetorical effects. An extensive vocabulary, built through reading and study, will enable students to comprehend complex texts to engage in purposeful writing about, and conversations around, the rich content.

***AP ENGLISH LITERATURE**

Elective — 1 year (36 weeks)
Credit: 1 — Content delivered by blended instruction
Grade: 12 — *5.0 Weighted Grade Scale*
Reading Level: Above average
Predictors for Success in AP English Literature: Reading works during the summer.

Description: This course is intended to prepare capable students for the Advanced Placement English Literature and Composition exam. The curriculum mirrors the college preparatory and honors courses, with an emphasis on the AP examination. The analysis of English literature will be the primary course of study, with an emphasis on work recommended by the College Board. Content will be delivered through blended instruction, a combination of whole-class meetings, individual conferences, and online work that replicates a common practice at the university level. All students enrolled in this course will be expected to take the Advanced Placement examination.

***AP ENGLISH LANGUAGE**

Elective — 1 year (36 weeks)
Credit: 1 — 5 periods per week
Grade: 10-12 — *5.0 Weighted Grade Scale*
Reading Level: Above average
Predictors for Success in AP English Language: Thoughtful completion of any summer reading assignments and a grade of B or better in Pre-AP English.

Description: This course is designed to help students become skilled readers of prose written in a variety of rhetorical contexts and to become skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way conventions and the resources of language contribute to effectiveness in writing. Reading will focus, where applicable, on American literature. All students enrolled in this course will be expected to take the Advanced Placement exam.

***COLLEGE COMPOSITION I**

Elective — 1 semester (18 weeks)
Credit: 1/2 high school — 5 periods per week
Grade: 11-12

Predictors for Success in College Composition I: ACT English Score of 18 or higher or an Accuplacer writing score of 5 or higher; a 3.0 cumulative grade point average and a B or better in their previous English class; an ACT English Score of 16 or higher.

Description: This class emphasizes writing based on reading response with review of essay development, grammar, and punctuation. Emphasis is on the process of drafting, revising, and editing to achieve clarity. A research project requires APA or MLA documentation.

***COLLEGE COMPOSITION I (ENG 124) (SS) DUAL CREDIT**

Elective — 1 semester (18 weeks)
Credit: 1 high school - 3 college credit hours (SS) — 5 periods per week
Grade: 11-12 — *5.0 Weighted Grade Scale*

Prerequisites: ACT English Score of 18 or higher or an Accuplacer writing score of 5 or higher. If a student has a 3.0 cumulative grade point average and a B or better in their previous English class an ACT English Score of 16 or higher or an Accuplacer writing score of 4 or higher is required.

Description: This is a class offered through Stark State College, which emphasizes writing based on reading response with review of essay development, grammar, and punctuation. Emphasis is on the process of drafting, revising, and editing to achieve clarity. A research project requires APA or MLA documentation. Transfer Module Approval.

***COLLEGE COMPOSITION I (ENG124) (SS) DUAL CREDIT ONLINE**

Elective — 1 semester (18 weeks)
Credit: 1 high school - 3 college credit hours (SS) — 5 periods per week
Grade: 11-12 — *5.0 Weighted Grade Scale*

Prerequisites: ACT English Score of 18 or higher or an Accuplacer writing score of 5 or higher. If a student has a 3.0 cumulative grade point average and a B or better in their previous English class an ACT English Score of 16 or higher or an Accuplacer writing score of 4 or higher is required.

Description: **This is an online course only** through Stark State College, which emphasizes writing based on reading response with review of essay development, grammar, and punctuation. Emphasis is on the process of drafting, revising, and editing to achieve clarity. A research project requires APA or MLA documentation. Transfer Module Approval. **This course will be facilitated by a high school teacher.**

***COLLEGE COMPOSITION II**

Elective — 1 semester (18 weeks)
Credit: 1/2 high school — 5 periods per week
Grade: 11-12

Prerequisite: Passage of College Composition I

Description: This class builds on the skills and knowledge obtained in College Composition I including research and inquiry. Students will develop an understanding of rhetoric, argument, and language as they explore and write about complex topics in formal papers.

***COLLEGE COMPOSITION II (ENG 231) (SS) DUAL CREDIT**

Elective — 1 semester (18 weeks)
Credit: 1 high school - 3 college credit hours (SS) — 5 periods per week
Grade: 11-12 — *5.0 Weighted Grade Scale*
Prerequisites: Passage of College Composition I (Eng 124)

Description: This is a class offered through Stark State College, which builds on the skills and knowledge obtained in College Composition I including research and inquiry. Students will develop an understanding of rhetoric, argument, and language as they explore and write about complex topics in formal papers. Transfer Module Approval.

***COLLEGE COMPOSITION II (ENG 231) (SS) DUAL CREDIT ONLINE**

Elective — 1 semester (18 weeks)
Credit: 1 high school - 3 college credit hours (SS) — 5 periods per week
Grade: 11-12 — *5.0 Weighted Grade Scale*
Prerequisites: Passage of College Composition I (ENG124)

Description: **This is an online course only** through Stark State College, which builds on the skills and knowledge obtained in College Composition I including research and inquiry. Students will develop an understanding of rhetoric, argument, and language as they explore and write about complex topics in formal papers. Transfer Module Approval. **This course will be facilitated by a high school teacher.**

AMERICAN LIT: COLONIAL to 1865 (ENG236) DUAL CREDIT

Elective — 1 Semester (18weeks)
Credit: 1 high school/3 college credit hours (SS) — 5 periods per week
Grade: 11-12 — *5.0 Weighted Grade Scale*
Reading Level: Above average
Prerequisite: College Comp. ENG231

Description: This dual-credit course covers American Literature from the time of Native Americans to the Civil War. Students will read, discuss, and write about works by American authors in their historical and cultural contexts. Emphasis will be placed on critical reading of the works and techniques used to analyze them

AMERICAN LIT:1865 TO PRESENT (ENG237) DUAL CREDIT

Elective — 1 Semester (18 weeks)
Credit: 1 high school - 3 college credit hours (SS) — 5 periods per week
Grade: 12 — *5.0 Weighted Grade Scale*
Reading Level: Above average
Prerequisite: College Comp. ENG231

Description: This dual-credit course surveys American Literature from the mid- to late-nineteenth century to the present. Students will read, discuss, analyze, and write about works by American authors in their historical and cultural contexts. Emphasis will be placed on critical reading of the works and techniques used to analyze them.

CREATIVE WRITING I

Elective — 1 semester (18 weeks)
Credit: 1/2 — 5 periods per week
Grade: 10-12
Reading Level: Average to above
Predictors of Success: A letter of endorsement from their present English instructor and a sample of their writing must be submitted before registering for this class.

Description: This is an advanced writing course for students who wish to explore and develop their creative writing skills. Prose, poetry, short stories, satire, and plays may be written in this class. All aspects of the writing process will be discussed in this class. During the semester, students will work on individual writing assignments with the ultimate goal of creating a portfolio of their best work; this portfolio will be a significant factor in their final course grade.

CREATIVE WRITING II

Elective — 1 semester (18 weeks)
Credit: 1/2 — 5 periods per week
Grade: 10-12
Reading Level: Average to above
Predictors of Success: Successful completion of Creative Writing I

Description: This course is intended as the follow-on course to those successfully completing Creative Writing I and desiring to continue to explore and develop their creative writing skills. Prose, poetry, short stories, satire, and plays may be written in this class. Students will work on individual writing assignments with the goal of creating a portfolio of their best work suitable for publishing. This portfolio will be a significant factor in their final course grade.

NEWS PRODUCTION

Elective — 1 year (36 weeks)
Credit: 1 — 5 periods per week
Grade: 10-12
Reading Level: Average to above average

Description: Learn to plan, write and edit The Chronicle, AHS' yearbook and The Red and Blue, AHS' student newspaper as well as the news script for broadcast media arts' daily announcements. The class will comprise the Red and Blue and Chronicle staff who will take photos, design layout, write and edit each publication respectively and cover events during and after the school day. Learning to tell the story of AHS will be the central theme of the course. Students will learn the phases of pre-production and production for interactive media. Basic writing and art principles will be built upon in this English co-curricular course.

FILM STUDIES

Elective — 1 semester (18 weeks)
Credit: 1/2 — 5 periods per week
Grade: 10-12
Fees: None
Reading Level: Average to above
Predictors for Success: An interest in Film, a "B" average or higher in previous ELA class or the recommendation of a counselor or language arts teacher.

Description: Film Studies is an introduction to the reading and comprehension of film as a language and to cinema as an institution. The course will include the analysis and interpretation of the many film genres. Interactive CD-ROM software will look at the history and production/creation of a cinematic feature. A total of 10-12 films will be viewed over the semester. Students will participate in daily discussion; be assigned readings, essays, and critiques; keep response journals and create projects as a culminating activity from their study of film.

SPEECH (1st SEMESTER COURSE)

Elective — 1 Semester (18 weeks)
Credit: 1/2 — 5 periods per week
Grade: 9-12

Description: As part of SPEECH class, students will learn public speaking techniques and help others to sharpen their skills through a variety of speaking situations and purposes. Students will learn to plan, research and deliver speeches, along with analyzing and critiquing historical and contemporary speeches. Students will focus on content, vocal delivery, body language and other aspects of stage demeanor. We will also study group dynamics and explore effective roles in group discussion. At least one speech during the semester will focus upon a social justice issue.

DRAMA (2nd SEMESTER COURSE)

Elective — 1 Semester (36 weeks)
Credit: 1/2 — 5 periods per week
Grade: 9-12

Description: DRAMA class will focus on various aspects of stage demeanor, including but not limited to: vocal expression, facial expression, body language, pace, volume, projection, and working with other cast members. We will also hone our audition skills and learn about behind-the-scenes involvement in theater. Students will have to opportunity to analyze characters and become characters. From theater games to classroom and community performances of monologues and duet or group scenes, and potential theater field trips, the class is sure to be an engaging and confidence-building elective. Potential project culmination: hosting a community interactive theater event where a social justice issue will be explored.

FOREIGN LANGUAGES

The foreign language courses are designed to help students understand, speak, read, and write a foreign language as well as to provide an understanding of the life, customs, culture, and attitudes of the people who speak the language.

Foreign Language studies are helpful in the following ways:

Meeting college requirements
Overseas study and travel
Advanced research
Appreciation of other cultures
Art appreciation
Increased English vocabulary
Increased understanding of the structure of the English language

Careers in foreign language:

Teacher of foreign language	Foreign missionary work
Interpreter	Law
Bilingual teachers in the U.S.	Communications media
Translator	Library work
Government and diplomatic work	Hospital and hotel service
Peace corps	Sales
International business	Airlines
Social work	Tourism

Course Title	Grade	
*French I	9-12	*NCAA Eligible Course*
*French II	9-12	*NCAA Eligible Course*
*French III	10-12	*NCAA Eligible Course*
*French IV	12	*NCAA Eligible Course*
*Spanish I	9-12	*NCAA Eligible Course*
*Spanish II	9-12	*NCAA Eligible Course*
*Spanish III	10-12	*NCAA Eligible Course*
*Spanish IV	11-12	*NCAA Eligible Course*
*Spanish V	12	*NCAA Eligible Course*
*Spanish V Dual Credit	12	*NCAA Eligible Course*
*Intro. to American Sign Language	9-12	*NCAA Eligible Course*
*American Sign Language I	9-12	*NCAA Eligible Course*
*American Sign Language I Dual Credit	9-12	*NCAA Eligible Course*
*American Sign Language II	10-12	*NCAA Eligible Course*
*American Sign Language II Dual Credit	10-12	*NCAA Eligible Course*
*American Sign Language III	10-12	*NCAA Eligible Course*
*American Sign Language III Dual Credit	10-12	*NCAA Eligible Course*
*American Sign Language IV	11-12	*NCAA Eligible Course*
*Deaf Culture And Community	11-12	*NCAA Eligible Course*
*Deaf Culture And Community Dual Credit	11-12	*NCAA Eligible Course*
*Introduction to Interpreting	12	*NCAA Eligible Course*

**Denotes college-prep course*

Past performance by Foreign Language students has indicated that those with a grade of "C" or better in 8th grade English are more likely to be successful in a foreign language. However, with consistent effort, all students can find success in foreign languages.

***FRENCH I**

Elective — 1 year (36 weeks)
Credit: 1 — 5 periods per week
Grade: 9-12
Reading Level: Average to above
Predictors for Success in French I: A "C" average or higher in English

Description: The purpose of the course is fourfold: to promote skills in speaking, reading, understanding, and writing French. Recommended for college-bound students.

***FRENCH II**

Elective — 1 year (36 weeks)
Credit: 1 — 5 periods per week
Grade: 9-12
Reading Level: Average to above
Predictors for Success in French II: A "C" average or higher in French I and a passing score on the IPA

Description: French II is a continuation of French I with its fourfold approach to language study. More emphasis this year is placed on the study of grammar.

***FRENCH III**

Elective — 1 year (36 weeks)
Credit: 1 — 5 periods per week
Grade: 10-12
Reading Level: Average to above
Predictors for Success in French III: A "C" average or higher in French II and a passing score on the IPA or permission of the instructor

Description: Continuation of the objectives of first and second year, but at a more advanced level: training in listening comprehension, speaking, reading, and writing. More time and effort are spent on improving reading skills. Students are expected to use French as much as possible in class.

***FRENCH IV**

Elective — 1 year (36 weeks)
Credit: 1 — 5 periods per week
Grade: 11-12
Reading Level: Average to above
Predictors for Success: A "C" average or higher in French III and a passing score on the IPA, or permission of the instructor
Description: Continuation of French III, but more emphasis on advanced levels of reading, writing, listening, and speaking skills. As culture and language are inseparable, all materials used help the students to understand the similarities and differences in the French and American culture patterns.

***SPANISH I**

Elective — 1 year (36 weeks)
Credit: 1 — 5 periods per week
Grade: 9-12
Reading Level: Average to above
Predictors for Success in Spanish I: A "C" average or higher in English

Description: The purpose of the course is fourfold: to promote skills in speaking, reading, understanding, and writing Spanish. Recommended for college-bound students. Not required for graduation.

***SPANISH II**

Elective — 1 year (36 weeks)
Credit: 1 — 5 periods per week
Grade: 9-12
Reading Level: Average to above
Predictors for Success in Spanish II: A "C" average or higher in Spanish I and a passing score on the IPA or permission of the instructor.

Description: This is a continuation of Spanish I, in which the scope of vocabulary is expanded and the study of culture is continued. Speaking and understanding are still stressed, with increased emphasis on reading and writing.

***SPANISH III**

Elective — 1 year (36 weeks)
Credit: 1 — 5 periods per week
Grade: 10-12
Reading Level: Average to above
Predictors for Success in Spanish III: A "C" average or higher in Spanish II and a passing score on the IPA or permission of the instructor.

Description: Refinement of the four language skills begun in Spanish I and enhanced in Spanish II is the major emphasis in level III of foreign language study. Activities allow students to develop their conversational ability and to speak in the foreign language as much as possible.

***SPANISH IV**

Elective — 1 year (36 weeks)
Credit: 1 — 5 periods per week
Grade: 11-12
Reading Level: Average to above
Predictors for Success in Spanish IV: A "C" average or higher in Spanish III and a passing score on the IPA or permission of the instructor

Description: Since language learning is a lifelong process, it is expected that the Spanish IV students will continue to refine all skills acquired in the first 3 levels of language study. Content will differ from Spanish III; however, emphasis on conversational, cultural, grammatical and literary topics begun in earlier language study will be continued.

***SPANISH V**

Elective — 1 year (36 weeks)
Credit: 1 — 5 periods per week
Grade: 12
Reading Level: Above average
Predictors for Success in Spanish V: A "C" average or higher in Spanish IV or permission of instructor.

Spanish V will be a course meant for students who started their Spanish study at the middle school in Spanish I. The focus will be on extending students' ability to communicate effectively in the language through improving reading, writing, listening, and speaking skills. Students and instructor will use 90%+ target language.

***SPANISH V (KENT STATE UNIVERSITY INTERMEDIATE SPANISH I, 28201) DUAL CREDIT**

Elective — 1 semester (18 weeks)
Credit: 1 high school - 3 college credits (KSU) — 5 periods per week
Grade: 12 — *5.0 Grade Scale*
Reading Level: Above average
Predictors for Success in Spanish V Dual Credit: A "C" average or higher in Spanish IV, admission to Kent State University CCP program, and a qualifying placement score on the WebCAPE foreign language placement test (at least 220)

Spanish V will be a dual-credit course meant for students who started their Spanish study at the middle school in Spanish I. The focus will be on extending students' ability to communicate effectively in the language through improving reading, writing, listening, and speaking skills. Students and instructor will use 90%+ target language.

***SPANISH V (KENT STATE UNIVERSITY INTERMEDIATE SPANISH II, 28202) DUAL CREDIT**

Elective — 1 semester (18 weeks)
Credit: 1 high school - 3 college credits (KSU) — 5 periods per week
Grade: 12 — *5.0 Grade Scale*
Reading Level: Above average
Prerequisites: A "C" or higher in Intermediate Spanish I (28201) or qualifying placement score on the WebCAPE foreign language placement test (at least 270)

This course is a continuation of the first semester of Spanish V. The focus will be on extending students' ability to communicate effectively in the language through improving reading, writing, listening, and speaking skills. Students and instructor will use 90%+ target language.

***INTRODUCTION TO AMERICAN SIGN LANGUAGE**

Elective — 1 semester (18 weeks)
Credit: 1/2 — 5 periods per week
Grade: 9-12
Reading Level: Average to above

Description: Intro. to American Sign Language, is the first in a series of classes designed to develop the skills and knowledge needed to communicate in American Sign Language. This class introduces basic sign language vocabulary and fingerspelling. In addition, students will be introduced to aspects of American Deaf culture and history.

***AMERICAN SIGN LANGUAGE I**

Elective — 1 semester (18 weeks)
Credit: 1/2 — 5 periods per week
Grade: 9-12
Reading Level: Average to above
Predictors for Success in ASL I: A "C" or higher in Introduction to ASL or permission of the instructor

Description: American Sign Language I, is the second in a series of classes designed to develop the skills and knowledge needed to communicate in American Sign Language. This class introduces basic sign language vocabulary and fingerspelling. In addition, students will be introduced to aspects of American Deaf culture and history.

***AMERICAN SIGN LANGUAGE I (ASL122) DUAL CREDIT**

Elective — 1 semester (18 weeks)
Credit: 1 high school - 4 college credit hours (SS) — 5 periods per week
Grade: 9-12 — *4.0 Grade Scale*
Reading Level: Average to above
Predictors for Success in ASL I Dual Credit: A "C" or higher in Introduction to ASL or permission from the instructor. Meet Stark State testing requirements

Description: American Sign Language I, is the second in a series of classes designed to develop the skills and knowledge needed to communicate in American Sign Language. This class introduces basic sign language vocabulary and fingerspelling. In addition, students will be introduced to aspects of American Deaf culture and history.

***AMERICAN SIGN LANGUAGE II**

Elective — 1 semester (18 weeks)
Credit: 1/2 — 5 periods per week
Grade: 10-12
Fees: None
Reading Level: Average to above
Predictors for Success in ASL II: A "C" or higher in ASL I or permission from the instructor

Description: This course will be the third level for ASL. This course will focus on Units 7-12; classifiers, stories, songs, Deaf Culture knowledge and will expand students' conversation skills and abilities. Much like this year, we will have interpersonal communication activities, presentations, game days, end of year concert (Literature performance) and other activities to keep them engaged and their interest peaked.

***AMERICAN SIGN LANGUAGE II (ASL124) DUAL CREDIT**

Elective — 1 semester (18 weeks)
Credit: 1 high school - 4 college credit hours (SS) — 5 periods per week
Grade: 10-12 — *4.0 Grade Scale*
Reading Level: Average to above
Predictors for Success in ASL II Dual Credit: A "C" or higher in ASL I Dual Credit or permission from the instructor

Description: This course will be the third level for ASL. This course will focus on Units 7-12; classifiers, stories, songs, Deaf Culture knowledge and will expand students' conversation skills and abilities. Much like this year, we will have interpersonal communication activities, presentations, game days, end of year concert (Literature performance) and other activities to keep them engaged and their interest peaked.

***AMERICAN SIGN LANGUAGE III**

Elective — 1 semester (18 weeks)
Credit: 1/2 — 5 periods per week
Grade: 10-12
Reading Level: Average to above
Predictors for Success in ASL III: A "C" or higher in ASL II or permission from the instructor

Description: This class will be a continuation of the ASL program following ASL II. We will focus on units 10-12 in the Signing Naturally series that focuses on depictive verbs, storytelling and sentence structure (ASL Gloss).

***AMERICAN SIGN LANGUAGE III (ASL221) DUAL CREDIT**

Elective — 1 semester (18 weeks)
Credit: 1 high school - 4 college credit hours (SS) — 5 periods per week
Grade: 10-12 — *4.0 Grade Scale*
Reading Level: Average to above
Predictors for Success in ASL III Dual Credit: A "C" or higher in ASL II Dual Credit or permission from the instructor

Description: This class will be a continuation of the ASL program following ASL II. We will focus on units 10-12 in the Signing Naturally series that focuses on depictive verbs, storytelling and sentence structure (ASL Gloss). For dual credit, as with ASL I and II, they will have to have 10 hours of observation (Deaf Community interactions) which they keep on a log and submit at the end of the semester and progress monitoring videos (which we will use Flipgrid for) throughout the course that they write a reflection about their progress. Non-dual credit class takers will be exempt from the hours and progress monitoring.

***AMERICAN SIGN LANGUAGE IV**

Elective — 1 semester (18 weeks)
Credit: 1/2 — 5 periods per week
Grade: 11-12
Reading Level: Average to above
Predictors for Success in ASL IV: A "C" or higher in ASL III or permission from the instructor

Description: ASL IV will be the last installment of the language classes. We will focus on story-telling, classifiers, depictions and in-depth grammatical features of the language. This class will be taught entirely in the language as an immersion class, as the students will be prepared after having 2 full years of the content.

***DEAF CULTURE AND COMMUNITY**

Elective 1 semester (18 weeks)
Credit: 1/2 5 periods per week
Grade: 11-12
Reading Level: Average to above
Predictors for Success in Deaf Culture and Community: A "C" or higher in ASL IV or permission from the instructor

Description: This course will be offered after ASL IV and will be the last installment of the ASL program. It will be a CCP available course. Students that take this course will get a certificate after completion from Stark State College. This course will be taught entirely in ASL and will discuss a variety of topics about Deaf Culture. Students will be taught using a wide range of modalities including reading, PowerPoint presentations (from the instructor and that they will create and present to the class), Wiki's, Prezi and Kahoot.

***DEAF CULTURE AND COMMUNITY (ASL121) DUAL CREDIT**

Elective 1 semester (18 weeks)
Credit: 1 high school - 3 college credit hours (SS) 5 periods per week
Grade: 11-12
Reading Level: Average to above
Predictors for Success in Deaf Culture and Community Dual Credit: A "C" or higher in ASL IV or permission from the instructor

Description: This course will be offered after ASL IV and will be the last installment of the ASL program to earn the Career Enhancement Certificate from Stark State College. It will be a CCP available course. This course will be taught entirely in ASL and will discuss a variety of topics about Deaf Culture. Students will be taught using a wide range of modalities including reading, PowerPoint presentations (both from the instructor and that they will create and present to the class), Wiki's, Prezi and Kahoot.

***INTRODUCTION TO INTERPRETING**

Elective 1 semester (18 weeks)
Credit: 1/2 5 periods per week
Grade: 12
Reading Level: Average to above
Predictors for Success in Introduction to Interpreting Dual Credit: A "C" or higher in Deaf Culture and Community or permission from the instructor

Description: This course will be offered after the completion of Deaf Culture and Community. It will be the last of the ASL Series offered. This course will be CCP available. This course will be an introduction to interpreting class allowing students to practice their skills in real-world settings in other classrooms by practicing their interpreting live, through video and watching and writing. The course will be rigorous in that it will challenge the students to think and perform as an interpreter.

***INTRODUCTION TO INTERPRETING (ASL123) DUAL CREDIT**

Elective — 1 semester (18 weeks)
Credit: 1 high school - 3 college credit hours (SS) — 5 periods per week
Grade: 12
Reading Level: Average to above
Predictors for Success in Introduction to Interpreting Dual Credit: A "C" or higher in Deaf Culture and Community or permission from the instructor

Description: This course will be offered after the completion of Deaf Culture and Community. It will be the last of the ASL Series offered. This course will be CCP available. This course will be an introduction to interpreting class allowing students to practice their skills in real-world settings in other classrooms by practicing their interpreting live, through video and watching and writing. The course will be rigorous in that it will challenge the students to think and perform as an interpreter.

MATHEMATICS

The Mathematics Department offers a variety of courses designed to meet the mathematical needs of students preparing for various occupations. All courses stress accurate solutions to realistic problems encountered in these occupations. The college preparatory sequence, of necessity, must include a strong abstract development, particularly in the junior and senior years. A high school mathematics course must do more than enable a student to compute numerical answers, although the balance between the two objectives of accurate solutions and abstract development will vary greatly between courses. Mathematics must also enhance a student's reasoning ability by teaching logical approaches, including the use of technology to solve problems.

Course Title	Grade	
*Algebra I	9	NCAA *Eligible Course*
*Geometry H (Not being offered for 20/21 school year)	9	*NCAA Eligible Course*
Applied Algebra	10	
*Geometry	10-11	*NCAA Eligible Course*
*Algebra II H	9-10	*NCAA Eligible Course*
Applied Geometry	10-12	
*Pre-Calculus	11-12	*NCAA Eligible Course*
*Pre-Calculus A/B Dual Credit	11-12	*NCAA Eligible Course*
*Algebra II	11-12	*NCAA Eligible Course*
*Calculus I/II Dual Credit	11-12	*NCAA Eligible Course*
*College Algebra	11-12	*NCAA Eligible Course*
*Statistics	11-12	*NCAA Eligible Course*
*College Algebra Dual Credit	11-12	*NCAA Eligible Course*
*Statistics Dual Credit	11-12	*NCAA Eligible Course*
*Quantitative Reasoning & Statistics	11-12	*NCAA Eligible Course*

**Denotes college-prep course*

***ALGEBRA I**

Required — 1 year (36 weeks)
Credit: 1 — 5 periods per week
Grade: 9
Reading Level: Average
Recommended: TI84 Graphing Calculator
Prerequisites: Pre-Algebra

Description: Algebra I emphasizes problem solving, everyday applications, and the use of technology and reading, while developing and maintaining basic skills. Mathematical topics are integrated throughout. Expressions, equations, and functions are described graphically, symbolically, and in tables. Concepts and skills are taught with a variety of approaches. Algebra I prepares students for any standard geometry course.

APPLIED ALGEBRA

Required — 1 year (36 weeks)
Credit: 1 — 5 periods per week
Grade: 10

Description: a first course in high school sequence addressing content through concrete models and real-world situations and with less emphasis on symbol-manipulation and formal mathematical structure. This course may require the respective Algebra I or Mathematics I End of Course exam.

***ALGEBRA II H**

Required — 1 year (36 weeks)
Credit: 1 — 5 periods per week
Grade: 9-10
Reading Level: Above average
Recommended: T1 84+ Graphing calculator
Required: Graphing calculator
Prerequisites: Algebra I credit.
Freshman Predictors for Success in Algebra II Honors: Proficient "3" or higher on Algebra I or Geometry EOC and a "B" or higher in Algebra I or Geometry

Algebra II emphasizes problem solving, everyday applications, and the use of technology and reading, while developing and maintaining basic skills. Algebra II also emphasizes facility with algebraic expressions and forms, especially linear and quadratic forms, powers and roots, and functions based on these concepts. Students study logarithmic, trigonometric, polynomial, and other special functions both for their abstract properties and as tools for modeling real-world situations. Advanced Algebra can be used following any standard Algebra I course.

***ALGEBRA II**

Required — 1 year (36 weeks)
Credit: 1 — 5 periods per week
Grade: 10-12
Reading Level: Above average
Recommended: T1 84+ Graphing calculator
Required: Graphing calculator
Prerequisites: Passage of Algebra I

Description: Algebra II emphasizes problem solving, everyday applications, and the use of technology and reading, while developing and maintaining basic skills. Algebra II also emphasizes facility with algebraic expressions and forms, especially linear and quadratic forms, powers and roots, and functions based on these concepts. Students study logarithmic, trigonometric, polynomial, and other special functions both for their abstract properties and as tools for modeling real-world situations. Advanced Algebra can be used following any standard Algebra I course.

***GEOMETRY H** (Not being offered for 20/21 school year)

Required — 1 year (36 weeks)
Credit: 1 — 5 periods per week
Grade: 10
Reading Level: Average to above average
Required: Scientific calculator

Sophomore Predictors for Success for Geometry Honors: Proficient "3" or higher on Algebra I EOC and a "B" or higher in Algebra II

Description: Geometry emphasizes problem solving, everyday applications, and the use of technology and reading, while developing and maintaining basic skills. Geometry integrates, coordinates and transforms through, and gives strong attention to measurement formulas and three-dimensional formulas. Work with proof writing follows a carefully sequenced development of the logical and conceptual precursors to proof. Students who have studied Geometry are ready for any second-year algebra text.

***GEOMETRY**

Required — 1 year (36 weeks)
Credit: 1 — 5 periods per week
Grade: 11-12
Reading Level: Average
Required: Scientific calculator

Prerequisites: Algebra I & Algebra II credit

Description: Geometry emphasizes problem solving, everyday applications, and the use of technology and reading, while developing and maintaining basic skills. Geometry integrates, coordinates and transforms through, and gives strong attention to measurement formulas and three-dimensional formulas. Work with proof writing follows a carefully sequenced development of the logical and conceptual precursors to proof. Students who have studied Geometry are ready for any second-year algebra text.

APPLIED GEOMETRY

Required — 1 year (36 weeks)
Credit: 1 — 5 periods per week
Grade: 10-12

Description: The second course in a high school sequence addressing content through concrete models and real-world situations and with less emphasis on symbol-manipulation and formal mathematical structure. This course may require the respective Geometry or Mathematics II End of Course exam.

***PRE-CALCULUS**

Elective — 1 year (36 weeks)
Credit: 1 — 5 periods per week
Grade: 10-12
Required: Graphing calculator
Recommended: T1 84+
Reading Level: Above average
Predictors for Success in Precalculus: A "B" or higher in Algebra II and Geometry

Description: This course will prepare the student for further mathematics study in areas for which calculus is a requirement. Students intending to pursue careers in science, mathematics, business, and medicine should plan to take this course. Topics include trigonometry and circular functions, advanced algebra topics, limits, and introductory calculus. Graphing calculators will be utilized.

***PRE-CALCULUS A (MTH135A) DUAL CREDIT**

Elective — 1 year (36 weeks)
Credit: 1/2 high school - 2.5 College hours (SS) — 5 periods per week
Grade Level: 10-12 — 5.0 *Weighted Grade Scale*
Required: Graphing Calculator (TI 83 or 84)
Prerequisites: Accuplacer score of 55 or higher or an ACT score of 22 or higher. If a student has a cumulative grade point average of 3.5 or higher and a B or better in Algebra II then an Accuplacer score of 40 or higher or an ACT score of 19 or higher is required.

Description: Pre-calculus Dual Credit will prepare the student for further mathematics study in areas for which calculus is a future requirement. Students intending to pursue careers in science, mathematics, business, and medicine should plan to take this course. Topics include advanced algebra topics in the elementary functions, curve sketching of those same functions, trigonometry and circular functions, exponential, logarithmic functions and introductory calculus. Graphing calculators will be integrated where appropriate.

***PRE-CALCULUS B (MTH135B) DUAL CREDIT**

Elective — 1 year (36 weeks)
Credit: 1/2 high school - 2.5 College hours (SS) — 5 periods per week
Grade Level: 10-12 — 5.0 *Weighted Grade Scale*
Required: Graphing Calculator (TI 83 or 84)
Prerequisites: Successful completion of MTH 135A.

Description: Pre-calculus Dual Credit will prepare the student for further mathematics study in areas for which calculus is a future requirement. Students intending to pursue careers in science, mathematics, business, and medicine should plan to take this course. Topics include advanced algebra topics in the elementary functions, curve sketching of those same functions, trigonometry and circular functions, exponential, logarithmic functions and introductory calculus. Graphing calculators will be integrated where appropriate.

***CALCULUS I (MTH 141) (UMU) DUAL CREDIT**

Elective — 1 semester (18 weeks)
Credit: 1 high school - 4 College hours (UMU) — 8 periods per week
Grade Level: 11-12 — 5.0 *Weighted Grade Scale*
Required Prerequisites: Accuplacer score must meet UMU requirements.

Description: A study of limits, continuity, differentiation, and an introduction to the indefinite and definite integrals. Includes applications to optimization problems, related rates and the Fundamental Theorem of Calculus.

***CALCULUS II (MTH 142) (UMU) DUAL CREDIT**

Elective — 1 semester (18 weeks)
Credit: 1 high school - 4 College hours (UMU) — 8 periods per week
Grade Level: 11-12 — *5.0 Weighted Grade Scale*
Required
Prerequisites: Completion of Calculus I with a C- or better.

Description: A continued study of techniques and applications of integration and study of the calculus of infinite series, polar coordinates and parametric equations. Also includes an introduction to differential equations.

***COLLEGE ALGEBRA**

Elective — 1 semester (18 weeks)
Credit: 1/2 high school — 5 periods per week
Grade Level: 11-12
Predictors for Success for College Algebra: A "C" or higher in Algebra II and Geometry

Description: The purpose of this course is to provide an appropriate algebraic experience for the college bound student who will not be required to take calculus in their program of study. Topics will include linear, quadratic, and absolute value equations and inequalities. Elementary functions and non-functions will be examined using analytical, graphical and numerical solution methods. These functions will include polynomial, exponential, logarithmic, systems of equations, matrix algebra, and rational fractions.

***COLLEGE ALGEBRA (MTH125) (SS) DUAL CREDIT**

Elective — 1 semester (18 weeks)
Credit: 1 high school - 3 credit hours – (SS) — 5 periods per week
Grade Level: 11-12 — *4.0 Grade Scale*
Prerequisites: Accuplacer score of 55 or higher or an ACT score of 22 or higher. If a student has a cumulative grade point average of 3.5 or higher and a B or better in Algebra II then an Accuplacer score of 40 or higher or an ACT score of 19 or higher is required.

Description: The purpose of this course is to provide an appropriate algebraic experience for the college bound student who will not be required to take calculus in their program of study. Topics will include linear, quadratic, and absolute value equations and inequalities. Elementary functions and non-functions will be examined using analytical, graphical and numerical solution methods. These functions will include polynomial, exponential, logarithmic, systems of equations, matrix algebra, and rational fractions.

***STATISTICS**

Elective — 1 semester (18 weeks)
Credit: 1/2 high school — 5 periods per week
Grade Level: 11-12
Requirement: Graphing calculator (TI 83 or 84) or scientific calculator with statistical functions.
Can take non-dual credit.
Predictors for Success for Statistics: A "C" or higher in Algebra II and Geometry

Description: This course introduces the student to statistical thinking and the use of statistical methods for gathering and analyzing data. The focus is on graphical, tabular, and numerical methods for summarizing distributions. Fundamental concepts of probability are introduced as well as the concepts of discrete and continuous probability distributions and their importance to inferential statistics. Additional topics include confidence levels, hypothesis testing, correlation and regression, Chi-Square, and F-Distributions.

***STATISTICS (MTH124) (SS) DUAL CREDIT**

Elective — 1 semester (18 weeks)
Credit: 1 high school - 3 credit hours – (SS) — 5 periods per week
Grade Level: 11-12 — *4.0 Grade Scale* — Requirement: Graphing calculator (TI 83 or 84) or scientific calculator with statistical functions.
Prerequisites: Accuplacer score of 55 or higher or an ACT score of 22 or higher. If a student has a cumulative grade point average of 3.5 or higher and a B or better in Algebra II then an Accuplacer score of 40 or higher or an ACT score of 19 or higher is required.

Description: This course introduces the student to statistical thinking and the use of statistical methods for gathering and analyzing data. The focus is on graphical, tabular, and numerical methods for summarizing distributions. Fundamental concepts of probability are introduced as well as the concepts of discrete and continuous probability distributions and their importance to inferential statistics. Additional topics include confidence levels, hypothesis testing, correlation and regression, Chi-Square, and F-Distributions.

***QUANTITATIVE REASONING & STATISTICS**

Elective — 1 year (36 weeks)
Credit: 1 — 5 periods per week
Grade: 11-12
Fees: Scientific calculator
Reading Level: Average
Predictors for Success: Senior level, successful completion of Algebra I, Algebra II, and Geometry
Required: Scientific calculator

Description: This course is designed to introduce the student to the beauty and utility of mathematics and its applications in the world. The student will be able to reason critically, think creatively, assess evidence from conclusions, and use skills in abstract and quantitative thinking. This course acts as an introductory statistics course with extended concepts from geometry, algebra I, and algebra II providing additional content. Topics covered in this course will be: Thinking critically, numbers in the real world, accounting skills, statistical reasoning, description of statistical data using measures of center and spread, statistical inference, the normal distribution, linear modeling, political applications of mathematics, and tax laws and calculations. Introductions will be made to high order statistics, tax law and calculations, voter/political poll calculations, in depth unit analysis, the Mercalli scale, APY, gear proportionality, the applications of road grade and roofing pitch and their notations, and various other real world applications for mathematical topics.

SCIENCE

All of the physical and chemical forces that control life on our planet, and the planets and stars themselves, are known as science. People are involved in using such laws of nature to live and improve their lives and living conditions. Beyond that, there is a vast amount of knowledge yet to be discovered. Almost every day we find something new about our universe and the world around us. Since 1960, more knowledge has been added to man's storehouse than had been discovered in all the previous years.

To live and be successful in our scientifically and technologically oriented society, you must be able to understand some of the events that go on around you. It is necessary to become better informed so that you will be able to understand some of the events that go on around you. It is necessary to become better informed so that you will be able to make intelligent, rational decisions about problems that greatly affect your lives and mankind as a whole.

For the non-college bound student we recommend three years of science including Physical Science, Biology I, and Environmental Science. For the college bound student we recommend a minimum of four years of laboratory science including Biology I, one of the Chemistry courses, and Physics. Additional classes should be added as electives for liberal arts and science majors.

Recommended courses for Science majors:

1. Biology I H
2. Physics H
3. AP Biology
4. AP Chemistry not being offered 2020-21
5. Chemistry H
6. Elements of Anatomy and Physiology

Course Title	Grade	
*Physical Science	9	*NCAA Eligible Course*
Pre AP Biology H	9	*NCAA Eligible Course*
Pre AP Biology	10	*NCAA Eligible Course*
*Chemistry H	10-12	*NCAA Eligible Course*
*AP Biology	11-12	*NCAA Eligible Course*
*Elements of Anatomy and Physiology Bio 105 (UMU)	11-12	*NCAA Eligible Course*
*Elements of Anatomy and Physiology	11-12	*NCAA Eligible Course*
*Chemistry in the Community (Chem. Com.)	11-12	*NCAA Eligible Course*
*AP Chemistry, (Not being offered for 20/21 school year)	11-12	*NCAA Eligible Course*
*Physics H	11-12	*NCAA Eligible Course*
*Forensics	11-12	*NCAA Eligible Course*
*Biology II Anatomy and Physiology	11-12	*NCAA Eligible Course*
Environmental Science	11-12	*NCAA Eligible Course*

**Denotes college-prep course*

***PHYSICAL SCIENCE**

Required
Credit: 1
Grade: 9
Reading Level: Average

1 year (36 weeks)
5 periods per week
Laboratory experience

Description: The Physical Science course is designed for the freshman student who desires a general background in the sciences. Students will examine the principles of science through lab activities, projects, and research that span the disciplines of earth science, chemistry, astronomy, and physics, in accordance with the Ohio Academic Content Standards.

PRE AP BIOLOGY H

Elective
Credit: 1
Grade: 9

1 year (36 weeks)
5 periods per week
Laboratory experience
5.0 Weighted Grade Scale

Reading Level: Above average

Predictors for Success in Pre-AP Biology Honors: Proficient "3" or higher on 8th Grade AIR Science test and a "B" or higher in 8th Grade Science.

Description: The Pre-AP Biology Honors class is an accelerated class designed for those students who have demonstrated superior science knowledge on standardized tests and in the science classroom. Students must have good study skills and be willing to spend the extra time to prepare for this demanding class. Students in the Honors course are expected to demonstrate in-depth knowledge of the subject. Pre-AP Biology Honors fosters student growth as they make meaningful connections among the structures, processes, and interactions that exist within and across living systems – from cells to ecological communities. Pre-AP Biology motivates students to be active participants in analyzing real-world phenomena and to collaborate productively with their peers in dialogue, investigations, and problem solving. Focus Areas include: **Emphasis on analytical reading and writing:** Students engage in analytical reading and writing to gain, retain, and apply scientific knowledge. **Focus on applying mathematics:** Students use mathematics to understand and express the quantitative aspects of biology, to record and interpret experimental data, and to solve problems as they arise. **Attention to modeling:** Students go beyond labeling diagrams to modeling biological processes to demonstrate and revise understanding of key patterns, interactions, and relationships. Expectations for the quality and quantity of student work are well above that of the regular level course. A summer assignment may be included in this course.

PRE AP BIOLOGY I

Elective
Credit: 1
Grade: 10

1 year (36 weeks)
5 periods per week
Laboratory experience

Reading Level: Above average

Description: Pre-AP Biology fosters student growth as they make meaningful connections among the structures, processes, and interactions that exist within and across living systems – from cells to ecological communities. Pre-AP Biology motivates students to be active participants in analyzing real-world phenomena and to collaborate productively with their peers in dialogue, investigations, and problem solving. Focus Areas include: **Emphasis on analytical reading and writing:** Students engage in analytical reading and writing to gain, retain, and apply scientific knowledge. **Focus on applying mathematics:** Students use mathematics to understand and express the quantitative aspects of biology, to record and interpret experimental data, and to solve problems as they arise. **Attention to modeling:** Students go beyond labeling diagrams to modeling biological processes to demonstrate and revise understanding of key patterns, interactions, and relationships.

***AP BIOLOGY**

Elective
Credit: 1 high school - 4 college credit hours (UMU)
Grade: 11-12
Reading Level: Above Average
Prerequisite: A "B" or higher in Biology and Chemistry

1 year (36 weeks)
8 periods per week
Laboratory Course
5.0 Weighted Grade Scale

Description: A junior/ senior level course designed as a second year biology course with both Biology and Chemistry as prerequisites for enrollment. It is intended for students interested in college credit and a biology-related field as a future career. This course focuses on building a strong foundation of biological knowledge, developing solid study, laboratory, and writing skills; and preparing the students for college level classes. The pace and depth of the curriculum of the course is indeed at the college freshman level, requiring ample preparation time outside of the classroom. Students will are expected to take the AP Biology exam to receive possible college credit for colleges and universities outside of Ohio. In this laboratory-based course, students will explore, through detailed laboratory and classroom experiences the following topics: Biochemistry, Cellular Biology, Mendelian Genetics, Molecular Genetics, Biotechnology, Evolution, Viruses, Bacteria, Origin of Life, Human Physiology and Ecology. ***Note: Completion of Summer Work is required to be eligible for class in the fall. Summer work packets will be available in May, 2020.***

***ELEMENTS OF ANATOMY AND PHYSIOLOGY (UMU) BIOLOGY 105 DUAL CREDIT**

Elective — 1 year (36 weeks)
Credit: 1 high school - 4 college credit hours (UMU) — 8 periods per week
Grade: 11-12 — Laboratory Course
Reading Level: Above Average — *5.0 Weighted Grade Scale*
Prerequisite: ACT Math score of 23 or higher or an Accuplacer score of 20 or higher in college math and chemistry is recommended.

Description: This college entry-level course is designed to introduce students to basic concepts of anatomy and physiology. Class discussions, activities and laboratories focus on the functions of major body systems and how they help maintain homeostasis. Medical terminology associated with each system will also be covered. The pace and depth of the curriculum of the course is indeed at the college freshman level, requiring ample preparation time outside of the classroom. Independent chapter readings and online homework assignments must be completed regularly to be successful in the class. Students will receive 4 credit hours through the University of Mount Union.

***ELEMENTS OF ANATOMY AND PHYSIOLOGY**

Elective — 1 semester (18 weeks)
Credit: 1/2 high school — 8 periods per week
Grade: 11-12 — Laboratory Course
Reading level: Above average
Prerequisite: ACT Reading of 18

Description: This college entry-level course is designed to introduce students to basic concepts of anatomy and physiology. Class discussions, activities and laboratories focus on the functions of major body systems and how they help maintain homeostasis. Medical terminology associated with each system will also be covered. The pace and depth of the curriculum of the course is indeed at the college freshman level, requiring ample preparation time outside of the classroom. Independent chapter readings and online homework assignments must be completed regularly to be successful in the class.

***CHEMISTRY H**

Elective — 1 year (36 weeks)
Credit: 1 — 7-8 periods per week
Grade: 10-12 — Laboratory Course

Reading level: Above average
Prerequisites: Students should have completed Algebra I and Geometry. Students should be taking Algebra II concurrently or have completed Algebra II.

This course is designed for students who will be attending a 2-4 year college in a science related area. Fundamental concepts of general and inorganic chemistry are taught including formula naming, atomic structure, stoichiometry, gas laws, solutions, equilibria, redox, acid-base theory and nuclear chemistry. *Additional lab hours will be met through an alternating lab schedule.*

***CHEMISTRY IN THE COMMUNITY**

Elective — 1 year (36 weeks)
Credit: 1 — 5 periods per week
Grade: 11-12 — Laboratory Experience

Reading Level: Above average
Prerequisites: Algebra I
Recommended: Geometry or above- can be taken concurrently with Chem. Com.

Description: This laboratory class is for the college bound student who will major in a non-science area. Chemistry issues that are studied include water, materials, petroleum, air, industry, nuclear interactions, and food. The course teaches concepts such as chemical bonding, balancing equations, solution concentration, biochemical reactions and other problem-solving skills. *Additional lab hours will be met through an alternating lab schedule.*

***AP CHEMISTRY** (Not being offered for 20/21 school year)

Elective — 1 year (36 weeks)
Credit: 1 — 8 periods per week
Grade: 11-12 — Laboratory Course
Fees: None — 5.0 *Weighted Grade Scale*
Reading Level: Above average
Prerequisites: Students should be taking Algebra II concurrently or have completed Algebra II.

Description: The AP Chemistry course is designed for junior/senior level students who have successfully completed a first year Chemistry course. It is intended for students interested in possible college credit and pursuing a major in a science-related field. Students completing this course are expected to take the AP Chemistry Exam in May, with an opportunity to earn college credits. Six main Big Ideas are studied throughout the year, and include atomic structure, intermolecular forces and bonding, chemical reactions, rates of chemical reactions (kinetics), thermodynamics, and chemical equilibrium. AP Chemistry students will develop critical thinking skills, extensive laboratory techniques and problem solving capabilities. They will be challenged to take their learning to the next level as they learn to analyze information and acquire a deeper understanding of chemistry. This is a math heavy, rigorous, and demanding course intended to mirror that of an introductory Chemistry course at the college level. The workload is greater than the average high school course and requires ample preparation time outside of the classroom.

***PHYSICS H**

Elective — 1 year (36 weeks)
Credit: 1 — 7.5 periods per week
Grade: 11-12 — Laboratory Course

Reading Level: Above average
Prerequisites: Algebra II, 1 science credit
Recommended: Chemistry

Description: The aim of the course is to increase the student's knowledge and awareness of the physical world about him/her. Topics covered are measurement techniques, motion, vector addition, graphing, forces, forces in two dimensions, momentum, energy, waves, sound, light and electricity. This course is meant to challenge students with extensive problem solving. Students will hone their critical thinking skills as they analyze word problems, graphs, and laboratory investigations. Project based learning is also implemented throughout the course. *Additional lab hours will be met through an alternating lab schedule.*

ENVIRONMENTAL SCIENCE

Elective — 1 year (36 weeks)
Credit: 1 — 5 periods per week
Grade: 11-12 — Laboratory Experience
Reading Level: Average

Description: This course is designed as a choice for the third year of science. It will incorporate biology, chemistry, physics and physical geology, while introducing students to key concepts, principles and theories within environmental science. The following topics will be studied: Interconnected Spheres of Earth, Energy Resources, pollution, and global environmental problems and issues.

FORENSICS – AN INTRODUCTION TO SOLVING CRIMES

Elective — 1 year (36 weeks)
Credit: 1 — 5 periods per week
Grades 11-12 — Laboratory experience
Reading Level: Average to above average
Prerequisites: Students need to have completed Biology I and Physical Science.

Description: Forensic science is a new science course offering. It encompasses all facets of the science curriculum including chemistry, earth science, biology, physics and the scientific method. Students will learn the concepts and science content related to everyday experiences, labs and activities for inquiry learning and critical thinking and support for required science courses. Topics to be explored are crime scene investigation, study or hair and fibers, fingerprints, blood splatters, handwriting analysis, DNA, drug identification, forensic anthropology, ballistics, and what occurs to a body after it dies. Grading will include lab activities and chapter tests.

BIOLOGY II: ANATOMY AND PHYSIOLOGY

Elective — 1 year (36 weeks)
Credit: 1 — 5 periods per week
Grade: 11-12 — Laboratory experience

Reading Level: Average

Description: A junior/senior level course designed to introduce students to basic concepts of human anatomy and physiology. Students will participate in lectures, classroom discussions, labs, lab practicals, group work, and demonstrations. Medical terminology associated with each organ system will also be covered. This course is required for all Cosmetology students, but is open to all students.

SOCIAL STUDIES

The Social Studies are concerned with the development of knowledge, skills, and values that enable an individual to be a responsible member of a democratic society in an interdependent world. Our course of studies has been designed to encourage good citizenship and prepare our students for end of course exams. It is essential that every effort be made to promote understanding among people, governments, nations, and cultures.

Course Title	Grade	
Pre-AP World History and Geography	9	*NCAA Eligible Course*
Pre-AP World History and Geography H	9	*NCAA Eligible Course*
*American & Modern World History II	10	*NCAA Eligible Course*
*AP U.S. History	10-12	*NCAA Eligible Course*
*American Government Dual Credit	11-12	*NCAA Eligible Course*
*Government/Economics/Financial Literacy	11-12	*NCAA Eligible Course*
*AP Psychology	11-12	*NCAA Eligible Course*
*General Psychology Dual Credit (online)	11-12	*NCAA Eligible Course*
*Political Science Dual Credit (online)	11-12	*NCAA Eligible Course*
*Sociology	10-12	*NCAA Eligible Course*
*Intro to Psychology	10-12	*NCAA Eligible Course*
*College and Career Success Skills Dual Credit	10-12	

**Denotes college-prep course*

PRE-AP WORLD HISTORY AND GEOGRAPHY

Required — 1 year (36 weeks)
Credit: 1 — 5 periods per week
Grade: 9

Reading Level: Average

Description: The course explores the invisible structures and forces that shape and reflect the regions, communities, governments, economies, and cultures of humanity. These big ideas help students develop an organized and meaningful understanding of time and space. As historians and geographers uncover new evidence, current assumptions are challenged and previous arguments and narratives gain complexity, nuance, and context. This course teaches students how to examine sources and data, establish inferences, and ultimately build and critique arguments. Learning in Pre-AP World History and Geography is designed to be a disciplinary apprenticeship where students participate in the process of discovery. Students will play the role of historian and geographer by practicing the detective skills and using the tools of each field of study. Focus Areas include: **Evaluating evidence:** Students acquire knowledge by evaluating evidence from a wide range of primary and secondary sources. **Explaining historical and geographic relationships:** Students explain relationships among events and people by marshalling evidence for causality, correlation, continuity, and change over time. **Incorporating evidence:** Students demonstrate command of quantitative, qualitative, and spatial data by effectively incorporating them into written and oral arguments.

PRE-AP WORLD HISTORY AND GEOGRAPHY HONORS

Required
Credit: 1
Grade: 9

1 year (36 weeks)
5 periods per week
5.0 Weighted Grade Scale

Reading Level: Average
Predictors for Success in Pre-AP World History and Geography Honors: Proficient "3" or higher on 8th Grade AIR ELA test and a "B" or higher in 8th Grade Social Studies

Description: Pre-AP World History and Geography Honors provides a challenging Pre-AP World History and Geography alternative. Expectations for the quality and quantity of student work are well above that of the regular level course.The course explores the invisible structures and forces that shape and reflect the regions, communities, governments, economies, and cultures of humanity. These big ideas help students develop an organized and meaningful understanding of time and space. As historians and geographers uncover new evidence, current assumptions are challenged and previous arguments and narratives gain complexity, nuance, and context. This course teaches students how to examine sources and data, establish inferences, and ultimately build and critique arguments. Learning in Pre-AP World History and Geography is designed to be a disciplinary apprenticeship where students participate in the process of discovery. Students will play the role of historian and geographer by practicing the detective skills and using the tools of each field of study. Focus Areas include: **Evaluating evidence:** Students acquire knowledge by evaluating evidence from a wide range of primary and secondary sources. **Explaining historical and geographic relationships:** Students explain relationships among events and people by marshalling evidence for causality, correlation, continuity, and change over time. **Incorporating evidence:** Students demonstrate command of quantitative, qualitative, and spatial data by effectively incorporating them into written and oral arguments. The rigor and content of this course is advanced. A summer assignment may be included in this course.

***AMERICAN & MODERN WORLD HISTORY II**

Required
Credit: 1
Grade: 10

1 year (36 weeks)
5 periods per week

Reading Level: Average
Predictors for Success: Proficient "3" or higher on AIR ELA test and a "C" or higher in 9th Grade Social Studies.

Description: This class will take a global approach to American and world history. Students will examine the interaction of eastern and western histories through culminating events such as World War I, World Depression, World War II, Cold War, and the end of the 20th Century. This course is designed to prepare students for the End of Course Exams by emphasizing State of Ohio standards in social studies.

***AP U.S. HISTORY 1607 TO PRESENT**

Elective — 1 year (36 weeks)
Credit: 1 — 5 periods per week
Grade: 10-12 — *5.0 Weighted Grade Scale*

Reading Level: Advanced
Predictors for Success: A Proficient "3" or higher on the ELA and/or American History EOC, as well as an "A" in previous Honors-level Social Studies and English courses, with a recommendation from a social studies teacher.

Description: An opportunity for highly motivated students to earn college credit through a nationally designed curriculum. Students will be required to read 50-100 pages each section, analyze historical documents, and write college level essays. Frequent testing is necessary for this fast paced course. Students will be assigned a summer reading book and paper which will be DUE AUGUST 1st. Failure to complete this initial assignment will not result in removal from the course, but will be very harmful to the student's grade. Students completing this course are expected to take the AP U.S. History Exam, with an opportunity to earn 3 college credits.
Sophomores interested in taking the class must have approval from Freshman Honors teacher.

***AMERICAN GOVERNMENT DUAL CREDIT (PS105) (UMU)**

Required — 1 year (36 weeks)
Credit: 1 high school - 4 college credit hours (UMU) — 5 periods per week
Grade: 11-12 — *5.0 Weighted Grade Scale*
Prerequisites: ACT Composite score of 18 or higher or an Accuplacer score of 5 or above on the writing test or a "B" or above in social science classes with teacher approval, plus a Proficient "3" or higher on the American History EOC.

Description: This course will be a dual credit offering through the University of Mount Union. Successful completion of the course will be worth 4 credit hours from UMU. The course will be a combination of UMU's PS105 American Government and Politics and the traditional American Government course at AHS. UMU's PS105 topics will be expanded upon in this full-year class, as well as coverage of the Ohio Department of Education's standards for high school American Government courses. Students will explore the origin and purposes of government, the creation and evolution of the American government system, and the dynamics of politics.

***GOVERNMENT/ECONOMICS AND FINANCIAL LITERACY**

Required — 1 year (36 weeks)
Credit: 1 — 5 periods per week
Grade: 11(or 12)
Predictors for success: Passage of 9th and 10th grade Social Studies courses with a "C" or higher, and a Proficient "3" or higher on the American History EOC.

Description: This course explores how the American people govern themselves at national, state and local levels of government and is the basis for this course. This course enables the student to have an appreciation of the structure of the federal government and its relationship to the states. Attention is given to a careful study of the Constitution of the United States as this time is devoted to the discussion of current problems in domestic and world affairs. The course explores the fundamentals that guide individuals and nations as they make choices about how to use limited resources to satisfy their wants. More specifically, it examines the ability of individuals to use knowledge and skills to manage limited financial resources effectively for a lifetime of financial security.

***SOCIOLOGY**

Elective — 1 semester (18 weeks)
Credit: 1/2 — 5 periods per week
Grade: 10-12

Reading Level: Above average
Predictors for success: Passage of 9th and 10th grade Social Studies courses with a "C" or above, and a Proficient "3" or higher on the American History and American Government EOCs. Recommendation from the 9th or 10th grade Social Studies teacher for students taking the course in grade 10.

Description: Sociology is concerned with the patterns of social life, the process of socialization, meeting the needs of society through the institution of family, education, religion, economy, and government. This is an experimental process oriented class in which the emphasis is on doing rather than being done to. Recommended for students planning careers in social work, teaching, community planning, probation-parole work, family planning and counseling, community relations, and psychology.

*** INTRODUCTION TO PSYCHOLOGY**

Elective — 1 semester (18 weeks)
Credit: 1/2 — 5 periods per week
Grade: 10-12

Reading Level: Above average
Predictors for Success: Passage of 9th and 10th grade Social Studies courses with a "C" or above, and a Proficient "3" or higher on the American History and American Government EOCs. Recommendation from the 9th or 10th grade Social Studies teacher for students taking the course in grade 10.

Description: This is an elective Social Studies course that introduces the field of Psychology. Units of study include the history of Psychology, research methods, biological bases of behavior (including the brain and neurons), sensation & perception, motivation & emotion, thinking & learning, memory, states of consciousness, human development, and psychological disorders and treatments**.** Students will explore both historical and contemporary research on the human mind and behavior.

***AP PSYCHOLOGY**

Elective — 1 year (36 weeks)
Credit: 1 — 5 periods per week
Grade: 11-12 — 5.0 *Weighted Grade Scale*

Reading Level: Advanced
Predictors for Success: A Proficient "3" or higher on the American History and Biology EOC, as well as a "B" or higher in previous Honors-level Social Studies course(s), with a recommendation from a social studies and/or Biological Science teacher. Students may be expected to complete a summer reading and writing assignments. Failure to complete this initial assignment will not result in removal from the course, but will be very harmful to the student's grade.

Description: Students will explore both historical and contemporary research on the human mind and behavior. Units of study include the History of Psychology, research methods, biological psychology, sensation and perception, states of conscious awareness, learning and conditioning, cognitive psychology, motivation and emotion, developmental psychology, personality, intelligence and individual differences, psychological disorders and social psychology. This is a rigorous and demanding course intended to mirror that of a three credit general psychology course at the college level. The workload is greater than the average high school course. Students completing this course are expected to take the AP Psychology Exam, with an opportunity to earn 3 college credits.

***ONLINE GENERAL PSYCHOLOGY (PSY121) DUAL CREDIT (Stark State)**

Elective — 1 semester (18 weeks)
Credit: 1 high school - 3 college credit hours (SS) — 5 periods per week
Grade: 11-12 — *5.0 Weighted Grade Scale*
Fees: Board paid if approved
Reading Level: Above average
Prerequisites: NextGen Accuplacer score - 246+ or ACT Reading 18+ or a NextGen Accuplacer score 240-245 and a HS Cum GPA 3.0+ or ACT Reading 16-17 and HS GPA 3.0+.

Description: This course is an ONLINE ONLY course which surveys the scientific study of behavior, addressing a wide range of traditional topics, including introduction and research; perception; learning, cognition, personality; pathology/treatment; development; biological basis of behavior; social and organizational psychology. Emphasizes classical and current theory and research, with selected attention to practical application. **This online class will only be facilitated by a high school teacher-meaning that all communication, assignments, and grading is done by the college professor.**

***ONLINE POLITICAL SCIENCE (PSC121) DUAL CREDIT (Stark State)**

Elective — 1 semester (18 weeks)
Credit: 1 high school - 3 college credit hours (SS) — 5 periods per week
Grade: 11-12

Reading Level: Above average
Prerequisites: Apply and be accepted to Stark State and have an Accuplacer score.
Recommendation from AP History teacher or American and Modern World History II teacher.

Description: This course is an ONLINE ONLY course with an examination of the nature, purpose and forms of American government; the relationship between function and structure; the dynamics of political change; and governmental problems of modern society. **This online class will only be facilitated by a high school teacher-meaning that all communication, assignments, and grading is done by the college professor.**

COLLEGE AND CAREER SUCCESS SKILLS (IDS 115) DUAL CREDIT (Stark State)

Elective — 1 semester (18 weeks)
Credit: 1 high school - 3 college credit hours (SS) — 5 periods per week
Grade: 10-12

Reading Level: Above average
Prerequisites: Students are required to take the Accuplacer to be enrolled in the class as a dual credit student.

Description: This course is designed to aid students in gaining success skills needed for constructive and efficient learning both in college and other life settings. Topics include punctuality and discipline, study and test-taking skills, critical thinking/problem solving, library use, and a variety of techniques in oral and written communication. Workplace topics such as reliability, teamwork and collaboration, creativity/innovation, leadership, professionalism, techniques to demonstrate a commitment to being drug-free, and a respect for global/intercultural awareness will be explored. Students will also self-advocate and articulate their strengths, knowledge, and experiences relevant to post-secondary education employment success.

MUSIC

Students may choose from a variety of courses designed to meet the needs and interests of all, whether they seek experience in performance groups, or want to develop knowledge in the field of music. There are opportunities for study and performance both in the vocal and instrumental areas as individuals and groups. It is hoped that lifelong interest and enjoyment of music will develop for all who participate.

Course Title	Grade
AHS Choralaires	10-12
Concert Choir	9-12
Jetsetters Show Choir	9-12
Voice Training	10-12
Band	9-12
Jazz Band	9-12
Marching Band	9-12
Orchestra	9-12
History of Rock	9-12
History of Jazz: A Look Into America's Original Music	9-12
Applied Studies	9-12
Jetsetters Stage Crew	9-12
Jetsetters Show Choir Band	9-12

AHS CHORALAIRES

Elective — 1 year (36 weeks)
Credit: 1 — 5 periods per week
Grade: 10-12
Fees: As per director. Students are also required to purchase a polo shirt.
Reading Level: Advanced
Prerequisites: MEMBERSHIP BY AUDITION ONLY. At least one year of a high school choral class is required to audition.

Description: Students may register for this course, but will be required to audition prior to the beginning of the school year in order to remain enrolled. Members are chosen by demonstrating proper vocal tone, intonation, exceptional part-singing abilities, and exceptional sight-reading skills. Attendance at all performances and any special rehearsals are mandatory. This course includes a variety of musical styles. All students are strongly encouraged to participate in solo and ensemble contest and large group contest.

CONCERT CHOIR

Elective — 1 year (36 weeks)
Credit: 1 — 5 periods per week
Grade: 9-12
Reading Level: Average
Prerequisites: None

Description: An elective for a 10th, 11th, and 12th grade students wishing to enroll in a mixed choir class, but not interested or eligible for Choralaires. Attendance at all performances and any special rehearsals are mandatory. This course includes a variety of musical styles. Students in this choir learn choral singing and performing skills, along with beginning note reading skills and vocabulary. Participation in junior high chorus is not required.

JETSETTERS SHOW CHOIR

Elective — 1 year (36 weeks)
Credit: 1 — 5 periods per week
Grade: 9-12
Fees: Costuming Fee
Reading Level: Average to Advanced
Prerequisites: MEMBERSHIP BY AUDITION ONLY. (Freshman may audition with a recommendation of their middle school chorus instructor).

Description: Students may register for this course, but will be required to audition prior to the beginning of the school year in order to remain enrolled. Members are chosen by demonstrating proper vocal tone, intonation, exceptional part-singing abilities, exceptional sight-reading skills, and by demonstrating basic dance skills. Freshman may only audition with a recommendation from their junior high chorus instructor. Attendance at all performances and any special rehearsals are mandatory. This group travels on a regular basis and after school and/or summer rehearsal attendance is mandatory.

Show Choir is a class dedicated to the performing arts of music and dance together. The focus of the class is on proper vocal singing, dance technique, and combining singing with dance for an effective performance. A costuming fee will be charged and may vary from year to year.

JETSETTERS SHOW CHOIR BAND

Elective — 1 year (36 weeks)
Credit: 1/2 — 5 periods per week
Grade: 9-12
Fees: Costuming Fee
Reading Level: Average to Advanced
Prerequisites: MEMBERSHIP BY AUDITION ONLY. Must be enrolled in Band or Orchestra

Description: Students will accompany the Jetsetters Singer/Dancers at all performances. Will require after school practice and attendance at all weekend and evening performances and group rehearsals. WILL NOT MEET DURING THE SCHOOL DAY.

JETSETTERS STAGE CREW

Elective — 1 year (36 weeks)
Credit: 1/4 — 5 periods per week
Grade: 9-12
Fees: Costuming Fee
Reading Level: none
Prerequisites: MEMBERSHIP BY AUDITION ONLY.

Description: Students will be assisting the Jetsetters Show Choir with stage crew help both during the show and loading and unloading equipment. WILL NOT MEET DURING THE SCHOOL DAY.

VOICE TRAINING

Elective — 1 year (36 weeks)
Credit: 1 — 5 periods per week
Grade Level: 10-12
Fees: None
Reading Level: Beginner
Prerequisites: None

Description: An elective for any student grades 10-12 that wishes to improve their singing voice and personal performance abilities. This class allows students to receive one on one instruction in a small group setting; students will receive personal instruction similar to a private voice lessons while studying music of their own choosing. Students must be willing to perform for the class twice in a nine-weeks to receive a grade. Class size is limited to 10.

BAND

Elective — 1 year (36 weeks)
Credit: 1 (1/4 C & T) — 5 periods per week
Grade: 9-12
Fees: As per director
Reading Level: Average
Prerequisites: Students must have received credit and earned at least a "C" in the previous year of band (or must receive approval of the director). ALL marching band members must have a physical. All band members are members of the concert and marching band. The only exceptions are junior and senior C&T students who are NOT ABLE TO FIT band into their schedule year round. Full year membership for C&T students is recommended whenever possible. Students who take part in athletics must work out schedules between the directors and the coaches of their sport(s).

All band members are members of the concert and marching band. The only exceptions are junior and senior C&T students who are **NOT ABLE TO FIT** band into their schedule year round. Full year membership for C&T students is recommended whenever possible. Students who take part in athletics must work out schedules between the directors and the coaches of their sport(s).

MARCHING BAND: July - November and May - June

The Marching Band plays at football games, marches in parades, and takes part in competitions and festivals. This group travels on a regular basis. **Because of summer rehearsals, the last day to drop band without a penalty is the 1st day of school.**

CONCERT BAND: November – April

The Concert Band is used to refine musical skills and to provide in-depth study of selected compositions and techniques. Performances for the year include concerts, festivals, and district and state events at the discretion of the director.

CONCERT BAND *ONLY*

Elective — 1 year
Credit: 1 — 5 periods per week
Grade: 9
Fees: As per director
Reading Level: Average
Prerequisite: Approval of the director or current band membership

Description: This option is ONLY available to INCOMING FRESHMAN who are not sure if they wish to participate in the marching band portion of high school band. Students who participate in this option will be involved in band year round, but will not be expected to participate in any of the marching band performances.

JAZZ BAND

Elective — 1 year (36 weeks)
Credit: 1/2 — 2 periods per week
Grade: 9-12 — After school
Fees: None
Reading Level: Average
Prerequisites: Membership in Marching/Concert Band or Orchestra. Placement by audition, if necessary.

Description: The Jazz Band explores the art of jazz through performance and study. Students will perform at school and community events. The students will learn the jazz idiom with an emphasis on ensemble playing and solo improvisation.

FLAG/MAJORETTE/AUXILIARY

This group of students is an important part of our marching program. Membership is restricted to sophomores, juniors, and seniors enrolled in band and is by audition. Any student wishing to tryout for this group and who is not currently in band should contact the band director as soon as possible. Auditions are held in early spring for the following year.

ORCHESTRA

Elective — 1 year (36 weeks)
Credit: 1 — 5 periods per week
Grade: 9-12
Fees: As per director.
Reading Level: Average
Prerequisite: Students must have received credit and earned at least a "C" in the previous year of orchestra (or must receive approval of the director). Because of required year-long planning, the last date to drop orchestra without penalty is the last drop date of the FIRST SEMESTER.
Requirement: Purchase of polo shirt for performances. Students will be required to wear black dress pants and black dress shoes and socks for performances.

Description: The orchestra offers students the opportunity to rehearse and perform a variety of orchestral literature. Performances during the school year include concerts and contests at the discretion of the director.

Conditions: At different times of the school year, a full orchestra may perform. Wind, brass and percussion students who wish to participate must be members of the AHS band.

HISTORY OF ROCK

Elective: 1 semester (18 weeks)
Credit: 1/2 5 periods per week
Grade: 9-12
Fees: None
Reading Level: Average to Above
Prerequisites: A genuine interest in American Popular Music. Students will need access to a CD player at home for study of listening examples.

Description: A study of American Popular Music from 1950 to present. The course consists of listening to and identifying popular music in its various forms, the study of events, artists and other important people in the history of Rock and Roll.

HISTORY OF JAZZ: A LOOK INTO AMERICA'S ORIGINAL MUSIC

Elective: 1 Semester (18 weeks)
Credit: 1/2 5 periods per week
Grade: 9-12
Fees: None

Description: An in depth look into the history of America's musical creation, Jazz. From the the dark beginnings of the African-Slave trade, and the music of New Orleans' Congo Square. Through the loud and flashy sounds of the Big Band/Swing era to the cool, smooth sounds of the West Coast and harshness of Bebop and beyond. We will discover the importance of Jazz music, people and art and how it has shaped our culture/music today.

APPLIED STUDIES

Elective 1 year (36 weeks)
Credit: 1/8 5 periods per week
Grade: 9-12
Fees: None
Reading Level: Average
Student Limit: 10 students per teacher
Prerequisites: Consult with teacher before signing up. This class cannot be shared with another 5 period per week class. Students can share with a study hall/science lab course.
Requirement: Students must play a band or orchestra instrument to participate.

Description: Private studies with a professional on your instrument. Intensive training in technique and repertoire.

EXTRA-CURRICULAR ENSEMBLES

Elective
Credit: None
Fees: None

Description: Throughout the school year, various co-curricular instrumental ensembles perform. The selection of musicians for ensembles such as the pep band and pit orchestra (strings, winds, and percussion) rests with the director of each group. Any student enrolled in band and/or orchestra is eligible, if interested, to be auditioned by the director. Selection of musicians for each ensemble shall be based on instrumentation needed and musicianship. Once selected for an ensemble, students will be expected to follow through with the commitment as outlined at the time of their selection.

BUSINESS EDUCATION

The Business Education Program offers instructional options for all students. In our present society, all students need to develop an appreciation of the business and economic environment in which they live and work. The elective courses listed below offer the opportunity to begin to develop a general understanding of our free enterprise system and specific skills for successful participation in today's business world.

Course Title	Grade
Introduction to Business	9-12
Finance	9-12
Business Today	9-12
JOG	11-12

INTRODUCTION TO BUSINESS

Elective: 1 semester (18 weeks)
Credit: 1/2 5 periods per week
Grade: 9-12
Prerequisites: None

Description: This course exposes students to the world of business by helping them understand the role it plays in our society and by preparing them for more meaningful and productive roles as consumers, workers, citizens, and possible entrepreneurs. Study includes general concepts of business, such as consumerism, business organization, careers, ethics, saving and investing, consumer protection, and money management.

FINANCE

Elective: 1 semester (18 weeks)
Credit: 1/2 5 periods per week
Grade: 9-12
Prerequisites: None

Description: This course is designed for students who have some interest in business and financial planning. It will present the fundamental principles and procedures in the area of planning and managing personal finances, marketing purchasing decisions, insuring your resources, investing your resources and controlling your financial future. This course will also look at various economic conditions that affect a financial plan.

BUSINESS TODAY

Elective: 1 semester (18 weeks)
Credit: 1/2 5 periods per week
Grade: 9-12
Prerequisites: None

Description: This course explores with students those topics and people who are making the news for happenings in the business world. Students will study and discuss trends in the stock market, current market conditions, fortune 500 companies in the news, and noteworthy business executives. Newspapers, biographies, and autobiographies and/or business journals are all possible sources of information for this class.

JOG (Jobs for Ohio's Graduates)

Elective — 1 year (36 weeks)
Credit: 1 — 5 periods per week
Grade Level: 11-12
Reading Level: Beginner to Average
Prerequisites: None

Description: An elective for any student grades 11-12, Jobs for Ohio's Graduates helps students be college and career ready. In the classroom, students are equipped with employability skills and intensive career exploration. The career specialist will work hard to identify the student's barriers to academic, personal and/or career success and teach each student how to construct a resume, conduct a job search, manage their time and demonstrate leadership. The class also participates in community service projects.

*For those students who qualify, Jobs for Ohio's Graduates will introduce students to the workfield through a 10 week paid summer work experience. Those students will also be provided with no less than 12-months of follow up services and support for employment and postsecondary enrollment after graduation.

FAMILY AND CONSUMER SCIENCES

The Family and Consumer Sciences program offers students the opportunity to enhance personal growth and development. Information related to professional careers in the field of work and family are taught. This area of study can be one of the most rewarding in the concept of preparation for the responsibilities of adult life. Several one semester courses afford both males and females the opportunity to study food preparation, personal and family problem solving, child development, parenting, decision making and financial management.

The high school introduction to the field of Family and Consumer Sciences can also open the door to several interesting careers for the college-bound student including work and family life teacher, childcare, Early Childhood teacher, fashion designer, and an interior decorator.

Course Title	Grade
Nutrition and Wellness	9-12
Culinary Fundamentals	10-12
Culinary Fundamentals Dual Credit	10-12

NUTRITION AND WELLNESS

Elective — 1 semester (18 weeks)
Credit: 1/2 — 5 periods per week
Grade: 9-12

Reading Level: Average
Prerequisites:

Description: Subject Code-091225: In this course, students will use principles of nutrition to ensure a healthy body throughout the life cycle. An emphasis will be placed on planning and preparing meals with an understanding of nutrients and their benefits, portion control and dietary needs. Additional information will include steroid and supplement use, body weight and management and implementation of physical activity to maintain a healthy lifestyle.

CULINARY FUNDAMENTALS

Elective — 1 semester (18 weeks)
Credit: 1/2 — 5 periods per week
Grade: 10-12

Reading Level: Average

Description: Subject Code-091220: In this course, students will apply fundamental culinary techniques, such as knife handling skills and the recognition, selection and proper use of tools and equipment. An emphasis will be placed on mise en place, the management of time, ingredients and equipment. Students will apply advanced standard recipes to make culinary dishes and apply recipe conversions for proper scaling and measurement techniques. Food safety and sanitation techniques will align to industry-recognized certifications, Students will take an end of course certification test through ServSafe National Restaurant Association-Manager

***CULINARY FUNDAMENTALS DUAL CREDIT**

Elective — 1 semester (18 weeks)
Credit: 1 high schools/3 college credit hours (SS) — 5 periods per week
Grade: 10-12

Reading Level: Average

Description: Subject Code-091220: In this course, students will apply fundamental culinary techniques, such as knife handling skills and the recognition, selection and proper use of tools and equipment. An emphasis will be placed on mise en place, the management of time, ingredients and equipment. Students will apply advanced standard recipes to make culinary dishes and apply recipe conversions for proper scaling and measurement techniques. Food safety and sanitation techniques will align to industry-recognized certifications, Students will take an end of course certification test through ServSafe National Restaurant Association-Manager

VISUAL ART

Visual art provides opportunities for students to build on their art production experiences from grades K-8. Advanced grades 9-12 art focuses on performance skills through structured and sequential learning activities that involve the creation and study of art works. The student will acquire the necessary visual literacy to understand, create, interpret and judge works of art. Each student will demonstrate the ability to manipulate art materials at the level of proficiency required predetermined objective.

Course Title	Grade:
Foundations of Art	9-12
Painting and Drawing (Levels I/II)	10-12
Sculpture and Ceramics (Levels I/II)	10-12
Digital Photography (Levels I/ II)	10-12
AP Studio Art: 2-D Design	12
AP Studio Art: 3-D Design	12
AP Studio Art: Drawing	12

FOUNDATIONS OF ART

Elective — 1 year (36 weeks)
Credit: 1 — 5 periods per week
Grade: 9-12

Reading Level: Average
Prerequisites: None

Description: This course is recommended, but not limited, to those who plan to pursue advanced art courses. Students will gain a basic understanding of the art making process and will learn and apply art making fundamentals such as the elements of art and principles of design. Drawing and painting skills, 2 dimensional and 3 dimensional design will be the focus of this course.

PAINTING AND DRAWING (LEVELS I/II)

Elective — 1 year (36 weeks)
Credit: 1 — 5 periods per week
Grade 10-12

Reading Level: Average
Prerequisites:
Level I The grade of "B" or above in Foundations of Art
Level II The grade of "B" or above in Level I Painting and Drawing

Description:
Level I This course introduces students to the basic concepts and media used in drawing and painting from observation. Students may work in pencil, ink, charcoal, pastel, watercolor, acrylic, oil, and tempera.

Level II This course concentrates on the expansion of applications of students' previously learned skills in Level I. Students gain exposure to creative thinking, critique, aesthetics and history of art as related to painting and drawing. Student choice of subject and medium will be prevalent throughout this course.

SCULPTURE AND CERAMICS (LEVELS I/II)

Elective — 1 year (36 weeks)
Credit: 1 — 5 periods per week
Grade 10-12

Reading Level: Average
Prerequisites:
Level I The grade of "B" or above in Foundations of Art

Level II The grade of "B" or above in Level I Sculpture and Ceramics

Description:
Level I This course allows students to explore three dimensional design through the creation of art works which may include the use of clay, wood, metal, wire, paper, plaster, and other media.

Level II This course concentrates on the expansion and application of the students' skills previously learned in Sculpture & Ceramics I. The course includes an exposure to aesthetics, style, and art history related to sculpture and ceramics.

DIGITAL PHOTOGRAPHY (LEVELS I/II)

Elective — 1 year (36 weeks)
Credit: 1 — 5 Periods per week
Grade: 10-12

Reading Level: Average
Prerequisites:
Level I The grade of "B" or above in Foundations of Art
Level II The grade of "B" or above in Level I Photography

Description:
Level I - This course focuses on using the elements of art, principles of design, and composition guidelines to take more interesting photos. Students will first learn how to use mobile devices to take and edit better photos. Students will then learn how to use specialized photographic equipment including cameras, lighting, lenses, and editing software. Students may bring in their own digital camera with manual setting options.

Level II - This course concentrates on the expansion and application of students' skills previously learned in Photography I. Students will create a portfolio of work while exploring different genres of photography, learning about specific techniques and artists related to these particular genres. Students will then choose a favorite genre for further study. Students may bring in their own digital camera with manual setting options.

***AP STUDIO ART: 2-D Design**

Elective — 1 Year (36 weeks)
Credits: 1 — 5 Periods per week
Grade: 12 — *5.0 Weighted Grade Scale*

Reading Level: Average
Prerequisites: It is recommended that AP Studio Art: 2-D Design students have previous training in art and are in their senior year. WRITTEN PERMISSION OF THE INSTRUCTOR IS REQUIRED and a completion of Level II Painting and Drawing or Level II of Photography.

Description: The AP Studio Art: 2-D Design course gives highly motivated high school students the opportunity to do college level artwork. Students will submit portfolios for evaluation at the end of the school year to the College Board and the Advanced Placement Program. The course promotes a sustained investigation of all three aspects of portfolio development – quality, concentration, and breadth. In addition to creating art, students are expected to maintain a working sketchbook/art journal, write artist statements, participate in individual and group critiques, prepare works for display, shoot slides, write papers and complete self evaluation. Students should realize that AP Studio Art work involves more time and effort than a typical art course and involves a high level of self discipline. Students should expect to be working outside of class time and complete summer assignments. 2-D media includes: drawing, painting, digital art and photography.

***AP STUDIO ART: 3-D Design**

Elective — 1 Year (36 weeks)
Credits: 1 — 5 Periods per week
Grade: 12 — *5.0 Weighted Grade Scale*

Reading Level: Average
Prerequisites: It is recommended that AP Studio Art: 3D students have previous training in art and are in their senior year. WRITTEN PERMISSION OF THE INSTRUCTOR IS REQUIRED and a completion of Level II Sculpture and Ceramics or Level II.

Description: Description: The AP Studio Art: 3-D Design course gives highly motivated high school students the opportunity to do college level artwork. Students will submit portfolios for evaluation at the end of the school year to the College Board and the Advanced Placement Program. The course promotes a sustained investigation of all three aspects of portfolio development – quality, concentration, and breadth. In addition to creating art, students are expected to maintain a working sketchbook/art journal, write artist statements, participate in individual and group critiques, prepare works for display, shoot slides, write papers and complete self evaluation. Students should realize that AP Studio Art work involves more time and effort than a typical art course and involves a high level of self discipline. Students should expect to be working outside of class time and complete summer assignments.

***AP STUDIO ART: DRAWING (PAINTING)**

Elective 1 Year (36 weeks)
Credits: 1 5 Periods per week
Grade: 12 *5.0 Weighted Grade Scale*
Reading Level: Average
Prerequisites: It is recommended that AP Studio Art: Drawing students have previous training in art and are in their senior year. WRITTEN PERMISSION OF THE INSTRUCTOR IS REQUIRED and a completion of Level II Painting and Drawing.

Description: Description: The AP Studio Art: Drawing course gives highly motivated high school students the opportunity to do college level artwork. Students will submit portfolios for evaluation at the end of the school year to the College Board and the Advanced Placement Program. The course promotes a sustained investigation of all three aspects of portfolio development – quality, concentration, and breadth. In addition to creating art, students are expected to maintain a working sketchbook/art journal, write artist statements, participate in individual and group critiques, prepare works for display, shoot slides, write papers and complete self evaluation. Students should realize that AP Studio Art work involves more time and effort than a typical art course and involves a high level of self discipline. Students should expect to be working outside of class time and complete summer assignments.

PHYSICAL EDUCATION

The Physical Education program provides each student with several opportunities to develop the skills and attitudes necessary for solving problems and coping with everyday stress, through physical activity. Physical activity has become a medium by which the individual is better able to cope with stressful conditions. Physical Education is concerned with the teaching of skills, acquisition of knowledge, and development of attitudes through human movement.

The Health Program will provide the information needed for students to make wise choices throughout life. Health is concerned with the wellness of all students. Health will inform students about issues of particular concern during adolescence, along with establishing positive health behaviors.

Course Title	Grade
Intro Physical Education (boys and girls)	9-12
Health	9-12
Lifetime Fitness	9-12
Strength and Conditioning	9-12

INTRODUCTION TO PHYSICAL EDUCATION

Required (Coeducational)
Credit: 1/4 1 semester (18 weeks)
Grade: 9-12 5 periods per week

PE Credit: Yes

Description: The purpose of this course is to introduce learners to a variety of basic fitness concepts, individual sports and team sports. This class will be a basic overview of all areas of Physical Education. Students are required to take a semester exam and are held to non-dressed/non-participation procedures. Failure to adhere to these policies is grounds for removal from the class.

HEALTH

Required 1 semester (18 weeks)
Credit: 1/2 5 periods per week
Grade: 9-12

Reading Level: Average

Description: This course will provide students with techniques for evaluating their personal health and make decisions about appropriate health behaviors. Areas of study will include: A health introduction, nutrition, mental health, physical fitness, bones and muscles, cardiovascular diseases, sex education, substance abuse, and first aid.

LIFETIME FITNESS

Required (Coeducational)
Credit: 1/4 1 semester (18 weeks)
Grade: 9-12 5 periods per week
PE Credit: Yes

Students will value the importance of total fitness and wellness. It is for those students that enjoy yoga, fitness walking, nutrition and a variety of fitness concepts. Students will be able to take what they learn and incorporate it in their everyday lives.

STRENGTH AND CONDITIONING

Elective
Credit: 1
Grades: 9-12

1 year (36 weeks)
5 periods per week
PE Credit: NO

Prerequisites: Approval of the Athletic Director.

Description: This course is designed for athletes only. The course is also designed on an 18-week training program, with attention on more dynamic and skilled weight training. Topics include (but not limited to) functional training, Olympic lifts, dynamic flexibility, advanced plyometrics, nutrition for athletic performance, and speed development. Students are required to take a semester exam, and are held to non-dress/non-participation procedures. Failure to adhere to these policies is grounds for removal from the class.

ALLIANCE HIGH SCHOOL PHYSICAL EDUCATION WAIVER POLICY

Students in grades 9-11 may be excused from the physical education course requirement by participating in District–sponsored interscholastic athletics, marching band, Jetsetters, or cheerleading for at least two (2) athletic seasons during high school grades 9-11. (An athletic season is defined by the rules and bylaws of the Ohio High School Athletic Association and as defined in the Alliance High School Athletic Handbook.)

High school students in grades 9-11 who meet this requirement will not be required to complete any physical education course as a condition to graduate. However, in order to be eligible for graduation, a high school student, who is excused from the high school physical education requirement, must complete at least one (1) semester of instruction in another course of study. This semester of instruction must be separate from and in addition to all other courses of study and hours of instruction that are required to graduate. Students still need to earn a minimum of 21 credits to meet the graduation requirements.

Participating in interscholastic athletics, marching band and cheerleading is a privilege, and not a right. This policy shall not in any way be construed as granting a student the right to participate in such district-sponsored activities. Board rules and policies including Code of Conduct continue to apply.

See Page 7 for complete rules and regulations for this policy.

INTRODUCTION TO CAREER TECHNOLOGIES

The Industrial Technology Program provides opportunities for students to develop desirable interests, attitudes, habits and character traits through participation in individual and group endeavors in laboratory experiences. Students will learn how to communicate technical ideas along with research and development of product designs.

It provides an opportunity for students to gain an insight into technology, which may help them plan their careers while living and working in a democracy. Industrial Technology, in this respect, is also a fundamental course for a great orientation to any Career and Technical programs offered in the 11th and 12th grades.

Course Title	Grade
Introduction to Health Care	9-10
Design I	9-10
Set Building and Design	9-12
Intro. to Automotive	9-10
Intro. to Welding	9-10

INTRODUCTION TO HEALTH CARE

Elective — 1 semester (18 weeks)
Credit: 1/2 — 5 periods per week
Grade Level: 9-10

Prerequisites: none

Description: Students will study various health care careers, current events, health care communication, infection control, history and trends of healthcare, personal and professional qualities of a health care worker as well as basic first aid skills.

DESIGN I

Elective — 1 Semester (18 weeks)
Credit: 1 — 5 periods per week
Grade: 9-10

Description: Design I will include 6 weeks of each of the following: Woodworking, Autocad, Metalworking and Business & Employability Skills.

SET BUILDING AND DESIGN

Elective — 1 Year(36 weeks)
Credit: 1 — 5 periods per week
Grade 9-12

Description: This course will encompass all aspects of theatrical design and construction and backstage operations.

INTRODUCTION TO AUTOMOTIVE

Elective — 1 semester (18 weeks)
Credit: 1/2 — 5 periods per week
Grade: 9-10

Reading Level: Average

Description: Areas of instruction will include; Safety around the vehicle and shop, Identifying a Vehicle and major parts of the vehicle, Basic Hand Tools identification and use, Vehicle Care inside and out(washing), Vehicle Construction(model project), Checking and adding under hood fluids, Changing Oil, Rotating Tires, Installing a spare tire. Basic shop equipment, metal joining processes, body fillers and paint, and intro. to the basics of Auto Body repair.

INTRODUCTION TO WELDING

Elective — 1 semester (18 weeks)
Credit: 1/2 — 5 periods per week
Grade: 9-10

Reading Level: Average

Description: Areas of instruction will include; Safety around the welding shop, Identifying welds and major parts of the machine, basic hand tool identification and use, Plasma cutting, Oxy fuel weld cutting, Mig welding basics, welding construction projects. Basic shop equipment, metal joining processes, and intro. to the basics of welding.

CAREER & TECHNICAL
COLLEGE TECH-PREP EDUCATION

College Tech Prep is a new way of doing business in our high schools and associate degree granting colleges. Its goal is to prepare young people for the growing number of technical jobs in the future.

College Tech Prep high school students:

- Learn college preparatory academics in applied, real-world contexts that make the content more meaningful and accessible to them;
- Develop technological literacy, including the "new basics" of computer usage;
- In 11th and 12th grade, immerse themselves in the foundation occupational skills needed to enter and succeed in an associate degree program.

At the end of high school, College Tech Prep graduates are ready to choose a technical major and enter an advanced skills associate degree program at a community or technical college. Alternatively, they can enter the world of work with an array of stronger basic and occupational skills than graduates of general education programs. In our area, the Stark County Tech Prep Consortium partners Stark State College of Technology with all public school districts in Stark County. A complete listing of Stark County Tech Prep Consortium Partners begins on page 82.

Students from all Consortium high schools are

- Eligible to apply for admission to these high school programs on a tuition-free basis. Successful completion of the high school portion of this program.
- Presents the possibility of special consideration for entry into specific programs or classes at partner colleges.

AHS Tech Prep Course Title	Grade
Automotive Body I	11
Automotive Body II	12
Automotive Technology I	11
Automotive Technology II	12
Construction Trades I	11
Construction Trades II	12
Cosmetology I	11
Cosmetology II	12
Sports Medicine/Athletic Training I	11

Sports Medicine/Athletic Training II	12
Interactive Media I	11
Interactive Media II	12
Media Arts I	11
Media Arts II	12
Pre-Medical Professions I	11
Pre-Medical Professions II	12
Welding and Fabricating I	11
Welding and Fabricating II	12

Marlington Tech Prep Course Title	Grade
Accounting, Finance & Entrepreneurship	11-12
Natural Resources & Environmental Sciences I/II	11-12
Turf and Landscape Technologies I/II	11-12
Horticulture: Greenhouse Production/Plant Science and Floral Design I/II	11-12
Oil & Gas Processing/Structural Engineering and Maintenance	11-12
Engineering Professions	11-12

AUTOMOTIVE BODY I

Elective — 1 year (36 weeks)
Credit: 3 (2 lab; 1 related) — 15 periods per week
Grade: 11
Fees: Approx. $130.00
Reading Level: Average to above
Recommended: Industrial Technology, Metals II, mechanical aptitude, the ability to be a team player, and a strong interest in all types of vehicles.

Description: Juniors will be taught basic entry-level skills as outlined by the National Automotive Technicians Education Foundation, which includes painting, and refinishing, non-structural analysis and damage repair, damage analysis and estimating. Students will be taught the trade using current material from I-car (Inter Industry Conference on Automotive Collision Repair). Not only does the collision repair industry offer outstanding opportunities, it also offers a career that allows you to immediately see the results of your efforts, while taking pride in your work, on each and every job.

AUTOMOTIVE BODY II

Elective — 1 year (36 weeks)
Credit: 3 (2 lab; 1 related) — 15 periods per week
Grade: 12
Fees: Approx. $80.00
Reading Level: Average to above
Prerequisites: Satisfactory completion of Automotive Body I

Description: This program builds on the skills learned in the first year in order to move the student to the apprentice level. Auto Body II students will be expected to work more independently and show strong work habits. Students that demonstrate the ability to do the work and have excellent attendance will be recommended for the early placement program, where the student will continue his education working under a master technician.

AUTOMOTIVE TECHNOLOGY I

Elective — 1 year (36 weeks)
Credit: 3 (2 lab; 1 related) — 15 periods per week
Grade: 11
Fees: Approx. $125.00
Reading Level: Average

Recommended: Industrial Arts I and Metals II, mechanical aptitude and interest in auto mechanics. Student may be recommended by instructor or Career & Tech Counselor. Objective: The Automotive Technology Tech Prep program at Alliance High School will prepare students to be high tech automotive engineering technicians, move into advanced training within the industry, or lead to an associate degree in the automotive technology field.

Description: In the junior year, areas of instruction will include: shop safety, tools and equipment, basic service and maintenance, wheels and tires, suspension systems, steering systems, wheel alignment, disc and drum brakes. Leadership, communication and employability skills will be emphasized throughout the year.

AUTOMOTIVE TECHNOLOGY II

Elective — 1 year (36 weeks)
Credit: 3 (2 lab; 1 related) — 15 periods per week
Grade: 12
Fees: Approx. $85.00
Reading Level: Average
Prerequisites: Successful completion of Automotive Technology I

Description: In the senior year, students will expand their knowledge in the following areas: shop safety, engine operation and overhaul, electricity and electronics, computerized engine controls and diagnostics, shop management. Leadership, communication and employability skills will be emphasized throughout the year. Students will have the opportunity to job shadow and obtain early work release that will build valuable work experience.

CONSTRUCTION TRADES I

Elective: — 1 year (36 weeks)
Credit: 3 (2 lab; 1 related) — 15 periods per week
Grade: 11
Fees: $75.00
Prerequisite: Algebra I

Description: Students receive basic instruction in the areas of carpentry, masonry, plumbing, electrical wiring, painting and remodeling of structures. Various onsite construction projects are undertaken for practical application of skills. Students study blueprint reading, proper use of tools, machinery and reading a tape measure.

CONSTRUCTION TRADES II

Elective: 1 year (36 weeks)
Credit: 3 (2 lab; 1 related) 15 periods per week
Grade 12
Fees: $50.00
Prerequisite: Algebra 1 and Geometry

Description: Students receive advanced training in Construction Trades II and will become involved in job analysis and preparation of building materials list for various projects. Students work independently as well as work as members of a team in community service projects. Students with their developed skills and under highly trained supervision may obtain construction related employment or job shadowing for the second semester.

COSMETOLOGY I

Elective 1 year (36 weeks)
Credit: 4 (3 lab; 1 related) 20 periods per week
Grade: 11
Fees: Approx. $400.00 Jr. year
Reading Level: Above average
Prerequisites: Junior standing- above average ability in subjects. Excellent attendance record. No major allergy problems.

All Junior Cosmetology students must take and pass two academic courses Junior year choosing between: Biology, Chemistry, Anatomy/Physiology, Math, English or equivalent. These courses are counted towards State Board Hours.

Description: This is the first year of a 2-year Cosmetology Program equivalent to 1500 hours. Three periods per day are spent in the lab learning manipulative skills and one period per day is in the classroom learning theory. Junior students must complete 750 hours of instruction and pass 2 academics either Math, Science or English their junior year in order to advance to the Senior level. Students will develop and understand basic techniques in hair designing, cutting, coloring, manicuring, artificial nails, facial, permanent waving and chemical relaxers and will qualify for performing such services on models and clients

COSMETOLOGY II

Elective 1 year (36 weeks)
Credit: 4.5 (3 lab; 1 1/2 related) 20 periods per week (4 periods per day)
Grade: 12
Fees: Approx. $150.00
Reading Level: Above average

Prerequisites: Completion of Cosmetology I with passing grades in both lab and related along with meeting the attendance requirement to advance to the senior level. 80+ hour summer internship prior to senior year is required.

Description: Cosmetology II is the second year of a two-year program where 750 of the remaining 1500 hours is completed. Three periods are spent in lab performing manipulative skills on clients, and one period of related. The senior year expands on the basic skills and curriculum taught during the junior year along with advanced training in areas of chemistry, anatomy, hair color, haircutting, facials, communication skills, career exploration and salon management. Students work on clients in the school salon which is open to the public for all services. An on-line Milady Course is included in the theory class. The passing of English 12 will be counted towards their State Board hours the first three grading periods. Students must complete all training before being eligible to apply for the Ohio State Board Licensing Exam in the spring of their senior year.

SPORTS MEDICINE/ATHLETIC TRAINING I

Elective — 1 year (36 weeks)
Credits: 3 (2 lab; 1 related) — 15 periods per week
Grade: 11
Fee: $100.00
Reading Level: Average to above average
Recommended: Heath, PE, Biology, Geometry

Description: Sports Medicine/Athletic Training I is the first year of a two-year program for students who are interested in a career in athletic training, exercise science, physical therapy, physical therapy assistant, occupational therapy, occupational therapy assistant or personal training after further course work in higher education. Students will gain a core body of knowledge from the Athletic Training and Exercise and Athletic Injuries and Prevention course of study as well as become certified in First Aid, CPR and AED use through the American Heart Association. The skills that the students learn in class will be applied in their work on the field during athletic events. Other topics covered include: basic human anatomy, concepts of human movement, mechanism of sports injury and application of protective taping.

Students in this program work closely with Certified Athletic Trainers and with the Alliance and Marlington athletic teams. Students are required to put their classroom knowledge into practice by working 10 athletic events per year under the direct supervision of a Certified Athletic Trainer at either school.

SPORTS MEDICINE/ATHLETIC TRAINING II

Elective — 1 year (36 weeks)
Credits: 3 (2 lab; 1 related) — 15 periods per week
Grade: 12
Fee: $100.00
Reading Level: Average to above average
Recommended: Heath, PE, Biology, Geometry

Description: Sports Medicine/Athletic Training II is the second year of a two-year program for students who are interested in a career in athletic training, exercise science, physical therapy, physical therapy assistant, occupational therapy, occupational therapy assistant or personal training after further course work in higher education. Students will gain a core body of knowledge from the Fitness Evaluation and Assessment and Nutrition and Wellness course of study as well as become certified in BLS for the Healthcare Provider. The skills that the students learn in class will be applied in their work on the field during athletic events. Other topics covered include: medical terminology, muscle testing, concepts of human movement and components of exercise testing.

Students in this program work closely with Certified Athletic Trainers and with the Alliance and Marlington athletic teams. Students are required to put their classroom knowledge into practice by working 10 athletic events per year under the direct supervision of a Certified Athletic Trainer at either school.

PRE-MEDICAL PROFESSIONS I

Elective — 1year
Credits: 3 — 15 periods per week
Grades: 11
Fee: Approximately $110.00
Reading Level: Average to above average
Recommended: Biology, Health, Geometry

Description: Premedical Professions I is the first year of a 2 year program. This course is ideal for students interested in a career in the healthcare industry. Careers include Registered Nurse, Licensed Practical Nurse, Physician, Physician Assistant, Pharmacist, Radiologist, or State Tested Nurses Assistant (STNA). In this first year students will be introduced to these healthcare careers and also learn basic communication and patient assessment skills. Students will also be certified in Heartsaver CPR and First Aid through the American Heart Association.

PRE-MEDICAL PROFESSIONS II

Elective — 1 year
Credits: 3 — 15 periods per week
Grades: 12
Fee: Approximately $145.00
Reading Level: Average to above average
Required: PREMEDICAL PROFESSIONS I
Recommended: Anatomy and Physiology

Description: Premedical Professions II is the second year of a two year program. In this course students will have the opportunity to earn their STNA certification by completing the required classes and attending clinical at various nursing homes. After testing for certification, the students complete an internship in various healthcare disciplines at Alliance Community Hospital. In addition to this, students will also take a pharmacy course (with an option to take a pharmacy tech certification) and also obtain their Healthcare Provider CPR certification. Articulation credits are possible through Kent State, University of Akron, Youngstown State, and Stark State.

INTERACTIVE MEDIA I

Elective — 1 year (36 weeks)
Credits: 3 — 15 periods per week

Grade: 11
Reading Level: Average
Prerequisites: Intro to Graphic Design, Foundations of Art A.

Description: This class is the first of a 2 year College Tech Prep IM. IM teaches the basic design theory & computer technology for careers in: graphic design, fashion, industrial design, illustration, animation, web & media design. IM1 students will learn the basics of Adobe Creative Cloud (Illustrator, Photoshop, InDesign, as well as utilizing Adobe's mobile apps for iPad), as well as basic design and type theory by completing computer art projects and assignments. College Tech Prep status and credits are available for select area colleges after completion of all three years of Interactive Media with at least a B average and teacher approval.

INTERACTIVE MEDIA II

Elective — 1 year (36 weeks)
Credits: 3 — 15 periods per week
Grade: 12
Reading Level: Average
Prerequisites: Completion of Interactive Media I with a 75% or better and teacher and/or counselor approval.

Description: This class will continue to build on the basics learned in IM I. It will also introduce them to web and mobile design using Adobe Muse. Individual and group projects will reinforce design theory and technical applications. College Tech Prep status and credits are available for select area colleges after completion of all three years of Interactive Media with at least a B average and Teacher approval.

MEDIA ARTS I

Elective — 1 year (36 weeks)
Credit: 3 — 15 periods per week
Grade: 11
Fees: None
Reading Level: Average or above
Prerequisites: 2 units of English, History, Science, News Writing, Film Studies and Photography.

Description: Students will learn the basics of how to convey messages through journalism, commercial advertising and marketing. They review the accuracy and impact of words and visuals used in news, advertisements and commercials. They learn essential terminology and basic tools for delivering messages. They understand content length, deadlines and responsibilities of various delivery channels.

MEDIA ARTS II

Elective — 1 year (36 weeks)
Credit: 3 — 15 periods per week
Grade: 12
Fees: None
Reading Level: Average or above
Prerequisites: Successful completion of Video Production I and completion of English IIIA or B. Electives in Web Design/Flash, Film Studies, News Writing and Photography.

Description: This course focuses on video broadcast for the journalism industry. Skills attained include interviewing ,image capture, color manipulation, audio and video blend, lighting and editing. Students critique new broadcasts and research content. They plan and shoot video for live and recorded use in a specific time slot while adhering to laws related to defamation, libel copyright and privacy.

WELDING AND FABRICATING I

Elective — 1 year (36 weeks)
Credit: 3 (2 lab; 1 related) — 15 periods per week
Grade: 11
Fees: Approx. $70.00
Reading Level: Average
Prerequisites: Junior standing, average mechanical ability, average grades. Good physical health and good eyesight.
Recommended: Industrial Technology I and Metals II

Description: Welding I is a course in the basic fundamentals of welding and blueprint development. It covers basic weld joints using different types of machines and electrodes. Oxyacetylene welding consists of fusion welding in all positions, brazing, silver soldering, hand torch burning, machine torch burning, and proper use of shop equipment. Electric arc welding consists of electric welding in all positions and an introduction to M.I.G. and T.I.G. processes. Daily emphasis is placed on attendance, safety and skill development.

WELDING AND FABRICATING II

Elective — 1 year (36 weeks)
Credit: 3 (2 lab; 1 related) — 15 periods per week
Grade: 12
Fees: Approx. $30.00
Reading Level: Average
Prerequisites: Satisfactory completion of Welding I

Description: Welding II is a course of specializing in advanced math, blueprint reading, and specialized welding processes consisting of the following: oxyacetylene process, torch cutting, manual and automatic burning machine, pipe welding, and out of position welding of mild steel and brazing. Electric welding processes taught are the following: arc welding, T.I.G. welding, M.I.G. welding, and plasma arc cutting. Senior welding focuses on fabrication and its related techniques. Daily emphasis is placed on attendance, safety and skill development. This program is recommended for students planning to become welders, fitters, or cutter/burning machine operators or those wishing to pursue advanced schooling in other specialty areas.

MARLINGTON HIGH SCHOOL TECH PREP

ACCOUNTING, FINANCE & ENTREPRENEURSHIP 1 & 2
4 credits each year/2 Year Program
Prerequisite: Junior or Senior Level Standing

Description: The computerized accounting program is taught in a computer lab where automated accounting software is integrated with the study of the principles of accounting. The program emphasizes skills in computerized accounting software, advanced accounting principles, and spreadsheet accounting.
This is designed as a College Tech Prep two-year program. A student must take 4 years of math, specifically Algebra 2 and 3 years of science, including at least two lab-based science courses. College articulation credits are possible as well through Stark State College.

NATURAL RESOURCES AND ENVIRONMENTAL SCIENCES I/II
4 Credits each year/ 2 Year Program
Prerequisite: Junior or Senior Level Standing

Description: The Environmental Science part of this course combines outdoor education with the many facets of environmental science and natural resources management. The management of soil, air, water, and wildlife are prominently featured in this program. In addition, ecosystems, habitat management, emergency response, pollution control, hazardous materials, and GIS/GPS will be featured. The Bio Energy part of this course is an innovative venture to introduce students to the science of and careers in Ohio and U.S. bio-fuels and clean energy sources. Ethanol, Bio-diesel, Fuel Cell Technology (hydrogen), methane, geothermal, wind, and solar energy production and research serve as the basis of this curriculum. Bio-products and biopolymers will also be featured in this course. FFA membership is required for this program. This course will prepare students for post-secondary opportunities.
This is designed as a College Tech Prep two-year program. College articulation credits are possible as well.

TURF AND LANDSCAPE TECHNOLOGIES I/II
4 Credits each year/ 2 Year Program
Prerequisite: Junior or Senior Level Standing;

Description: This two-year program is designed to prepare students for careers in the plant, turf and landscape industries. Students will be prepared to select appropriate plant materials, design, install, and maintain interior and exterior landscapes. A specialized feature of this program is sports turf management where students will learn the many facets of this industry. Students will learn to maintain facilities and equipment associated with the industry. FFA membership is required. This course will prepare students for post-secondary opportunities.
This is designed as a College Tech Prep two-year program.

HORTICULTURE: GREENHOUSE PRODUCTION/PLANT SCIENCE AND FLORAL DESIGN I/II
4 Credits each year/ 2 Year Program; Prerequisite: Junior or Senior Level Standing

Description: The greenhouse production/plant science portion of this course will include aspects such as management, plant care, propagation techniques, nutrition, genetics, and reproduction. Students will also learn to maintain facilities and equipment associated with the industry. While having the opportunity to run the horticulture business, students will work hands on with products, purchasing, sales, inventory and customer service. This will allow students real life work experiences in different areas of the horticulture industry while also helping to develop leadership, critical thinking and problem solving skills. The floral part of this course allows students the opportunity to develop a basic understanding of flowers and floral design techniques. FFA membership is required. This course will prepare students for post-secondary opportunities.
This is designed as a College Tech Prep two-year program.

OIL AND GAS PROCESSING/STRUCTURAL ENGINEERING/MAINTENANCE
4 Credits each year/2 Year Program
Prerequisite: Junior or Senior status.

Description: This two-year program is focused on both the first year college and early work entry student with an integrated curriculum including math and science. The first year students will be introduced to basic oil and gas processing through lectures and projects that start to familiarize the student with fieldwork. A strong approach to equipment construction and operation with repair will help students acquire skill sets that are in demand for future employment.

The second year students will gain insightful knowledge into petroleum processing streams. The student will also learn from a hands-on approach using tools and equipment that develop the potential energy sites. Students will also be educated in business writing for fieldwork and employment, also gaining skills in business operations and entrepreneurships.

ENGINEERING PROFESSIONS I

Elective — 1 year (36 weeks)
Credit: 2 — 15 periods per week
Grade: 11
Fees: None
Reading Level: Average
Prerequisites:

Description: This program is for students interested in a career like engineering, architecture, and physics. If you're in to designing and making machines, electronics, robots, and buildings this program is for you. Sub categories are - Introduction to Engineering Design, Principles of Engineering, and Engineering for Invention.

ENGINEERING PROFESSIONS II

Elective — 1 year (36 weeks)
Credit: 2 — 15 periods per week
Grade: 12
Fees: None
Reading Level: Average
Prerequisites:

Description: This program is for students interested in a career like engineering, architecture, and physics. This course will continue to build on the skills learned in Engineering Professions I. Sub categories are - Digital Electronics, Engineering Design & Development, and Robotics.

STARK COUNTY TECH PREP CONSORTIUM

(A Partnership among Stark County High Schools, Stark State College,
labor, local businesses and industries.)

The Tech Prep programs, through a cooperative relationship with the school systems of Stark County and Stark State College focus on educational and career preparation for high school students. The programs are very similar to a college prep program but also include occupational training. After completion of a strong academic and technical program in high school, the Tech Prep students will be prepared to continue their technical education at a two year college, enter full time employment, enter a business sponsored training program, or pursue a baccalaureate degree at a four year college. The Tech Prep programs integrate academic and occupational subjects through a four year program beginning the junior year and continuing through at least two years of post secondary education. Students from all consortium high schools are eligible to apply for admission to these programs on a tuition free basis. Please note that students must provide their own transportation. Please refer to the chart on the next few pages.

Programs of Study

Agricultural and Environmental Systems

- Horticulture Technologies – Jackson High School
- Horticulture and Landscape Design Technologies – Marlington High School
- Natural Resources – Marlington High School

Arts and Communication

- Broadcast Arts – Alliance High School
- Graphic Design – Canton South High School
- Commercial Photography – GlenOak High School
- Broadcast Media – Timken Senior High School
- Graphic Communications – R G Drage CTC
- Graphic Communications – Maplewood Career Center
- Visual Design and Imaging – Portage Lakes Career Center
- Visual Design and Imaging – Wayne County JVSD

Business and Administrative Services

- Legal Studies – Lake High School
- Legal Studies – GlenOak High School
- Administrative Office Technology – GlenOak High School
- Administrative Office Technology – Green High School
- Administrative Office Technology – McKinley High School
- Administrative Office Technology – Portage Lakes Career Center
- Administrative Medical Assistant – Massillon Washington High School
- Administrative Medical Assistant – R G Drage Career Center
- Business Management – Copley High School
- Business Management – Dalton High School
- Business Management – Hoover High School

- Business Management – Jackson High School
- Business Management – Massillon Washington High School

Construction Technologies

- Building/Construction – R G Drage Career Center
- Construction Technologies – Jackson High School
- Construction Technologies – Hoover High School
- Construction Technologies – Perry High School
- Construction Technologies – Timken High School
- Construction Technologies – Carpentry – Alliance High School
- Construction Technologies – GlenOak High School
- Construction Trades - Alliance High School
- Construction Technologies – Massillon High School
- HVAC/R Engineering Technologies – R G Drage Career Center

Education and Training

- Teaching Professions
    - Hoover High School
    - Massillon Washington High School
    - Perry High School
    - Teacher pathways – GlenOak High School
- Early Childhood
    - R G Drage CTC
    - Timken Senior High School

Engineering and Science Technologies

- Canton South High School – Engineering Science – PLTW (CIM)
- GlenOak High School – Engineering
- Hoover High School – Engineering Science – Pre-Engineering Technology – PLTW
- McKinley High School – Engineering Science – PLTW
- Perry High School – Engineering – PLTW (Civil Eng and Architecture)
- Timken Senior High School – Engineering Science – PLTW (Civil Eng and Architecture)

Finance

- Financial Services/Risk Management – Banking – Timken High School
- Financial Services/Risk Management – Accounting – Marlington High School

Health Technologies

- Alliance High School – Health Services/Athletic Training
- Alliance High School - Pre-Medical Professions
- Canton South High School – Medical Science Technology
- GlenOak High School – Health Technologies

- Hoover High School – Medical Technologies
- Jackson High School – Clinical Health Care Services
- Lake High School – Health Tech Prep
- Louisville High School (R G Drage CTC program) – Sports Medicine and Rehabilitation
- Massillon High School – Nursing Careers
- Massillon High School – Exercise Science/Sports Medicine
- Massillon High School – Pharmacy Technician
- Perry High School – Medical Technology
- R G Drage CTC – Health Technologies
- Timken Senior High School – Allied Health
- Timken Senior High School – Nurse Tech
- Dental Assisting/Hygienist – R G Drage CTC
- Dental Assisting – Akron – Central Hower High School
- Dental Assisting – Maplewood High School
- Dental Assisting – Wayne County Schools Career Center

Hospitality and Tourism

- Culinary – Canton South High School
- Culinary – Hoover High School
- Culinary – Jackson High School
- Culinary – Timken Senior High School

Human Services

- Cosmetology – Alliance High School
- Cosmetology – GlenOak High School
- Cosmetology – Massillon High School
- Cosmetology – Perry High School
- Cosmetology – Timken High School

Information Technologies

- Alliance High School – Interactive Media
- Canton South High School - Information systems and Support (ISS)
- Canton South High School – Programming and Software Development (PSD)
- GlenOak High School - Animation and Graphic Design
- GlenOak High School – Light and Sound
- GlenOak High School – Video Production
- Hoover High School - Networking
- Hoover Interactive Media/Graphic Arts and Design
- Hoover Interactive Media/Video Production
- Jackson High School – CISCO Computer Networking

- Lake High School – Interactive Media
- Massillon Washington High School – Media Design Technology
- R G Drage CTC (House at Fairless High School) – CISCO Computer Networking
- Timken Senior High School – Programming and Video Game Design
- Ellet High School – Information Technology
- Firestone High School – Information Technology
- Portage Lakes Career Center – Programming and Software Development
- Wadsworth High School – Media Communications
- Wayne County Career Center – Interactive Media

Law and Public Safety

- Fire Science/Emergency Medical Services – GlenOak High School
- Criminal Science – Timken High School

Manufacturing Technologies

- Architecture – Hoover High School
- Engineering Manufacturing Technologies – Massillon Washington High School
- Electrical-Electronics Engineering Technologies – Perry High School
- Industrial Plant Engineering – Timken High School
- Metal Fabrication – Canton South High School
- Metal Fabrication – R.G. Drage CTC
- Precision Machining Technology – R.G. Drage CTC
- Welding – Alliance High School

Marketing Technologies

- E-Commerce/Marketing – GlenOak High School
- E-Commerce/Marketing – Massillon Washington High School
- High School of Business – Canton South High School
- High School of Business – East Canton High School
- High School of Business – Perry High School
- High School of Business – Sandy Valley High School
- Marketing Technologies – Jackson High School
- Marketing Technologies – Lake High School
- Marketing Technologies – R G Drage program housed at Louisville High School

Transportation Systems

- Automotive Technology
    - Alliance
    - Canton South
    - GlenOak
    - Jackson

    - Timken
    - R G Drage CTC
    - Akron Buchtel
    - Akron East
    - Akron Ellet
    - Ashland County West Holmes Career Center
    - Buckeye Career Center
    - Columbiana CTC
    - Knox CCC
    - Madison Comprehensive
    - Mansfield Senior
    - Maplewood CTC
    - Massillon High School
    - Pioneer CTC
    - Portage Lakes Career Center
    - Trumbull CTC
    - Wadsworth
    - Wayne County Career Center
- Automotive Collision
    - Auto Body – Alliance High School
    - Auto Body – Hoover High School
    - Auto Collision Technology – R G Drage CTC
    - Automotive Collision – Timken High School
    - Automotive Collision – Ashland County West Holmes Career Center
    - Automotive Collision – Buckeye Career Center
    - Automotive Collision – Collision Repair – Columbiana Career and Technical Center
    - Automotive Collision – Knox County Career Center
    - Automotive Collision – Madison Comprehensive High School
    - Automotive Collision – Pioneer CTC
    - Automotive Collision – Trumbull Career 7 Technical Center
- Heavy Truck Diesel
    - Heavy Truck/Diesel Technology – R G Drage CTC
    - Heavy Truck – Truck Mechanics – Buckeye Career Center
    - Heavy Truck – Truck mechanics – Pioneer CTC
- Power Equipment
    - Power Equipment Mechanics – Maplewood Career Center
    - Power Equipment Mechanics – Pioneer CTC

ELECTRONIC CURRICULUM PROGRAMS

What is the AHS Electronic Curriculum Program?
The Electronic Curriculum Program provides Alliance High School students with the opportunity to complete courses via the Internet for high school credit. Courses can be completed at home using a home computer with Internet access or at Alliance High School during study hall periods or during after school hours.

Who is eligible to participate in the Electronic Curriculum Program?
All Alliance High School students in grades 9-12 are eligible to complete courses via the Electronic Curriculum Program. Students may participate in the program to alleviate schedule conflicts, or for enrichment purposes, or to recover credits for previously failed courses.

Electronic Curriculum Programs: Are They for Everyone?
Research indicates that to be successful in an Electronic Curriculum Program:

* Students must be self-motivated
* Students must be more responsible for their own learning
* Participation in an Electronic Curriculum Program requires good time management skills
* Parental support and involvement is essential to the learning process

When and where does the Electronic Curriculum Program occur?
Electronic Curriculum Program lesson activities may be completed from home at anytime, during study hall periods, or may be scheduled by appointment with the assigned instructors. However, the required orientation activities and final exam assessments must be completed with an instructor onsite at Alliance High School. In addition, students failing to meet the course pacing expectations will be required to complete all Electronic Curriculum lesson activities onsite at Alliance High School.

What courses are available through the Electronic Curriculum Program?
The Electronic Curriculum Program provides opportunities for students to earn credits in the areas of English, Science, Math, Social Studies, SAT Test Preparation, and Health. Selection of specific courses must be completed in consultation with the student's Guidance Counselor and is determined by student needs, abilities, and course enrollment numbers.

How are grades & credits earned and recorded on the student's transcript?
Students participating in the Electronic Curriculum Program earn letter grades (A-F), as per the adopted Board Policy #5421, based on the student's overall performance on chapter tests, notes, assigned activities, and final exam assessments. To earn credit for the course, students must also pass the onsite final exam assessment with a minimum score of 80%. Students failing to meet the 80% requirement must continue to retake the final exam until the 80% is achieved. Earned grades and credits will be posted to a student's report card and transcript in January and June. The earned grades/credits are included when calculating the student's cumulative GPA. Students may drop an Electronic Curriculum Course within three weeks of completing the orientation session without academic penalty. Students who drop an Electronic Curriculum Course after the three-week period, will receive an F for the course.

How do I apply to participate in the Electronic Curriculum Program?

1. Meet with your Guidance Counselor to obtain an application and identify appropriate courses. Students may apply to complete a maximum of three credits through the Electronic Curriculum Program per application period. A student may complete a cumulative maximum of six credits through the Electronic Curriculum Program during grades 9-12.
2. Complete the application and obtain parent/guardian signature.
3. Return complete application to your Guidance Counselor.
4. Priority for participation into the Electronic Curriculum Program will be based on student needs, space availability, and determined impact on a student's graduation eligibility.
5. Guidance Counselors will notify students who are accepted in the Electronic Curriculum Program and provide them with information regarding the required onsite orientation meeting and targeted start date for the upcoming school year.
6. Students failing to attend the required orientation meeting within 10 days of acceptance notification will be removed from the Electronic Curriculum Program.

FOR MORE INFORMATION, CONTACT THE GUIDANCE OFFICE AT (330) 829-2250.

CREDIT RECOVERY OPPORTUNITIES

The following list of courses can be taken for credit recovery for qualifying students:

English I, II, III, IV
American History
World History
Economics
Biology
Chemistry
Geography
Civics
Government
Pre-Algebra
Algebra I, II
Geometry
Physical Science

Please contact your guidance counselor for an application for these courses.

Credit Flexibility

Credit Flexibility is the State of Ohio's plan designed to offer a broad range of options to students when completing their curricular requirements. Credit flexibility allows students to earn high school credit in ways other than traditional coursework and classroom instruction. Credit flexibility offers learning opportunities not found in the traditional classroom, focuses on performance, acknowledges and addresses students' different learning styles, paces, and interests and offers students opportunities to demonstrate creativity, explore academic and career interest, and practice critical thinking. Beginning with the 2010-11 school year, students may earn credit by:

- completing coursework,
- testing out of or demonstrating mastery of course content, or
- pursuing one or more educational option (ie: online/distance learning, dual credit, independent study, internships, after-school programs, community service, or other projects approved by Alliance City Schools.

ATHLETIC ELIGIBILITY

Ohio High School Athletic Association Bylaws for Grades 7-12

Every student who is participating in athletics MUST be enrolled in a minimum of five (5) one half credit classes each quarter (nine week period) to be eligible for the following quarter. The student must have a 1.0 GPA for that quarter. Note: Students taking post-secondary options must comply with these standards.

First quarter freshmen must have passed 75% of their eighth grade, fourth (4th) quarter classes to be eligible.

Summer school grades may not be used to substitute for failing grades received in the final grading period of the regular school year or for lack of enough classes taken the preceding grading period.

A copy of the OHSAA Bylaws may be obtained from the student's guidance counselor.

Core Courses

NCAA Division I requires 16 core courses.
See the chart below for the breakdown of this 16 core-course requirement.
NCAA Division II currently requires 14 core courses. Division II will require 16 core courses for students enrolling on or after August 1, 2013. See the breakdown of core-course requirements below.

Test Scores

Division I uses a sliding scale to match test scores and core grade-point averages. The sliding scale for those requirements is shown on page two of this sheet.
Division II requires a minimum SAT score of 820 or an ACT sum score of 68.

The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used.

The ACT score used for NCAA purposes is a **sum** of the following four sections: English, mathematics, reading and science.

When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.

Grade-Point Average

Be sure to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibility center.org). Use the list as a guide.

Only courses that appear on your school's List of NCAA Courses will be used in the calculation of the core grade-point average. Use the list as a guide.

Division I core grade-point-average requirements are listed on the sliding scale on Page No. 2 of this sheet.
The Division II core grade-point-average requirement is a minimum of 2.000. Remember, the NCAA grade-point average is calculated using NCAA core courses only.

DIVISION I 16 Core Courses

4	years of English.
3	years of mathematics (Algebra I or higher).
2	years of natural/physical science (1 year of lab if offered by high school).
1	year of additional English, mathematics or natural/physical science.
2	years of social science.
4	years of additional courses (from any area above, foreign language or comparative religion/philosophy).

DIVISION II 14 Core Courses

3	years of English.
2	years of mathematics (Algebra I or higher).
2	years of natural/physical science (1 year of lab if offered by high school).
2	years of additional English, mathematics or natural/physical science.
2	years of social science.
3	years of additional courses (from any area above, foreign language or comparative religion/philosophy).

DIVISION II 16 Core Courses (2013 and After)

3	years of English.
2	years of mathematics (Algebra I or higher).
2	years of natural/physical science (1 year of lab if offered by high school).
3	years of additional English, mathematics or natural/physical science.
2	years of social science.
4	years of additional courses (from any area above, foreign language or comparative religion/philosophy).

NCAA DIVISION I SLIDING SCALE CORE GRADE-POINT AVERAGE/ TEST-SCORE

Core GPA	SAT Verbal and Math ONLY	ACT
3.550 & above	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	59
2.700	730	60
2.675	740-750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840-850	70
2.425	860	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	80
2.125	960	81
2.100	970	82
2.075	980	83
2.050	990	84
2.025	1000	85
2.000	1010	86

For more information, visit the NCAA Eligibility Center website at www.eligibility center.org.

ALLIANCE HIGH SCHOOL
OCCUPATIONAL WORK STUDY PROGRAM

DECISIONS COURSE SELECTION GUIDE
2020-2020

ALLIANCE HIGH SCHOOL
OCCUPATIONAL WORK STUDY PROGRAM

PHILOSOPHY

The philosophy of the Occupational Work Study Program (OWSP) is to provide students with a basic education and practical work experience while they are still attending school. The individualized academic curriculum is aligned with the Ohio Department of Education Content Standards. In addition, learning experiences are designed to teach students many of the social and occupational competencies they will need to become self-supporting, contributing, and responsible citizens.

INTRODUCTION

The primary objective of OWSP is to develop each student's vocational and academic potential to the fullest. The OWSP is designed to enhance students' academic skills and to involve them with as many practical work experiences as possible. These experiences should enable students to define a career choice, establish a career goal, and develop a positive attitude toward an independent and productive life.

PROGRAM EMPHASIS

- ☑ Assist students to develop self-discipline
- ☑ Promote inclusion in regular school activities
- ☑ Provide pre-vocational experiences
- ☑ Develop positive student attitudes towards work
- ☑ Individualize instruction to remediate skill deficits
- ☑ Develop lessons that teach social competencies
- ☑ Promote career awareness and exploration

IEP/ITP PROCEDURES

An Individualized Education Plan (IEP) is a written agreement that sets forth the special education and related services that are provided to a student.

Transition planning is a process designed to help students make the transition from school to adulthood. An Individualized Transition Plan (ITP) will be developed for each student beginning at the age of sixteen.

IEP/ITP conferences are held in October/November, all participants will receive a copy of the IEP/ITP.

The IEP/ITP is a separate process that works in conjunction with the course registration process that will guide the student's development and high school learning experiences.

SELECTED PLACEMENT

When a student is placed into the regular classroom for instruction, the student, regular education teacher, special education teacher, special education supervisor, and the building principal must approve the placement through the IEP process. Each student will be monitored periodically. Personal contact between regular education teachers and special education teachers will facilitate the student's growth.

Students may also apply for Vocational Placement when they are sophomores. The application process requires all students to have two teacher recommendations and an interview. All students who apply are considered for placement in the selected vocational program.

POLICIES AND GUIDELINES TO HELP YOU WITH THE PLANNING OF YOUR SCHEDULE

HOW MANY SUBJECTS?

All Work Study students are expected to register for at least six credits per year.

HOW MANY CREDITS ARE NECESSARY TO QUALIFY FOR EACH GRADE?

The minimum number of credits necessary to qualify for each grade level is as follows:

Freshman	Pass grade 8
Sophomore	5 credits
Junior	10 credits
Senior	15 credits

WHAT ARE THE MINIMUM STATE REQUIREMENTS FOR GRADUATION?

English	4 units of credit
Social Studies	3 units of credit
Science	3 units of credit
Mathematics	4 units of credit
Health/Physical Education	1 unit of credit
Fine Art	2 semesters (completed in grades 7-12)
Electives*	6 units of credit

***Includes 1 unit or 2 (1/2) units of Business/Technology, or Foreign Language.**

Total Credits Needed for Graduation

21 units of credit

OCCUPATIONAL WORK-STUDY
A FOUR-YEAR SEQUENTIAL PROGRAM

FRESHMEN: Grade 9 - Minimum 6 classes
(Total, end of ninth grade, 5 credits)

Freshmen follow an academic program along with a classroom approach to employment related attitudes and abilities. The students develop academic skills, learn appropriate job behaviors, and investigate job possibilities and personal preferences.

-Required Courses-

English **1 credit**

English I, Communication Skills for Today's World I

Math **1 credit**

Algebra 1 or Math for Daily Living I

Social Studies **1 credit**

American & Modern World History I, History That Shapes Our Lives, or
Applied American & Modern World History I

Science **1 credit**

Physical Science, Science for Everyday Life I, or Applied Physical Science

Health **1/2 credit**

Physical Education **1/4 credit**

Work Study/Business **1 credit**

Occupational Foundations II*/**

-Optional Courses-

Employment	1/2-1 credit
Electives	1/4-1 credit

SOPHOMORES: Grade 10 - Minimum 6 classes
(Total, end of tenth grade, 10 credits)

Sophomores follow an academic program and may participate in jobs at school depending upon availability of such jobs and each student's job readiness. Students may also hold down community jobs that do not interfere with their schoolwork.

Sophomores, when not assigned to jobs, will be enrolled in a career preparatory and/or career lab classes where they will be introduced to aspects of payroll deductions, income taxes, banking, insurance, purchasing, and borrowing.

-Required Courses-

English **1 credit**

English II, Communication Skills for Today's World II, or Applied English II

Math **1 credit**

Algebra II or Math for Daily Living II

Social Studies **1 credit**

American & Modern World History II, Government-You & the Law, or
Applied American & Modern World History II

Science **1 credit**

Biology, Science for Everyday Life II, or Applied Biology

Physical Education **1/4 credit**

Work Study/Business **1 credit**

Occupational Foundations II*/**

-Optional Courses-

Employment	1/2-1 credit
Electives	1/4-1 credit

JUNIORS: Grade 11 - Minimum 5 classes
(Total, end of eleventh grade, 15 credits)

Juniors follow an academic program in the mornings and are encouraged to work for pay and credit in the community part-time in the afternoons. Those juniors who are not employed will be assigned to a volunteer job and must perform the job without pay in order to earn their employment credit. Any unemployed junior who refuses to volunteer will not receive employment credit toward graduation requirements. The coordinator and the principal will determine activities for unemployed juniors.

-Required Courses-

English **1 credit**

English III, Communication Skills for Today's World III, or Applied English III

Math **1 credit**

Geometry or Math for Daily Living III

Social Studies **1 credit**

Government, Economics & Financial Literacy, Current Events Today,
Applied Government, Economics & Financial Literacy

Science **1 credit**

Environmental Science, Science for Everyday Life III, or Applied Environmental Science

Work Study/Business **1 credit**

Occupational Foundations III*/**

-Optional Courses-

Electives	1/4-1 credit
Employment	1-3 credits

SENIORS: Grade 12 - Minimum 4 classes
(Total 21 credits)

Seniors will have completed the majority of the required academic courses in their junior year and are encouraged to work for pay, part-time or full-time, in the community. Seniors, when not working, will be assigned to volunteer or other activities without pay. Such activities are to be determined by the coordinator in conjunction with the principal. Unemployed seniors who refuse to volunteer will not receive employment credit toward graduation requirements.

-Required Courses-

English **1 credit**

English IV, Communication Skills for Today's World IV, or Applied English IV

Math **1 credit**

Algebra II, Math for Daily Living IV

Social Studies **1 credit**

Social Studies for Everyday Life

Science **1 credit**

Science for Everyday Life IV

Work Study/Business **1 credit**

Occupational Foundations IV*/**

-Optional Courses-

Electives. 1/4-1 credit
Employment 1-3 credits

ENGLISH COURSE DESCRIPTIONS

English I
Reading, writing, speaking and listening skills necessary for success in independent adult life will be stressed. Exploration of a variety of functional literature materials will be included, as well as an emphasis on a developmental approach to reading comprehension and study skills.

Full Year (36 wks) 5 periods/week Credit: 1

English II
Study will be emphasized in the following areas: composition and the basic writing process, basic grammar, vocabulary (both functional and literature/text-based), and basic reading comprehension skills. Composition and vocabulary will draw from both traditional literature texts and functional reading and writing tasks.

Full Year (36 wks) 5 period/week Credit: 1

English III
Skills in the basic writing process will continue to be developed. Students will explore various literary genres and forms of literature and communication in mass media. Basic grammar, writing, vocabulary comprehension, and critical thinking skills needed for success in the "real world" will be stressed in order to improve skills needed by students after graduation.

Full Year (36 wks) 5 periods/week Credit: 1

English IV
This class is meant to prepare students for the world of work and independent living. Utilizing the mass media as a form of communication will be explored, as will formal and informal functional and technical writing. Reading comprehension and reading to find specific pieces of information within various forms of contemporary and functional literature will be stressed.

Full Year (36 wks) 5 periods/week Credit: 1

Communication Skills for Today's World I-IV**
These classes are designed for those students who need basic and functional reading and writing instruction. Functional reading skill development and functional vocabulary comprehension will be stressed through the use of newspapers, telephone books, schedules, and various types of applications.

Full Year (36 wks) 5 periods/week Credit: 1
***NOTE: Supervisor or principal pre-approval required before registering for this course**

Applied English I-IV*
These classes cover all aspects of language arts through an integrated instructional approach. Emphasis on all genres of literature and skills in writing, grammar, vocabulary, and comprehension are stressed to improve the competencies needed for the Ohio Graduation Test and beyond graduation.

Full Year (36 wks) 5 periods/week Credit: 1
****NOTE: Supervisor or principal pre-approval required before registering for this course**

MATH COURSE DESCRIPTIONS

Algebra I
Algebra I emphasizes problem solving, everyday applications, and the use of technology and reading, while developing and maintaining basic skills. Mathematical topics are integrated throughout. Statistics and geometry are settings for work with linear expressions and sentences. Probability provides a context for algebraic fractions and functions. Expressions, equations, and functions are described graphically, symbolically, and in tables. Concepts and skills are taught with a variety of approaches. Algebra I prepares students for any standard geometry course.

Full Year (36 wks) 5 periods/week Credit: 1

Geometry
Geometry emphasizes problem solving, everyday applications and the use of reading, while developing and maintaining basic skills. The areas that are studied are coordinate geometry, angles, parallels, triangles, quadrilaterals, proportions, similarities, polygons, area, circles, volume, transformations, trigonometry and proofs. Important concepts are described with Words, Symbols and Models as
appropriate to help students move from the concrete to the abstract.

Full Year (36 wks) 5 period/week Credit: 1

Algebra II(1)
In this course, students further develop their algebra skills by examining the first half of Algebra II. They will improve their ability to provide algebraic solutions to more difficult problems. Students will study the properties of linear, quadratic, exponential, and logarithmic functions and explore the characteristics of their graphs. Emphasis is placed on simplifying algebraic expressions and solving equations and inequalities. A graphing calculator is recommended for this course. This course satisfies one math credit for Alliance High School and .50 math credit toward the Ohio Department of Education Algebra II credit.

Full Year (36 wks) 5 periods/week Credit: 1

Algebra II(2)
Students will expand their skills and complete their Algebra II requirement. This course satisfies one math credit for Alliance High School and .50 math credit toward the Ohio Department of Education Algebra II credit.

Full Year (36 weeks) 5 periods/week Credit: 1

Math for Daily Living I – IV**
The objectives of the Math for Daily Living courses are to develop each student's functional math skills to the fullest extent possible. Emphasis is placed on mastery of addition, subtraction, multiplication, and division facts as well as an understanding of time and various types of basic measurements. Students will be provided continued instruction to build individual skills with story problems, fractions, and decimals. Money management skills, computing gross/net pay, using checking and savings accounts, and planning a budget are also presented. Students will also be introduced and reinforced on the use of a basic calculator.

Full Year (36 wks) 5 periods/week Credit: 1
***NOTE: Supervisor or principal pre-approval required before registering for this course**

Applied Algebra I*

Algebra I emphasizes problem solving, everyday applications, and the use of technology and reading, while developing and maintaining basic skills. Mathematical topics are integrated throughout. Statistics and geometry are settings for work with linear expressions and sentences. Probability provides a context for algebraic fractions and functions. Expressions, equations, and functions are described graphically, symbolically, and in tables. Concepts and skills are taught with a variety of approaches. Algebra I prepares students for any standard geometry course.

Full Year (36 wks) 5 periods/week Credit: 1

***NOTE: Supervisor or principal pre-approval required before registering for this course**

Applied Geometry*

Geometry emphasizes problem solving, everyday applications and the use of reading, while developing and maintaining basic skills. The areas that are studied are coordinate geometry, angles, parallels, triangles, quadrilaterals, proportions, similarities, polygons, area, circles, volume, transformations, trigonometry and proofs. Important concepts are described with Words, Symbols and Models as
appropriate to help students move from the concrete to the abstract.

Full Year (36 wks) 5 periods/week Credit: 1

***NOTE: Supervisor or principal pre-approval required before registering for this course**

Applied Algebra II(1)*

In this course, students further develop their algebra skills by examining the first half of Algebra II. They will improve their ability to provide algebraic solutions to more difficult problems. Students will study the properties of linear, quadratic, exponential, and logarithmic functions and explore the characteristics of their graphs. Emphasis is placed on simplifying algebraic expressions and solving equations and inequalities. A graphing calculator is recommended for this course. This course satisfies one math credit for Alliance High School and .50 math credit toward the Ohio Department of Education Algebra II credit.

Full Year (36 wks) 5 periods/week Credit: 1

***NOTE: Supervisor or principal pre-approval required before registering for this course**

Applied Algebra II(2)*

Students will expand their skills and complete their Algebra II requirement. This course satisfies one math credit for Alliance High School and .50 math credit toward the Ohio Department of Education Algebra II credit.

Full Year (36 wks) 5 periods/week Credit: 1

***NOTE: Supervisor or principal pre-approval required before registering for this course**

SCIENCE COURSE DESCRIPTIONS

Physical Science
The Physical Science course is designed for the freshman student who desires a general background in the sciences. Students will examine the principles of science through lab activities, projects, and research that span the disciplines of earth science, chemistry, astronomy, and physics, in accordance with the Ohio Academic Content Standards.

Full Year (36 wks) 5 periods/week Credit: 1

Biology
Life Science is a continuation of the Inquiry approach to science initiated in Physical Science. Students will examine principles of ecology, environmental science, and cell biology in accordance with the Ohio Academic Content Standards.

Full Year (36 wks) 5 periods/week Credit: 1

Environmental Science
Description: This course is designed as a choice for the third year of science. It will incorporate biology, chemistry, physics and physical geology, while introducing students to key concepts, principles and theories within environmental science. The following topics will be studied: Interconnected Spheres of Earth, Energy Resources, pollution, and global environmental problems and issues.

Full Year (36 wks) 5 periods/week Credit: 1

Science for Everyday Life I-IV**
This course sequence will give students an opportunity to develop a fundamental knowledge of the sciences needed to think and function independently in today's world. Instructional units will be presented over a three-year period that will cover the concepts and principles of the physical and life sciences. Areas to be covered include: earth science, environmental science, chemistry, nutrition, and hygiene.

Instructional techniques will utilize interactive activities such as experiments and basic lab procedures. Through both individual and small group projects, students will be measuring liquid and dry measurements through preparing and cooking activities. Students will have the opportunity to develop a broad understanding of the science at work in the real world. This knowledge is intended to equip students with the skills needed for them to live successfully in today's society.

Full Year (36 wks) 5 periods/week Credit: 1
***NOTE: Supervisor or principal pre-approval required before registering for this course**

Applied Physical Science*
The Physical Science course is designed for the freshman student who desires a general background in the sciences. Students will examine the principles of science through lab activities, projects, and research that span the disciplines of earth science, chemistry, astronomy, and physics, in accordance with the Ohio Academic Content Standards.

Full Year (36 wks) 5 periods/week Credit: 1
****NOTE: Supervisor or principal pre-approval required before registering for this course**

Applied Biology*

Life Science is a continuation of the Inquiry approach to science initiated in Physical Science. Students will examine principles of ecology, environmental science, and cell biology in accordance with the Ohio Academic Content Standards.

Full Year (36 wks) 5 periods/week Credit: 1

****NOTE: Supervisor or principal pre-approval required before registering for this course**

Applied Environmental Science*

Description: This course is designed as a choice for the third year of science. It will incorporate biology, chemistry, physics and physical geology, while introducing students to key concepts, principles and theories within environmental science. The following topics will be studied: Interconnected Spheres of Earth, Energy Resources, pollution, and global environmental problems and issues.

Full Year (36 wks) 5 periods/week Credit: 1

****NOTE: Supervisor or principal pre-approval required before registering for this course**

SOCIAL STUDIES COURSE DESCRIPTIONS

American & Modern World History I
The class will take a global approach with the interaction between American and World History, examining culminating events such as revolutions and civil conflicts, industrialization, immigration, and imperialism.

Full Year (36 Weeks) 5 periods/weekly Credit 1

American & Modern World History II
Perspectives II will take a global approach to American and world history. Students will examine the interaction of eastern and western histories through culminating events such as World War I, World Depression, World War II, the Cold War, and Post-Colonial World.

Full Year (36 wks) 5 periods/ week Credit: 1

Government/Economics and Financial Literacy
This course explores how the American people govern themselves at national, state and local levels of government and is the basis for this course. This course enables the student to have an appreciation of the structure of the federal government and its relationship to the states. Attention is given to a careful study of the Constitution of the United States as this time is devoted to the discussion of current problems in domestic and world affairs. The course explores the fundamentals that guide individuals and nations as they make choices about how to use limited resources to satisfy their wants. More specifically, it examines the ability of individuals to use knowledge and skills to manage limited financial resources effectively for a lifetime of financial security.

Full Year (36 wks) 5 periods/ week Credit: 1

History That Shapes Our Lives Today**
This course is designed to give students a broad background of our country's history and its people. Areas that will be highlighted will be a functional understanding the democratic process, the most important events in American History, and the key ideas that guided our country's growth and the development of the United States today.

Full Year (36 wks) 5 periods/ week Credit: 1
***NOTE: Supervisor or principal pre-approval required before registering for this course**

Government – You and the Law**
A functional study of government in the United States, including federal, state, county, and local government, this course will consider ways in which government is organized, the ways in which it is controlled by the people. The important role each citizen plays will be emphasized, along with civic accountability, and voting responsibilities.

Full Year (36 wks) 5 periods/ week Credit: 1
***NOTE: Supervisor or principal pre-approval required before registering for this course**

Current Events of Today**
A study of current events occurring in the United States and other nations around the world today. Using daily newspapers, CNN news, and Fox News Network, this course is designed to create an understanding of how daily events affect our lives and create interdependence with other nations.

Full Year (36 wks) 5 periods/ week Credit: 1
***NOTE: Supervisor or principal pre-approval required before registering for this course**

Social Studies for Everyday Life

This course is designed to integrate traditional science, government and health concepts. Emphasis is placed on developing interpersonal skills, leadership skills, self-esteem, cooperative work habits, appropriate appearance, preventative health care, self-control and personal and civic responsibilities. This course is also designed to assist students cope with their ever-changing environments.

Full Year (36 wks) 5 periods/week Credit: 1
****NOTE: Supervisor or principal pre-approval required before registering for this course.**

Applied American & Modern World History I*
The class will take a global approach with the interaction between American and World History, examining culminating events such as revolutions and civil conflicts, industrialization, immigration, and imperialism.

Full Year (36 wks) 5 periods/ week Credit: 1
****NOTE: Supervisor or principal pre-approval required before registering for this course**

Applied American & Modern World History II*
Perspectives II will take a global approach to American and world history. Students will examine the interaction of eastern and western histories through culminating events such as World War I, World Depression, World War II, the Cold War, and Post-Colonial World.

Full Year (36 wks) 5 periods/ week Credit: 1
****NOTE: Supervisor or principal pre-approval required before registering for this course**

Applied Economics, Government & Financial Literacy*
This course provides the necessary materials for the basic study of government in the United States, including federal, state, county, and local government. This course also deals with personal economics and aims to make students aware of the major areas of personal finance they will encounter after graduation such as planning your personal finances, managing your personal finances, and controlling your financial future.

Full Year (36 wks) 5 periods/ week Credit: 1
****NOTE: Supervisor or principal pre-approval required before registering for this course**

HEALTH AND PHYSICAL EDUCATION COURSE DESCRIPTIONS

Personal Health*,**
The primary objectives of the Personal Health course are to develop responsible relationships, know the effects of alcohol, drugs, and tobacco on the body, understand HIV/AIDS and their causes, and understand violence prevention and its benefits. Additionally, the Personal Health course will cover sensitive issues on the variety of family structures, problems facing families, and teen pregnancy. Students will explore the questions of physical, mental, and social health.

1 semester (18 wks) 5 periods/week Credit: 1/2

Physical Education 9-10 *,**
Physical Education will include team games, individual sports, lifetime sports, and physical fitness. The importance of physical fitness will be emphasized throughout this course.

1 semester (18 wks) 5 periods/week Credit 1/2

OCCUPATIONAL WORK STUDY

Occupational Work Study Program - Since the philosophy of the Work-Study Program is to prepare students for a successful work experience after high school, the program is divided into two important parts. The first part is Occupational Foundations classroom instruction and the second is the employment experience. The employment requirement can be met by full time work in a paid situation or volunteering full time or a combination of both. Instructional techniques in the classroom utilize a hands-on, activity based approach. Practical skills are developed in everyday and community vocational settings.

Occupational Foundations I-IV*/**
The primary objective of the Occupational Foundations course is to fully develop each student's vocational potential. Emphasis is placed on evaluating students' interests, aptitudes, and skills in order to provide assistance and guidance as they investigate and choose career goals. Additionally, the Occupational Foundations course is designed to develop work attitudes, abilities, and skills needed for employment and/or additional vocational training.

Full Year (36 wks) 5 periods/week Credit: 1
****NOTE: Supervisor or principal pre-approval required before registering for this course**

Employment
Students will be able to earn credit for working as they continue taking required classes. Topics covered are practical ones such as safety skills, worker rights, and employer expectations.

Employment I
Successful completion of 80 hours of work experience Credit: 1/2
Employment II
Successful completion of 160 hours of work experience Credit: 1
Employment III
Successful completion of 320 hours of work experience Credits: 2
Employment IV
Successful completion of 480 hours of work experience Credits: 3

Prerequisites: The student must be of working age; have a good school attendance record; and, submitted an application with references.

REQUIREMENTS FOR WORKING STUDENTS

WORK PERMITS

When a student obtains a job, the following procedures should be followed:

1. Students must have valid birth certificate, which he presents to the receptionist or switchboard operator in the Administration Building.
2. Student will be issued a physical examination card and a pledge of employer card
3. When the cards are completed, they are to be returned to the Administration Building at which time the work certificate will be issued.

ATTENDANCE

Every student has a personal responsibility for reporting to school every day and being on time. Students who are working or volunteering time have the additional personal responsibility of reporting to the job or site every day and being on time. Part of this experience may require using a time clock.

When a working or volunteering student is absent he/she is required to:
(1) Inform the Work-Study Coordinator
(2) Inform his/her employer
(3) Inform Alliance High School

A student who is absent from school will not be permitted to go to work. It is important that every student be on time for school and for classes.

REPORTING EARNINGS

In order to receive employment credit, a working student must present a pay stub to the coordinator within one (1) week of being paid.

Individuals will progress at different rates. A few students will require long-term structured instruction to enhance the development of academic, social, and vocational skills.

An "Intervention Program" can be developed for students who are in need of additional guidance and structure to maximize the learning opportunities that are provided to them.

VOLUNTEER PHILOSOPHY

Volunteering for employment credit is neither a new concept nor one peculiar to the Work Study program. Depending upon the job market, the Alliance High School Work Study program has given unemployed students the opportunity to earn credit toward graduation by volunteering.

No student is forced to volunteer; however, the consequences of refusal are explained to students and parents. The alternative to unemployment and refusal is loss of employment credits toward graduation. Volunteering does not preclude the right to a paying job when such a job station is available.

ELECTIVE COURSE DESCRIPTIONS

Students can select a variety of elective courses that are offered throughout the Decisions Book.